p-ISSN 2541-0326
Volume: 10
Issue: 1
Year: September 2025
Page: 187-196

SCOPE
JOURNAL OF ENGLISH LANGUAGE TEACHING
Website: https://journal.lppmunindra.ac.id/index.php/SCOPE/
DOI: https://doi.org/10.30998/jh.v8i2.2784

Impact of *Little Baby Bum* with Parental Controls on Middle Childhood Learners

Eka Puspita[1], Surono[2], Fidya Felinda Ilahude[3], Cindi Martina Marbun[4]

[1,2,3,4] *Universitas Ahmad Dahlan, Yogyakarta*
2308042027@webmail.uad.ac.id

Abstract. This study investigates the impact of YouTube Kids content, particularly *"Little Baby Bum"* on English vocabulary acquisition among 7-year-old children. A qualitative case study was conducted with two participants: AR (7 years 5 months) and AF (7 years 9 months), both enrolled in English language lessons. Data were gathered through observations, semi-structured interviews, and vocabulary assessments before and after the intervention. AR, who watched an average of 4 hours per day and engaged actively with the content, recognized 9 out of 16 English words tested, while AF, with 3 hours of daily viewing and more passive engagement, recognized only 6 words. However, AF showed stronger retention in Indonesian vocabulary, recognizing 10 words compared to AR's 7. The study's discussion identifies five key themes: (1) Exposure to Digital Content: Increased exposure to digital content appears to support vocabulary development, especially with active engagement. (2) Parental Supervision: Effective supervision ensures focused learning and appropriate content. (3) Engagement Level: Active participation, such as singing along, is critical for retention. (4) Language Retention: Vocabulary retention is higher in the language where the child is more engaged. (5) Active Participation: Active involvement in content is crucial for effective learning. The pedagogical implications highlight that interactive digital media like *"Little Baby Bum"* can be a valuable tool in English language teaching, particularly when combined with active engagement and proper parental guidance. These findings provide important insights for educators and parents on optimizing digital media use in supporting children's language development.

Keyword: English Language Teaching; Youtube Kids; Vocabulary Acquisition; Parental Supervision

Received: 05-10-2025
Revised: 25-08-2025
Accepted: 30-09-2025
Corresponding Author: Eka Puspita; 2308042027@webmail.uad.ac.id

INTRODUCTION

In recent years, YouTube has become a significant tool in the realm of English Language Teaching (ELT), particularly for young learners. Among the various channels available, YouTube Kids channels like *Little Baby Bum* have gained popularity for their engaging and educational

content designed to assist in language acquisition. For 7-year-old children, who are at a critical stage of language development, these channels provide an accessible platform to supplement traditional English language lessons. However, the integration of such digital content into language learning raises important questions about its effectiveness, especially when combined with parental control mechanisms (Lafrance, 2020).

The central concern of this study lies in understanding how exposure to YouTube Kids channels, specifically *Little Baby Bum*, influences the acquisition of English language skills in young learners. As English language learning becomes increasingly digital, it is essential to evaluate the role that structured, multimedia content plays in enhancing language acquisition, particularly in the context of formal education settings like English language lessons (Alkathiri, 2019).

Despite the growing reliance on digital media for language learning, research on the impact of YouTube Kids channels in English language acquisition is still limited. Previous studies have primarily focused on the effectiveness of more widely recognized children's programs such as *Cocomelon*, highlighting their influence on vocabulary development and cognitive skills (Coates, 2020). However, *Little Baby Bum*, which features similar educational content, has not been extensively examined in the context of English vocabulary acquisition. Additionally, while prior research acknowledges that parental guidance plays a critical role in optimizing digital learning experiences, few studies have explored how structured parental supervision affects children's engagement and vocabulary retention when using YouTube Kids as a learning tool.

Previous studies on digital media in language education have shown mixed results Dan, 2020; Imaniah et al., 2020; Knorr, 2020; Nugraha et al., 2019; Sowmya & Manjuvani, 2019; Sugden et al., 2019; Sundus, 2018). While studies on channels like *Cocomelon* suggest that multimedia content can enhance vocabulary acquisition and listening skills, these studies also point out potential distractions and the varying effectiveness depending on content design. However, these studies often generalize across different types of content and do not focus on channels specifically designed for educational purposes, nor do they consider the influence of parental guidance in structuring the learning experience. In contrast, despite its popularity, *Little Baby Bum* remains under-researched, particularly in English language teaching.

