

Patterns of Early Childhood Media Consumption in the Digital Television Era

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Article Information

Submitted August 8, 2022

Revision September 15, 2022

Accepted September 27, 2022

Published October 30, 2022

Abstract

This study aims to analyze consumption patterns of children's programs on digital media in Indonesia. The research uses a qualitative approach with the uses and gratification theory as a theoretical framework—collecting research data through in-depth interviews with respondents. The research respondents were ten informants aged at least 21 years with children ranging in age from 2 to 6 years. The respondents were interviewed in-depth to get answers regarding the pattern of watching children's entertainment media shows in their respective homes. The study results reveal that parents choose television and YouTube as entertainment media for their early childhood. Parents give these two media because YouTube has three elements: interactivity, demassification, and asynchronous, while television is considered a counterbalance to smartphone addiction in children. The media consumption patterns of each family are remarkably diverse but have identical motives. The primary reason parents provide children's entertainment. Digital television has not been popular as an entertainment media option for early childhood.

Keywords: Media consumption; Early childhood; Digital television

Introduction

Television is an audio-visual mass media owned by most Indonesian households, compared to other mass media such as radio, newspapers, and magazines. Television functions in conveying information, education as well as entertainment. As shown in Figure 1 display, the number of television viewers was 90.7 percent in 2020. This percentage is much higher than radio listeners (53.1 %), newspaper readers (49 %), and magazine readers (44.4 %).

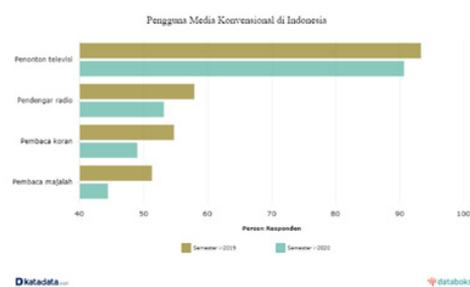


Figure 1. Conventional Mass Media Users in Indonesia

Source: Katadata.co.id (2020)

The number of conventional mass media audiences from 2019 to 2020 has a downward trend. The development of internet-based

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media causes this trend to decline, but from these data in general, television is still more dominantly used than other types of media.

The culture of watching television in terrestrial Indonesia, which is analogous, is a communal and collective activity. Television is usually dominantly located in the living room and enjoyed with the family. Watching television programs with family members is an activity that also functions as a means of sharing stories and quality time with family members. Television stations also package interesting programs in prime time when people watch television, around 6.00 – 10.00 PM (Permana et al., 2019).

Meanwhile, the number of internet users in Indonesia has increased. Compared to 2018, the increase in internet users in 2022 was speedy, precisely 54.25 percent or 200 million more users, as shown in figure 2 below. The internet penetration rate in Indonesia reaches 73.7%, which means that internet penetration in Indonesia has been relatively rapid in recent years (Katadata.co.id, 2022).

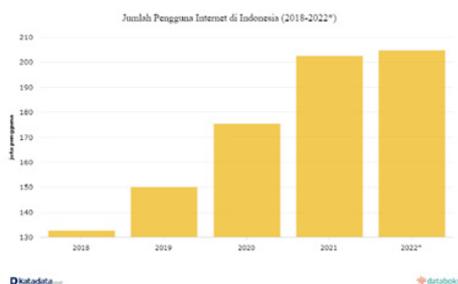


Figure 2. Number of Internet Users in Indonesia (2018 – 2022)

Source: Katadata.co.id (2022)

The internet is used for various purposes, such as communicating, working, studying, shopping, and looking for entertainment. The internet operates through multiple devices, including televisions, smartphones, tablets, personal computers, and laptops.

The habits of parents influence a child's interest in entertainment media. Parents are role models for their children. A child tends to imitate his parents' behavior, including choosing access to entertainment media. Children in the modern era make digital entertainment accessible by mobile as their first choice because it is easy to access anytime and anywhere. The results of a survey by Widyastuti and Suryawinata' research stated that 70 percent of parents allow their children aged six months – four years to access devices when their parents are doing activities (Widyastuti and Suryawinata, 2020).

