THE IMPACT OF YOUTUBE VIEWING INTENSITY AND CONTENT TYPE ON THE LANGUAGE POLITENESS OF EARLY CHILDHOOD (A STUDY OF 5-6-YEAR-OLD CHILDREN IN SIRNABAYA VILLAGE, KARAWANG)

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Abstract

This study aims to examine the influence of YouTube viewing intensity and content type on the language politeness of children aged 5–6 years in Sirnabaya Village, Karawang Regency. This research employed a quantitative approach with an Ex Post Facto design and involved 68 respondents selected through a simple random sampling technique. Data were collected using validated questionnaires covering three variables: YouTube viewing intensity (X1), type of YouTube content (X2), and language politeness (Y). Data analysis was conducted using multiple linear regression, supported by classical assumption tests including normality, linearity, multicollinearity, and heteroscedasticity. The results showed that variable X1 had a positive and significant effect on language politeness (Sig. = 0.007), while variable X2 had a negative and significant effect on language politeness (Sig. = 0.001). The regression equation obtained was $Y = 88.075 + 0.357X1 – 0.348X2$. The simultaneous test (F-test) indicated that both variables jointly had a significant effect on Y, with a significance value of 0.001 and an F-value of 12.116, which is greater than the F-table value of 3.138. The coefficient of determination ($R^2 = 0.272$) showed that 27.2% of the variation in language politeness could be explained by the intensity and type of YouTube content, while the remaining 72.8% was influenced by other factors such as parenting style, social environment, and other digital media. These findings highlight the importance of parental supervision regarding the duration and type of content children watch to ensure the resulting impact is positive. Early digital literacy education is also crucial in shaping polite language behavior in children.

Keywords: Viewing intensity; type of youtube content; language politeness; early childhood.

Abstrak

Penelitian ini bertujuan untuk mengkaji pengaruh intensitas menonton dan jenis tontonan youtube terhadap kesantunan berbahasa anak usia 5-6 tahun di Desa Sirnabaya Kabupaten Karawang. Penelitian ini menggunakan pendekatan kuantitaif dengan desain Ex Post Facto dan melibatkan 68 responden yang dipilih melalui Teknik simple random sampling. Pengumpulan data dilakukan melalui kuesioner yang telah divalidasi meliputi tiga variabel: Intensitas menonton (X1), jenis tontonan youtube (X2), dan Kesantunan berbahasa (Y). analisis data menggunakan regresi linear berganda serta dilengkapi dengan uji asumsi klasik seperti normalitas, linearitas, multikolinearitas, dan heteroskedastisitas. Hasil penelitian menunjukkan bahwa variabel X1 memiliki pengaruh positif dan signifikan terhadap kesantunan berbahasa (Sig. = 0,007), sedangkan variabel X2 berpengaruh negative dan signifikan terhadap kesantunan berbahasa (Sig. = 0,001). Persamaan regresi yang diperoleh adalah $Y = 88,075 + 0,357X1 – 0,348X2$. Uji simultan (Uji F) menunjukkan bahwa kedua variabel secara bersama-sama berpengaruh signifikan terhadap Y dengan nilai signifikansi 0,001 dan F-hitung sebesar 12,116 > F-tabel 3,138. Koefisien determinasi ($R^2 = 0,272$) menunjukkan bahwa 27,2% variasi dalam kesantunan berbahasa dapat dijelaskan oleh intensitas dan jenis tontonan youtube, sedangkan sisanya dipengaruhi oleh factor lain seperti pola asuh, lingkungan sosial, dan media digital lainnya. Hasil penelitian ini menegaskan pentingnya pengawasan orangtua terhadap durasi dan jenis tontonan anak agar dampak yang ditimbulkan bersifat positif. Pendidikan literasi digital sejak usia dini juga menjadi kunci dalam membentuk perilaku berbahasa yang santun pada anak,

***Kata kunci**: Intensitas menonton; jenis tontonan youtube; kesantunan berbahasa; anak usia dini.*

Introduction

Early Childhood Education (ECE) constitutes a fundamental stage that determines the direction of a child's optimal development in the physical, cognitive, socio-emotional, and moral-spiritual domains. This stage is often referred to as the golden age because children experience rapid growth and development that shapes the quality of their future life. According to Law No. 20 of 2003 on the National Education System, Article 28, paragraph (1), early childhood education is organized for children from birth until six years of age and is not a prerequisite for entering primary education (SUJIONO, 2013). This highlights the significant position of ECE within the national education system as the foundation for unlocking a child's potential.

