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Questioning Locality: Community, Movement, Global Challenge

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Foreword from the Coordinator of iComicos 2016

Revolution in information and communication technology not only triggers global responses, but also drives local movements. According to Konieczny (2012) “Information and communication technologies (ICTs) have empowered non-state social actors, notably, social movements. Mass email campaigns, blogs, their audio-and video-variants (the podcasts and the videocasts), social networks like Facebook and MySpace, and other tools, such as Twitter, are increasingly popular among the movements and their activists.” Consequently, changes are unavoidable, for those who live in big cities as well as in rural areas.

However, this phenomenon then leads to a paradox. It has a potential to widen up the reach of local wisdom, but it also challenges the locality to survive from any influences that come from any part of the world. The global issues have now become local and the locality has the chance to move beyond borders. The distinct between global and local is now being contested. Thus, it is important to discuss whether the locality will embrace the globalized world or will the local community confront it to find their own place.

The 4th Conference on Media, Communications and Sociology (COMICOS), organised by Faculty of Social and Political Sciences, Universitas Atma Jaya Yogyakarta (UAJY), aims to explore any possible answers of this question.

I am very pleased to welcome all the presenters and participants, who join this conference to enrich the knowledge on locality, community and global movements. Last but not least, I am wishing you a great time in iComicos 2016.

Yogyakarta, 18 November 2016

Birgitta Puspita, MA,

e-PROCEEDING CONFERENCE ON MEDIA, COMMUNICATIONS AND SOCIOLOGY

TELEVISION USAGE PATTERN AS A MEANS IN CHILD REARING

(A Descriptive Qualitative Research on Pattern of Parents in Using Television as a Means of Child Rearing)

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Abstract:

Television is one of the products of mass media which Indonesian family commonly has. In addition to having the function of media for information, education, and supervisors, television also has entertainment function. It makes television as one of the electronic equipments that must be owned by a family. Feeling entertained while watching television is not only felt by adults, but also can be felt by the children.

Television as a means of entertainment for children is indicated by the diverse array of programs and movies for them. Thus, television programs that are aired every day, are also special entertainment program for children. The number of programs for children does not necessarily make the television as a medium which is suitable for children, if the parents do not contribute during the process of children's media consumption.

Social Learning Theory shows the potential exposure to television media that can make children have behavior that does not show their age. Children easily imitate, duplicate, even perceive things that are going on television as part of their behavior.

This research used qualitative methods, obtained information on how patterns of 12 respondents (parents) treat television for children at home. Particularly how parents adopting a child care for the children in watching TV at home. Television as parenting rule, has a positive impact in the child's response. This finding was obtained by observing and conducting in-depth interviews to 12 subjects living in 3 major cities, namely Jakarta, Semarang and Yogyakarta. It was to see patterns of parents in making use of television as a means of child rearing. They conclusively have different patterns, based on the education level of parents, parents' business, and whether or not there was a strict hour rule for children to watch television.

Keywords: Television, Child, parenting role

Research Background

Television which is one of mass media electronic means becomes a common equipment owned and used by public in their daily life, including at home. One of the reasons is that because television has its advantages as information broadcasting media by using pictures and sounds, as in video and film (Subroto, 1994), besides its function as an entertainment media for the viewers (Kuswandi, 1996)

Besides its entertainment function, television has educational function as it improves knowledge and

logic for the society as it airs various educational programs implicitly. This educational program category is for various age target, including children. As a mass, fast and brief broadcasting means, television is used by television mass media content providers to air various programs which are educational and entertaining at the same time.

Unfortunately, television mass media program providers are very often unethical, do not count communication message content and the philosophy of the program. As noted by The Communication and Informatics Minister, Tifatul Sembiring who criticized a score of uneducational television programs (*www.voaindonesia.com.* "Menkominfo Kritik Program TV Swasta Tidak Mendidik", 18 April 2013).

Watching television has become a common daily routine for Indonesian family. Television program provider often set the programs for children. There are actually always an age target logo in each program such as SU (Semua Umur-All Age), BO (Bimbingan Orangtua-with Parent's Supervision), DW (Dewasa-Adult) on left corner of television screen, but parents are usually loose on that category and let the children watch television program as they wish.

Based on that background description, the research question is posed as follows: How do parents set a pattern in using television as a means of entertainment programs for their children in three Indonesian main cities (Jadebotabek, Semarang and Yogyakarta)?

A. Television Program

Television is one kind of mass communication. Starting with a term of mass communication which is defined as a communication set for mass or public in a great number, aired by radio broadcasting studio and or visual broadcast (De Vito in Nurdin, 2009). In mass communication, communication message is openly broadcast to public divergently, and the message receivers are not present in one specific place but spread out (Meletzke in Ardianto et al., 2009).

There are a number of medium or means used by mass media, varies from printed (daily paper, magazine) or electronic (radio, television). Mass media content is also made and managed by institution or institutionalized persons, and set for a target of people who are spread out in vast area, anonym and heterogen. That's why the message is not specific, spread out in a mass, fast and in brief (especially electronic media).

