Mediation of Parents to Children on Media Consumption During The Covid-19 Pandemic

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ABSTRACT

Purpose : The purpose of this study is to find out how the mediation carried out by parents during the Covid-19 pandemic on the use of gadgets by children.

Methodology : This study employs a qualitative methodology that includes phenomenological studies and in-depth interviews with parents of elementary school-aged children.

Result : This study employs the Parental Mediation Theory to generate three types of mediation: active mediation, restrictive mediation, and monitoring mediation. During a pandemic, many parents engage in active and restrictive mediation with their children. In addition to using child-friendly language, parents also impose rules and restrictions on their children.

Applications/Originality/Value: The use of parental mediation in the form of supervision, direction, and education about various things in an effort to mitigate the negative effects of using electronic devices.

Keywords : Mediation, Media, Covid-19 Pandemic, Parents

BACKGROUND

As is well-known, the impact of Covid-19 has had a significant and negative effect on all aspects of life. The Covid-19 pandemic has compelled the Indonesian government to impose Large-Scale Social Restrictions, which aim to mitigate the spread of the virus. This shifts activities that are typically performed outside the home to the home, making home-based activities a part of the teaching and learning process. In 2020, for the first time, all levels of education, from Early Childhood Education to the Lecture level, will conduct distance learning, also known as "Learning from Home and Distance Learning." Obviously, this is something new for everyone, especially parents and elementary schools (6-12 years), teachers, and education advocates. The elementary school children referred to in this study range in age from 6 to 12 years. Why study elementary school children? Because children at this age lack adequate maturity and are highly susceptible to the negative effects of media exposure (Izzaura, 2014). During distance learning using electronic devices and the internet, parental involvement in their child's educational process is crucial.

Both traditional and social media have a significant impact on sources of information and interactions during these times. The pandemic causes children to frequently use electronic devices for home-based learning activities, as well as for entertainment and informational purposes. The age range of 6 to 12 years for elementary school students is known as the learning years for children. Children can receive formal education and absorb a great deal from their environment (Solihat & Riansi, 2018)

In order to prevent children from consuming incorrect information, parents must also be aware of their children's social media usage. In this study, children's media consumption is limited by their reliance on mobile devices to access social media via the internet. This study was conducted to determine the effect of parental mediation on children's media consumption during the Covidian-19 pandemic.

In a family, communication is the transmission of messages from parents to children and vice versa (Bindah & Lumpur, 2011). The communication may take the form of directions, instructions,

advice, information, or a request for assistance. Existing in the family is a form of two-way communication requiring at least two individuals with dissimilar attitudes, characteristics, opinions, values, thoughts, and behaviours. (Rahmah, 2018). Communication in the family shapes attitudes and influences individuals based on the message conveyed by the communicator; parents typically play the role of communicators in the family. Gottman & DeClaire explain in the journal "Family Communication Patterns and Children's Emotions Development" (Setyowati, 2013) that being a good parent requires not only intelligence, but also an approach to understanding each other's personalities and emotions. The communication that exists within a family is a form of interpersonal communication. Communication within the family is undeniably crucial because 1) the family is a place where intimate relationships are formed and where intimate thoughts and feelings are shared, and 2) the family is the first social intermediary obtained by each individual, particularly in terms of communication (Kusuma, 2017). The expectation is that family communication will be able to educate children about the current pandemic conditions and persuade them to stay home to prevent the spread of Covid19.

Interpersonal communication is a form of communication that exists between one person and another or between an individual and an individual; typically, at least two people are involved, and their messages may be verbal or nonverbal. Dialogic interpersonal communication, according to William F. Glueck in (Abubakar, 2015), is the most effective for changing one's attitude, opinion, or attitude. According to Devito in (Darmawan et al., 2019), interpersonal communication is the most effective form of communication because it is conducted directly between communicators and communicants, allowing them to influence one another (Walther, 1996). Interpersonal communication between parents and children is the most fundamental communication that children engage in before they become acquainted with the outside world; therefore, communication between parents and children is crucial.

In this study, mediation is defined as a form of communication between parents and children, with a focus on the strategies employed by parents to supervise, interpret, and manage content for their children (2020). The goal of parental mediation and interactions with children is to mitigate the negative effects of media on the physical, emotional, and psychological health of children. The literature on parental mediation exists within the paradigm of media effects, drawing from developmental psychology and cognitive development perspectives. Parents must guide and monitor their children's media consumption. The greater the complexity of media and communication technologies, the greater the challenges faced by parents. Lack of technical expertise can impede the implementation of parental mediation at home, particularly for new media (Livingstone & Helsper, 2008). The use of various rules and practises varies according to the child's gender, age, and, in some studies, parenting style (Mendoza, 2009) and socioeconomic status of the household.

