

Media Literacy in the Family

(Descriptive Study of parents' Actions of SDIT ALFAUZIEN Depok Students in Assisting the Use of Media in Children)

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ABSTRACT

This study aims to determine the benefits of media literacy in families where parents carry out acts of assisting the use of media in children. The research used qualitative and descriptive methods with in-depth interviews and observations of parents when mentoring the children of SDIT ALFAUZEIN while watching television programs. This study shows that parents are not optimal in providing assistance to children when watching television because of busyness. This adversely affects the psychology and behavior of children because they have not been able to distinguish between actual or manipulative impressions. To carry out media literacy in the family, parents should spend time mentoring, communicating, and being critical of the impressions consumed by children. Limiting time, providing means of activity, and interesting recreation so that children do not spend their time-consuming television shows. Literacy assistance in the family is beneficial for the mental development of children. And, the government prepares regulations for television shows and publishes television manuals so that people become critical and literate in media literacy.

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1. Introduction

Television is one of the mass media that is excellent because it is considered a relatively cheap and accessible means and is able to give an impression in the shortest time. This is because the most important innovation found in television is its ability to get entertainment and information (Mcquail, 2000).

The development of the mass media industry in the era of globalization is increasing rapidly, especially television electronic media. This can be seen from the emergence of various kinds of national private television stations. The globalization of information in every mass media gives birth to a social effect that is charged with changing social and cultural values. The process of globalization made the flow of information spread throughout the world, and one of them was television programs. The rapidity of the television industry in Indonesia is also influenced by the public's need for information and entertainment. This is an opportunity for the world of television in Indonesia to prove that television electronic media is able to broadcast information that is educational, entertaining, and a very promising business.

Mass media according to the author is a message that can be in the form of oral or gestures and has become an inseparable part of mass communication itself. People's interest in watching television broadcasts is influenced by factors, show content, performers, show concepts, airtime, duration, and variations of the show itself. Regardless of positive or negative influences, in essence, television media is a benchmark and a reflection of the viewing culture for viewers in the era of information and communication that is growing rapidly, so that even today television is still the

most consumed media by the Indonesian people. Television has presented a wide variety of forms of events to be presented to the public. The rise of various forms of shows aired by private television stations, be it educational or just entertainment aimed at meeting the needs and pampering viewers. The programs that are aired are always evolving according to the needs of their time so many new shows have emerged that make television shows more diverse (Rohani, 2015). The first television broadcast in Indonesia was broadcast on Indonesian TV on August 17, 1962 to coincide with the commemoration of the Independence Day of the Republic of Indonesia at 07.30-11.02 WIB at the State Palace. For several decades TV RI held the control of television broadcasting, but subsequently with the growth of private television broadcasts such as RCTI (1989), SCTV (1990), TPI (1991), ANTV (1993), Indosiar (1995), Metro TV (2000), and television Other. Now the options for watching show shows are increasingly diverse (Tamburaka, 2013).

Television shows nowadays emphasize the entertainment side more. The other side that should not really be abandoned is the responsibility of providing education or educating the nation as a moral responsibility, not just dredging up business profits. Educating the nation, or upholding morals rarely appears, only to the extent of the jargon and desires of a few people. In contrast, impressions of violence, horror, and exploitation of sexuality predominate more (Mahayoni and Lim, 2008).

There are so many ratings on television shows that have increased high and become favorite programs, among the public but there is no quality and quality in the show and only highlights the entertainment side, while the function of television as a learning medium for its audience, especially among parents and children, is rarely aired because it is dominated by so many entertainment shows in almost all shows today's television.

The results of the pre-study that the authors found that on average children watch television for 30 hours a week. Therefore, it can be seen that they watch more television programs for adults than programs for children. For children of ABG age, television also has a tremendous influence (Ardiyanto, 2010).

The research conducted by the author shows that many children aged eight to nine years are strongly influenced by the violent shows they witness on television screens. In the age range between eight and nine years, the effect of television shows is indeed very strong in influencing their behavior. Thus, the more television media broadcast violent spectacles, the more aggressive children's behavior becomes (Surbakti, 2008).

Whether you realize it or not, the act of addiction to television can affect the psychological development of the child. Children of primary school age, which are between 5 and 12 years old, are just entering a period where they can recognize what is attracting their attention. At a certain age when in the primary school phase, the child is less able to see the difference between fantasy and reality. At this age, the child tends to be more easily believed, and influenced and subsequently follows the things he sees, including television shows. Especially if the viewing activity is carried out in high intensity and frequency and without being accompanied by parents (Harianti, 2020).