B. Children and Watching Television Pattern

People agree that most children in the world are exposed to television. This is a consequence of modern people way of life worldwide. People tend to equip their household with television set. Even parents use children television program to replace their role in child rearing.

A survey by Yayasan Kesejahteraan Anak Indonesia-YKAI (Indonesian Children Prosperity Foundation) to 5 primary schools in East Jakarta in April 2002 showed that the average children spent 30-35 hours watching television in a week. The children said that watching television was their first main activity after school or during dinner. This was in line with a survey done by Yankelovich Youth Monitor to 1200 children (in Chen, 1996), it was revealed that 80% children reported their main daily activity was watching television.

Most families have television set at home. Even they have more than one sets at home which are placed in each family members' bedroom. This shows a tendency that television dominates domestic activity, this includes giving free choice for the family members on their favourite television programs.

However, parents are obliged to form children interpersonal communication approach, including in teaching them on television program. Children should learn from very early that good television programs are the one which are both entertaining and educating. Parents can also apply different approach, such as imposing watching TV schedule which suits the children's need and age.

C. Television Program Effect-Social Learning Theory

As a mass media product, television plays a role in changing the viewer's knowledge, attitude and behaviour, due to a series of message of its programs. Referring Schramm's explanation, there are combinations

of factors which influence mass media communication effect, that is atmosphere, condition, personality, psychology group among the crowd of receivers which can also influence the psychology of the communicants (Rahmat, 2007)

A score of experts state that the effect of media is not always positive. Television, referring to Bungin (2001) makes people living beings who consume instant information menu rich with MSG or food seasoning. It is shown by a tendency of children who are addicted in watching television. The chief of Yayasan Kesejahteraan Anak Indonesia-YKAI (Indonesian Children Prosperity Foundation) Hadi Supeno stated that the spending time for children in watching television had been very high, that was 1600 hours a year, while their spending time studying at school stood for 750 hours (Euis, 2009:2)

It is likely to happen that children have negative tendency due to the expose to television program as psychologically, children tend to duplicate information/behaviour of the watched and observed program. This is in paralel with a social learning theory of Albert Bandura who states that people tend to imitate behaviour being observed which then becomes a model for them to adopt.

In relation with Social Learning Theory, it is elaborated that watching television is a media for the children to watch repeated action, for example a behaviour of a film characters, adult's way of life (an artist, for example), crime pattern, excetera. Without realizing what is going on, children adopt what they watch. This influence the way of thinking, speaking, problem solving, and interacting with others. It becomes problem when the thing they adopt is repeated negative role model which does not suit the children's age. This in turn, influence the children's development negatively.

Methodology

This is a field research by applying an in-depth interview in getting qualitative information, to give the depth answer to formulated question to answer formulated problem. The interview was conducted to research samples living in three main cities, Jember, Surabaya and in Yogyakarta to find information which represent characters of cities in Indonesia, beginning with big, moderate and small city. The city category was determined by it population based on Population Survey 2010, by which Jakarta ranked first as a big city in Indonesia, with 9.59 million population. Semarang with 1.52 belongs to moderate category; while Yogyakarta ranked 30th in 2010 population survey with 388.627 population.

The technique applied in this research was by interviewing parents with "usia dini" (infants to toddlers). As stated in National Education Law number 20 year 2003, "usia dini" ranges from 0-6 years old. In line with that definition, research samples were determined for parents of children attending kindergarten to early year elementary school. The sampling was determined by applying purposive sampling, choosing sampling of individual on purpose by considering some specific criteria (meeting certain criteria). In this research, the team set the criteria or consideration in determining research subjects, among others, they were parents who had children in age range 0-6 years old, having television and living in three cities of the research area. There were also possibilities of choosing subjects in remote areas, because of the similarities of cities character in Indonesian big cities, that is people living in the satellite town but working in the central of big cities. That was why the team also chose research subjects in Jabodetabek (Jakarta, Bogor, Depok, Tangerang and Bekasi) for Jakarta, cities around Semarang and other cities outside Yogyakarta in Special Region of Yogyakarta. However the decision of the number of subjects did not need to represent all satellite cities of the central cities.

Based on that reason, it was determined each 4 respondents in three cities are, based on choice criteria. There were then, 12 respondents as follows:

