

Conference Paper

Literacy Media Counseling Program, Increasing Parent Skill on Parental Mediation and Parental Gadget Co-Viewing on Students of Al-Hikmah Suko Sidoarjo

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Abstract

The purpose of this program is to raise awareness of the dangers of excessive media usage on children and to improve parenting skills related to children media activities. Considering that the Information and Communication Technology has become an important part of people's lives from the various aspect. Even recently children have known and become an expert in using gadgets. In this case, the role of parents is needed to be wise in providing communication media to children. Based on preliminary observations, the use of gadgets by children was due to lack of supervision and restrictions by their parents. To overcome these problems, the solution offered is to organize a Media Literation counseling addressed to parents of Al-Hikmah Kindergarten with the theme of Literacy Media: Improving Parents Skills in parental mediation and parental co-viewing of the use of Gadgets on kindergarten students. This activity used counseling methods to increase awareness of parents' knowledge of the dangers of excessive use of digital media with methods of exposure, case study and discussion and Question and Answer. So that parents have a strong awareness and willingness to limit and accompany the use of media in children. In addition, through the training method, parents will be equipped with skills to calculate and design the number and content of media that appropriate to the age of the child by using the method of "media diary", as well as the skills of media supervision and assistance that is real and fun. The post-training survey showed that the training had increased the awareness of parents about the importance of mentoring and supervision to children in using digital media. This counseling also received a positive response from the participants and they committed to supervise and mentor their children.

Keywords: Children, counseling, gadget, literacy media, parental mediation

INTRODUCTION

The development of information and communication technology is growing rapidly recently. Computers and gadgets become a necessity for today's society. Even children have known and become an expert of using gadgets since the beginning of their development. The role of parents become more important in this case, they should consider, whether or not they should give the children their own gadgets. Because gadget is like having two sides of the coin, if it used wisely it can give many benefits, if the use is not controlled then the influence of gadgets is very dangerous for children's growth. Thus, every parent should know the right time to give the gadget to the child. In addition, parents should also provide restrictions on children in using gadgets so as not to become dependent that will have a negative impact on growth.

Early childhood (0-7 years) is believed to be the golden age period of children where at that time the child is very sensitive to various stimuli and influences from outside. During the golden age, children will experience a rapid

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rate of development from begin to develop thinking skills such as developing early habits, reproducing events that he finds interesting, experimenting, developing language skills; emotional socio-economic development such as gaining a pleasant experience, cultivating self-esteem, cultivating an independent feeling, initiative to interact with the environment; move freely and connect with the environment. Activities and stimuli experienced by children during early development will greatly affect the lives of children their future development.

Yet, some parents do not take into consideration about parental mediation. Especially when children are dealing with the media, be it internet, television or other types of gadgets. Media with a variety of content has been able to attract children and make them addicted to always watch television shows or play games contained on the internet/smartphone or tablet. For children today, watching television and playing gadgets is an integral part of their daily activities. This is of great concern to media owners so the media are vying to provide different types of impressions to attract viewers' attention.

Table 1. Amount of viewing hours of students among countries

No	Country	Viewing Hour	School Hour	Other Activities
1.	Indonesia	1.500 hr/ year	750 hr/ year	
2.	England	18 hr/week		Reading: 5 hr/ week
3.	France	17 hr/ week		
4.	Sweden	12 hr/ week		
5.	USA	1.500 hr/ year	900 hr/ year	

As a result of the media competition, the types of impressions on television appear to be more varied, ranging from movies, soap operas, quizzes, music shows, reality shows and so forth. Neither the content presented through the features of tablets or smartphones. So viewers are spoiled for choice. Unfortunately, this results in children, their intensity using the media becomes more frequent, and there are many sources that indicate children's addiction to the media. They use the media since they wake up, after school, until before going back to sleep. The time that should be used by children to play and learn in order to maximize their development has been usurped by the media. The child's dependence on television can be seen from a study conducted by Pitriawanti (2010) who examined the effect of television watching intensity on children and parent-child communication on learning time. He stated that the average child in Indonesia has 1,500 hours of watching television per year while the time spent for school/study is only 750 hours/year, Table 1.

