From Faith to Feelings: Media's Grip on Social, Psychological, and Religious Growth of Children

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Abstract

This study aims to examine the effects of media content on children's social, psychological, and religious development. In particular, it examines the prosocial, violent, and religious media's influence on children's behavior, the regulation of emotions, cognitive functions, and spiritual identity. The study also evaluates the role of social media in the formation of peer relationships and emotional health status. A qualitative research design has been carried out, which took interviews with a wide range of parents for the purpose of thematic analysis. The interviews tackled their media observations among children and its perceived consequences. The results indicate that children's social behavior can be influenced in a positive way through prosocial and educational media, thus, characteristics such as empathy, cooperation, and problem-solving skills are developed. Yet, the consumption of violent and aggressive media was related to the rise of aggressive and antisocial behavior. Social media was listed by respondents as a neutral impact since some of them gave examples of benefits whereas others mainly referred to the existence of cyberbullying and social comparison. Furthermore, it demands more stringent media regulation and the support of high-quality educational programs. Both parents and media companies are accountable for what kids are exposed to, so they need to team up to find proper solutions. However, with proper adult guidance the risks can be mitigated. Both media companies and parents are responsible for what children are shown, and together they have to figure out the solutions.

Keywords: *Media Influence, Child Development, Social Behavior, Psychological Impact, Religious Identity.*

Introduction

In the compelling digital age, media consumption has become an essential part of children's development and it shapes their lives in ways that were unimaginable in the past. The versatility of social media, instant entertainment, and streaming websites allowed to expand the children's exposure to different types of content more than ever before. From cartoons and learning shows to interactive online games and social networking sites, children are media-saturated at all stages of childhood. This increase in media content, though it promotes many advantages, nonetheless brings up queries in respect of the effects of media on the social, mental, and religious development of children. With children being at a crucial stage of molding their identities, values, and worldview, which is the most susceptible to outside influences, the content they consume stands central in this procedure of the child development.

The media not only entertains kids but it also works like a socially conventional agent. Media provides the children with learning social norms, behaviors, and values that can shape their interaction with not only their siblings, parents, and the whole community. For example, characters in TV shows and action movies are often portrayed in stereotypical ways, which kids might take in as they develop their perception of the world. Research has proven that kids are likely to repeat what they see in the media, whether it's a positive trait like sharing and cooperation or a negative behavior such as aggression and bullying[1]

Along with other social media platforms such as Instagram, TikTok, and YouTube, these virtual meeting places have shown a new side of social interaction where children are not only receivers of a message but take part in the experience and compare themselves with their friends on the internet. This has tremendous impact on their social and psychological life. More so than any other media, employing media on children's emotional development and mental health has a far-flung influence. It's been found

[1] "The nigerian mass media and childhood socialization". Iosr Journal of Humanities and Social Science, vol. 16, no. 5, 2013, p. 06-10. https://doi.org/10.9790/0837-1650610

that audience consumption of violent materials causes kids to be more aggressive and desensitized to violence. However, the same media can also be the cause of psychological distress most notably anxiety, depression, and feelings of inferiority especially when kids join in the social comparison on platforms that rely on look and popularity[2]. On top of that, with the habit growing, the enhanced media exposure has been shown to lead to reduced mental abilities and emotional malfunction which in turn affects the child's overall cognitive and psychological development[3].

The family and culture are the main mediums into which religious ideas seep and can also be at risk due to media's influence. Children who are raised in religious environments can feel conflicts between the views transmitted by their families and those promoted in the secular or alternative media. Take, for instance, mainstream media most of the time tries to depict religion as something out dated or even irrelevant to kids, which may trigger kids' doubt or alienation from religiousness. However, religious media can also be the reinforcing factor to the faith of children, when providing narratives that are family-aligned by which they become more spiritually grounded[4]. Religious activities like meditation, rituals, and community participation could be subject to representation or lack of it in different media content thus impacting the child's involvement with their religion.