The objectives of education at this stage are not merely oriented toward academic knowledge acquisition but also toward providing appropriate stimulation to foster holistic growth. ECE must offer structured learning experiences that cultivate personality and potential through positive habits in a supportive environment. Thus, early childhood education is not limited to formal learning activities; it also encompasses character formation, which serves as the cornerstone of social life, including language skills and politeness in communication.

Within the national education framework, character formation in children cannot be separated from the roles of three primary environments: the family, school, and community—known as the Tri Center of Education. These three educational domains must work in synergy to create an environment that supports children's holistic development. One essential aspect of character education is linguistic politeness, which refers to a child's ability to express opinions, desires, and feelings politely, respectfully, and in accordance with prevailing social norms. Linguistic politeness reflects a child's pragmatic intelligence in adjusting word choice and intonation to the social context. The quality of family interactions—particularly through democratic and communicative parenting styles—significantly influences the development of politeness and emotional regulation in early childhood.

However, the rise of the digital era presents new challenges in fostering children's politeness in language use. Social media, particularly YouTube, has become an integral part of children's lives from an early age. Data from the Central Statistics Agency (2024) reveal that 51.19% of children aged 5–6 have accessed the internet, while 58.25% regularly use gadgets in daily life. These findings suggest that children are becoming increasingly immersed in digital technology, often spending more time with devices than engaging in play with peers. As (Syafrida, 2014) notes, in the modern era, play activities with friends are no longer a primary focus for children, with digital media taking over as a source of both entertainment and learning.

YouTube use among children has both positive and negative impacts, both in terms of duration and content type. The intensity and exposure to age-inappropriate material can disrupt language development, undermine communication ethics, and

reduce children's level of language politeness. High intensity and exposure to age-inappropriate material may disrupt language development, undermine communication ethics, and diminish children's level of linguistic politeness. In line with this, the American Academy of Pediatrics (Hill et al., 2016) recommends that children under two years of age should not be exposed to digital media, except for video calling, and that older children's digital engagement should always involve parental supervision with careful content selection.

Field observations reinforce these concerns. In several ECE institutions in Sirnabaya Village, Karawang Regency, a noticeable decline in children's linguistic politeness was observed. Many children used impolite or harsh language, such as slang words like "*anjay*" or "*anjir*", as well as foreign-language expletives. Moreover, they often spoke with elevated intonation and demonstrated limited understanding of basic communication etiquette, such as asking permission or saying "*excuse me.*" This phenomenon indicates a negative influence from digital exposure to inappropriate content, further exacerbated by permissive parenting, where parents provide unrestricted access to gadgets merely to pacify their children.

To better address this issue, it is important to revisit the concept of language acquisition in children. Language serves primarily as a tool for communication, which children begin learning from birth through interactions with their surroundings. (Khotijah, 2013) define language acquisition as the natural process occurring in a child's brain while acquiring their first language or mother tongue. Sumantri and Permana (1999), as cited in (Hidayat et al., 2022), further emphasize that language acquisition must occur holistically, meaningfully, and functionally, aligned with the child's developmental stage.

It is crucial to distinguish between language acquisition and language learning. Language acquisition is a natural process, taking place as children interact in their mother tongue, whereas language learning typically occurs once children have mastered their first language—often in formal settings such as school when learning a second language (Widodo et al., 2022). During early childhood, language acquisition lays the foundation for communication skills and linguistic politeness (Hidayat, 2023).

Linguistic politeness itself is a cultural phenomenon, varying across societies. highlights that politeness in language use must always be considered to prevent misunderstandings or conflicts in communication. Language that disregards cultural norms may cause someone to be perceived as arrogant, disrespectful, or even uncultured. Consequently, in social interactions, it is essential to consider how one speaks, to whom one speaks, and when speech occurs (Widodo et al., 2022).