When used wisely, television and other media is a technology that can help the development and the learning period of children, but if it used in an excessive way, the media can give a negative effect on them. As published in the www.kpi.go.id page which states that television also socializes acts of violence and over-publication of criminal acts and behavior. This is considered to be one of the contributing factors to students' aggressive behavior (Hasugian, 2008) such as bullying students, harassment and other acts of violence. This is in line with research conducted by Pitriawanti (2010) which concludes that the higher the frequency of television viewing in children, then the higher the violent behavior in children. With 6 hours of gadget consumption per day, it is possible that children are exposed and watching impressions or content that children do not deserve. As on film, it shows elements of violence, sinetron movie impressions containing elements of adult content or violent content on games and applications and pornographic content that can be easily accessed by children.

As an educational institution, the community expects schools to produce superior human beings in academic, character and good personality. However, school involvement in education and child supervision is

limited. It is precisely the role and assistance of parents who have the largest portion in the lives of children. To face the challenges in the digital era mentioned above, parents and schools need to work together to assist and supervise the children. So children can understand the importance of limiting themselves in using gadgets. Therefore it is necessary to empower the community, especially parents to raise awareness of the negative impact of the use of excessive gadgets by children as well as improvement of skills in assisting and supervising the use of child gadgets.

1. Situational Analysis

As stated before that early childhood is a golden age period. Experts argue that period of 0-6 years, is a sensitive period as well as a critical period of the entire human life cycle. At this time the child develops physically and mentally, so all the effort to raise the children should be started in their early age. This could be achieved optimally by laying the foundation of physical ability, language, socioemotional, self-concept, art, moral and religious values (Martsiswati and Suryono, 2014). In this period, it takes much interaction and simulation to maximize the potential of the child. The first and premier educational environment for early childhood is the family environment of parents. All forms of teaching from parents will serve to optimize the child's development in both physically, cognitive and emotional aspects. In addition, parents who provide optimal stimulation will make children become smart, including in problem-solving. Appropriate stimulation is also able to make the relationship between parents and children become warmer and happier so that children tend to be more manageable.

Such stimulation can be obtained through play. However, in a study presented at an early-age seminar by Kunarwoko and Juliana in Martsiswati and Suryono (2014) stated that Indonesia has the lowest "play quotation" compared to countries such as Japan, Thailand, and Vietnam. A study shows that Indonesian children spend most of their time studying and other non-physical activities, such as watching TV and playing games, many parents are unaware of their children emotion such as when the child children angry or sad and tend to be unconcerned when they need attention. As a result, many children will grow introvert and cannot manage their emotions, some parents do not realize that the age of zero to five years, is important. Many children living with working parents. As in big cities, both husband and wife working outside the home are become more apparent right now. As a result, there is no enough time for children to meet, talk and communicate with their parents. It is stated also in the seminar that children living in big cities become increasingly "selfish" because they spent more time in front of the TV, games, mobile phones. They also spend more time with friends or helpers, not with parents.

Through good parenting, the child will be directed to how to get used to doing things regularly and consistently. Included how to use media such as television, iPad, smartphones and other gadgets. In order that parents and educators can play a role in implementing good parenting, they need to be equipped with knowledge and skills and guidance on the importance of supervision and mentoring of the children when they use media. This can be done through community empowerment program.

The community empowerment approach is an effort made to raise awareness and knowledge. Through empowerment activities, it is expected that parents can have the knowledge and awareness to understand the important role of supervision and assistance in children. There are three important aspects that become the main foundation of community empowerment that is knowledge, information, and creativity (Paramita et al., 2014).