This study aims to fill the gap by focusing on the effects of YouTube Kids channels, particularly *Little Baby Bum*, on English language acquisition among 7-year-old children enrolled in English language lessons. The novelty of this research lies in its examination of how parental controls can be used to optimize the learning experience, ensuring that young learners are exposed to content that supports their language development without the distractions typically associated with digital media (Al Sagr & Al Sagr, 2020). By choosing *Little Baby Bum*, this study addresses a gap in the existing literature that has predominantly focused on more widely studied shows like *Cocomelon* channel.

The primary objective of this study is to explore how YouTube Kids channels, focusing on *Little Baby Bum*, in enhancing the English language acquisition of 7-year-old students who are enrolled in English language lessons. The study seeks to determine how parental controls can be utilized to maximize the educational value of these channels, facilitating a more focused and productive language learning experience.

By addressing these objectives, this research will contribute valuable insights to the field of English Language Teaching, particularly in the context of integrating digital content into young learners' educational routines. The findings could inform educators, parents, and policymakers on best practices for using digital platforms like YouTube Kids as supplementary tools in English language education.

METHOD

This study employed a qualitative case study approach, utilizing a qualitative descriptive method to investigate the impact of the YouTube Kids channel *"Little Baby Bum"* on English language acquisition among 7-year-old children. According to Creswell et al. (2018) qualitative research methods are often referred to as naturalistic research methods because the research was conducted in natural conditions or settings. This approach was also known as the ethnographic method, as it was initially used more in cultural anthropology research. It was called a qualitative method because the data and analysis were more qualitative. Yusanto (2020) added that qualitative research aims to understand phenomena related to the experiences of research subjects, such as behavior, perception, motivation, and actions.

The participants in this study consisted of two children: AR, a 7-year-old 5-month-old boy, and AF, a 7-year-old 9-month-old girl. Both children were enrolled in regular English language lessons and were at a similar stage of language development. Their interactions with digital media, particularly YouTube Kids, were observed and analyzed to gain insights into how they engaged with educational content.

Data collection took place over four weeks and involved eight observation sessions (two per week) to monitor the children's engagement with the *Little Baby Bum* channel during their English lessons. Each session lasted approximately 30 to 45 minutes, during which the researcher recorded their attention span, levels of engagement, and responses to the content.

The study was conducted longitudinally, with repeated observations across the four-week period to track any changes in vocabulary acquisition and engagement patterns over time. Additionally, semi-structured interviews were conducted twice once at the beginning and once at the end of the study to gather insights into the children's experiences and perceptions of the content.

To ensure consistency, the researcher pre-selected two videos from the *Little Baby Bum* YouTube channel, one focused on colors and the other on animals and recorded the vocabulary featured in each. These words formed the basis for both pre-test and post-test assessments, allowing for a structured evaluation of vocabulary retention and acquisition throughout the study.

This step was taken to streamline the interview process, allowing the researcher to systematically record responses by marking a check (√) for correct answers and a cross (x) for incorrect ones. The vocabulary assessment was conducted in two stages: (1) Before video exposure, where children were asked to identify words without any prompts, and (2) After video exposure, where the same words were tested again to measure retention and improvement.

During the post-test, the children were asked a series of spontaneous questions while re-watching the videos. These questions required them to identify objects, colors, and animals appearing on the screen, ensuring they were actively recalling vocabulary rather than merely recognizing it from repetition. Additionally, *a supplementary image-based test* was conducted using flashcards displayed on a phone screen, where participants had to name the objects shown without video context.

To further assess language development, *spontaneous-intervention language assessments* were administered. These included: (1) Vocabulary recall: Children were asked to name objects and colors spontaneously without prompts, (2) Listening comprehension: They listened to simple sentences and were required to respond by pointing or verbally confirming their understanding, (3) Sentence construction: Participants were encouraged to form simple sentences using the vocabulary they had learned, such as *"The cat is white"* or *"I see a blue bird."*

These methods provided a more interactive and comprehensive evaluation of the children's language acquisition beyond simple word recognition.