Early childhood is vulnerable to digital media broadcasts (television programs and YouTube). They have yet to choose suitable shows according to their age level. They tend to imitate whatever they see and watch, so they can potentially be exposed to the destructive effects of negative television shows. Based on research by Astarini et al. (2017), the impact produced by soap opera television shows affects children's social behavior toward friends and adults. The child's behavior exceeds that of a five-year-old child caused of imitation behavior when watching television. Early childhood does not yet have control over all kinds of impressions, except when given control by their parents.

On Merdeka.com, Susanto, Chair of the Indonesian Child Protection Commission (KPAI), explained that the survey results revealed the highest activity during the Covid-19 pandemic was watching television. 67.4 percent of activity during the Covid-19 pandemic was watching television, watching YouTube 32.1 percent, and playing social media as much as 22.4 percent. Furthermore, 64.6 percent of children aged 10-12 years watched television. This number shows that

during the Covid-19 pandemic, there was increased online access and television viewing (Merdeka.com, 2020).

As for children, the mass media is an influential factor in their development. The media with the most significant impact on children today is television (Wong in Aprilia & Sufriani, 2017). This problem needs serious attention, especially for children in the golden age range. According to Surbakti (2008), missteps in parenting and learning patterns applied at this age level will impact the child's further development (Aprilia & Sufriani, 2017).

In line with these concerns, Noviana (2007) explains that at least three critical points need to be considered in examining the interactions between children and the mass media: First, media intervention in children's lives will increase in size with higher intensity. When the culture of reading had not yet been formed, the culture of watching television was already influential. Second, the presence of parents in accompanying children's daily lives will decrease due to the lifestyle of modern society, which demands activities outside the home. Third, the increasingly fierce business competition between the media in capturing audiences' attention, including children, has neglected social, moral, and ethical responsibilities and violations of consumer rights. This problem is exacerbated by the very weak regulations in the field of broadcasting.

Parents are the closest environment to early childhood. Parents are responsible for providing a good ecosystem for their children so that the early childhood growth and development process runs optimally. Watching is currently one of the choices for parenting activities for parents. By allowing

early childhood to watch, parents can accomplish other activities. If watching has been used as a parenting pattern for children, then the best way to ensure that children understand every scene or thing they see is for parents to be able to supervise and accompany their children while watching television. This supervision needs to manage activities carried out in early childhood and remain positive activities that can optimally stimulate their growth and development. But the question is, are parents aware of the two sides, especially the negative side of watching activities carried out in early childhood? Are parents aware that early childhood needs assistance and control watching digital media activities?

The Indonesian Broadcasting Commission (KPI) classifies television programs in Indonesia into eight broadcast programs, specifically (1) children's programs, (2) soap opera programs, (3) news programs, (4) talk show programs, (5) variety show programs, (6) religious programs, (7) infotainment programs, (8) cultural tourism programs. They tried to examine the quality of the eight broadcast programs by researching the quality of television programs since 2015.

According to KPI research results about the quality of television programs in Indonesia, the research stated that children's programs are one of the categories of broadcast programs that have reached KPI standards. In May - June 2018, the quality index for children's programs was at its lowest point (i.e., 2.95 points). There was a significant increase in the research for January - March 2020 and continued to increase until June - August 2021. On average, Children's television programs on Indonesian television have fulfilled the eight quality dimensions

set by the KPI. The eight dimensions consist of decency, the psychological of children and adolescents, the measurement that does not harass and demean other people, does not display sexual scenes, does not involve acts of violence, builds national character and identity, and the educational dimension. Many children's shows are considered positive and provide a lot of education on TVRI and TRANS 7. The featured children's programs on TVRI are "Anak Indonesia, Mari Menggambar, Buah Hatiku Sayang, and Ayo Ke Museum," whereas the featured children's programs on TRANS 7 are "Si Bolang, Si Otan, dan Laptop Si Unyil.

" This study aims to analyze the consumption pattern of media viewing in early childhood in the era of digital television.

Method

This research uses a qualitative-descriptive approach. The purpose of the descriptive qualitative method was to get answers to problems deeply and then describe the pattern of media consumption in early childhood in the era of digital television. The research respondents were ten informants aged at least 21 years with children ranging in age from 2 to 6 years. This age is the minimum age for marriage for women, according to the BKKBN. Women aged 21 years and over are expected to have the psychological maturity to apply suitable parenting patterns for their children. An in-depth interview guide was prepared before the in-depth interviews were conducted. In the process, the questions were developed based on theory uses and gratification to get in-depth answers from each informant. Interviews were conducted face-to-face using a voice recorder to support collect the data.