Another factor influencing children's language development is parenting style. Democratic parenting, which emphasizes open communication, has been shown to encourage polite speech. In contrast, permissive or authoritarian parenting often leads to problems in language development, both in terms of skills and attitudes. For this reason, families, schools, and communities—as the Tri Center of Education—must

collaborate to create an environment that promotes polite language use among children.

Meanwhile, technological advancement has made YouTube one of children's favorite platforms. It offers a wide variety of content, including films, music, television shows, animations, and educational videos. As (Imroatun et al., 2021) and Sutarti & Astuti (2021) in (Maryani et al., 2022) explain, although YouTube has educational potential, not all of its content is safe for children. Thus, the primary responsibility lies with parents to supervise and guide children in their digital consumption.

The use of YouTube by children aged five to six requires careful attention to both frequency and duration. Janah et al. (2019) in (Maryani et al., 2022) recommend limiting YouTube exposure, such as allowing children to watch only twice a week for no more than two hours at a time. Excessive or daily prolonged use can negatively affect children's physical health, language development, and politeness in communication.

In conclusion, the use of YouTube among young children is an unavoidable phenomenon in today's digital age. The most effective approach is not to impose absolute prohibition, but rather to provide supervision, guidance, and regulate viewing intensity. Parents play a crucial role as the first line of defense in accompanying children when accessing YouTube. One practical strategy is to establish specific viewing schedules with limited duration while selecting age-appropriate content. Educational content such as illustrated stories, children's songs, or simple science experiments can serve as meaningful alternatives that not only entertain but also foster language development and creativity.

Beyond parental roles, ECE teachers also play a vital role in guiding children's responsible use of digital media. Teachers can integrate relevant YouTube content into classroom learning, for example by collectively watching educational videos and discussing them using polite language. Such practices enrich children's knowledge, train their communication skills, and cultivate critical media literacy.

At the societal level, broader efforts are needed to create a child-friendly digital ecosystem, such as providing public educational spaces and promoting digital literacy among families. Through the synergy of families, schools, and communities, YouTube can be directed as a tool for meaningful learning without compromising the values of linguistic politeness in early childhood.

Method

This study uses a quantitative approach with the type of *Ex Post Facto research,* which is research that aims to examine the cause-and-effect relationship of events that have occurred without direct treatment from researchers. The focus of this study is to determine the effect of watching intensity (X1) and the type of *YouTube* viewing (X2) on the language politeness of children aged 5-6 years (Y), both partially and simultaneously. *Ex Post Facto* research aims to identify cause-and effect relationships based on existing facts, and is not directly manipulated. Thus, this study aims to reveal

whether the two independent variables have a significant effect on the language politeness of children aged 5-6 years.

The population in this study were all children aged 5-6 years who attended Early Childhood Education Institutions in Sirnabaya Village, Karawang Regency, with a total of 189 children and their parents. The sample was determined using the Yamane Issac and Michael formula with an error rate of 10% (0.1), resulting in a minimum sample size of 65 respondents. To anticipate the existence of a fall sample at the time of the study, the researcher set an initial sample size of 75 students using *simple random sampling* technique. Of the total 75 samples selected by simple random sampling, only 68 respondents met the criteria and expressed their availability to be part of the study. This technique was chosen to provide equal opportunities for all members of the population to be selected as samples, thus increasing the validity of the research results.

The instrument for variable X1 is the result of adaptation from previous research which has been modified by the researcher and consists of three aspects, namely frequency, duration, and attention with a total of 18 statement items. Meanwhile, the X2 variable instrument was compiled directly by the researcher based on three aspects or categories of content, entertainment, education, and *edutainment* (entertainment and education), with a total of 33 statement items. Meanwhile, variable Y was prepared based on a modified instrument from Elvina Marsetiani (2019) which included six aspects of language politeness, namely wisdom, acceptance, generosity, humility, compatibility, and sympathy with a total of 27 statement items.