Therefore, the orientation of activities undertaken by the research team includes efforts to build and develop the three things in question. To achieve the three things mentioned, the implementation of the program includes the strengthening of the ability of supervision and mentoring the media in children through efforts to create awareness of the negative impact that may be caused if using the gadget excessively by giving examples of case studies, practice and simulation calculate the child addiction indicators and counting the age-tolerated

content of the child as well as counseling with lecturers in the form of lecturers' mentoring and media oversight both pleasant and enjoyable. The term counseling itself is often associated with enlightenment or propaganda by audiences. Though counseling has a much broader meaning. Counseling can be viewed as a science and practical action. As a science, the scientific foundation of extension is the science of behavior (behavioral science). In it in the study of the mindset, actions, and attitudes of humans in the face of life. so the subject of extension is human as part of a social system, the object of the science of extension is the behavior resulting from the process of education and or learning which is the communication and social process (Amanah, 2007).

As a practical action, counseling is an effort to encourage the changing behavior of individuals, groups, communities, or communities that they know, want and be able to solve the problems faced. The purpose of counseling is to make life and human life more qualified and dignified. In her article, Amanah (2007) revealed that a counseling includes at least five elements, namely (1) learning process, (2) there is a studying subject, (3) development of self and group awareness and capacity, (4) resource management for life improvement , and (5) the implementation of the principle of social, economic, and environmental sustainability. The implication, that a counseling should be able to meet these five aspects. In principle, counseling is a systematic process to help farmers, fishermen, cultivators, and other communities to be able to solve their own problems (help people to help themselves), so the extension approach should prioritize the needs of extension participants. As stated earlier that preschool education is considered to be an education that can underlie further education. Important values in life can be embedded in early childhood. So that education at the age of early age cannot be carried out at random. This is because education cannot be implemented suddenly when the child has grown up. It was when they were younger that education should be planned as well as possible, because education at that time was the process of laying the foundation or foundation. Continuing education is to continue what has been obtained as a child. Education in the form of habituation, cultivation of values, and basic aspects occur when children are small. For this reason, every pre-school educational institution must have such foundations firmly and comprehensively.

On the other hand, technology hit the whole society is no exception children. In everyday life, children are always in touch with the TV, Radio, and Internet media. Mass media especially TV cannot be separated from children's lives. Sometimes while drinking, eating, even learning the children are always close to the TV media.

The presence of mass media especially TV media has given many changes in the life of society, nation, and the way we are religious or practice the teachings of our religion. All layers of society are subject to change, including early childhood. This is due to the appeal of the media is so strong, the program is planned with an interesting audio and visual combination. Competition is very tight making the mass media scramble viewers, so it often happens pro consideration to be number one when compared with educational content. Media literacy is the ability to understand, analyze and deconstruct media imagery. The ability to do this is aimed at getting viewers as consumers of the mass media-including children-to become aware of how the media is constructed and accessed. Media literacy should be developed in our society because no human being is born into this world in a state of media literacy, "No one is born media literate". Therefore, information literacy especially media literacy is needed to have the ability in selecting information contained or provided by the media. Simply media literacy is a necessary skill to smartly interact with the media, especially television. This is important, so we will not be negatively affected by television. Media literature invites us to evaluate the impressions and critical thinking about the message delivered by television. Is proper, logical, and moral or not.

The increasing needs of children to use this media was felt by some parents in the neighborhood Suko district Sidoarjo. Based on field observations, one parent of a 5-year-old child stated that his son used the media (including watching television, using smartphones and playing tablets) for more than 6 hours per day. The pattern gadget use can be seen from the habits of an "AE" child who uses gadgets soon after waking up in the morning, usually engrossed in playing gadgets while waiting for his bathing before leaving for school, at breakfast, AE blows his breakfast while watching television, as soon as homeschool around 11 o'clock, AE then

noon and continued by playing the gadget until the time of recitation arrived at three o'clock in the afternoon. Sometimes AE still plays its gadgets until late at night. This is what complained by one of the parents of school children who are domiciled in Sidoarjo. The habit of watching gadgets keeps their children stunned at home and is reluctant to play other games. In addition, often AE sleep late at 9 o'clock at night due to still playing the game on his smartphone (interview researchers, 2016). Obviously, the usage habits of AE gadgets have exceeded the safe threshold of "screen time" for children who are only 2 hours per day or 30 hours per week (KPI, 2014).

