Aulad: Journal on Early Childhood
Vol. 9 No. 1 (2026), pp. 268-273
e-ISSN 2655-433X | p-ISSN 2655-4798
https://aulad.org/index.php/aulad

Early Reproductive Education Through The Utilization of Youtube Videos for Early Childhood Education Student on Anticipating Society 5.0

Fatmazora[1], Lili Kasmini[2], Siti Mayang Sari[3]✉
[1,2,3]Bina Bangsa Getsempena University, Indonesia
DOI: 10.31004/aulad.v9i1.1554

✉ Corresponding author:
[mayang@bbg.ac.id)

ABSTRACT
Early reproductive education is an important preventive effort to instill self-awareness, body understanding, and self-protection skills in early childhood, especially in the Society 5.0 era characterized by the massive use of digital technology. This study aims to describe the implementation of early reproductive education through the utilization of YouTube videos as a learning medium for Early Childhood Education (PAUD) students. The research employed a descriptive qualitative approach involving PAUD teachers, parents, and students as research subjects. Data were collected through observation, interviews, and documentation, while data analysis was conducted through data reduction, data display, and conclusion drawing. The results show that educational YouTube videos, when carefully selected and implemented with guidance from teachers and parents, are effective in introducing basic reproductive concepts, such as body part recognition, gender differences, personal hygiene, and self-protection. The use of this media also increases students' attention, understanding, and participation, while supporting children's digital literacy.

Keywords: Early Reproduction Education, Youtube, Society 5.0.

Article Info
Copyright (c) 2026 Fatmazora, Lili Kasmini & Siti Mayang Sari
Received 18 January 2026, Revised 20 February 2026, Accepted 28 March 2026, Published 10 April 2026

1. INTRODUCTION

Early childhood is a critical period for the formation of fundamental knowledge, attitudes, and behaviors that influence children's development in later stages of life. One important aspect that needs to be introduced from an early age is reproductive education, which includes understanding one's body, recognizing gender differences, maintaining personal hygiene, and developing self-protection skills (Society, 2025); (Sari & Syawaludin, 2024). Early reproductive education is not intended to discuss sexuality explicitly, but rather to provide age-appropriate knowledge that helps children respect their bodies and prevent potential risks such as abuse and unhealthy behaviors (Maulidia & Rosyidah, 2023). The era of Society 5.0, the rapid advancement of digital technology has significantly influenced learning patterns in early childhood education (Zahra & Hasibuan, 2025). Children are increasingly exposed to digital media, including online videos, from an early age. YouTube has become one of the most popular platforms providing audiovisual content that is easily accessible and attractive to young learners. When used properly, YouTube videos can serve as an

effective learning medium by presenting educational messages in a visual, concrete, and engaging manner (Daulai et al., 2023).

The unfiltered use of digital media also poses challenges, particularly related to inappropriate content and limited supervision. The integration of YouTube videos into early reproductive education requires careful selection of content as well as active guidance from teachers and parents (Anggita Sakti, 2020). Through structured learning activities and responsible media use, YouTube can support the delivery of early reproductive education while simultaneously fostering children's digital literacy (Ni`mah et al., 2022). This study focuses on describing the implementation of early reproductive education through the utilization of YouTube videos for PAUD students as an effort to anticipate the challenges of Society 5.0 culture (Eliza, 2022). Early childhood education plays a crucial role in shaping a child's cognitive, emotional, social, and moral development (Maghfiroh et al., 2020). During this formative stage, children begin to develop self-awareness and an understanding of their physical identity, social interactions, and personal boundaries (Ndari et al., 2021). One important, yet often sensitive, aspect of early childhood learning is reproductive education. Early reproductive education emphasizes age-appropriate knowledge related to body awareness, gender differences, personal hygiene, and self-protection, aiming to foster positive attitudes toward the body and prevent risks such as sexual abuse and misinformation. In Society 5.0, education is required to adapt to technological advances that integrate digital innovation with human-centered values. The rapid growth of digital platforms has impacted children's daily experiences, making technology an integral part of their learning environment. Among various digital platforms, YouTube has emerged as a widely used medium, offering a variety of educational content in the form of animated videos, songs, and stories, which are highly engaging for young children. The audiovisual nature of YouTube videos allows abstract concepts to be presented in a concrete and easily understood manner, making them suitable for early childhood learning (Journal et al., 2024).