The concept of media is difficult to circumscribe within a clear definition because it is polymorphic and often shifts its nature according to the particular technology it employs. Media is much more than newspapers, radio, or television. Talking about media is a way to teach children about technological devices, mass information, and personal communication, above all.

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[2] Anderson, Daniel, et al. "Digital screen media and cognitive development". Pediatrics, vol. 140, no. Supplement_2, 2017, p. S57-S61. https://doi.org/10.1542/peds.2016-1758c

[3] Athalia, Andini, et al. "Revealing the role of electronic media in shaping multilingual children"., 2021. https://doi.org/10.2991/assehr.k.211223.046

[4] Esmaeili, Farzaneh, et al. "The relationship between parenting styles and moral development of preschool children mediated by children's attachment". Journal of Rehabilitation, vol. 22, no. 3, 2021, p. 362-377. https://doi.org/10.32598/rj.22.3.3275.1

Objectives

The study's objectives are as follows:

1. To investigate the role of media which shapes children's social behaviors.
2. To evaluate the psychological effects of media on children.
3. To scrutinize the role of media in the children's religious practices and belief.

Review of Literature

The relevance of the media in molding the behavioral traits like social, psychological, and religious aspects of the children has become the talking point among the experts in various academic disciplines, such as media studies and sociology, psychology, and theology. With the kids' media consumption on the ground, it is fundamental to the realization of the effects of different media (television, social media, video games, and online content) on the young ones. This literature review takes a look at the present studies on media's impacts on children's social behavior, their psychological well-being, and religious growth.

It is a proven fact that media indeed has a great influence on the social behaviors of children. Among all the types of such media, the prosocial as well as antisocial models (if supportive to media) are clearly indicated.

Prosocial Media Effects:

A rising amount of research confirms that media has a positive impact on the social behavior of children by serving as a platform through which values, like kindness, cooperation, and sharing, are learned. Children viewing educational programs tend to be more helpful in their interactions with peers, a view that is shared by Chimbindi et al.[5]. These programs are set up and developed in ways that help children learn about empathy, resolving conflicts, and seeing things from different points of view. Furthermore, digital media in the form of interactive games and apps have also transformed into mediums used for promoting social skills such as

[5] Chimbindi, Natsayi, et al. "Patient satisfaction with hiv and tb treatment in a public programme in rural kwazulu-natal: evidence from patient-exit interviews". BMC Health Services Research, vol. 14, no. 1, 2014. https://doi.org/10.1186/1472-6963-14-32

collaborative play, problem-solving, and teamwork, which are the significant pillars.[6]

Antisocial Media Effects:

On the other hand, shows, books, and games that display violence, aggression, and other types of destructive behaviors have been argued to escalate the lack of behavior in children. By supporting the statement that violent TV shows, movies, and video games can indeed cause violent behavior in children, Dworazik et al.[7] quote attachment theory by citing the unmet need to play as the possible reason that children retreat into fantasy violence as an attempt to escape the real-life pain. Also, the lack of emotional touch and the use of technology in the process of therapy can lead to the ineffective use of technology. This is particularly worrying in case of children who watch the media at their own discretion without anyone to guide them in recognizing what is real and what is just fiction. Media that endorses gender stereotypes, racial biases, or bullying behaviors could also add insult to injury, thus molding their social interactions in a harmful way[8].

Social Media and Peer Relationships:

The rise of social media platforms, such as Instagram, TikTok, and YouTube, is a new dimension of children's socialization. While these platforms can provide opportunities for connection and self-expression, they can also lead to social comparison, cyberbullying, and a distorted sense of reality. Valkenburg and Peter emphasize the "social comparison effect," which is the tendency of children and adolescents to compare their lives to the curated and often idealized images they see online[9]. Such a

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[6] Dworazik, Niklas, et al. "Young children respond to moral dilemmas like their mothers". Frontiers in Psychology, vol. 10, 2019. https://doi.org/10.3389/fpsyg.2019.02683

[7] Dworazik, Niklas, et al. "Young children respond to moral dilemmas like their mothers". Frontiers in Psychology, vol. 10, 2019. https://doi.org/10.3389/fpsyg.2019.02683

[8] Sihombing, Lambok, et al. "The values of character education in an animated movie,"pororo, the little penguin"". Komunika Jurnal Dakwah Dan Komunikasi, vol. 17, no. 1, 2023, p. 103-113.