Table 3. Respondent Data

| No | Parents | Occupation | Child Name-Age | Address | Number of TV |
|-----|-----------|-----------------------|---------------------|-------------------------------|--------------|
| 1. | Susanto | Private Company staff | Andre (9 years old) | Permata Hijau, Jakarta | 2 |
| | Farina | Private Company staff | Reno (4 yo) | | |
| 2. | Sulis | Private Company staff | Andra (8 yo) | Sawangan, Bogor | 1 |
| | Lia | Entrepreneur | Jovan (4 yo) | | |
| 3. | Samuel | Entrepreneur | Joel (5 yo) | Pasar Kemis, Tangerang | 1 |
| | Bunga | Private Company staff | Nathan (3 yo) | | |
| 4. | Yudho | Private Company staff | Naiya (2,5 yo) | Duren Sawit, Jakarta Timur | 1 |
| | Elis | Private Company staff | | | |
| 5. | Clara | Private Company staff | Grace (5,5 yo) | Kasihan, Bantul | 2 |
| | Kuat | Private Company staff | Olive (3,5 yo) | | |
| 6. | Handar | Sailor | Rafi (10 yo) | Jogokaryan, Yogyakarta | 1 |
| | Lisa | Housewife | Abi (3 yo) | | |
| 7. | Jujuk | Entrepreneur | Faust (5 yo) | Jipangan, Bantul | 2 |
| | Diyah | Private Company staff | Ahza (infant) | | |
| 8. | Doni | Entrepreneur | Daniel (6 yo) | Kumetiran, Yogyakarta | 2 |
| | Wintarsih | Private Company staff | | | |
| 9. | Sius Dewa | Guru | Stefani (7 yo) | Salatiga, Kab Semarang | 2 |
| | Cici | Housewife | | | |
| 10. | Ioni | State Own Company | Valentino (5 yo) | Ungaran, Kab. Semarang | 2 |
| | Ari | Private Company staff | | | |
| 11. | Thoby | Lecturer | Tania (2 yo) | Salatiga, Kab. Semarang | 1 |
| | Esther | Lecturer | | | |
| 12. | Algoth | Karyawan Swasta | Gocha (9 yo) | Kota Semarang | 1 |
| | Heksi | Wiraswasta | Kava (4 yo) | | |

The quantitative step was done in the next analysis step to map respondent demographic aspects, including the residential area, social status, child's identity, the number of television possession and its placement, the knowledge on television program broadcasting time, parents' supervision logo on the top left on television program, etc.

The crosstabulation quantification was done to analyze the correlation used to see the correlation among the variables from quantitative data exposed by the respondents, by using Chi-Square test. The crosstabulation complemented formula on answers on pattern and tendency of parents in making use of television program for the children.

Result and Discussion

In measuring how certain pattern was used by parents in using television as a means of child rearing, measurements variables were used. These variables would show in detail how certain pattern was used by parents in treating television at home, facing their need in child rearing.

A. Cartoon Television Program as Parents' Choice

There are various television program on television with children as their target viewers. Referring to various television programs, Indonesian children can enjoy special programs for the children, among others are cartoon, child quiz, educational knowledge program, films for children and others.

It is parallel with the result of interview with the research subjects in three big cities. Films with cartoon genre became the favourites of the 12 subjects' children in three cities. Even the children were given wider chance to watch television program as far as it was cartoon compared to other genre. Some parents had problem with their children's choice. They preferred television programs which did not target children. However, the parents kept asking them to watch television programs for children.

"Grace was the one who often watched. She like watching India. Often, she was still watching (India film-red) until late. In the afternoon she often watched Facebooker or electronic drama although I kept asking her to watch cartoon." (Mrs. Clara, Yogyakarta)

Cartoon, is still a favourite programs for parents. The research subjects claimed that cartoon was the most suitable programs for their children, they were the most suitable for children's character. The characters in cartoon film are identical to children's behaviour, way of speaking, style and attitude. As an animation product, cartoon is considered as product fantasy which is very much suitable with children characters and personality. That's why parents consider cartoon as the most suitable program for children. Some popular cartoon television programs are Upin Ipin, Spongebob Squarepants, Sopo Jarwo, Marsha and The Bear, and Sofia the First.

There was no dissenting opinion of the subjects which stated that they didn't agree to their children on cartoon program they watched. Subjects agreed that cartoon was better than other programs. Besides, there were no other programs at home which were decent for children. They also claimed that the children's peer became their consideration as they talked about certain cartoon program, so they let their children watch that certain cartoon program.

"So far Fani prefers cartoon programs like Little Krisna, Sopo Jarwo, Marsha and The Bear dan Naruto, as at school or housing complex her peers discussed those fils." (Mrs. Cici, Salatiga)

"Rather than watching indecent programs, I prefer him watching cartoon, Miss. He only likes those kinds like Sopo Jarwo, Upin Ipin, what's more? Because my son, Miss, ya only like that. Besides I don't let him watch other program. It's better he spends his time playing outside." (Mrs. Lisa, Yogyakarta).

"They like Sponebob, and it is because I give them time in the afternoon after their nap, while having meal. I give them a little leisure time. After that they do their homework until they go to bed." (Farina, Jakarta)

Preferensi orangtua terhadap film kartun juga diberikan kepada orangtua yang berlangganan stasiun televisi berbayar (TV kabel), alias selain tayangan media nasional. Kartun tetap jadi pilihan utama, selain tayangan program lain yang ada di televisi berbayar.

"While Kava likes Hi5, but there is cartoon Disney. Yap, I give him chance for that cartoon Disney in case there is no Hi5." (Mrs. Heksi, Semarang)

Those statements above proved that parents give loose chance for their children in watching cartoon film. They also give special time for the children to watch cartoon on specially designed time when the television stations air kids cartoon films.