The measurement scale used in this questionnaire is a *Likert scale* with four alternative answers: "Always", "Often", "Sometimes", and "Never". Data analysis was carried out through descriptive and inferential statistical analysis. Descriptive analysis was used to describe the characteristics of respondents based on age, gender, and the distribution of scores on each variable. Meanwhile, inferential analysis was carried out through a series of tests, including the classical assumption test, multiple linear regression analysis, hypothesis testing (partial t and simultaneous F), and the coefficient of determination test. *The* validity test uses *product moment* correlation, where all statement items are declared valid with r-count > r-table (0.361), while reliability is tested using *Cronbach's Alpha,* and the results show that all instruments have high reliability: X1 (0.791), X2 (0.929), Y (0.970), all of which are above the minimum limit of 0.7.

Results and Discussion

   1. Data Description of Age Characteristics of Samples and Respondents

Early childhood is at a very rapid and crucial stage of development, known as the *golden age*, where about 90% of brain development occurs in the age range of 0-6 years. In this study, the sample consisted of children aged 5-6 years old who are in the late phase of early childhood. The analysis showed that the majority of learners were in the age range of 71-83 months (97.1%), while 2 children (2.9%) were 60-65 months

old, and none were 66-70 months old. The mean age was 74.46 months (equivalent to ± 6 years and 2 months), with a standard deviation of 4.579 indicating low variation in age between respondents. The late stages of early childhood are a very important developmental stage for language skills. At this age, children begin to master more complex forms of language and understand the rules or manners in communication, including language politeness. This is supported by research conducted (Azizah & Dewi, 2021) that the higher the age of the child, the child's language skills will also increase, including language politeness.

In addition to children, this study also analyzed the age characteristics of parents as respondents. Most respondents were in the age range of 26-33 years (54.4%), followed by 34-40 years (38.2%), and the rest were in the age range of 41-47 years (7.4%). This age range indicates that the majority of parents are at a productive age and relatively psychologically mature in carrying out their parenting role. This is relevant because parents' experience in assisting children, including in directing the use of digital media such as *YouTube*, is strongly influenced by their maturity and understanding of child development. This data illustrates that most respondents have the potential capacity to form an environment that supports child development. The categorization data describing the age characteristics of the sample and respondents can be seen in Table 1.

Tabel 1. Age Characteristics of Samples and Respondents

Child's age	n	%	Age of Respondent	n	%
60-65 Months	2	2.9	26-33 Years	37	54.4
66-70 Months	0	0	34-40 Years	26	38.2
71-83 Months	66	97.1	41-47 Years	5	7.4
Total	68	100.0	Total	68	100.0
Average	74.46		33.84	33.84	
Min - Max	60 – 83		26 – 47	26 – 47	
SD	4.579		4.209	4.209	

It is important to analyze the age of respondents as it relates to the quality of interaction and parenting. While there is no conclusive evidence that parental age directly affects the influence of viewing on children's politeness, age is often a proxy for experience and emotional maturity. Research by Levickis et al. (2023) showed that early parental responsiveness was positively associated with children's language skills at age 7. In addition, a study by Rivero et al. (2023) states that positive parental behaviors, including verbal support during play, explain about 16-18% of the variation in children's language development. Therefore, parents' age characteristics are an important aspect in understanding the social context that influences children's language politeness.

2. *Description of Data on Watching Intensity and Types of Youtube Watches for 5-6 Year Old Children in Sirnabaya Village, Karawang Regency*

This data description is to provide an overview of research data on the variable (X1) Menonoton Intensity, variable (X2) type of YouTube viewing and variable (Y) Language Politeness of Children aged 5-6 years in Sirnabaya Village, Karawang Regency.

