

The Influence of YouTube Content on Sexuality Education Toward Critical Thinking Ability of Children Aged 5–6 Years

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ABSTRACT

This research aims to analyze the influence of YouTube content on sexuality education toward the critical thinking ability of children aged 5–6 years at TK Aisyiyah Bustanul Athfal 14 Surabaya. The research employed a quantitative approach with a quasi-experimental nonequivalent control group design. The subjects consisted of 30 children divided into two groups, experimental and control, each comprising 15 children. The experimental group took a pre-test, received treatment in the form of sexuality education videos for five sessions, and then a post-test. The control group only took the pre-test and post-test without treatment. Data were collected through observation using a critical thinking rubric validated by experts, and analyzed using an independent t-test. The results showed a significant difference between the two groups. The mean score of the experimental group increased from 50.63 to 83.33, while the control group experienced only minimal improvement. The significance

value of 0.000 (<0.05) proves that educational YouTube media influences the improvement of early childhood critical thinking ability.

Introduction

Early childhood education is an educational level that greatly determines the overall direction of children's growth and development. This period is known as the golden age, a phase when the child's brain develops rapidly and is highly responsive to various stimulations (Nasution, 2017). Children are individuals with great potential, unique and different from adults, thus requiring special approaches in their development (Hayati & Fitri, 2016). The importance of this stage underlies the reason why education and care provided must be aligned with the child's developmental stage. Up to the age of six, the process determines the formation of human character, such as personality, attitudes, and behavior.

Children aged 5–6 years are in a significant cognitive developmental phase. At this age, they begin to evaluate information, analyze cause and effect, and construct opinions based on logic (Anggreani, 2015). Critical thinking ability is essential to be instilled early so that children grow into reflective, independent individuals capable of making rational decisions (Fithriyah & Isma, 2024). However, field facts show that many early childhood learners have not optimally demonstrated critical thinking development. One contributing factor is learning methods that remain one-directional and lack activities involving higher-order thinking skills (Naisa et al., 2023). In addition,

language delays can also affect children's ability to express ideas and reasoning (Hasibuan et al., 2022).

Observations conducted at TK Aisyiyah Bustanul Athfal 14 Surabaya indicated that although a center-based learning model had been applied, some children still experienced difficulties in analyzing, evaluating, and making decisions according to their age. Furthermore, discrepancies in age within group B, where some children had not yet reached the ideal age (5–6 years) but had been placed in the group, affected their learning readiness.

Amid these challenges, the utilization of digital technology such as YouTube has become a promising opportunity. YouTube is one of the most popular social media platforms in Indonesia, with 139 million users in 2024 (Slice, 2024). The platform provides a wide range of interactive and visual educational content accessible to both teachers and parents. Sexuality education content packaged in animations or visual stories can effectively deliver essential messages in ways that are engaging and developmentally appropriate. Bandura's social learning theory explains that children learn through observation and imitation of the models they see (Laila, 2015). Therefore, characters presented in YouTube educational videos can serve as strong learning models for children.

Several studies have shown the effectiveness of YouTube in increasing learning interest and critical thinking skills among early childhood learners. Agustini et al. (2024) reported that integrating

YouTube content into kindergarten learning enhanced children's participation and understanding. Similar findings were reported by Syaripuddin et al. (2025), who stated that children are more interested in learning through visual media and find it easier to understand presented concepts.

Moreover, YouTube can be used to deliver sensitive materials such as sexuality education. Videos with clear illustrations and age-appropriate storylines help children understand concepts of safe touch, body privacy, and social ethics. Cognitive intelligence includes the ability to remember, acquire information, think logically, and solve problems effectively (Fairuzillah et al., 2023). This approach aligns with the values of *tarbiyah jinsiyah* in Islam, which emphasizes the importance of sexuality education from an early age to prevent behavioral deviations and preserve children's honor and health (Natasyah et al., 2023).

Based on this background, this study aims to analyze the use of YouTube sexuality education media as a solution to current educational challenges, expected to contribute positively to strengthening children's critical thinking ability from an early age.

Methods

This research employed a quantitative approach with a quasi-experimental nonequivalent control group design (McCoy, 2025). The study was conducted at TK Aisyiyah Bustanul Athfal 14 Surabaya with subjects of children aged 5–6 years divided into experimental and

control groups. Data collection techniques were carried out through observation using a critical thinking rubric instrument validated by experts. The treatment consisted of YouTube sexuality education content comprising five animated videos, each less than 5 minutes, adjusted to early childhood developmental levels. The instrument was tested for validity and reliability using content validity and Cronbach's Alpha (Putri et al., 2025). Data analysis included normality test, homogeneity test, and independent t-test to determine the effect of treatment on children's critical thinking ability (Sari et al., 2017).

Results and Discussions

This research employed a quantitative approach with a quasi-experimental nonequivalent control group design. The study was conducted at TK Aisyiyah Bustanul Athfal 14 Surabaya, with subjects consisting of children aged 5–6 years who were divided into two groups, namely the experimental group and the control group. The experimental group received treatment in the form of using YouTube sexuality education content, while the control group used conventional learning methods without videos. Each group consisted of 15 children. Data collection techniques were carried out through observation using a critical thinking ability assessment rubric that had been validated by experts. The data obtained were analyzed using normality tests, homogeneity tests, and independent t-tests with the assistance of the SPSS 25 program.