Nathanson in (Izzaura, 2014) synthesised the research literature by proposing three broad strategies of parental regulation: active, restrictive, and monitoring mediation. Similarly, Nathanson in (Izzaura, 2014) categorised mediation strategies for television as active or instructive mediation, rule-making or restrictive mediation, and parental modelling or shared viewing (Purwanti, 2020). These strategies can be formulated in a manner applicable to all media: (2) Restrictive mediation involves setting rules by limiting the use of gadgets, specifically in the form of time restrictions, and content accessed (for instance, limiting exposure to violent or sexual content), without the need to discuss the meaning or purpose of the media. (3) Monitoring is monitoring carried out by parents after the child has used the device by observing what the child has accessed through the device's history or history.

This research employs Parental Mediation Theory. Mediation for Parents by Livingstone and Helsper (2008) Parental mediation is the result of all social processes that take place within the family, in which parents provide forms of socialisation and direction to their children in an effort to instil

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them with ethical values and media literacy. According to Clark in (Hoffmann, 2019) Theory Parental Meditation, parents use various interpersonal communication strategies to reduce and minimise the negative impact of electronic devices on children. Initially, the mediation theory applied only to television media, but as technology advanced, it was also applied to the use of electronic devices. According to Livingstone, there are five types of parental mediation strategies: 1) Restrictive, applying rules and limitations in using gadgets and media; 2) Active mediation of children's internet use, guidance and assistance to children when using and accessing gadgets; 3) Active mediation of child's internet safety, parents try to prevent children from the negative effects of using gadgets by raising children's awareness; (4) Technical Restrictiv; and (5) Technical Restrictiv (Livingstone & Helsper, 2008).

The researcher uses this theory because parents are directly involved in mediating; therefore, parental theory is very applicable to the existing problems by referring to parental strategies and how to respond to children's behaviour when accessing and using gadgets so as to minimise the negative impact of gadget use. gadgets

"Parental mediation in pandemic: Predictors and relationship between children's digital skills and time spent online in Ireland," by Sciacca et al., is the previous study on the role of parents in interpersonal communication (2021). Both of these studies investigate the role of parents in the Covington virus pandemic. The difference between this study and previous research is the implementation of parental mediation strategies to improve children's digital skills, whereas this study focuses on parental mediation strategies to minimise the negative impact of gadget use on children. "Parental Mediation on Children's Media Use" by Izzaura is a second study that discusses the role of parents and mediation (2014). Both of these studies examine the mediation of parents and children in the use of electronic devices. This study used gadgets and internet media, whereas previous studies only used television.

Problem of the Study

Based on the description above, the researcher formulates the problem in this study, namely, what is the mediating role of parents to children on media consumption during the Covid-19 pandemic.

METHODS

In this study, qualitative methods were utilised. Qualitative method refers to data, employs theory as support, and generates a theory. The researcher employs this methodology in order to determine how parents restrict their children's use of electronic devices during the Covid-19 pandemic.

The qualitative type method is a method that in its study leads to phenomenological things that have special relevance or attention to the event being studied, describes the data, focuses on the research subject, identifies the root of the problem, analyses the data obtained, and obtains data through direct observation at the research site.

Sukorejo Village RT/RW: 03/02 Loceret Subdistrict, Nganjuk Regency, East Java, is the location of the research. This study's participants were residents of Sukorejo village.

This study employs a non-probability sampling design with a purposive sampling technique, in which the researcher selects subjects based on criteria aligned with the research objectives and, of course, data depth (Kriyantono, 2014). through face-to-face interaction with informants. In this study, eight middle- to low-income parents who work outside the home and have elementary school-aged children participated as interviewees. Here is a list of eight interviewed informants who are willing to disclose their real names.

Table 1. Interviewee List

No.	Name	Age	Profession
1.	Irma	35 years old	Factory Employees
2.	Sri Wahyuni	36 years old	Housewife
3.	Siti Ningsih	40 years old	Street vendors (vegetables)
4.	Istina	28 years old	Grocery store
5.	Budi Waseso	36 years old	Angkringan merchant
6.	Sriyati	48 years old	Housewife
7.	Savira	29 years old	Street vendors (pentol)
8.	Sandi	36 years old	Street vendors (fruit juice)

The interviewee plays the role of a parent who is more dominant in supervising children while they use electronic devices. Why only one parent? Because the researchers only collected data from parents who frequently accompanied their children when using electronic devices and interacted with them more frequently. Internet and mobile device users in Indonesia, according to KOMPAS. com (2018) Given that middle-class and lower-class families constitute the majority, it is evident that the lower middle class, from children to the elderly, is familiar with electronic devices and internet technology. This is the rationale for focusing research on families with middle-class to low-income levels.