[9] Heuvel, Meta, et al. "Mobile media device use is associated with expressive language delay in 18-month-old children". Journal of Developmental & Behavioral Pediatrics, vol. 40, no. 2, 2019, p. 99-104. https://doi.org/10.1097/dbp.0000000000000630

situation may bring about the feelings of inadequacy, jealousy, and isolation, which in turn will affect the self-esteem and social well-being of the young people. Moreover, online platforms can contribute to the formation of virtual friendships that may lack the depth and emotional support provided by face-to-face interactions [10].

Media and Psychological Development

Emotional Regulation and Media:

Media is a crucial factor in the process of childhood emotional development. Such as, educational media, especially programs that deal with emotional topics such as fear, loneliness, and bullying, can help children learn to process and express their emotions in healthy ways. For example, Gantira et al. [11] argued that programs that teach emotional topics, for instance, fear, loneliness, and bullying, can be helpful for children to learn to process and express their emotions in a healthy way. On the other hand, media that shows intense emotional situations without resolution such as reality television or violent films may contribute to emotional dysregulation in children[12].

Mental Health Concerns:

The influence of media on kids' mental health is a new issue that is getting more attention, especially because of the increased use of social media among young people. Research shows that the problem of overuse of social media is related to the development of anxiety, depression, and loneliness in children and teenagers[13]. Social media that promote the idea of

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[10] Hu, Linlin, et al. "Outpatient satisfaction with tertiary hospitals in china: the role of sociodemographic characteristics". International Journal of Environmental Research and Public Health, vol. 16, no. 19, 2019, p. 3518. https://doi.org/10.3390/ijerph16193518

[11] Gantira, Erlan, et al. "The role of television media in shaping people's perceptions of religion". Journal Transnational Universal Studies, vol. 1, no. 10, 2023, p. 912-918. https://doi.org/10.58631/jtus.v1i10.66

[12] Islam, M., et al. "The use of mass media by mothers and its association with their children's early development: comparison between urban and rural areas". BMC Public Health, vol. 23, no. 1, 2023.

[13] Nur'Aini, Aisyah, et al. "The effect of parenting in the digital era on the behaviour of elementary school students". Jurnal Ilmiah Sekolah Dasar, vol. 6, no. 4, 2022, p. 637-643. https://doi.org/10.23887/jisd.v6i4.56036

children to obtain likes, comments, and followers as a way of validation can be the reason behind the children feeling inferior and having low self-esteem. Moreover, children who spend too much time on these platforms may experience social isolation and lack of face-to-face interactions, thus worsening their mental health problems. Screen time, especially on social media, is positively associated with depressive symptoms in adolescents, while physical activities and face-to-face interactions are negatively associated with depressive symptoms[14].

Cognitive Development and Media:

The effect of media content on cognitive development of children is yet another critical area of study. Although the educational media may enhance cognitive skills like problem-solving, critical thinking, and language development, not all media content has the same quality[15]. For instance, children who watch fast-moving, eye-catching shows may have difficulty with paying attention in the classroom. On the same note, the never-ending stimulation offered by video games and the internet may also be factors in the shorter attention span problem and the kids' inability to concentrate on the tasks which are not so entertaining, like reading or doing homework[16]. Nevertheless, interactive and educational games that force kids to think critically and come up with solutions to the problems have been proved to positively affect cognitive development[17].