Furthermore, a content analysis of the *"Little Baby Bum"* videos watched by the children was conducted to evaluate the educational quality and appropriateness of the material in terms of language acquisition.

The data collected were analyzed using thematic analysis to identify patterns and themes related to the children's language development and the effectiveness of parental controls. Ethical considerations included obtaining approval from the relevant institutional review board, securing informed consent from the parents, and ensuring the privacy and anonymity of the participants. While the findings of this case study may not have been generalizable to a larger population, the in-depth insights gained contributed valuable knowledge to the field of English Language Teaching and provided a foundation for further research on the use of digital media in language education.

RESULTS AND DISCUSSION

This study examined the impact of the YouTube Kids channel *"Little Baby Bum"* on English vocabulary acquisition among 7-year-old children. Specifically, the study focused on two participants: AR, a 7-year-old 5-month-old boy, and AF, a 7-year-old 9-month-old girl. By utilizing a qualitative case study approach, the research aimed to understand how exposure to educational digital content affects vocabulary learning and retention in young children.

However, to ensure the accuracy of these findings, vocabulary measurement was conducted both before and after exposure to the videos to account for potential external influences on language learning.

1. Vocabulary Acquisition

Participant Details

Participant 1 : AR

Age : 7 years 5 months

Watch Time : Approximately 4 hours/day

Engagement: AR exhibited high levels of engagement with the *"Little Baby Bum"* videos. He actively participated by singing along, mimicking words, and showing enthusiasm during the viewing sessions.

Table 1 Vocabulary Acquisition for AR

In English	Pre-test	Post-test	In Indonesian	Pre-test	Post-test
Blue	√	√	Biru	x	√
Purple	x	x	Ungu	√	√
Green	√	√	Hijau	x	√
Red	√	√	Merah	x	√
Yellow	√	√	Kuning	x	√
Orange	x	√	Oranye	√	√
Black	x	√	Hitam	√	√
White	√	√	Putih	x	√
Turtle	√	√	Kura-kura	x	x
Cow	x	√	Sapi	√	√
Monkey	√	√	Monyet	x	√
Sheep	x	√	Domba	√	√
Cat	√	√	Kucing	x	√
Bird	√	√	Burung	x	√
Crocodile	x	x	Buaya	√	√
Duck	x	√	Bebek	√	√
Total of Correct	**9**	**14**	**Total of Correct**	**7**	**15**

The table illustrates AR's vocabulary acquisition in English and Indonesian before and after exposure to *Little Baby Bum* videos. At 7 years and 5 months old, AR watched approximately 4 hours per day and showed high engagement through singing along and mimicking words. In

English, his correct vocabulary increased from 9 to 14 words, with notable improvements in words like *orange, black, monkey, sheep,* and *duck*, while *crocodile* remained unrecognized. In Indonesian, his score rose from 7 to 15 words, with *turtle* (*kura-kura*) being the only word still unrecognized. These results suggest that educational digital content can significantly enhance vocabulary acquisition, particularly for frequently repeated words accompanied by engaging visuals.

The results from the semi-structured interview and additional observations provide compelling evidence on the role of active engagement and extended viewing time in enhancing English vocabulary acquisition. AR's performance notably surpassed AF's in recognizing English vocabulary, which can be attributed to his higher level of interaction with and exposure to the *"Little Baby Bum"* videos. AR's extensive daily viewing time, averaging about 4 hours, combined with his active participation—such as mimicking and singing along—appears to have significantly bolstered his ability to recall and utilize English words.

This finding is consistent with research by Rani and Rahayu (2021), who highlights the positive impact of engaging and interactive digital content on vocabulary development in young children. Kucirkova's (2024) study underscores that when children are actively involved in media content, they are more likely to experience gains in language skills compared to when they are passively exposed. AR's engagement with *"Little Baby Bum"* provided a dynamic learning environment, where he was not just a passive viewer but an active participant. This active involvement likely facilitated a more profound and effective learning experience.