"Jovan gets up, opens fridge to take some food, usually directly plays outside. He rarely watches TV other than time slot for Bang Jarwo or Bang Somad. His sister who likes (watching TV). Arriving home from school until 5 P.M. At that time, there are a lot of cartoon, she likes Bang Jarwo and Ipin most." (Mrs. Lia, Bogor)

"I give him chance, but there is schedule to obey. For example Happy Holly Kid at 8, Sunday morning at RTV. Or at 4 P.M, but not for long." (Mrs. Bunga, Jakarta)

As if they don't have a way out, parents prefer cartoon for their children program, compared to other genres. They consider other programs do not suit the children's condition besides some are quite indecent.

"I prefer my childfren watch Si Bolang, Laptop Si Unyil, compared to exxagerating electronic drama. Cartoon is OK, only Upin Ipin." (Mrs. Bunga, Jakarta)

B. Children Are Free Watching Television

Some subjects think that it's better for the children watching TV than doing other negative things or watching other programs. This makes the parents tend to give their children more freedom in watching television, even some let their children control the choice on the channel choice. The children have full control on remote control for them to choose any program or channel they want to watch.

The parents' loose control for the children's choice on television program makes the children tend to have a full control on their choice. It happens most of the time. Children do not feel obliged to ask for parents' consent in watching certain program. This has become common for the parents at last.

There are some reasons they pose. Parents give some excuse for that condition. They say that the children have been able to choose by himself/herself what program is suitable for him/her. Some also argue that they don't want their children to bother them so that they can do other domestic chores.

"Grace is the one who most often watching TV. Even she holds the remote control. In the afternoon, I usually other chores, doing the washing, mopping, ironing, and other lah, because I can't do that in the morning [doing the household chores]. Yes, she can turn it off, but usually less than an hour Grace turns it on again." (Mrs. Clara, Yogyakarta)

"Valent is able to change channel on television as he still prefers watching cartoon such as Upin Ipin, Little Khrisna and Sopo Jarwo." (Mr. Ari, Salatiga)

There was one interesting reason revealed by a subject in Yogyakarta who prefers giving freedom to her children in watching television because she argues that her children are more controllable as she feels uneasy when her children play outside as this can make the children experience bad peer friendship or undetected threat. She prefers her children watching TV at home so that she can control easily. While the children are playing, parents tend to leave the television is on as far as the program is for children.

“So the house is in a mess. It is like this house is their playing ground. S/He is free to play as s/he likes. S/He plays, or watches TV, as far as it is for children, it is OK.” (Mrs. Diyah, Yogyakarta)

“Frankly speaking, I prefers s/he watches TV, more controllable. If they play with their peers, I can’t control what they play or where. It’s better at home.” (Mr. Doni, Yogyakarta)

There are also research subjects, who restrict their children in watching TV. The schedule is adjusted to the cartoon or other children programs airing time. This restriction is influenced by their knowledge of the effect of television exposure, or other children’s strict time available so that they don’t have a lot of time to watch television.

The subjects who impose watching television restriction well are the ones who have children at elementary school age. The reason is because the children have had strict school schedule, including extra program the children join. Parents regulate the watching television time so that it does not disturb the children’s studying time.

Mrs. Farina, Jakarta, for example, imposed watching TV schedule in the evening because her eldest son, Andre who ia the second year in elementary school has been very busy with extra classes after school.

“Andre arrives home at 4 P.M. as after school, he attends Kumon class, after that he is scheduled to take a nap until 5 or 6 P.M. He is allowed to watch TV although at 7 P.M then he is scheduled to study until he goes to bed at 9.” (Farina, Jakarta)

Other than that, the subjects state that their children have their specific schedule (planned by their parents or it happens naturally) for watching TV because children prefer playing with their siblings. These activities are related to their daily routine after school and extra classes or taking a nap imposed by the parents.

“There is actually no specific answer [why I impose watching television restriction], as Joel has to attend extra classes on Tuesday to Thursday at 4-5 P.M, after extra classes Joel plays with his siblingsor doing his homework.” (Mrs. Bunga, Jakarta)

“Rafi joins extra classes everyday at 3-4, after that he plays with his sibling or with his peers in the housing complex. Being home Maghrib (time for Moslem to have a prayer at around 6 P.M), taking a bath, then I ask him to study or do his homework and at that time I swith off the television as it is not watched.” (Mrs. Lisa, Yogyakarta)

It also happens to a subject, Mrs. Heksi, from Semarang who has a child in Year 4 Elementary School. Every day her son has had a schedule after school, attending extra class, doing his hobby of playing games on computer or music, making television programs on TV does not interest his son anymore.

“Lha Gotcha has been big, prefers thing like gaming or playing drum. BesidesI send him to join extra classes, so he has been busy with such activities, does not have time watching TV. Only a short time in the afternoon when he is not too busy.” (Mrs. Heksi, Semarang)

On the other hand, subjects who have children in Elementary School but do not send the children to join routine extra classes makes the children concentrate in watching television. The activity of watching television is as if becoming “obligation” for the children after school. It happens to three subjects, Mrs. Lia in Bogor, Mrs Esther in Semarang and Mrs. Cici in Semarang. The three complained their children hobbies in watching TV after school.