As for the score categories of each variable as a whole, we can see in table 2 below:

Table 2. Categorization of Each Variable Score

Category X1	Score	n	%	Category X2	Score	n	%	Category Y	Score	n	%
Low	≤ 48	12	17.6%	Less Good	≤ 65	6	8.8%	Less Good	≤ 74	11	16.2%
Medium	48 – 59	45	66.2%	Simply Good	65 – 85	53	77.9%	Simply Good	74 – 88	48	70.6%
High	≥ 59	11	16.2%	Good	≥ 85	9	13.2%	Good	≥ 88	9	13.2%
Avarage	53.60			Avarage	75.03			Avarage	80.66		
Min-Max	36 – 65			Min-Max	48 – 104			Min-Max	62 – 94		
SD	5.789			SD	9.795			SD	7.087		

The results of the analysis in table 1.2 show that the viewing intensity variable in children aged 5-6 years in Sirnabaya Village is mostly in the medium category, namely 45 children (66.2%) with a score range of 48-59. Meanwhile, 12 children (17.6%) were in the low category (≤48, 11 children (16.2%) were in the high category (≥ 59). This shows that the majority of children have the habit of watching *YouTube* in a moderate intensity. The average intensity score of 53.79 with a standard deviation of 6.219 shows a relatively normal distribution. This pattern reflects that the intensity of *YouTube* exposure in children is still in a manageable stage, but still needs attention in the context of duration and frequency.

In variable X2 the type of *YouTube* viewing can be seen that the majority of children are in the "good enough" category, namely 53 children (77.9%) who tend to watch mixed content between entertainment and education. Only 9 children (13.2%) were classified as "good", namely those who accessed age-appropriate educational content, and 6 children (8.8%) were in the "not good" category, namely those who watched inappropriate content. The mean score was 75.03 with a standard deviation of 9.795, indicating variation in viewing types between children. This difference emphasizes the importance of parental control over the type of content children consume in order to have a positive impact on their social behavior and language.

As for the language politeness variable, 48 children (70.6%) were in the "good enough" category, 11 children (16.2%) were categorized as "not good enough", and 9 children (13.2%) were in the "good" category. The average score obtained is 80.66 with a standard deviation of 7.087, and the range of scores between 62 - 94, indicating that the level of children's language politeness is generally quite high but still shows a high

level of politeness. This finding indicates that although in general the language politeness of children aged 5-6 years in Sirnabaya Village is good, there is still impolite language use and low empathy, such as praising with the word "anjay/flood", speaking when others are talking, and being indifferent to friends who are sad. Data based on the results of questionnaire answers show that quite a number of children often use impolite language or attitudes. This finding is reinforced by the results of teacher observations and interviews which noted that children often mocked friends with rude names and were indifferent. This shows that the habituation of politeness has not been formed evenly and still requires intensive assistance from teachers and parents.

Prerequisite Test

One of the requirements to be able to use multiple linear regression equations is the fulfillment of classical assumptions or prerequisite tests.

Table 3. Data Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		68
Normal Parameters[a,b]	Mean	0,0000000
	Std. Deviation	5,79858987
Most Extreme Differences	Absolute	0,103
	Positive	0,077
	Negative	-0,103
Test Statistic		0,103
Asymp. Sig. (2-tailed)[c]		0,069

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the *output of the SPSS* calculation results in the table above, it is known that the *Asymp.Sig (2-tailed)* significance value is 0.069, which means it is greater than the α value (0.05). According to the basis for making decisions in the *Kolmogorov-Smirnov* normality test above, the data above can be concluded to be normally distributed. Thus the assumption or requirement of normality in multiple regression is met.

Table 4. Linearity Test of X1 and X2 Data

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	1079,868	23	46,951	1,026	0,457
	Linearity	104,863	1	104,863	2,292	0,137

			Sum of Squares	df	Mean Square	F	Sig.
Politeness Languages * Intensity (X1)		Deviation from Linearity	975,005	22	44,318	**0,969**	**0,517**
	Within Groups		2012,764	44	45,745		
	Total		3092,632	67			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Politeness Language * Type Watch YouTube (X2)	Between Groups	(Combined)	1858,549	30	61,952	1,857	0,037
		Linearity	569,410	1	569,410	17,072	0,000
		Deviation from Linearity	1289,139	29	44,453	**1,333**	**0,203**
	Within Groups		1234,083	37	33,354		
	Total		3092,632	67			

Based on the results of the linearity test, the significance value of *deviation from linearity* in variable X1 (viewing intensity) is 0.517, and X2 (type of *YouTube* viewing) is 0.203, both of which are greater than 005. In addition, we can see that the f-count value for X1 of 0.969 is smaller than the f-table of 2.427, and the f-count for X2 of 1.333 is smaller than the f-table. 2.469. Thus it can be concluded that there is a significant linear relationship between the intensity and type of *YouTube* viewing on the language politeness of children aged 5-6 years.