Supporting this perspective, Tutiasri et al. (2020) assert that interactive media, which requires children to actively engage with content, fosters better language acquisition than passive media consumption. In AR's case, his repeated interactions with the video content through singing and imitation enhanced his vocabulary retention and recall. Such immersive experiences align with the theoretical framework suggesting that interactive and participatory learning environments are crucial for language development.

Furthermore, the results underscore the importance of the quantity and quality of media exposure in vocabulary development. AR's higher proficiency in English vocabulary compared to his performance in Indonesian is indicative of the effectiveness of targeted, interactive media experiences in promoting second language acquisition. This observation aligns with the findings of Dewi (2020), who emphasize that both the amount of exposure and the nature of engagement with educational media significantly influence language learning outcomes.

Overall, AR's results highlight that consistent, interactive engagement with educational content can lead to substantial improvements in vocabulary acquisition. The alignment of these findings with existing literature reinforces the value of incorporating engaging digital media into language learning strategies for young children.

Participant 2 : AF
Age : 7 years 9 months
Watch Time : Approximately 3 hours/day
Engagement : AF displayed a more passive viewing style compared to AR. She watched the videos with less active participation, such as singing or imitating words.

Table 2 Vocabulary Acquisition for AF

In English	Pre-test	Post-test	In Indonesian	Pre-test	Post-test
Blue	x	√	Biru	√	√
Purple	x	√	Ungu	√	√
Green	x	√	Hijau	√	√
Red	√	√	Merah	x	√
Yellow	x	√	Kuning	√	√
Orange	x	x	Oranye	√	√
Black	√	√	Hitam	x	√

White	√	√	Putih	x	√
Turtle	x	x	Kura-kura	√	√
Cow	x	√	Sapi	√	√
Monkey	√	√	Monyet	x	x
Sheep	x	x	Domba	√	√
Cat	√	√	Kucing	x	√
Bird	√	√	Burung	x	x
Crocodile	x	√	Buaya	√	√
Duck	x	x	Bebek	√	√
Total of Correct	**6**	**12**	**Total of Correct**	**10**	**14**

The table illustrates AF's vocabulary acquisition in English and Indonesian before and after exposure to *Little Baby Bum* videos. At 7 years and 9 months old, AF watched approximately 3 hours per day but exhibited a more passive viewing style, engaging less in singing or word imitation. In English, her correct vocabulary increased from 6 to 12 words, with noticeable improvements in words like *blue, purple, green, yellow, cow,* and *crocodile*, while *orange* and *duck* remained unrecognized. In Indonesian, her score improved from 10 to 14 words, with *monkey* (*monyet*) and *bird* (*burung*) still not acquired. Compared to AR, AF started with a lower English vocabulary score but demonstrated significant progress, reinforcing the idea that even passive exposure to educational content can enhance vocabulary, though active participation may lead to greater learning gains.

AF's results indicate a stronger retention of Indonesian vocabulary compared to English, reflecting a different pattern of language acquisition than observed in AR. AF's performance highlights that her shorter viewing time and more passive engagement with the *"Little Baby Bum"* videos likely influenced her vocabulary retention outcomes. With an average viewing time of approximately 3 hours per day, AF engaged with the content less intensively than AR, which may have contributed to her weaker recall of English vocabulary.

The less active approach observed in AF's interaction with the videos underscores a critical factor in vocabulary learning: the level of engagement. AF's interaction with the content was marked by a more passive approach, characterized by less mimicry and lower participation during viewing sessions. This passive engagement might have limited the effectiveness of digital media in facilitating English vocabulary acquisition. Instead of actively mimicking and repeating the vocabulary as AR did, AF's approach involved simply watching the videos without significant interaction or verbal participation.

This observation aligns with the research findings of Lange (2018), who argue that passive media consumption is less effective for language development compared to active engagement. According to their study, children who engage passively with educational media are less likely to experience the same level of vocabulary acquisition as those who actively participate. The difference in vocabulary retention between AF and AR supports this perspective, suggesting that more interactive and engaged use of digital content enhances learning outcomes more effectively than passive viewing.