By Miles and Huberman (1992) in (Setyowati, 2013), the model used for data analysis is interactive analysis, which consists of three fundamental components: data presentation, data reduction, and drawing conclusions. In practise, after collecting information from a number of respondents, the researcher compiled and compared it with other studies that addressed parent-to-child mediation. This allows researchers to identify differences and similarities between their research objectives.

Moreover, coding or data collection using an inductive method. As an inductive approach, it is based on facts or a real-world event, with the next step requiring the researcher to analyse the discovered facts and formulate questions that are consistent with the theory. This investigation employs parental mediation theory.

RESULTS AND DISCUSSION

Result

Active Mediation

Active Mediation is an interaction between parents and children that consists of a direct dialogue with children about the content that is consumed and accessed in order to provide understanding, guidance, and limits on children's behaviour. Active mediation demonstrates the actions of parents in discussing and guiding a programme (Widiyastuti, n.d.). The discussion aimed to develop children's critical thinking skills regarding the content or programming they view or consume (Collier et al., 2016). The dialogue parents have with their children is a form of active mediation. Here, parents discuss the dangers of children's excessive use of electronic devices. This is done so that children understand that excessive use of electronic devices is harmful to their health, and so that they are warned about the dangers of the internet (Mardhatillah & Rahman, 2020). In this active mediation, parents explain the dangers of the internet to children. This is very important to do due to the large amount of content and other things on the internet, including negative influences, as expressed by Irma to her child: "Don't play on your cellphone for too long, it's dangerous because it emits radiation and is bad for your eyes." In addition, Budi frequently warns his son against playing with his cellphone because it can lead to addiction and dependence: "Don't forget the time, if you become addicted it could be dangerous"

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Active mediation can also take the form of parental actions to protect children from the negative effects of technology use and maximise its positive effects. Parents can also minimise the negative effects and maximise the positive effects of their children's use of technology. According to Sriyati's statement, the best way to minimise the negative effects of using electronic devices is to restrict children's use of electronic devices. In order to maximise the positive effects of using gadgets, Ibu Sriyati opens content that can provide positive education to children. According to Sandi, the best way to minimise the negative effects of using gadgets is to invite children to play so they don't focus solely on gadgets. Similarly, Sandi maximises the positive effects of technology use on children by exposing them to useful content and providing them with positive education.

In active mediation there is also a form of assistance from parents, with this parents can directly find out what activities are accessed by children when playing gadgets (Science et al., 2014). (Science et al., 2014). Seven out of eight parents are aware of the content to which their children have access, and they accompany their children when they are using electronic devices. As Siti did, she always supervises children when they use electronic devices and is aware of the content they access. "I always accompany my children when they are using their cellphones, and they usually watch YouTube and TikTok." Sri said the same thing as Siti, that she always accompanies her child when using a device in order to provide some form of supervision so that the content accessed continues to be positive for the child: "My children typically play online games and access YouTube." This active mediation is utilised by parents in all interactions and initial approaches to children in order to provide understanding and direction regarding the use of electronic devices.

Restrictive Mediation

Restrictive mediation is a form of mediation in which children's media use is governed by a number of rules and restrictions to protect them from the negative effects of gadgets (Rahmawati et al., 2015). Restrictive mediation imposes time limits and restrictions on the content that children can access. Restrictive mediation pertains to what children can access, how long they can use devices, the types of applications that can be opened, and the content that can be accessed (Wulandari & Santoso, 2020)

In its application, restrictive mediation typically consists of applying rules before children play with electronic devices. She, like Istina, applies the rule that children must complete all schoolwork before using electronic devices: "all schoolwork must be completed before they can use their cellphones." Similar to Sri, she imposed certain restrictions before allowing her child to use electronic devices. He requires his son to study before using the device. I advised him to study for at least 30 minutes beforehand. When a child disobeys the rules established by his or her parents, the parents may follow up by issuing warnings or imposing punishments. Istina gives understanding in advance if his child does not want to follow the rules for playing gadgets, but if that understanding is not well received, he will impose a consequence: "I will give you understanding in advance, but if you continue to disobey, I'll have to take the phone and you won't be able to play HP until I do"

A further application of restrictive mediation is imposing a time limit on children's electronic device use. This application is designed to prevent children from procrastinating and losing track of time while using electronic devices. As demonstrated by Sandi, who imposed a 30- to 90-minute time limit on his children's use of electronic devices, "I only permit cell phone use for 30 to 90 minutes at a time so I can assist with homework."