Table 5. Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	88,075	7,809		11,279	.000		
	Intensity (X1)	0,357	0,128	0,305	2,793	.007	.942	1,061
	Type of Watch YouTube (X2)	-0,348	0,076	-0,502	-4,605	.000	**.942**	**1,061**

a. Dependent Variable: Language Politeness

In the table above, it can be seen from the VIF value, namely (1.061) < 10, and the *Tolerance* value, namely (0.942) > 0.1 So it can be concluded that the *independent* variables in the multiple linear regression model include no multicollinearity.

Table 6. Heteroscedasticity Test

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	9,027	4,498		2,007	.049
	Intensity (X1)	-0,004	0,074	-0,006	-0,051	.959
	Type of Watch Youtube (X2)	-0,055	0,044	-0,160	-1,270	.209

a. Dependent Variable: Abs_RES
a. Dependent Variable: Abs_RES

In the table above, it can be concluded under the value (Sig) $X1$ which is 0.959 and (Sig.) $X2$= 0.209. So it can be described that the P-value of both > a (0.05), so the conclusion is obtained that the two variables do not occur heteroscedaticity.

Multiple Linear Regression Analysis

Multiple linear regression analysis aims to test the effect of two or more independent variables (watching intensity, and type of *youtube* tonotnan) on the dependent variable (Language Politeness) which will be presented in table 7.

Table 7. Multiple Linear Regression Analysis

Model		Resiliensi		
		B	t	Sig.
1	(Constant)	88,075	11,279	.000
	Intensity (X1)	**0,357**	**2,793**	**.007**
	Type of Watch Youtube (X2)	**-0,348**	**-4,605**	**.001**

a. Dependent Variable: Language Politeness

From the table above, it is known that the significance value (Sig.) on the variable ($X1$) Intensity of watching is 0.007 <0.05, and on the variable ($X2$) type of YouTube viewing Sig. value of 0.001 <0.05. So it can be concluded that $H01$ and $H02$ are rejected and Ha is accepted, which means that it can be said that $X1$ has a significant effect on Y with a Sig value. 0.007 and $X2$ is said to have a significant influence on Y with a Sig value. 0,001.

Based on the results of multiple linear regression analysis, the regression equation **Y = 88.75+ 0.$_{357X1}$ -0.$_{348X2}$ is** obtained, which shows that when the variables of viewing intensity and type of *YouTube* viewing are zero, the value of language politeness is predicted to be 88.075. The X1 coefficient of 0.375 indicates that every 1% increase in viewing intensity is expected to increase the language politeness score by 0.357. Conversely, the $X2$ coefficient of -0.348 indicates that every 1% increase in the type of inappropriate *YouTube* viewing will decrease the language politeness score by 0.348. This shows that viewing intensity contributes positively, while the type of inappropriate viewing can have a negative impact on the language politeness of children aged 5-6 years.

Furthermore, based on the t-test, the t-count value of X1 is 2.793 > 1.997, so it can be concluded that X1 has a positive and significant effect on language politeness (Y). Meanwhile, the t-count value for X2 of -4.605< t-table 1.997 shows that X2 has a

negative and significant effect on Y. This is reinforced by the significance value and direction of the regression coefficient which shows the negative effect of the type of spectacle on childREN's language politeness.

3. *The Effect of Youtube Viewing Intensity on the Language Politeness of 5-6 Year Old Children*

The results of this study in Sirnabaya Village show that viewing intensity has a positive influence on the language politeness of children aged 5-6 years. This finding is in line with Luriana (2023) who states that the duration of watching *YouTube* can improve language skills, enrich vocabulary, and foster children's curiosity. Abid et al. (2025) also added that viewing intensity has a double impact, educational content can improve communication skills, but inappropriate content can actually damage language politeness. Meanwhile, Qonita et al. (2023) reminded that excessive viewing duration can interfere with physical activity, social interaction, and children's concern for the environment. Therefore, parental supervision is very important so that the intensity of watching really supports children's language development positively, both in terms of vocabulary and politeness.