Mrs. Lia complained that the time spent in watching TV for her eldest child who has been in Year 2 Elementary School, who spends long time watching TV, starting from time when s/he is home from school at 1:00 P.M. to 5:00 P.M every day. Besides her activity as a housewife and running an online shop makes her child uncontrollable in watching TV.

“His/Her sister likes [watching TV]. After school s/he watches TV until around 5. There are a lot of cartoon in the evening.” (Mrs. Lia, Bogor)

It also happened to three subjects from Semarang, who each owns a school age child. They say that their children watch TV averagely from school until bedtime.

“Stefani arrives home at about 10:00 and we give her time to watch TV until 4:00. After that she usually aske for my or her father’s cellphone to paly with. Or we intentionally give her another activity and we limit her watching TV. “ (Mrs. Cici, Semarang)

“Valent arrives home at 10:00, usually watches TV until evening, around 8:00 P.M when he is about to sleep. He watches cartoon in the bedroom, so it has been safe.” (Mrs. Ari, Semarang)

“As Tania hasn’t been attending school, she usually watches TV along TV is on, from 08:00-10:00, continues after her nap until her bedtime around 19:00.” (Mrs. Esther, Semarang)

It can be said that the school age children has their time limit in watching television because they have already had strict daily routine or because of their parents’ regulation. A strict schedule due to extra classes or pursuing hobby reduces the children’s chance in watching television. Children also less concentrate in watching TV. On the otherhand, parents who have children above five but do not impose time limit for their children in watching television makes their children spend most of their time watching television.

The limited entertainment facility at home gives the children no alternative other than watching TV. Worse still, if there are only national television stations available, which only have limited time airing cartoon program, makes the children be exposed to programs other than cartoon or program specially designed for the children which are aired beyond the regular airing slot. It is made worse by the parents’ packed daily routines which makes the children be “trapped” in only watching television activity.

Parents who are aware of the influence of television program and purposefully limit the children menu in watching television makes the children ignore the television program. This happened to the subject named Mrs. Elis, Jakarta. She has one child named Naiya, who wis taken care by her relative as the parents work. This conddition makes Naiya is not interested in watching TV. When the parents arrive home, Naiya prefers spending time with her parents, having an outing and playing gadget. This makes Naiya does not like watching television. Besides, as they live with extended family, Naiya has more alternative for entertainment other than watching television.

“Naiya rarely watches TV. She looks for other activities. Her grandfather likes taking her a walk. She gets bored easily in watching television. Moreover we do not have television set in the bedroom; there are only songs in cellphones. She prefers that one. She prefers doing activity [activities other than watching television]. She likes playing cooking.” (Mrs. Elis, Jakarta)

A. Children Duplicate the Behaviour Watched on Television Program

Social Learning Theory explains that children can imitate (modelling or duplicating) the behaviour pattern of certain characters in a film; say for example crime action, adult's behaviour, excetera. It is because the children are continuously exposed to certain film or cartoon. This happens without they realize it so that it influences their way of thinking, speaking, problem solving and the way of their interaction with others. In the case of children watching television by the 12 family samples in this research, this immitating pattern could be observed. There were also modelling variation, but commonly it was related to the way of speaking, immitating voice, to immitating the gestures as shown by the characters they watched in the film. This could especially observed in the children who spent their time watching TV most.

This happened to Tania, the daughter of Mrs. Esther, a subject in Salatiga, Semarang regency. She often watches Disney Channel, this 16-month kid has been able to respond and imitate gestures identical to what can be found in the television program. She could dance to the soundtrack of the Disney Channel.

"During breastfeeding time or is about to sleep; when she hears the soundtrack of Mickey Club House, she spontaneously claps hands. She, even still claps hands when she is about to sleep and she is then widely awake again." (Ester, Semarang)

Tania's mother said, although the television set is outside the bedroom, she can still listen to the song and makes her imitate gestures identical to Disney Channel, that is clapping hands.

This also happed to the subjects who have children belo 5 years old. They tend to imitate gestures, voice, behaviour, utterances, language, or anything identical to cartoon film. This happened to Mrs. Diah, from Yogyakarta who has a child enjoying characters in cartoon film so he imitates their language in his daily life. It similarly happened to Mrs. Elis in Jakarta who was aware of the influence of television program, so that she reduced television menu bit by bit.

"I could say, he does not hit, as he watched Upin Ipin, Sopo Jarwo. He usually imitates Upin Ipin's Malaysian dialect, "Tepi..tepi.." instead of "minggir..minggir.. Or sometimes imitates what Jarwo's response, such as "waduuhhhh.." hahahahaha ..." (Mrs. Diah, Yogyakarta)

"In the past when she was still watching Masha and The Bear, she was often irritated, screaming, when she asked for something and not fulfilled, she cried roughly. As happens to Masha." (Mrs. Elis, Jakarta)

For bigger children, the imitation pattern is not only identical to voice or language but has modified the behaviour of the characters they perceive as their role models. If parents ignore this tendency, this pattern is reinforced. This happened to Mrs. Clara from Yogyakarta who has a 5.5 year-old daughter, Grace. Grace is in Kindergarten B. She begins imitating the characters in the film; the way she dresses up, wearing accessories, shoes and the artists' gestures.