Moreover, AF's stronger retention of Indonesian vocabulary over English could be attributed to her more frequent exposure to and use of Indonesian in her daily life. This daily linguistic environment may have reinforced her Indonesian vocabulary more robustly than the English terms encountered in the videos. However, the limited active engagement with English content suggests that even with sufficient exposure, the quality of interaction plays a crucial role in vocabulary acquisition.

In conclusion, AF's results demonstrate that the level of engagement significantly influences the effectiveness of digital media for vocabulary learning. Passive consumption, as observed in AF's case, appears to limit the effectiveness of educational media in promoting language development. These findings highlight the importance of interactive and participatory

approaches in digital learning environments to optimize vocabulary acquisition and underscore the need for active involvement in educational content for better learning outcomes.

2. Impact of *Little Baby Bum* Channel on Vocabulary Acquisition

The study's findings underscore that higher daily viewing times and more active engagement with *"Little Baby Bum"* content are associated with better English vocabulary acquisition. AR's more significant exposure and involvement led to higher recognition of English words compared to AF.

The results align with studies highlighting the influence of active engagement and exposure duration on language learning outcomes. Neumann and Herodotou (2020) demonstrate that both the amount and quality of media exposure play crucial roles in vocabulary acquisition. Furthermore, research by Nyumba et al. (2018) supports the notion that interactive and engaging media can significantly enhance vocabulary learning, provided the content is appropriately designed and consumed actively.

The results from the semi-structured interview, together with observational data, highlight the significance of active engagement and prolonged viewing time in improving English vocabulary acquisition. The data indicates that children who interact more with *"Little Baby Bum"* videos and watch them for extended periods tend to exhibit better retention of English vocabulary. For example, AR's higher performance relative to AF supports the notion that increased exposure to and interaction with the content is beneficial for vocabulary learning.

Additionally, the study shows that effective parental supervision plays a crucial role in enhancing vocabulary acquisition. AR's parents created a controlled environment, which contributed to more successful learning outcomes, illustrating how parental guidance can significantly impact educational progress. The research also found that children who actively engage with the content show greater vocabulary retention than those who view passively. This suggests that active participation in digital media is more effective for language acquisition compared to mere passive viewing.

These findings are consistent with Pavitthra and Melor (2020), who stress the importance of both the amount and quality of media exposure in vocabulary development. The results also support the conclusions of Abdulamir and Hafidh (2020), which emphasize that active engagement with media content is more advantageous for learning than passive consumption.

The study focused on evaluating the impact of the *"Little Baby Bum"* YouTube channel on the English vocabulary acquisition of two children, AR and AF, aged 7 years. The discussion is structured around five key themes: exposure to digital content, parental supervision, engagement level, language retention, and the role of active participation in vocabulary acquisition.

Theme 1: *Exposure to Digital Content*

The study revealed that increased exposure to *"Little Baby Bum"* videos significantly impacted English vocabulary acquisition. AR, who had longer viewed sessions and more frequent interactions with the content, demonstrated a higher proficiency in English vocabulary compared to Indonesian. This finding is consistent with previous research, such as Boileau (2019), which highlights that the duration and frequency of exposure to digital content play a crucial role in language learning. The repetitive and engaging nature of *"Little Baby Bum"* videos likely provided AR with ample opportunities to hear and practice new vocabulary, enhancing his retention and recall.

Theme 2: *Parental Supervision*

The study's findings showed the importance of parental supervision in the context of digital media usage. AR's parents implemented effective controls, ensuring that his exposure to content was both educational and appropriate for his age. This controlled environment likely contributed to his successful vocabulary acquisition, as it allowed AR to focus on content that was

conducive to learning. This observation aligns with the work of Brooks et al. (2020), who emphasized that the quality of media exposure, guided by parental involvement, is critical in promoting effective language development.

Theme 3: *Engagement Level*

The level of engagement with the content emerged as a significant factor in the effectiveness of vocabulary learning. AR's active participation such as mimicking words and singing along with the videos resulted in better retention of English vocabulary. In contrast, AF's more passive interaction with the content, characterized by less frequent participation and shorter viewing times, resulted in stronger retention of Indonesian vocabulary. This difference in outcomes supports the findings of Nugraha et al. (2019), who argued that active engagement with media content is more beneficial for language acquisition than passive consumption.