4. *The influence of YouTube viewing types on the language politeness of children aged 5-6 years*

Furthermore, this study also shows that the type of *YouTube* viewing has a significant effect but in a negative direction on children's language politeness. Abid et al. (2025) found that children who watch inappropriate content such as short videos containing harsh words tend to imitate inappropriate language. Suroyya et al. (2022) also noted that *gaming* content can have a negative impact due to the use of coarse language, although there are positives such as the introduction of English vocabulary. In addition, *edutainment* shows such as Upin & Ipina or Cocomelon have been shown to increase children's vocabulary and speaking skills (Abid et al., 2025). Thus, the type of viewing determines its impact, and the role of parents in monitoring the content consumed children is very important.

5. *The Effect of Intensity and Type of YouTube Watch on the Language Politeness of 5-6 Year Old Children*

Based on the simultaneous F-test, a significance value of 0.001 is obtained and f-count 12.116 > f-table 3.138, which shows that the intensity and type of *YouTube* viewing together have a significant effect on the language politeness of children aged 5-6 years. The coefficient of determination (R^2) of 27.2% shows that the two variables partially explain the influence on politeness, while the rest is influenced by other factors such as parenting, environment, and other media. This means that both the duration and quality of viewing need to be controlled simultaneously for optimal impact; watching educational content for too long or negative content even for a short time still affects the way children speak. This finding emphasizes the importance of

parents' role in supervising their children's watching and The need for digital literacy education from an early age to instill polite language habits.

Conclusion

The novelty of this research lies in its comprehensive analysis of both the intensity of YouTube viewing (X1) and the type of content consumed (X2), and how these variables jointly influence the language politeness of children aged 5–6 years. Previous studies on digital media and early childhood education have mostly concentrated on screen time duration and its potential risks for cognitive or linguistic development in general. However, this study introduces a more nuanced perspective by demonstrating that the quality of content is as significant as the quantity of exposure. This dual focus provides a fresh theoretical contribution to the field of early childhood digital literacy and communication development.

The research results reveal that viewing intensity alone does not always yield negative consequences. When combined with age-appropriate educational content, higher intensity of YouTube exposure may enhance children's language abilities, particularly in vocabulary enrichment and contextual understanding. On the contrary, when children are exposed to inappropriate content containing harsh or impolite language without parental supervision, the impact becomes negative, leading to a decline in language politeness. This finding provides a new dimension to the existing literature, highlighting that digital media consumption is not inherently harmful, but rather its effects depend heavily on the type and quality of content.

Methodologically, the novelty also lies in the application of regression analysis with two independent variables, which enables a clearer picture of how intensity and content type interact. The regression equation $Y = 88.075 + 0.35X1 – 0.348X2$ illustrates that these two factors make complementary yet contrasting contributions. The simultaneous F test confirms that both factors collectively affect children's language politeness, while the coefficient of determination (27.2%) indicates that although significant, other factors such as parenting style, family environment, and exposure to alternative media also play a role. This multi-variable approach enhances the robustness of the findings and extends prior research that often examined these variables in isolation.

From a practical standpoint, the study provides new insights for parents, educators, and policymakers. Unlike earlier studies that predominantly emphasized limiting children's screen time, this research suggests that dual parental supervision is essential—not only in controlling the duration of viewing but also in curating and monitoring the quality of content accessed. This represents a crucial shift in digital parenting strategies in the era of ubiquitous media consumption. Furthermore, the study underscores the importance of synergy between parents and educators in providing early digital literacy education, ensuring that children develop not only linguistic skills but also polite communication habits aligned with cultural and social norms.

In sum, the novelty of this study lies in its integrated theoretical, methodological, and practical contributions, offering a more holistic understanding of how digital platforms like YouTube can both support and challenge the cultivation of language politeness in early childhood.

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