Qualitative data from the interview transcripts are classified, presented in tables and descriptive explanations, and conclusions are drawn.

Results

Selection of Media for Early Childhood at Home

Media Options		
Television	Smartphones	Television & Smartphones
0	40 %	60 %

Table 1. Media Selection by Parents for Early Childhood at Home

Source: Data Processed by Researchers, 2022

Table 1 states that most early childhood activities are spent at home. Parents provide two media options for early childhood to access entertainment at home, precisely smartphone and television. This study noted that the only device parents choose for their children to watch activities is a smartphone. As many as 60% of children get media choices from television and smartphones, while the remaining 40% get media choices solely from smartphones. Children's programs on television have their own broadcast time, are limited by time, and cannot be watched at any time. This argument forms the basis for selecting smartphones as a medium of entertainment for early childhood at home.

Selection of Types of Children's Shows on Television

Types of Shows Parents Prefer on Television			
Cartoon/Animation	Children's Educational Shows	Teen Shows	Adult Shows
90%	10 %	-	-

Table 2. Parents' Selection of Television Programs Types

Source: Data Processed by Researchers, 2022

The parent's chosen type of television program is specific children's programs. The types of children's programs provided by parents are cartoons movies, and educational programs for children, such as "Laptop Si Unyil" and "Si Otan." No parents allow their early children to watch adult programs on television, such as soap operas, news, talk shows, etc.

Table 2 shows the type of children's television programs under the parent's supervision. However, cartoon-type programs cannot be considered entirely safe for early childhood. It should be noted whether the cartoon-type programs, the stories, and the scenes follow the child's psychological development.

Types of Channels Preferred by Parents for Early Childhood			
RTV	MNC TV	GTV	Trans 7
50 %	16.67 %	16.67 %	16.67 %

Table 3. Selection of Television Channel by Parents

Source: Data Processed by Researchers, 2022.

The favorite television channel chosen by parents for early childhood is RTV. Table 3 displays that 50% of parents choose RTV channels for their children for the first time. The most common reason for early childhood parents is that the RTV channel has many

children's programs, so they don't have to disturb changing channels for children."

The parents who chose MNC TV stated that Upin and Ipin Series is the primary reason for them to choose MNC TV station, along with excerpts from the interview:

"Upin Ipin is in the morning, afternoon, and evening at MNC. When the child wakes up, it's time for Upin Ipin to start." (Interview result with Respondent)

While the selection of GTV by parents for children is due to children's enjoyment of the SpongeBob Square Pants series, the informant chose Trans 7 for the children's program because of Si Otan's show.

"My child likes animals. It suits Si Otan. He shows a lot of animals." (Interview result with Respondent)

Parents choose a television station based on the children's programs offered by the television channel. In addition to parents choosing channels they regard as secure and uncontroversial, they also allow their children to get entertainment through channels on YouTube.

Selection of Internet-Based Viewing Media Types by Parents for Early Childhood

Media Type		
YouTube	YouTube Kids	YouTube Kids and Netflix
60 %	30 %	10 %

Table 5. Selection of Internet-Based Watch Media by Parents for Early Childhood

Source: Data Processed by Researchers, 2022

As many as 60% of parents provide regular YouTube shows, 30% offer YouTube kids' shows for their children, and the remaining 10% provide YouTube Kids and Netflix. YouTube Kids is considered to help parents

select suitable entertainment programs for their children. Various YouTube Kids features can help parents control children's viewing by (1) Content can be adjusted to the age of the child, (2) Parents can approve or disapprove content in YouTube Kids, (3) Limit viewing time, (4) Block videos (5) Parents can check their child's viewing history. Surprisingly, parents prefer to provide regular YouTube shows compared to YouTube Kids because their children don't like YouTube Kids shows. Typical YouTube kids' content is more appealing to kids, and the choices are more varied. There is one informant who, apart from providing YouTube Kids, also provides subscription streaming shows in the form of Netflix. He thinks that children's films on Netflix are more diverse and safe for consumption because these films are intended for children, and in foreign children's movies, there are many moral messages—contained therein.