In addition, Luluk Fauziah from the Integrated Service Center for Women and Children Empowerment (P2TP2A) Sidoarjo stated that the lack of attention of parents to children and the lack of parental supervision on the use of smartphones can contribute greatly to the high number of violence against children (Hadi, 2016). Problems experienced by AE may also be experienced by other parents. Therefore, the partners in this study, as the research organizers, expect activities that increase parents' knowledge of the dangers of excessive use of gadgets, raise awareness of the need for supervision and restrictions on the use of gadgets in children, and improve skills to assist and limit the use of gadgets in children. Teaching media literacy in early childhood is very strategic because they are children who are growing rapidly biologically and psychologically. They like to imitate, without trying to criticize it first. Parents and teachers are the closest to the child. Therefore, something that is very obligatory for parents and teachers to always accompany and nurture children in interacting with the media. The main thing that teachers must understand is that early child children of the age are more often obedient to their teachers when advised.

METHODS

The solution offered in overcoming the problem of excessive use of gadget/digital media in children of Al-Hikmah Kindergarten Sungon Village Suko Village Sidoarjo District Sidoarjo Regency is as follows:

1. Wise Counseling Using Media This extension activity is mainly aimed at the parents of guardian of Al-Hikmah Kindergarten to increase parental knowledge about the importance of appropriate time restriction according to the age of the child. In the counseling is also intended to raise awareness of parents to the dangers of excessive media usage. In this method will describe various case studies and examples that occur in the community about negative damages if children use the media excessively. Such as emotional disturbance and social ability of children, concentration and learning disorders, physical disorders and other impacts. So hopefully parents have a strong awareness and willingness to limit and accompany the use of media in children.
2. Mentoring Training Media use in children 8. After parents have an understanding and awareness of the importance of supervision and mentoring of media use in children, parents will be provided with media literacy skills by using "media diet models" by counting the appropriate amount of media consumption for their children, analyzing content and impressions which corresponds to the child. After knowing that the parents are also equipped with the ability of methods of supervision and mentoring that is true and fun for the child.

The implementation of this counseling itself is divided into three stages,

- a. Initial data collection methods: the research team along with the Al-Hikmah Kindergarten schools social mapping of the problems, investigating target audiences and needs
- b. Counseling method that generally uses the delivery of materials through the presentation in a participative way, simulation, practice and discussion and question and answer,
- c. Method of feedback research by collecting critic and suggestion of participant after following activity Media literacy counseling is done.

RESULT AND DISCUSSION

Community service activity entitled "Use Media Wisely: Improving Parents Skills in Parental Mediation of Gadget Usage in Kindergarten Students of Al-Hikmah Suko Sidoarjo" was conducted through three forms of approach that is, counseling, simulation. It was held on Saturday, September 23, 2017, at Al-Hikmah TK Hall Suko Village, Sidoarjo Sub-district, Sidoarjo Regency. The activity was followed by the parents of Al-Hikmah Sidoarjo kindergarten student, the participant was 50 people. This extension activity lasted for 3 hours and was divided into three sessions, employed lecture method, followed by simulation to calculate media dependency level on children, simulation on how to block negative content on YouTube and finally discussion filled by question and answer about problems faced related to use media by the child as well as the solution plan to be run. The counseling involved Syifa Syarifah Alamiyah, S. Sos., M.Commun., Ahmad Zamzamy, S. Sos., M.MedKom., And Resa Rashidah, S.Hub.Int., M.Hub., Int.

The counseling programs start with equipping parents with knowledge of the latest technological developments of digital media, apps, features, and games that become a trend at that time which may be used daily by children. Furthermore, the potential of positive and negative impact of the development of gadgets for children's growth is also delivered. Negative impacts such as lack of learning concentration, health effects that cause obesity, social influences that can cause children to be less sensitive and reluctant to mingle. This negative impact could occur when the children use media without parental guidance and supervision. Then the counseling followed by simulation and practice. The extension team conducted a simulation of how to use daily media tables in accordance with media literacy method using the media diet model. The simulation is conducted so that participants can understand how to review the media content consumed by the children as well so that participants can participate in discussions with their children to determine the amount of time and impressions that can be consumed by the children. Parents are also equipped with basic skills to negotiate with the child about setting hours limits using the media. Subsequent practice is the practice of measuring the level of media addiction in children by using indicators that have been provided.