The increasing exposure of young children to digital media also raises concerns about the appropriateness of content, screen time, and lack of supervision. Without proper guidance, children can access inappropriate information that conflicts with educational and cultural values (Ifadah et al., n.d.). Therefore, the role of teachers and parents is crucial in selecting educational YouTube videos and integrating them into structured learning activities. Collaboration between schools and families is needed to ensure that digital media use supports children's development rather than posing potential risks (Kurniawati & Maryatun, 2024). Integrating YouTube videos into early reproductive education not only improves children's understanding of basic reproductive concepts but also contributes to the development of digital literacy skills from an early age (Utami et al., 2025). Through appropriate media use, children learn to interact with digital content responsibly and purposefully. Based on these considerations, this study aims to describe the implementation of early reproductive education through the use of YouTube videos for early childhood education students as a strategic effort to anticipate and respond to the cultural challenges of Society 5.0 (Sekolah et al., 2019).

Several studies have shown that children in the digital age can learn from various content available on YouTube. This study investigates the influence of maternal guidance on children's learning experiences through YouTube videos (Afiqah et al., 2024). Drawing on Feuerstein's Mediated Learning Experience (MLE) theory, this study seeks to uncover the various approaches mothers use to navigate YouTube content, thereby enhancing children's learning experiences. The findings suggest that the active participation of teachers and mothers in children's learning including coaching children by asking questions, discussing content, singing along, providing explanations, and connecting with real-life contexts prepares children for enhanced cognitive, affective, and psychomotor development. The results of this study provide important insights into the crucial role of maternal involvement in shaping children's knowledge acquisition on YouTube, with valuable implications for parents, educators, and learning content developers.

2. METHODS

This study uses a descriptive qualitative approach to explore and describe the implementation of early reproductive education through the use of YouTube videos as a learning medium for Early Childhood Education (PAUD) students in the context of Society 5.0. Through sampling and documentation, based on their direct involvement in the learning process. Data were collected using

several techniques, including classroom observation, interviews, and documentation. Observations were conducted to examine learning activities, teacher-student interactions, and student responses during the use of YouTube videos in reproductive education sessions. Interviews were conducted with teachers and parents to obtain in-depth information regarding the planning, implementation, supervision, and perceived impact of the use of YouTube videos in early reproductive education (Sugiyono, 2019). Documentation included lesson plans, learning media, photographs, and relevant school records to support the research data. Data analysis was conducted using an interactive model involving data reduction, data display, and conclusion drawing. To ensure data validity, triangulation of data sources and techniques was applied. The findings are presented descriptively to provide a comprehensive understanding of the learning process and its implications for early childhood education in the era of Society 5.0.

3. RESULT AND DISCUSSION

The results of this study indicate that the implementation of early reproductive education through the use of YouTube videos is structured and age-appropriate in early childhood education (PAUD) learning activities. Teachers select educational videos containing simple messages related to body awareness, gender differences, personal hygiene, and self-protection. The videos are presented using animated visuals, songs, and stories to capture students' attention and facilitate understanding. Throughout the learning process, teachers provide explanations using simple language and encourage students to ask questions or respond to the content presented in the videos.

The observation results showed that students demonstrated high levels of enthusiasm and engagement during learning activities using YouTube videos. Most students were able to identify body parts correctly, understand basic differences between boys and girls, and recognize simple rules related to personal hygiene and body safety. This finding supports the view that audiovisual media are effective in early childhood learning, as they help transform abstract concepts into concrete experiences that are easier for children to comprehend. Interviews with teachers and parents revealed that the use of YouTube videos made learning more interactive and enjoyable compared to conventional methods. Teachers reported that students were more focused and actively involved during lessons, while parents observed positive behavioral changes at home, such as increased awareness of personal hygiene and the ability to express discomfort when personal boundaries were violated. These findings are consistent with previous studies emphasizing the role of digital media in enhancing motivation and learning outcomes in early childhood education. The perspective of Society 5.0, the integration of YouTube videos in early reproductive education also contributes to the development of children’s digital literacy. With proper supervision and guidance, children are introduced to responsible and purposeful use of digital media. However, the study also identified challenges, including the need for careful content selection and time management to prevent excessive screen exposure. Therefore, collaboration between teachers and parents is essential to ensure that digital media use remains educational, safe, and aligned with children’s developmental needs. The findings suggest that early reproductive education through YouTube video utilization is an effective and relevant learning strategy for PAUD students. When implemented thoughtfully, this approach not only supports children’s understanding of basic reproductive concepts but also prepares them to navigate the digital culture of Society 5.0 responsibly and ethically.