Selection of Children's Viewing Types on YouTube and Netflix

Parent Preferred Viewing Types on Youtube and Netflix					
Car-toon/ Ani-mation	Chil-dren's Vlogs	Chil-dren's video clips/songs	Teen Shows	Adult Shows	Un-boxing content for chil-dren's toys
43.75%	37.5%	6.25%	-	-	12.5%

Table 4. Parents' Selection of Types of Television Shows by Parents

Source: Data Processed by Researchers, 2022

The types of YouTube and Netflix shows parents choose are cartoons, children's vlogs, children's video clips or songs, and children's toy unboxing content. (1) Cartoon or

animated content such as Riko The Series and Nusa Rara, (2) Content of animation-based children's songs such as Baby Bus and Coco Melon, (3) Vlog video content such as Vlad and Niki and Like Nastya, video game tutorial vlogs online, and tutorials to win online games (5) Unboxing content for children's toys such as Sam the Agile Jelly and Go Duplo TV.

Parental Settings in Early Childhood Watching Duration

Duration of Children Watching Per Day				
< 1 hour	1-2 hours	3 - 4 hours	5 - 6 hours	>7 hours
10 %	10 %	60 %	10 %	10 %

Table 6. Duration of Children Watching Per Day
Source: Data Processed by Researchers, 2022

Table 5 shows that parents try to limit the duration of watching entertainment programs. As many as 60% of parents give 3-4 hours to watch. While the remaining 10% of parents limit their children's watching activity to less than 1 hour per day, 10% define it to 1-2 hours per day, 10% 5-6 hours a day, and as much as 10% do not limit their children's watching activity time > than 7 hours per day. Table 5 shows that a watching activity duration of more than 7 hours per day can be classified as a watching period for early childhood without parental control. This data is in line with the opinion of parents who argue that:

"Oh, if F likes to play on his cellphone. There are times more than 7 hours a day. He hasn't gone to school yet so that he can do his activities on his cell phone."
(Interview result with Respondent)

A watching activity under 7 hours is the duration given by parents to control early childhood viewing activities. As stated by Mrs. NH,

"I don't immediately give M 5 hours to watch Ms., for example, 2 hours in the morning, 2 hours during the day, 1 hour at night."

This data is in line as stated of respondent Mrs. A

"Usually, I allow the children to watch for 1 hour in the afternoon and 1 hour in the afternoon or evening. Limits need to be delivered so they don't get addicted. (Interview result with Respondent)

The duration of less than 1 hour is for parents who give watching activity time for their children only once a week. As stated by Ms. M,

"30 minutes at the most, not sure, it could be 10 minutes a day, sometimes once a week". (Interview result with Respondent)

Parents admit that the duration of this watching activity often exceeds the proper limit, especially during holidays.

"When we are on holiday, we usually free it up. Sometimes the duration is also not certain every day. Sometimes it is more than 4 hours. But we will keep an eye on it, so it doesn't last too long." (Interview result with Respondent)

Supervision During Children Watching

Supervision During Children Watching		
Accompany	Rarely Accompanied	Not Accompanied
40 %	60 %	0

Table 7. Supervision of Children Watching

Source: Data Processed by Researchers, 2022.

The research results in table 7 show that as many as 60 percent of parents admit that they rarely accompany their children when watching television or YouTube. As many as 40 percent of parents admit they attend to their children by supervising them. Rarely accompanying means parents rarely look

back at their children after they have selected shows. As expressed by Mrs. R,

"Sometimes it is monitored, sometimes it is left until the show is over, then I take the handphone." (Interview result with Respondent)

The parents who admit to accompanying their children in watching activities, there are many versions of attending in the minds of parents who are informants in this study. But most of the accompanying meant is accompanying physically but passively. It means not actively assisting in interpreting messages from early childhood broadcasts. The form of accompanying is physically accompanying them while doing other things, such as opening smartphones, cooking, cleaning the house, and doing other household chores. There is no interaction between parents and children while the child is watching. For example, discussion or conversation activities that discuss what the show exemplifies as good or bad may be followed, fantasy or fact.