"It is because she likes watching some beautiful artists in the film. She then likes dressing up, making up, ah my cosmetics is in a mess. Her dresses are also unusual; I think she imitates what she watches on television." (Mrs. Clara, Yogyakarta)

Albert Bandura states that this pattern is influenced by the environment, behaviour and other personal factors. Moreover when this is reinforced, their decision to immitate the behavioral pattern, visually or verbally becomes easier to modify. (1977)

“He doesn’t immitate so much. He only asks for toy sword and mask of Bima X or Naruto. He doesn’t really fanatic for that. If his request is met, he likes that and it does not make him dissapointed if we don’t give as he wishes. He likes playing fight with his peer by wearing that mask and sword. But what can I do then? Being given toy cars does not suit his age anymore, as he goes bigger. (Mr. Doni, Yogyakarta)

On the other hand, children who do not have freedom in watching television, or having limited time watching television, does not tend to show behaviour which duplicates the film characters. This also happens to child program which does not show dominant characters. This does not make the children duplicate behaviour like the characters on television. These cheldren below show the difference in behaviour and preference.

“If Olive rarely watches television. She prefers cycling or other toys, we have cats and she likes playing. Grace and Olive are different. Grace is girly. Olive is attached to her father. She likes “helping” him fixing car or motorcycle. She does not watch television.” (Mrs. Clara, Yogyakarta)

“It is possibly because Kava rarely watches TV and the program is not cartoon one, such as Hi5, so he does not like that (immitate a lot).” Gocha, moreover, he goes bigger, he is more fatanitic with games.” (Heksi, Semarang)

“Kakak (addressing the elder daughter in a family) has been older now. Adik (addressing the younger sson, or daughter in a family) is also common. It is possibly caused by their unfamiliarity to Upin Ipin, or Jarwo or who others? Hahaha. (Farina, Jakarta)

In relation to an effort in reducing the influence of duplication to children, parents who alter the pattern concerning the frequency and the length of time for the children in watching television, influences significantly to the children duplication behaviour. This is shown by a subject, Mrs. Elis from Jakarta, who previously realized Naya’s negative behaviour as she immitated a character, Masha. However after she tried an effort to change the schedule of watching TV and altering the child’s habitual pattern in watching television to other activities, her daughter gradually changes in copying behaviour, it is reduced and gradually faded.

“It is only with that Masha; she cries easily. When her wish is not fulfilled, she screams. Mas Yudo (Mrs. Elis’ husband) and I see her becoming aggressive also. So we should be able to change her focus. When we work, there are playing equipment in the kindergarten, sliding, balance. There are also a lot of peers. She also plays a lot with her grandparent. So she does not scream and cries now.” (Mrs. Elis, Jakarta).

B. Children Do Not Respond to The Environment When Watching Television

In reference to a research conducted by Muniady (2013), television as a communication media influences the behaviour of its viewer, especially children. This influence is caused by the shifting in real behaviour which can be observed, which consists of action pattern, activity or habitual behaviour.

In detail, Muniandy found a shifting tendency in the pupils’ behaviour. Before, the research subjects being observed were playing water and mud freely in the classroom, but once they watched television, they disobey other people or whatever happened around.

This also happened to subjects’ children who spent long time watching television. The subjects said that the children did not respond to their calling when they were absorbed in watching television. They also reluctantly eat or drink as they prefer watching television than doing other things. Some children also requested their parents not to switch off the television despite the activites they are doing.

“Yap ... (Grace keeps watching television) until she does not realize when being called. As she plays with her sibling, television is not allowed to be switched off.” (Mrs. Clara, Yogyakarta)

“Only now my child is difficult to be controlled in watching television, moreover as there is a cable television. As s/he enjoys watching TV, s/he cannot be asked to speak with and does not respond when being called. S/He is actually playing more, but once s/he watches his/her favourite television, s/he keeps watching.” (Mrs. Diyah, Yogyakarta)

“It is actually that children prefer sitting as couch potatoes, watching various television program but parents supervision during that time can teach them to differentiate reality from fantasy, although I would say that watching television too much will reduce the children’s creativity. They will be late in speaking ability.” (Mrs. Cici, Semarang)

“Yap, Tania likes watching television, but whether she responds or not while watching, I can’t tell it, as she is still under 5-year old. Frankly speaking, it is easier for her to eat while watching television, and this is also the ritual before she goes to bed.” (Mrs. Esther, Semarang)

That tendency was not only observed in the children with long duration of watching television. Children with limited time watching television also showed the similar tendency; passive in activity, does not respond to parents’ calling, to being reluctant when asked to leave the television to do other activities. Various attractive television programs make the children addicted.