The treatment was carried out in five meetings by showing five

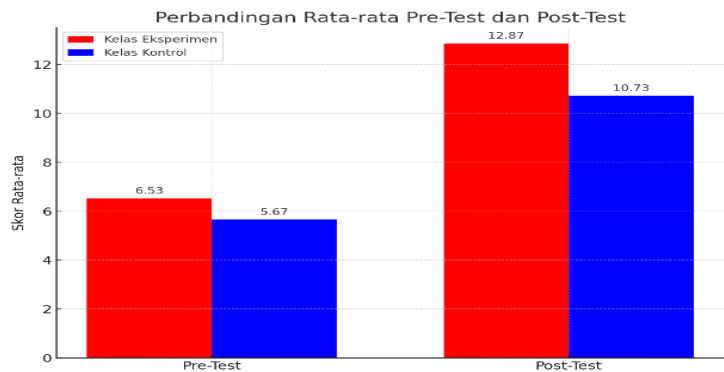
sexuality education videos with a duration of less than five minutes. The videos contained educational topics such as body recognition, personal boundaries, safe and unsafe touches, and ways to protect oneself. After watching, the children were invited to discuss with the teacher to stimulate their critical thinking ability.

Table 1. Descriptive statistics of pre-test and post-test scores for both groups

Class	Pre-Test Average	Post-Test Average	Mean Difference
Experimental	6.53	12.87	6.33
Control	5.67	10.73	5.07

Table 1 shows the average results of the critical thinking ability assessment of children aged 5–6 years at the time of the pre-test and post-test, both for the experimental and control classes. Based on the table, it can be seen that both the experimental and control classes experienced an increase in scores from pre-test to post-test. However, the increase in scores in the experimental class was higher (6.33 points) compared to the control class (5.07 points), indicating a greater effect of video media on improving children’s critical thinking ability.

Figure 1. Comparison of pre-test and post-test average scores in both groups



The graph above illustrates the comparison of average pre-test and post-test scores in the two groups, namely the experimental class and the control class. The comparison graph shows that there was an increase in critical thinking ability in both the experimental and control classes. However, the increase in the experimental class was much more significant compared to the control class. The average pre-test score of the experimental class was 6.53, which increased to 12.87 in the post-test. Meanwhile, the average score of the control class increased from 5.67 to 10.73.

Table 2. Independent Sample t-Test Results

	Levene's Sig.	t	df	Sig. (2-tailed)	Mean Diff.
Pre-test	0.409	-1.249	28	0.111	-0.867
Post-test	0.055	-2.473	28	0.000	-2.067

Based on the table above, it can be seen that the significance value in the pre-test was 0.111 (>0.05), indicating that there was no significant difference between the experimental and control groups before treatment. Meanwhile, in the post-test, the significance value obtained

was 0.000 (<0.05), which shows that there was a significant difference between the two groups after the treatment was given.

The results of this study indicate that the use of YouTube sexuality education content has a significant effect on improving the critical thinking ability of children aged 5–6 years. This finding reinforces the views of Anggreani (2015) and Fithriyah & Isma (2024), who emphasize that stimulating critical thinking from an early age is very important to build children's ability to analyze, evaluate, and make simple decisions.

The higher increase in scores in the experimental group compared to the control group shows that interactive visual media such as YouTube is more effective in stimulating higher-order thinking skills. This is in line with Bandura's social learning theory (Laila, 2015), which emphasizes that children learn through observation and imitation. Characters in educational videos serve as models that can be imitated by children, making it easier for them to understand abstract concepts such as body privacy and social boundaries.

This study also supports the findings of Agustini et al. (2024), who stated that the integration of YouTube content in learning can increase children's participation and understanding. Similarly, the results of Syaripuddin et al. (2025) show that children are more interested in learning through digital media, especially visual content that is easily accessible and enjoyable. Thus, this study confirms that YouTube can be a relevant learning medium for the digital generation.

In addition, sexuality education content packaged through

animated videos not only increases children's knowledge but also contributes to the formation of critical attitudes towards issues related to the body and their social environment. This approach is consistent with the perspective of *tarbiyah jinsiyah* in Islam (Natasyah et al., 2023), which emphasizes the importance of sexuality education from an early age in order to protect children from deviant behavior and provide an understanding of self-respect.

Nevertheless, it should be noted that the effectiveness of digital media is strongly influenced by the involvement of educators in accompanying the learning process. Teachers not only serve as facilitators but also as discussion guides who are able to stimulate questions, encourage children to think logically, and provide feedback appropriate to their cognitive development. Without proper assistance, the potential of digital media risks not being utilized optimally.

Thus, the results of this study emphasize the importance of utilizing educational digital media such as YouTube in early childhood learning. In addition to being effective in improving critical thinking ability, this medium is also relevant to the needs of today's generation. However, implementation in the field must still pay attention to teacher guidance, appropriate content selection, and integration with holistic learning approaches oriented towards child development.

Conclusion

Based on the results of the research that has been carried out, it can be concluded that the use of YouTube sexuality education content has a

significant effect on improving the critical thinking ability of children aged 5–6 years. This is evidenced by the difference in the increase in the average score of the experimental group compared to the control group, with a significance value of 0.000 (<0.05). This finding shows that YouTube media can be used as an alternative medium in learning, especially in providing sexuality education for early childhood, which is often considered a sensitive topic. Through appropriate packaging, YouTube can be an effective medium in increasing children's knowledge and critical thinking ability.

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