Parents watch more passively when their children watch television, YouTube, or Netflix. Passive supervising is when the child and parents are together in the same room with the child. Still, the parents are also doing other activities besides the child or occasionally observing, leaving the child with what they are watching. It goes back to parents' motivation to give entertainment to children who are more inclined to fill the time for children when parents are active and provide them with entertainment.

If supervision or assistance in watching is not carried out, parents or companions leave it entirely up to the child to learn from television. Learning is meant here, from observing to independently interpreting

their spectacle. It is this lack of supervision or assistance when children are watching that is the cause of the emergence of various negative impacts from children's viewing activities.

Parents' Understanding of Digital Television

Low	Moderate	High
50 %	30 %	20 %

Table 4. Level of Parental Knowledge Regarding Digital Television

Source: Data Processed by Researchers, 2022

Table 4 shows that as many as 50% of mothers have a low level of knowledge about digital television broadcasts. This low level of knowledge is indicated by the recognition of informants who needed to learn about digital broadcasts. Then as many as 30% of the informants had a moderate level of knowledge, limited explicitly to knowing and having heard about digital TV, and 20% with a high level of expertise. It means they understand and has watched digital TV broadcasts but have not used digital television in early childhood.

Discussion

Smartphones are still the leading choice for parents in providing watching activities for children. The children merely engage with smartphones almost all day long. Some parents set their children's watching time on smartphones. Usually, they give "rations" to watch on smartphones on weekends or are limited to only a few hours a day. But some others need to set the time to protect children.

The reasons for mothers who prefer smartphones instead of television are (1) Parents rarely or don't watch television at all at home, so children are treated similarly.

(2) Many children's programs on television are considered unattractive and have many negative impacts. Meanwhile, the reasons for parents to include television as a choice of watching media for children are (1) television is easier to control, (2) television is considered a counterweight to smartphone addiction in children, and (3) television screen sizes are more exhaustive than smartphone screens, so it is much better for children's eye health, (4) the distance between children and television is also easier to control. (5) the television's position should be parallel to or higher than the child will keep the head and eyes upright. It is considered good for the physiological development of children. However, not all children watch television programs originating from television. Parents usually provide shows sourced from YouTube, then broadcast them on television. In this study, media selection in early childhood was first determined 100% by both parents, especially the mother. Early childhood still needs to have the authority to choose their watching media. The watching option needs to be added to their daily activity. Still, the difference was that after getting used to handphones, the children asked for shows like those watched by their friends, etc. As L's mother said:

"If it's a holiday, the father chooses TV or YouTube. If it's on a weekday, I choose it. My husband works outside the city. "I chose the first time, but tomorrow because he is already with his friends, he is good at requests. My son learns quickly. I chose the first time, but tomorrow because he is already with his friends, he is good at requests. My son learns quickly."

Those who can choose their favorite media to watch imitate their peers or older siblings who were introduced to cell phones before their younger siblings. When they watch together, the authority to choose

shows rests with their older siblings. The media between brothers and sisters is used together. It is in line with Mrs. LK's opinion:

"If an older sibling is at home, the older sibling monopolizes the cell phone and the TV. The younger siblings follow what their older brother watches."

The watching activity in early childhood is created by those closest to them. If early childhood is not introduced to viewing, then watching activities is not needed for early childhood. It is in line with Abraham Maslow's paradigm theory of needs: (1) Physiological needs, specifically physical needs that can help early childhood develop physically (gross motor and fine motor) and develop physically. Social (language development). (2) The need for a sense of security parents play a role in creating a safe atmosphere for early childhood so that children can feel comfortable and calm in their environment. (3) Social needs include early childhood needs to interact with others, a sense of belonging, and comfortable interacting with others. (4) The need for appreciation, here the rewards for early childhood will affect learning motivation. (5) The need for self-actualization. In early childhood, the need for self-actualization can be implemented by developing children's talents and interests (Wiresti, 2020).

Of the five basic needs of early childhood, watching is not a need for early childhood. The research results show that parents' primary motivation in providing media to care for their children is (1) The media is expected to help parents accompany their children when doing other activities. (2) Providing entertainment to children instead of providing education to children.