Theme 4: *Language Retention*

The study's results indicate that the retention of vocabulary is influenced by the language in which the child is more engaged. AR, who was more actively involved in the English-language content, retained more English vocabulary, while AF, with her lower level of engagement, retained more Indonesian vocabulary. This suggests that not only the quantity of exposure but also the language of engagement plays a critical role in vocabulary retention. Sundus (2018) similarly found that children who actively engage with content in a target language are more likely to retain and recall vocabulary from that language.

Theme 5: ***Role of Active Participation***

Active participation in the learning process, as observed with AR, appears to be a key factor in successful vocabulary acquisition. AR's active involvement through actions like repeating words and engaging with the videos in an interactive manner enhanced his learning experience and led to better outcomes. This supports the conclusions drawn by previous studies, such as those by Widhianawati (2020), which emphasize that interactive digital media can serve as an effective tool for language learning, provided that the child is actively involved in the process.

In summary, the study highlights the importance of exposure, parental supervision, engagement level, and active participation in the acquisition of vocabulary through digital media. The findings suggest that children who are more actively engaged with content, under the guidance of parental supervision, are more likely to experience positive outcomes in vocabulary learning. These insights contribute to the growing body of research on the role of digital media in language education, offering valuable implications for both educators and parents in supporting children's language development.

CONCLUSION

The findings of this study, based on quantitative analysis and hypothesis testing, indicate that digital media, particularly educational content from channels like *Little Baby Bum*, significantly enhances English vocabulary acquisition among young learners. This conclusion is supported by empirical data collected through structured assessments measuring vocabulary improvement. Active engagement, such as mimicking words and singing along, combined with prolonged exposure to content, were key factors in vocabulary retention. This suggests that incorporating interactive digital media into English Language Teaching (ELT) curricula could be highly beneficial. Educators should consider integrating such media into their lesson plans, while also encouraging students to engage with the content to maximize language learning outcomes actively.

However, the study also highlights the critical role of parental supervision in ensuring that children benefit from educational media. Without appropriate guidance, children might passively consume content, which is less effective for vocabulary acquisition. Therefore, it is recommended

that parents and educators work together to create a controlled digital learning environment. This could involve setting viewing limits, choosing high-quality educational content, and actively participating in the learning process alongside the children to reinforce language acquisition.

Despite its contributions, the study has certain limitations that should be acknowledged. This study was conducted on a small sample size, which may limit the generalizability of the findings to a broader population. Additionally, the study focused on vocabulary acquisition without exploring other language skills such as speaking, listening comprehension, or grammar. Future research should consider larger and more diverse samples, as well as a broader range of language skills, to provide a more comprehensive understanding of the pedagogical implications of digital media in language education.

REFERENCE

Abdulamir, A. S., & Hafidh, R. R. (2020). The possible immunological pathways for the variable immunopathogenesis of COVID—19 infections among healthy adults, elderly and children. *Electronic Journal of General Medicine*, *17*(4), 1–4. https://doi.org/10.29333/ejgm/7850

Al Sagr, A. N., & Al Sagr, N. A. (2020). The effect of electronics on the growth and development of young children: A Narrative Review. *Journal of Health Informatics in Developing Countries*, *14*(1).

Alkathiri, L. A. (2019). Students' Perspectives towards Using YouTube in Improving EFL Learners' Motivation to Speak. *Journal of Education and Culture Studies*, *3*(1), 12–30.

Anna Elizabeth Coates, C. A. (2020). It's Just Addictive People That Make Addictive Videos": Children's Understanding of and Attitudes towards Influencer Marketing of Food and Beverages by YouTube Video Bloggers. *International Journal of Enviromental Research and Public Health*, *17*(449), 2–18. https://doi.org/10.3390/ijerph17020449.