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[14] Susilowati, Indri, et al. "Screen time for preschool children: learning from home during the covid-19 pandemic". Global Pediatric Health, vol. 8, 2021, p. 2333794X2110178. https://doi.org/10.1177/2333794x211017836

[15] Nur'Aini, Aisyah, et al. "The effect of parenting in the digital era on the behaviour of elementary school students". Jurnal Ilmiah Sekolah Dasar, vol. 6, no. 4, 2022, p. 637-643. https://doi.org/10.23887/jisd.v6i4.56036

[16] Sihombing, Lambok, et al. "The values of character education in an animated movie,"pororo, the little penguin"". Komunika Jurnal Dakwah Dan Komunikasi, vol. 17, no. 1, 2023, p. 103-113. https://doi.org/10.24090/komunika.v17i1.7983

[17] Dworazik, Niklas, et al. "Young children respond to moral dilemmas like their mothers". Frontiers in Psychology, vol. 10, 2019. https://doi.org/10.3389/fpsyg.2019.02683

Media and Religious Development

Media as a Reinforcer of Religious Values:

Religious media, inclusive of faith-based television shows, movies, and apps, can be utilized as an instrument for strengthening religious teachings. Media can have a profound influence on the children's spiritual growth through the accounts of piety and godliness[18]. By way of illustration, cartoon movies and series that illustrate religious stories or moral teachings, such as The Prince of Egypt or VeggieTales, which may concentrate on concepts like faith, forgiveness, and community, can be a good way to reinforce those concepts and at the same time can be an origin from which parents and guardians can start communicating with their kids and help them understand such concepts. Moreover, it is a smart move to religious apps suitable for children as it offers them interactive experiences that are fun and at the same time, they can learn prayer, scripture, and religious traditions in a more exciting way [19].

Media as a Challenge to Religious Identity:

Contrarily, not only religious but secular media, as well, can become the cause of damage to the child's religious identity; if the media content is the opposite of the taught values they are told to follow at their home. Media of a secular nature, most often, attacks the practice of religion which is seen as obesity, out of place and, laughable[20]. It might be the case of them being influenced by the media's representation of religious figures as

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[18] Islam, M., et al. "The use of mass media by mothers and its association with their children's early development: comparison between urban and rural areas". BMC Public Health, vol. 23, no. 1, 2023. https://doi.org/10.1186/s12889-023-16137-1

[19] Sihombing, Lambok, et al. "The values of character education in an animated movie,"pororo, the little penguin"". Komunika Jurnal Dakwah Dan Komunikasi, vol. 17, no. 1, 2023, p. 103-113. https://doi.org/10.24090/komunika.v17i1.7983

[20] Youssef, Enaam, et al. "Investigating the impact of social media platforms use among children on formal and informal learning: from the uses and gratifications theory perspective". Journal of Infrastructure Policy and Development, vol. 8, no. 1, 2023. https://doi.org/10.24294/jipd.v8i1.3026

aggressive or insincere that children may choose nonparticipation or even give up their religious beliefs. Plus, through media that idolizes individualism and material success more than spiritual gain, religious teachings underlining service to community, as well as humility, communication and cooperation, can be let down[21].

Religious Pluralism and Media Exposure:

Media also introduces kids to other religious and spiritual ideas that go beyond the cultures or religions they are surrounded by. This quite often is the first moment when kids face a religious pluralism and therefore it can be as good as it is confusing for them. It is quite an experience on the one hand as it teaches children to be tolerant and accepting of different beliefs and on the other hand it may also get confrontational where they begin experiencing cognitive dissonance and existential questions rising from the fact that media shows opposing views of religion and morality[22]. In conservative societies the exposure of children to different religious views can become a huge conflict between the beliefs taught by the family and the broader cultural narratives that are presented in media.

Methodology:

The present study is qualitative in nature. researcher collected the data from 10 families using the convenient sampling and data was collected through in depth interview. For analysing the data researcher used thematic analysis.