Parents may also engage in restrictive mediation by restricting and organising the content to which their children have access. In this case, parents attempt to keep their children away from negative content and have a negative influence on children, as Irma did when she placed restrictions on his children's viewing options: "I only allow them to watch cartoons and songs on YouTube." children. Who knows, if you watch videos of creativity and handicrafts (DIY), my child may be inspired to make them as well"

According to Hogan, Steyer, Strausburger, and Wilson in (Mendoza, 2009), restrictive mediation that employs restrictions, rules, and limits on the media is a commonly recommended strategy for parents.

Monitoring Mediation

Monitoring mediation is a type of mediation in which parents monitor their children's activities while they use electronic devices. In this case, parents do not accompany their children directly, but instead reexamine the past or past events after their children use electronic devices. According to (Nikken & Schols, 2015), monitoring involves examining a child's browsing history after they have finished using the Internet to determine what they did while using the Internet.

According to (Livingstone & Helsper, 2008), parents review their children's online history after they use and access a device. For instance, rechecking the websites that children visit online. In its application, mediation monitoring is typically carried out by parents who cannot supervise their children continuously. As Irma, who works in a factory, does, she monitors children's activities while using electronic devices by examining the history of the content they have accessed and what they have downloaded. "I always check the device's history after children have used it," she says.

This mediation has not been widely adopted by parents, as according to 7 out of 8 respondents, only one parent implemented monitoring mediation and the rest gave their children unrestricted Internet access.

Discussion

Parental mediation is socialization in the form of direction and supervision that parents do to their children. What parents direct and try to their children in overcoming the negative impacts of the media requires a mediation strategy. In this case, parents have carried out several forms of mediation strategies such as active mediation, restrictive mediation, and monitoring mediation. Although monitoring mediation has not been widely used compared to active and restrictive mediation, the comparison of the three is quite different, active and restrictive mediation is more dominant than monitoring. Instilling moral and ethical values in the media was previously only done on television media, but technology is increasingly advanced and the application of moral and ethical values is also carried out on the current media, namely gadgets to avoid the negative impact of using gadgets. In carrying out the mediation strategy, parents have carried out certain ways ranging from applying rules before using gadgets, limiting the time of using gadgets, observing directly when children use gadgets by inviting discussions from what they see, reviewing access history or gadget history after being used by children. , and check the download results. This is done by parents so that children are not carried away by bad influences from gadgets so that moral and ethical values are formed in children fundamentally and are able to distinguish between what is good and what is not. That way the child will get used to having an overview of things that deserve to be accessed and seen with the support of the application of mediation that parents do.

From the journal Parental Mediation Process Against Preschool Age Children in Using Gadgets (Wulandari & Santoso, 2020) gadgets are a form of communication tool that facilitates all activities in daily life as for the positive and negative impacts of using gadgets, it depends on how to use them. Therefore, the positive and negative impacts must be filtered. However, the use of gadgets in children tends to have more negative impacts than positive, from this the role of parents is needed in educating and supervising children.

CONCLUSIONS

The pandemic has indeed compelled parents to be strict with regard to supervising the teaching and learning process as well as the use of electronic devices, as fraud tends to occur when children are not supervised or given instructions. During the covid pandemic, parents have employed a variety

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of forms of mediation strategies. Active mediation, restrictive mediation, and monitoring mediation make up this strategy. It can be said that this mediation strategy is of the utmost importance and significance, as getting children accustomed to rules, instructions, and monitoring will reduce the negative effects of device use. In actuality, the three mediation strategies are distinct from one another.

This mediation will involve more direct conversations with children. In general, parents are the most frequent users of this mediation service, as they prefer interacting directly with their children, giving them instructions, and discussing what they have access to.

This restrictive mediation is achieved by imposing time limits and rules on the use of electronic devices. There are terms and conditions that parents apply to their children prior to using electronic devices, and there is also a time limit for using electronic devices.

After their child has used a device, parents conduct monitoring mediation by reexamining the device's usage history. This is done to determine what children have access to and the extent to which children use media. Typically, parents who employ this mediation strategy are unable to closely supervise and accompany their children.

The application of mediation to children is difficult, especially during a pandemic where gadgets become a companion for online schools. Here is the method used by parents, which entails providing children with an understanding in a language that is easily understood by children, establishing limits and rules for the use of gadgets, and re-checking the search history on gadgets after they have been used by children. During the covid pandemic, parents must implement the mediation strategy to protect their children and prevent them from being negatively impacted by the media.

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