The findings of this study demonstrate that the utilization of YouTube videos as a medium for early reproductive education provides positive contributions to the learning process of PAUD students. The high level of student engagement observed during learning activities indicates that audiovisual media are well suited to the developmental characteristics of early childhood learners. Animated visuals, songs, and simple narratives presented in YouTube videos help children understand basic reproductive concepts in a concrete and enjoyable manner (History, 2024). This supports constructivist learning theory, which emphasizes that children actively construct knowledge through meaningful and engaging learning experiences. The effectiveness of YouTube-based learning in introducing early reproductive education is also closely related to the role of teachers and parents as facilitators (Siahaan et al., 2020). Guided explanations and continuous supervision ensured that the content delivered remained appropriate to children’s age and cultural context (Awalunisah & Imamah, 2025). This finding aligns with previous studies suggesting that digital media in early childhood

education is most effective when accompanied by adult mediation. Without guidance, digital exposure may lead to misunderstandings or access to inappropriate content, highlighting the importance of structured learning design and collaboration between school and family. Early reproductive education contributes to the development of self-awareness and self-protection skills among children. Students were able to recognize body parts, understand gender differences, and demonstrate awareness of personal hygiene and body safety. These outcomes are consistent with earlier research emphasizing that early reproductive education can serve as a preventive strategy against abuse and unhealthy behaviors. Introducing these concepts early helps children develop a sense of ownership over their bodies and the confidence to express discomfort or seek help when needed.

In the context of Society 5.0, the integration of YouTube videos into early reproductive education also supports the development of digital literacy. Children are gradually introduced to the responsible use of digital technology under supervision, fostering positive attitudes toward technology as a learning tool rather than mere entertainment. However, challenges such as screen time management and content filtering remain critical issues. Therefore, continuous evaluation and clear guidelines are necessary to maximize the benefits of digital media while minimizing potential risks. YouTube-based early reproductive education is an innovative and relevant approach for PAUD learning in the digital era. Its successful implementation depends on careful content selection, active teacher–parent collaboration, and alignment with children's developmental needs to ensure meaningful and safe learning experiences.



Figure 1. Educate Videos Difrent Boy an Women



Figure 2. Introduction To Human Body Parts

Learning activities supported early digital literacy development, Guided use of technology prepares children to engage responsibly with digital culture in Society 5.0. Students developed awareness of body parts, hygiene, and personal boundaries. Early reproductive education functions as a preventive approach to protect children from potential risks. Attractive visuals and storytelling increase motivation and support active learning in early childhood education. “Audiovisual media help transform abstract reproductive concepts into concrete experiences, making learning more meaningful for PAUD students”. Early reproductive education significantly supports early habituation in students through the use of YouTube videos. Guided video-based learning, supervised by teachers and parents, results in increased body awareness, self-protection skills, and early digital literacy within the context of Society 5.0.

4. CONCLUSION

Early reproductive education implemented through digital platforms such as YouTube has emerged as an innovative and contextually relevant approach in Early Childhood Education, particularly in responding to the demands of Society 5.0. In this era, the integration of technology into human life emphasizes not only digital competence but also ethical awareness and personal safety. Therefore, introducing reproductive education at an early age through engaging and age-appropriate media becomes a strategic effort to support holistic child development. Early reproductive education is not limited to biological understanding but encompasses awareness of body ownership, privacy, and personal boundaries. Children who are exposed to structured and guided educational content tend to develop a clearer understanding of which parts of their bodies are private and how to respond appropriately to uncomfortable situations. This aligns with the concept of self-protection skills, which include recognizing inappropriate touch, refusing unsafe interactions, and reporting incidents to trusted adults. Such competencies are fundamental in preventing risks such as abuse and exploitation, especially in increasingly digital social environments. The use of video-based learning, particularly through platforms like YouTube, provides visual and auditory stimulation that enhances children's comprehension. Audio-visual media supports dual coding processes, enabling children to process information more effectively compared to conventional verbal instruction. Moreover, animated and storytelling-based videos make sensitive topics like reproductive education more accessible and less intimidating for young learners. However, the effectiveness of this approach depends heavily on content curation, age appropriateness, and adult supervision.

The role of parents and teachers is central in mediating children’s learning experiences. Guided by the principles of social interaction theory proposed by Lev Vygotsky, children learn best when supported through scaffolding provided by more knowledgeable others. Parents at home serve as the first educators who reinforce values of body awareness and safety, while teachers in formal settings structure learning experiences and provide consistent reinforcement. The collaboration between these two environments ensures that children receive coherent messages and develop consistent behavioral patterns related to self-protection. Early reproductive education contributes significantly to the development of early digital literacy. As children interact with digital media, they are not only consuming content but also learning how to navigate technology responsibly. Self-protection skills extend into the digital realm, where children must understand safe online behavior, such as not sharing personal information and recognizing inappropriate digital content. This reflects the broader goal of Society 5.0, which integrates technological advancement with human-centered values.