However, with the times and the development of information and communication technology, parents indirectly introduce their young children to television and gadgets. Adults nowadays are very dependent on gadgets. Devices meet the needs of adults in work, study, and entertainment. Watching activities is one of the entertainment activities. With these adult activities, early childhood indirectly sees, observes, imitates, and want to replicate their parents' activities, especially watching activities. So over time, watching activities also become a necessity for early childhood.

For the selection of the type of broadcast, in this study, parents of early childhood did not give adult impressions to their children. Even young children do not watch adult shows, which their parents concern. On the contrary, parents end up watching their children's shows. These parents admit that they rarely watch television because of their busy schedules.

However, several things need to be straightened out and should concern many parties. The entertainment considered safe for children is specific children's programs. The show is a cartoon or animation-type show. For example, the Crayon Shin Chan series is categorized as a children's show but contains elements of adult shows. According to Sangidun (2015), Crayon Shin Chan contains elements of pornography both in terms of connotation and denotation, visually and verbally. Then the following example is the cartoon series One Piece. Clothing for female characters tends to be minimal, containing elements of pornography. Even though it is animation, the storyline is very complicated for children to understand. Fight, smoking, and fighting scenes between groups are

unsuitable for early childhood psychological development. So all parents need to be aware that not all cartoons are children's shows, especially for early childhood. Parents need to be more selective in choosing shows for early childhood. Not only in choosing parents also need to accompany early childhood in watching activities.

As for the research results, children's cartoons or animations that became the top-of-mind awareness of parents who became informants included Boboboi, SpongeBob Square Pants, and Upin Ipin. This top-of-mind awareness means the type of children's shows that are most remembered by parents spontaneously, without taking a long time to reflect. SpongeBob Squarepants is still one of the three children's shows that are top-of-mind awareness, meaning that many parents of children still choose SpongeBob Squarepants as one of their early childhood shows. SpongeBob Square Pants is famous among children. However, if you look at the storyline and the language style of the characters in this cartoon, the storyline tends to use an adult's mindset. Sentences and language used are also adult language styles, contain adult jokes, and do not infrequently display scenes of physical or verbal violence considered as jokes. Boboboi is also inseparable from scenes of fights and wars and instills hate values. Even though Boboboi contains many values of friendship and other moral values, early childhood needs direction and explanation regarding the differences between positive values that should be emulated and negative things that should not be imitated. Thus, early childhood requires active supervision and assistance from their parents. And instill hateful values. Even though Boboboi contains many values of friendship

and other moral values, early childhood needs direction and explanation regarding the differences between positive values that should be emulated and negative things that should not be imitated. Thus, early childhood requires active supervision and assistance from their parents. And instill hateful values. Even though Boboboi contains many values of friendship and other moral values, early childhood needs direction and explanation regarding the differences between positive values that should be emulated and negative things that should not be imitated. Thus, early childhood requires active supervision and assistance from their parents.

Television and smartphones are the selection of media for watching by parents in early childhood. Popular streaming services on smartphones are YouTube, YouTube Kids, and Netflix. The three media streaming services have three elements that free television does not contain: interactivity, demassification, and asynchronous (shows are always available). (a) Interactivity means that users can interact directly with the media. Parents can choose plays that they think are suitable for their children, and these media (YouTube and Netflix) can immediately respond to the viewers' wishes. In contrast to television, the television station has regulated the type of broadcast program. YouTube Kids users can also directly block or report inappropriate videos for their children. It makes parents prefer streaming media services on devices compared to television (b) Demassification is a change in messages from mass to private. Through YouTube and Netflix, users of these two media can choose shows according to their wishes at that time, so the nature of the shows they are watching is very private, depending on the viewers'

wishes. It makes parents not need to find out or memorize their child's favorite show schedule. They only need to write in the search column what shows they want their children to watch (c) Asynchroneitty is the message that it is possible to exist all the time. For example, when children want to watch certain shows, YouTube and Netflix can provide them immediately, not depending on the broadcast schedule like television.

Parents' Understanding of Digital Television

Digital television is an option for fulfilling the entertainment needs of early childhood at home. Digital television is child-friendly. Digital television provides an EPG (electronic program guide) feature, which provides a story synopsis of each program. Then there is a parental lock menu where the accompanying children watching TV can block which shows are not suitable for children. Besides that, a TV station specifically presents children's programs, namely Mentari TV.