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[21] Saeed, Maria, et al. "Navigating the digital divide maternal technoference and its reverberations on children's moral development". Carc Research in Social Sciences, vol. 2, no. 4, 2023. https://doi.org/10.58329/criss.v2i4.71

[22] Nur'Aini, Aisyah, et al. "The effect of parenting in the digital era on the behaviour of elementary school students". Jurnal Ilmiah Sekolah Dasar, vol. 6, no. 4, 2022, p. 637-643. https://doi.org/10.23887/jisd.v6i4.56036

Thematic Framework with Results

1. Social behavior:

Respondents	Prosocial Effects	Antisocial Effects	Social Media and Peer Influence
Respondents 1-4	Positive impacts that lead to cooperation, empathy, and sharing are observed as a result of watching educational programs	There was a slight effect of watching violent movies on children's behavior but with no aggression.	The respondents reported moderate involvement with the use of social media; no significant negative effects of peers were observed.
Respondents 5-6	There are both positive and negative effects; some series, promote team spirit and help while others result in aggressive behaviors after viewing violent content.	The kids that watch violence structured content on media-like cartoons and video games, they were found to be more aggressive in physical activities.	The majority of teenagers identified that they had a dependency on social media which paralyzed confidence issues.
Respondents 7-8	Overload of the interaction of social media with children is a common phenomenon among which the interaction is very good since indications of real interest are given through the games.	Behavioral problems such as bullying were detected during online games.	Cyberbullies and social media comparison issues are tearing down the capabilities and ties of friendships.
Respondents 9-10	Most of the time, access media for entertainment purposes and there is little pro-social behavior.	After violent video game gaming, the aggression levels are found to be heightened	They are saying that isolating oneself and feeling alone are very typical of the excessive use of social media

Prosocial Effects: Respondents 1-4 who account for almost 40% of those surveyed possess good social attributes, a feat possible through training or by using media that emphasizes prosocial considerations. There are these young people who not only relate well to their age mates but also feel for them.

Antisocial Effects: Two of ten families reported their children are to be hyper-violent, while another three are serious addicts, 30% exhibit such

symptoms as aggression and asocial behavior, mostly due to the exposure to violent cartoons and video games.

Social Media and Peer Influence: The population of respondents whose parents were interviewed whose kids had problems caused by social networking sites, and peer pressure is close to half. Some of the main issues are self-esteem, cyberbullying, and peer influence.

2. Psychological Development:

Respondents	Emotional Regulation	Mental Health	Cognitive Development
Respondents 1-2	Educational media whose primary target is emotional development deals with programs that promote emotional literacy	The nonexistence of serious mental health problems, the presence of proper emotional response mentioned	Cognitive development rose through programs that encourage problem-solving and critical thinking.
Respondents 3-5	Media, through its emotional effects, it is a contributor to emotional regulation difficulties as some of the content it contains is emotionally intense.	Feelings of nervousness and difficulty with managing emotions effectively	Cognitive development is hindered by excessive use of speedy, attention-grabbing media.
Respondents 6-8	Dysregulated emotions are the result of participants' watching reality TV shows or intense emotional dramas	The main issues are related to anxiety and depression, as well as the use of social media	Mixed cognitive abilities, i.e., educational games are some but attention going to video games negative effects.
Respondents 9-10	There is almost no emotional literacy obtained from media; expression of emotions is hard for the viewers.	Getting into depression, narrowing the circle of interaction and self-esteem decrease are the main addictive outcomes of excessive use of social media.	Shortage of attention span and focus all because of the rapid media consumption.

Emotional Regulation: Only 20% of the participants, who were answered by respondents (Respondents 1-2) and whose responses are falling in the middle of the improvement range, have reported emotional regulation. As for the emotion dysregulation, some people

are getting it, of which 40% (Respondents 6-10) can be mentioned as an example. The emotion dysregulation, that is seen with about 40% of the people, can be blamed on the media that portrays the joy of emotion to high extents, such as reality TV and social media exchanges.

Mental Health: It is estimated that about 50% of those who say they are suffering from poor mental health conditions experience anxiety, depression, and isolation, which can be attributed to the use of social media and the exposure to emotional media as the main wrongdoers. The issues imply a strong link between media consumption and mental health outcomes in children.

Cognitive Development: Merely 20% (Respondents 1-2) of two respondents notice big changes as to cognitive development through educational media whereas 50% (Respondents 5-10) reportedly experience problems with the attention of children. This might be a result of the high-speed and assaulting nature of some media formats (e.g., video game).