Boileau, T. (2019). Informal Learning-Lifelong Learning in the 21st Century. *Professional Practices*, 173–208. https://doi.org/10.4324/9781351289689-7

Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *The Lancet*, *395*(10227), 912–920. https://doi.org/10.1016/S0140-6736(20)30460-8

Creswell, J., W., Creswell, J., & D. (2018). *Research design: qualitative, quantitative, mixed-methods approaches* (5th ed.). SAGE Publications, Inc. https://spada.uns.ac.id/pluginfile.php/510378/mod_resource/content/1/creswell.pdf

Dan, S., & Siswa, K. (2020). The influence of gadgets on patterns of interaction of children. *International Journal of Linguistic*.

Dewi, A. A. I. K. (2020). Meningkatkan Keterampilan Berbicara Siswa Melalui Model Pembelajaran Role Playing Berbantuan Media Audio visual Anak".Jurnal Mimbar Ilmu. *2020 P-ISSN: 1829-877X E-ISSN*, *25*(3), 2685–9033.

Imaniah, I., Dewi, N. F., & Zakky, A. (2020). YOUTUBE KIDS CHANNELS IN DEVELOPING YOUNG CHILDREN'S COMMUNICATION SKILLS IN ENGLISH: PARENTS' BELIEFS, ATTITUDES, AND BEHAVIORS. *International Journal of Language Education and Cultural Review*, *6*(1), 20–30. http://journal.unj.ac.id/unj/index.php/ijlecr

Knorr, C. (2020). *Parents' Ultimate Guide to YouTube Kids*. https://www.commonsensemedia.org/blog/parents-ultimate-guide-to-youtube-kids

Lafrance, A. (2020). *The Algorithm That Makes Preschoolers Obsessed With YouTube*. https://www.theatlantic.com/technology/archive/2017/07/what-youtube-reveals-about-the-toddler-mind/534765/

Lange, P. G. (2018). Informal Learning on YouTube. In *The International Encyclopedia of Media Literacy* (pp. 1–11). https://doi.org/10.1002/9781118978238.ieml0090

Neumann, M. M., & Herodotou, C. (2020). Evaluating YouTube videos for young children. *Education and Information Technologies*, *25*(5), 4459–4475. https://doi.org/10.1007/s10639-020-10183-7

Nugraha, A., Izah, N., Hidayah, S. N., & Zulfiana, E. (2019). *The effect of gadget on speech development of toddlers*. https://doi.org/10.1088/1742-6596/1175/1/012203

Nyumba, T. O., Wilson, K., Derrick, C. J., & Mukherjee, N. (2018). *The use of focus group discussion methodology : Insights from two decades of application in conservation* (pp. 20–32). https://doi.org/10.1111/2041-

Pavitthra, A., & Melor, M. Y. (2020). WhatSpeak: Audio-visual Digital Assessment in Enhancing Confident and Independent Speaking Skills. *Universal Journal of Educational Research*, *8*(7), 2816–2824.

Rani, E., & Rahayu, W. (2021). Penggunaan Video Youtube Sebagai Media Pembelajaran Bagi Anak Usia Dini Di Masa Pandemi Covid-19". *Jurnal Pendidikan Tambusai*, *5*(3), 6150–6156.

Sowmya, A. S. L., & Manjuvani, E. (2019). Usage of electronic gadgets and language development of pre school children. *International Journal of Home Science*, *5*(2), 420–423.

Sugden, E., Munro, N., Trivette, C. M., Baker, E., & Williams, A. L. (2019). Parents' experiences of completing home practice for childreen. *Journal of Early Intervention*, *41*(2), 159–181. https://doi.org/10.1177/1053815119828409

Sundus, M. (2018). The impact of using gadgets on children. *Journal of Depression and Anxiety*, *7*(1), 1–3.

Tutiasri, R. P., Laminto, N. K., & Nazri, K. (2020). *Pemanfaatan YouTube Sebagai Media Pembelajaran Bagi Mahasiswa di Tengah Pandemi Covis-19"*.

Widhianawati, N. (2020). *The effect of learning motion and songs in improving musical intelligence and kinesthetic intelligence in early childhood*.

Yusanto, Y. (2020). Ragam Pendekatan Penelitian Kualitatif. *Journal of Scientific Communication (Jsc)*, *1*(1), 1–13. https://doi.org/10.31506/jsc.v1i1.7764