Many mothers do not comprehend the advantages of digital television because they have stopped accessing it for a long time. Increasingly complex work means many mothers only have time to sit and watch television for a short time. Even if they want to watch, they manage more private broadcasts, depending on personal taste and desire. Television is no longer the only answer to obtaining entertainment. Several informants admitted that they subscribed to cable TV but never enjoyed the shows from cable TV, and even their children did not have access to cable TV. Parents subscribe to cable television to get the internet network, not to watch the shows.

From the research results, it is known that there are 30% of parents know and has heard of digital television. They are mothers who still give their children the opportunity to watch television. They hear digital television commercials at a glance, but they need help understanding the meaning of digital television. There were three things that these mothers remembered about digital television, specifically (1) Agnes Monica, who was the star of an ad for the Ministry of Communication and Informatics in socializing digital television (2) Modi, the digital TV mascot in the form of a blue and yellow dragon (3) Clean, Clear, Sophisticated is the slogan of digital television.

Meanwhile, 20% of mothers who know about digital television broadcasts understand that they can enjoy digital television but have yet to use it to entertain their children.

Some people already know and have enjoyed digital television broadcasts, especially the TVRI channel, but they need to learn that TVRI has children's programs. They have yet to realize that digital television is not only TVRI; other private television stations that have programs for children, such as RTV, Global TV, and MNC, have migrated to digital broadcasting.

Assumptions of Uses and Gratification Theory

The assumptions of the uses and gratification theory are as follows (1) The audience has an active role. As broadcast voters for their children, parents actively choose media based on motivation, goals, and other personal needs. Parents' inspiration in choosing shows for their children is so that early childhood can get entertainment.

Parents allow watching activities with their children to assist with their parenting process while parents do other homework. The additional personal needs of parents are that they now need internet access more from internet service providers who also provide cable TV services, so they don't enjoy their television services. Video streaming services fulfill the need for entertainment through watching online activity, not television. So they also provide viewing for their children through video streaming services such as YouTube, Youtube Kids, and Netflix. (2) The audience is free to choose the media. It can be seen in the results of research which show that parents have many choices for completing their children's entertainment needs through watching activities. They can use television, or if television doesn't answer their needs at that time, they can turn to YouTube. It shows that the audience can take the initiative in using the media. (3) Media is not the singular source of satisfaction. Currently, many media can satisfy the desires of their users in getting entertainment. For example, television is now one of many entertainment sources, especially for children. Early childhood parents can choose YouTube, YouTube Kids, subscription television, and Netflix. When media/content shows can no longer provide satisfaction, early childhood can get satisfaction from other uses of smartphones, for example, playing online games or just listening to music without watching. (4) The objectives of the mass media voters are inferred from the data provided by the audience. Individuals are considered quite understanding and aware of the media they use. Parents' motive in providing shows for their children is to be an entertainer when parents cannot accompany their children to play. (5) Prevention of the

Significance of Cultural Values means that parents try to make their children get broad cultural values, not only those in their region. The internet is global. Any culture can be informed by it. Likewise, people from various cultures can also understand the meaning of these internet-based broadcasts. It means that cultural barriers do not exist in internet-based broadcasts. Giving children access to internet-based shows means giving children a broad experience to learn about any culture. It means that cultural barriers do not exist in internet-based broadcasts. Providing access to children to watch internet-based shows means giving children a broad experience to learn about any culture. It means that cultural barriers do not exist in internet-based broadcasts. Providing access to children to watch internet-based shows means giving children a broad experience to learn about any culture.

Conclusion

The choice of media for watching activity early childhood is determined 100 percent by parents. Parents provide various options for media for watching activities for their children. These media are television and YouTube. Parents provide these two media because YouTube has three elements that free tv does not retain: interactivity, demassification, and asynchronicity (shows are available all the time).

In contrast, television is considered a counterweight to smartphone addiction in children. The media consumption patterns of each family are very diverse, but the motives are identical. Parents' reason for providing children's impressions is to fulfill entertainment, in this case, to fill children's

free time. Digital television, which is expected to be an alternative to watching media for children, still needs to be widely known by parents. As many as 50% of mothers do not know about digital broadcasts, 30% only know and have heard of digital TV, and 20% understand and have watched digital TV broadcasts but have yet to utilize digital television broadcasts for early childhood.

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