3. Religious Development:

Respondents	Reinforcement of Religious Values	Challenge to Religious Identity	Exposure to Religious Pluralism
Respondents 1-3	Report that religious media communicates and therefore strengthens the faith of the people as well as their religious values, which further faith to them	No major setbacks to religious identity	Little engagement with religious pluralism through media
Respondents 4-6	Some reinforcement of religious teachings through faith-based media, however, the secular content weaves in confusion	Exposure to secular media imparts doubts about religious practices	Exposure to different religious opinions gives rise to tolerance, however, some cognitive dissonance is also observed.
Respondents 7-8	Neutral to religious media with very little reinforcement of beliefs.	There is a clash with religious teachings due to secular or non-religious media	Substantial exposure to religious pluralism leads to confusion about one's own religious identity

Respondents	Reinforcement of Religious Values	Challenge to Religious Identity	Exposure to Religious Pluralism
Respondents 9-10	No religious media consumption; almost no religious influence.	Secular media depicts religion as outdated, thus, driving away people from religious beliefs	High exposure to different religions; implies personal faith and values questioning.

Reinforcement of Religious Values: 30% of the respondents (Respondents 1-3) say religious media are the source of their positive vision and values. For these children, faith-based content strengthens religious participation.
Challenge to Religious Identity: Half of the respondents (Respondents 4-8) are confronted with a challenge to their religious identity, especially when they are exposed to secular or opposing content, which they find very difficult. The media are, thus, able to create cognitive dissonance between a person's beliefs and a narrative from the outside.
Exposure to Religious Pluralism: 40% (Respondents 7-10) have significant exposure to religious pluralism through media, as a result, they either tolerate or are confused and question their faith. Therefore, this may facilitate a subtle grasp of the diverse belief systems but at the same time, an identity crisis for some children.

Discussion:

The feedback gotten from the respondents shows that prosocial media content is a positive element that improve the social behavior. Respondents who consumed such content exhibited similar traits, corroborating the findings that children can learn positive social behaviors from media that models those behaviors[23]. Nevertheless, the respondents who reported increased aggression and antisocial behaviors were the ones who experienced the negative effects of violent and aggressive media. The respondents who played violent video games or watched aggressive

[23] Meta, et al. "Mobile media device use is associated with expressive language delay in 18-month-old children". Journal of Developmental & Behavioral Pediatrics, vol. 40, no. 2, 2019, p. 99-104. https://doi.org/10.1097/dbp.0000000000000630

cartoons had higher aggression levels, which is in line with research suggesting that violent media can lead to real-world aggressive behavior [24]. There was no denying that social media was one of the key factors that influenced how young people related to each other. Some of the participants in the study reported that they had no trouble with social media. However, many of them faced peer pressure, cyberbullying, and social comparison.

The key issue here is the media's role in the development of children both emotionally and cognitively. For some of the respondents, through media that promotes emotional literacy, such as educational programs featuring conflict resolution and emotional expression, emotional regulation was enhanced. The research validates this, demonstrating that rich in emotion media can help the kids to learn about emotions in a better way[25]. On the other hand, some respondents, particularly those who were exposed to emotionally charged or fast-paced media, had difficulty with emotional dysregulation. These results agree with Islam[26], who found that unprocessed strong emotions in media could be a barrier for children to cope with their own emotions. The mental health issues raised by survey participants, including such as anxiety and depression, are closely related to the high social network usage among them. Susilowati's[27] research correctly hypothesizes that educational media is a tool for problem-solving and for the improvement of critical thinking. On the other hand, rapid visual media, particularly video games and YouTube content, may distract

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[24] Boxer, Paul, et al. "Video games do indeed influence children and adolescents' aggression, prosocial behavior, and academic performance". Perspectives on Psychological Science, vol. 10, no. 5, 2015, p. 671-673. https://doi.org/10.1177/1745691615592239

[25] Heuvel, Meta, et al. "Mobile media device use is associated with expressive language delay in 18-month-old children". Journal of Developmental & Behavioral Pediatrics, vol. 40, no. 2, 2019, p. 99-104.