These facts make the parents regulate the time allotment for children to watch television with commitment. They apply certain pattern: (1) won’t disturb the children on agreed schedule of their watching favourite television program; (2) giving guaranteed comfort to them in watching television as they obey their parents to do certain thing after television menu; (3) let the children watch their favourite program while the parents do activities in between (having meal, drinking, taken them a bath, etc.). It is claimed that this gets strong opposition from the children, being angry, reluctant gesture, until crying. But they believe this is better than letting them watch television without control.

“Yep, that’s is like that sist, as s/he watches television, s/he forgets all the thing. It is difficult to be called. Does not want to do other things. Moreover when s/he finds his/her favourite. Yap, forget everything. That’s why I often swith of the television. (Mrs. Lisa, Yogyakarta)

“Wah, don’t ask. When watching Hi5 Kava is difficult to be called. If I want to spoonfeed him/her, we must have appointment for how long s/he watches television or I do that while doing other chores. Moreover his/her elder brother, he is not watching television but playing games a lot, he is also difficult to be asked to do something else. If we are angry of his gaming, he will go out gaming in the online game cafe.” (Mrs. Heksi, Semarang)

“We strictly control him (Andre) in watching television, however when he enjoys watching his favourite, I don’t disturb. He will complain if I disturb. His little sister/brother tends to put follow suit, so I treat them similarly.” (Mrs. Farina, Jakarta)

“I arrive home at 17.00. My husband does not have certain set time. My husband can be fully home one day. So he can control the child. When Joel was one year 10 months, I often asks his teacher, what daily routines are suitable for the children. The teacher said that children learn from daily habitual activity (So that she imposes discipline pattern to the child, one of them is setting the child’s watching television schedule-red).” (Mrs. Bunga, Jakarta)

C. Parents Are Present When The Children Are Watching Television

From the subjects' answer cartoon is the children's favourite, despite the fact that some cartoon need parents' supervision. Parents' presence is recommended for television program whose target is children, especially the program which is less decent for children.

There are a lot of television programs for children from some television studio, unfortunately not all are suitable to be consumed by the children. There are actually decency scale for children television program, that is: safe category, Beware and dangerous. The programs which belong to beware and dangerous is because there is violence in the program, or using rough language. If we observe closely, some children programs from ANTV, Trans& and Global TV belong to safe category, as they depict stories which especially target children and some other are educative., say, for example, Jalan Sesama, Surat Sahabat, or Curious George. It is important to note that films such as Tom & Jerry, Popeye, Naruto, and some other programs need parents' supervision. (Oktaviani et al, 2012). One of the characters of the films which need parents' supervision is that when a program is aired, some logos are shown on the screen, such as BO (Bimbingan Orangtua-Parents' Supervision), SU (Semua Umur-All Can See), DW (Dewasa-Adult), etc.

Some subjects are aware of the need of parents' concern on television programs for their children. However, some subjects disobey the need on the parents' supervision for the children in watching television. Some parents, even provide television sets at home, or in the bedroom in order for the children to stay at home. It is also for the reason so that the children do not disturb the parents who need rest after office. (Desti, 2015:1). Consequently, some subjects neglect the need of parents' supervision in order to form the children personality. They give reason for that neglect: (1) parents' packed routines; (2) television programs are perceived as still "safe" for children; (3) parents do not realize that some programs need supervision; (4) children are considered to be big enough.

"BO? Wah, what is that hahaha. I don't closely observe sis. It is not visible sometimes." (Mr. Jujuk, Yogyakarta)

"We are busy taking care of our business, sist, so that we don't have enough time to supervise him/her.S/ he often leaves the television on while playing. Why should we be present around then?" (Mr. Doni, Yogyakarta)

Their awareness on child rearing pattern in forming the children's personality in the midst of technology advancement makes some subject concern on the need of parents' supervision on the children's time watching television. They usually search for the information on how to supervise the children in that activity from any possible information sources.

Parents consider age as the important factor in reinforcing the rules. Different age requires different child rearing pattern. They fit the instruction and explanation to the level of understanding and language command of the children. Analogy, for example can be used to explain certain phenomena.

"In this digital era, it is difficult not to allow the children to watch television, so what I do is being present when my daughter is watching television. When there is illogical story, I will soon correct it." (Mrs. Cici, Salatiga)

"While supervising Tania, she often asks about certain scenes in the cartoon film. But Tania's questions are around the setting of the story, so it is still relatively easy to answer or explain." (Mrs. Esther, Salatiga)

Two pious subjects, directly choose religious programs for the children. They claim that religious programs are much better than any other films. This is shown by two subjects, Mrs. Lisa, a moslem from Yogyakarta and

a Christian subject, Mrs. Bunga from Jakarta. These two mothers with strong religious background directly recommend religious program; the content of which is usually a film or dialog on prophecy.