The impact of early reproductive education can be observed across multiple developmental domains. Cognitively, children gain knowledge about their bodies and develop decision-making skills. Affectively, they build confidence, self-respect, and emotional awareness. Socially, they learn to establish healthy interpersonal boundaries and communicate their needs effectively. These competencies collectively contribute to the formation of independent, resilient, and adaptive individuals. Despite its benefits, challenges remain in the implementation of early reproductive education through digital media. These include variability in parental awareness, cultural sensitivity surrounding the topic, and the risk of exposure to inappropriate content. Therefore, it is essential to develop structured educational programs, provide training for parents and teachers, and ensure that

digital content is carefully selected and aligned with developmental standards. In conclusion, early reproductive education delivered through digital platforms such as YouTube represents a transformative approach in Early Childhood Education. By integrating self-protection skills, digital literacy, and socio-emotional development, this approach prepares children to navigate both physical and digital environments safely and responsibly. It also reinforces the importance of collaborative roles between parents and educators in fostering a supportive and protective learning ecosystem for children in the era of Society 5.0.

5. ACKNOWLEDGMENTS

We would like to express our gratitude to the teachers and parents of early childhood education students and all students of the school as the research location and the educational equipment that has helped in completing this research.

6. REFERENCES

Afiqah, N., Latif, A., Zulkifli, C. N., & Shaari, A. (2024). *YouTube and Kids : Maternal Influence on Children ' s Learning Experiences*. *19*(2).

Anggita Sakti, S. (2020). Implementasi Pendidikan inklusif pada lembaga pendidikan anak usia dini di indonesia. *Jurnal Golden Age*, *4*(02), 238–249. https://doi.org/10.29408/jga.v4i02.2019

Awalunisah, S., & Imamah, Z. (2025). *Pengembangan media pembelajaran berbasis teknologi untuk meningkatkan keterampilan literasi awal anak usia dini di kelompok b tk al-khairaat parigi kabupaten parigi moutong*. *9*(01), 111–120.

Daulai, N., Sari, S. M., & Manurung, F. (2023). Use of youtube as a science learning media to improve hots elementary school.

Eliza, D. (2022). *Pengembangan video pembelajaran literasi sains anak usia dini 5-6 tahun untuk belajar dari rumah*. *6*(4), 3648–3658. https://doi.org/10.31004/obsesi.v6i6.1350

Faridah, I. (2024). Tinjauan literatur: efektivitas penggunaan media video animasi dalam proses pembelajaran pendidikan vokasional. *HUMANITIS : Jurnal Humaniora, Sosial Dan Bisnis*, *2*(4), 386–392.

Journal, C. D., Wulandari, G., Hidayat, A., Kholifah, S., Mubarok, A., Petir, K., & Seksual, K. (2024). *Edukasi kesehatan reproduksi berbasih media dalam*. *5*(1), 1511–1518.

Maghfiroh, A. S., Usman, J., & Nisa, L. (2020). Penerapan metode bermain peran terhadap perkembangan sosial emosional anak usia dini di paud/kb al-munawwarah pamekasan. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, *1*(1), 51–65. https://doi.org/10.19105/kiddo.v1i1.2978

Maulidia, L. N., & Rosyidah, U. J. (2023). *A systematic literature review on technology-based learning media in ece to face society 5 . 0 Era*. *7*(5), 5181–5195. https://doi.org/10.31004/obsesi.v7i5.4997

Ndari, S. S., Masykuroh, K., & Vinayastri, A. (2021). *Use of digital media for sex education in early childhood with low-income parents*. *5*(1), 25–29. https://doi.org/10.21070/madrosatuna.v5vi1i.1387

Ni`mah, I., Suntarti, N., & Tawar. (2022). Literasi digital untuk guru di era society 5.0. *International Journal of Disabilities and Social Inclusion*, *2*(1), 27–34.

Sari, M. M., & Syawaludin, D. F. (2024). *The influence of digital parenting on the social behavior of early childhood in the 5 . 0 technology era*. *3*(3).

Siahaan, Y. E., Sutapa, P., & Yus, A. (2020). Pengaruh komunikasi orangtua terhadap perilaku agresif verbal anak usia 5-6 tahun. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *5*(2), 1472–1486. https://doi.org/10.31004/obsesi.v5i2.890

Society, D. I. E. R. A. (2025). *Pembelajaran berbasis media digital pada anak usia dini*. *06*(03), 304–316.

Sugiyono. (2019). Metode penelitian kuantitatif, kualitatif, dan r&d. In *Bandung : Alphabet* (Vol. 8, Issue 5).

Zahra, S. F., & Hasibuan, R. (2025). *Pemanfaatan video youtube interaktif sebagai media edukasi tata surya anak usia 5-6 tahun*. *9*(01), 52–62.