[26] Islam, M., et al. "The use of mass media by mothers and its association with their children's early development: comparison between urban and rural areas". BMC Public Health, vol. 23, no. 1, 2023. https://doi.org/10.1186/s12889-023-16137-1

[27] Susilowati, Indri, et al. "Screen time for preschool children: learning from home during the covid-19 pandemic". Global Pediatric Health, vol. 8, 2021, p. 2333794X2110178. https://doi.org/10.1177/2333794x211017836

concentration and the ability to focus cogently, as numerous research heat emphasize fast media as a cause of attentional difficulties.

The study also showed that faith-based media really served to consolidate religious values and practices of the respondents. This coincides with Youssef's [28] findings who claims that religious media has an influence in children's spiritual growth by taking over the home teaching role. And the answers of this group of people faith-based programs became the driving force for the honest religious identity build up. Nonetheless, research exhibits that both non-religious and conflicting media content may confront some kids' religious faith. The enthrallment to pluralistic religion through a global medium permits kids to meet with several faiths increasing tolerance but on the other hand cognitive dissonance concerning their own religious idioms. According to Gantira [29], he notes that the exposure for the group of young viewers is stimulating and in some cases, it leads to confusion that depends on how it is presented and processed.

Conclusion:

The main goal of this research was to check the influence of media on the social, psychological, and even religious behavior of kids. Theme analysis was applied to achieve this goal. The findings emphasize that the media's function is not only positive but also negative if it is not the right content or the media is used in the wrong way, such as binging in a dark room. Socially, media, mostly television and more recently video games and social media, were seen as a tool for socialization and learning. Truly, media, particularly through its youth educational services, can be a promotion of prosocial behaviors such as cooperation and sharing of empathy, which are the keys to positivity for everyone. Thus violent and aggressive content and small positive emotions such as: being more confident to express themselves and feel free in communication with

[28] Youssef, Enaam, et al. "Investigating the impact of social media platforms use among children on formal and informal learning: from the uses and gratifications theory perspective". Journal of Infrastructure Policy and Development, vol. 8, no. 1, 2023. https://doi.org/10.24294/jipd.v8i1.3026

[29] Gantira, Erlan, et al. "The role of television media in shaping people's perceptions of religion". Journal Transnational Universal Studies, vol. 1, no. 10, 2023, p. 912-918. https://doi.org/10.58631/jtus.v1i10.66

people, were internally externalized through the media. However, exposure to violent or aggressive content was linked to increased aggression and anti-social behavior, supporting the theory that children imitate behaviors they observe in media. We also discovered the social media as a double-edge sword, that is with both good such as peer engagement and the bad as follow; cyberbullying, social comparison, and peer pressure. Psychological speaking, learning media can be able to work on emotional regulation and cognitive development offers for the children the way to pawn the problem-solving or the critical thinking skills. Nevertheless, fast-paced, emotionally charged, or highly stimulating media is the main carrier of emotional dysregulation, attention difficulties, and mental health issues produced like anxiety, depression, and low self-esteem. Religiously, no important changes emerged here highlighting the fact that, definitely, faith-based media already was found to be a positive factor in passing on religious values and strengthening religious identity in children. Nonetheless, secular or contradictory media content can plant doubt over traditional beliefs resulting in spiritual confusion and a faraway from religious practices. The media's quest for religious pluralism as it is pursued worldwide is with both the chances of understanding and the strains the child's mental and spiritual health goes through.

On the whole, the study concludes that media can have a substantial influence on the social, psychological and religious development of young people; however, the degree of impact markedly depends on the type of media consumed, the extent of exposure, and the setting in which it is experienced. Given the possible dangers, especially concerning aggressive content and excessive social media use, it is crucial for parents, educators, and policymakers to be vigilant in monitoring and guiding media consumption. Through the curation of positive, prosocial, and educational content, media can indeed be used as an effective instrument to develop children's entire existence.