The activity continues by creating playlists on the YouTube app, so, parents can choose and create a list of videos that can be watched by children. Of course, the video selected after parents practicing their skills on reviewing the video content. When children use YouTube playlists, children cannot access YouTube videos in general, videos that will appear in the YouTube app only videos that have previously been selected. So children can avoid inappropriate content for their age such as violent content, pornographic content, and other content that could adversely affect a child's development.

The entire counseling activity lasts about three hours, from material delivery, simulation, practice, and Q & A. In this activity the counseling team also uses participatory methods, by encouraging participants to share their experiences related to their children's media activities. Some participants claimed that they already know if the gadget has a negative impact to their children, however, they still let the children use the gadget without limitation because they do not realize that the negative impact will be as bad as explained on the counseling session. Furthermore, the counseling team held discussions with the participants to provide an opportunity for participants to confirm the knowledge gained in the counseling. In this session the participants showed very high enthusiasm, questions were asked to the extension team regarding the children's habits in using the media, suggesting solutions on how to communicate with children and other related matters.

The obstacles experienced by the participants are the limited time parents have to accompany and monitor the children. So parents prefer to give gadgets to children so that parents can do other work and children do not play outdoors. Another obstacle is the cooperation of families in the immediate neighborhood, as some parents work late into the afternoon and children are dangled by caregivers and other families, so parents can not directly supervise. On the other hand, the caregivers who are trusted by these parents are used to letting children use

gadgets unattended. This is also the topic of discussion discussions and collectively sought the best solution for all parties based on suggestions from the experiences of some participants with guidance by the extension team. The counseling team then gives direction to the participants to be able to communicate productively and effectively with the nearest family environment, so that everyone in the main circle of children has the same mission vision about the concept of wise media usage. After parents understand and master the mentoring and supervision skills of media use by children, the extension team motivates the participants to be able to educate the people in the immediate environment of the participants.

Based on the evaluation of the implementation of community activities, wise using the media shows that most participants stated the material delivered according to their needs in daily life. In relation to the material submitted they stated that the active material can increase their knowledge and skills in using media wisely, supervise and accompany the use of media in children. This is because they have never participated in training related to media usage.

CONCLUSION

Based on the implementation of community service activities entitled " Counseling Using Media Wisely: Improving Parental Mediation Skills the Use of Gadgets on Kindergarten Students of Al-Hikmah Suko Sidoarjo" at Al-Hikmah TK Hall Suko Village, Sidoarjo Sub-district, Sidoarjo Regency, which was held on Saturday, September 23, 2017, it can be concluded that:

- a. Prior to the counseling by the Team in the framework of Community Service Utilization of Science and Technology for the Community on Improving Parents Skills in Accompanying and Overseeing the Use of Gadgets on Kindergarten Students of Al-Hikmah Suko Sidoarjo in TK Al-Hikmah Hall Suko Village, Sidoarjo Sub-district, Sidoarjo Regency, the student guardian of AL-Hikmah Kindergarten does not consider it important to assist and supervise the use of gadgets by children.
- b. Knowledge of the positive and negative impacts of digital technology and its effects on children has raised parents' awareness of the importance of monitoring and assisting children's activities related to gadgets. In addition, parents can calculate their level of dependence on the media through simulated indicators and most parents assume that the skills to block negative content from YouTube are something new that will be one solution to their problems.

Recommendation

- a. In the counseling of this material more emphasis on supervision and media assistance, therefore the need for further training on parenting skills in building media literacy skills in children. which includes the ability to access, read, understand information critically and convey messages.
- b. More intensive training that emphasizes simulation and practice is needed so that parents can master the media literacy skills and be able to generate children's skills about media literacy that includes the skills to access, read, interpret the message critically and deliver the message.
- c. There is a need for cooperation with the school for the preparation of simple media literacy materials that can be included in the kindergarten school curriculum.
- d. There needs to be training on media literacy skills for kindergarten teachers so that they can further teach this ability to their students in school

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