“I am simple, I only allow my children to watch religious syi’ar and Upin Ipin. No other than that, as I believe other programs are uneducational. While Upin Ipin is similar in culture. The story is also simple, suitable for children. Technology can be good for children, but for me, religion is the most important one. It is OK if they lack update or unfamiliar with cartoon characters, as far as they are good at their religion.” (Mrs. Lisa, Yogyakarta)

“A cartoon character who becomes her children”’s favourite? Surely yes. S/He likes super hero. But we keep saying that that is imaginative. His/her teachers at school also help explain that the real super hero is Jesus Christ. We allow him/her to watch (television) but there is a schedule for him/her. For example, Happy Holly Kid at 8 every Sunday morning at RTV. Or at around 4 in the afternoon.” (Mrs. Bunga, Jakarta)

Those two subjects argued that by allowing their children programs with religious background, their children did not need certain parents’ supervision. They believed that religious program guaranteed their children’s “safety” in consuming information or other television programs. That’s why a particular supervision when they watch television is not needed although other functions are still needed, such as watching TV curtail and their obedience toward allowed television channels.

D. Crosstabs Analysis

Crosstabs analysis is a correlational analysis which is used to see inter variable relationship; whether there is interrelationship between variables. This research used Chi-Square Test method to find the relationship between parents’ child rearing pattern and the usage of television as a means of rearing children. The determined variables were crossed to other ones to find more structured patters. In order to learn parents’ rearing pattern in using television as a means of rearing children, some measurement variables are used, as follows:

- A. Cartoon as parents’ choice
- B. Children have freedom in watching television
- C. Childfen duplicate the behaviour of characters in the film being watched
- D. Children do not respond when they watch television
- E. Parents are present when their children watch television

Whilst, the subject demographic measurement variables are separated from other variables, to know further detail information on the subjects’ condition. That’s so, other variables are applied to measure subjects’ demography, that is:

- 1. Level of education
- 2. Level of subject’s economy
- 3. Time starting to switch on television
- 4. The subject’s awareness on BO, SU and DW logos

Whilst, from the analysis of subject’s demographic variable, it was found that the subjects who tended to give freedom to their children in watching television were those who did not have high education and were busy working. Working category was that those who worked as company’s workers or running business at home. Subjects whose economy were relatively stable applied schedule for their children to after school activity (such as extra classes or other extras) or differing the children’s attention to other entertainments (cellphones, internet, games, others). Subjects who gave freedom to their children in watching television, commonly started turning on television early in the morning when the children got up. Even the television was

on until the children should go to bed in the evening.

In case of supervising the children when they watched television, it was done by subjects with higher education and pay attention to their children in daily basis. This was particularly done by the subjects with higher education but served as housewives. Supervision was also conducted by working parents, but it was done by their relatives in their extended family.

In relation to the logos of BO (Bimbingan Orangtua-Parents' Supervision), SU (Semua Umur-All Ages) and DW (Dewasa-Adult) on the television screen which were supposed to serve as reference for parents in supervising the children's entertainment were mostly neglected. This also happened to subjects with higher education. Although they had access to the information of the advantage of the logos, they tended to supervise the children in watching TV manually as they believed based on their own criteria. There were some factors which influenced this, among others: (1) Logo was not clearly seen; (2) They believed that the logo was not efficiently shown; (3) didn't care on the logos.

Conclusion

From the subject analysis above, it can be concluded that there are some points of how parents use television as a means of child rearing, as follows:

1. Cartoon was subjects' favourite, confirmed by all 12 subjects in three cities who all chose and were convenient when children watched cartoon compared to other programs.
2. Children tend to be free when watching television and duplicate the object's behaviour in television programs being watched (50%). Whilst those with limited time watching television did not duplicate (50%); further when their watching time was reduced, duplicating behaviour lessened and even disappeared. Children who had freedom in watching television did not respond to the environment when they were watching television. (66.7%), moreover for the children who did not get parents' supervision in watching television. (66.7%).
3. Children who duplicated viewed object on television tend to have characters similar to those who did not respond their environment when they were watching television. (75%). Besides, children who duplicated viewed object on television and did not respond to their environment either were those who didn't get parents' supervision when they were watching television (75%). This also happened to those who did not respond to their environment were observed on the children who did not get supervision when they were watching television (75%). It can be concluded that when the children are absorbed in the viewed program, they concentrated on that object fully.
4. Parent's education level, their business and economic level influenced parent's child rearing pattern in making use television for the children. Those with higher education and economically established, had high concern in supervising their children in watching television. Supervision can be directly done (for example for a housewife with higher education but did not work and living with extended family who helped supervise the children in watching the television) or indirectly by making use other entertainment facilities (cable television channel, other entertainment devices such as cellphone and internet). Subjects who were aware with the need of supervision for children in watching television also chose to give children more activities to do such as extra classes after school, and imposing a particular schedule for the children to watch television, when they were allowed or not allowed to watch television. On the other hand, for parents who were busy working, formally or informally, tend to give freedom to their children in watching television and did not supervise the children. This was because the parents were too busy and too tired to give extra attention to their children. Moreover when they watched television, the parents were "helped" as they had to do other chores.

5. Logos on the screen for television programs which were imposed by the government were not taken attention by the subjects. They tend to manually supervise their children in watching television.

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