The author observes that more and more variety of shows is present to decorate the screen to watch, while so many adults and children, in particular, are also victims of the harshness of the shows on television. This makes parents have to have concerned about minimizing by accompanying their children when watching television shows and applying knowledge about television to their children, namely. However, before parents apply television shows to their children, the parents must first understand the knowledge, which is about media literacy. Media literacy or what is commonly called media literacy can be defined as the ability to access, analyze, evaluate, and create media content (Tornero, 2008).

Based on this trend, media literacy has an important meaning for Indonesian society, especially children, because uneducated shows will have an impact on children's development. Therefore, society, especially parents, in this case, housewives who most often interact with their children need to be trained to have intelligence and understand something that takes place in the surrounding life as well as in understanding its influence when watching television shows that have no educational element (Sarbadila, 2022). Media literacy, it is hoped can provide critical awareness for the audience when dealing with the media, namely getting the information correctly by

comparing one media with another critically and being more aware of the influence of the media in everyday life.

So far, media literacy activities in Indonesia have been carried out by many parents or mothers to take action in providing assistance to children. Literacy media makes mothers subjects in carrying out media literacy research in the family. This is based on the perception that measures to protect children from unhealthy influences due to the exposure of toxic educational television broadcasts will be more effective if the delivery is not redirected to children, but rather through parents, especially on the mother's side. If the mother is equipped with literacy skills, she will be able to provide assistance when the children watch television.

2. Methodology

This research uses an approach with a qualitative descriptive method, namely describing, and explaining situations and events (Rachmat, 2004). The location of studies conducted at SDIT ALFAUZIEN which is located in the Pesona Depok Estate Residential Area, Depok. Researchers observed what actions parents or mothers took in monitoring the use of media against their children and observed the application of media literacy in the family.

The research Object is parents, namely mothers in assisting the use of television media on their children. The place of research was conducted by SDIT ALFAUZIEN on Friday, September 10, 2021, the reason, namely first based on information that the author knows that at SDIT ALFAUZIEN which is located in the area of Pesona Depok Estate housing there are parents of students who have children who consume media almost every day as a fulfillment of needs in terms of knowledge and entertainment that are very close and easy to reach in the family environment. For this reason, researchers want to know how to knowledge media literacy and how parents' actions in applying media literacy to children; second, the researcher is also a parent of students at SDIT ALFAUZIEN, and the researcher is also domiciled in the Pesona Depok Estate housing estate, thus facilitating reach with informants and minimizing obstacles that will occur when conducting research. Because the place where the informants live is close to where the researcher currently lives.

The data obtained are in the form of primary data and secondary. The primary data is the parents or mothers of children who consume television media. In this study, researchers will collect primary data using observation methods and direct interviews with the object of the study, namely, parents of SDIT ALFAUZIEN students regarding media literacy in the family of parents' actions in providing assistance to children. Data are also obtained through the process of observation of participatory, researchers observe what people do, listen to what records speech, and participate in their activities (Sugiyono, 2005; Ruslan, 2005). Secondary data is obtained through publications and information issued by various organizations or companies, including journal magazines (Sugiyono, 2005). The data used is through literature studies by collecting data by reading literature books.

Researchers *conducted in-depth interviews* by conducting interviews repeatedly to get answers from the speakers until they were judged saturated (Kriyantono, 2009). In-depth interviews are used to find the information needed in the analysis process.

The speakers are selected based on their distinctive traits and experience in fields. Researchers conducted interviews with parents of SDIT ALFAUZIEN students with an age limit of 26-35 years, parents of students who already have children who are 5-12 years old, especially mothers who are more often at home when their children watch television shows, and based on parental education: HIGH SCHOOL, Bachelor, (D3 and S2) and who work as dentists, private employees, and civil servants.

This research is qualitative in terms of other definitions, it is stated that it is a study that utilizes open interviews to study and understand the attitudes, views, feelings, and behaviors of individuals or groups of people. It turns out that this definition only questions one method, namely open interviews, while the important thing about this definition is to question what is being studied, namely the effort to understand the attitudes, views, feelings, and behaviors of both individuals and groups of people.

The study used in-depth interviews to find out information from research problems, in order to explore more information from mothers or parents in carrying out actions or assistance to children when using media, especially television media. The informants in this study were 5 mothers or parents of SDIT ALFAUZIEN students.

Interviews by asking questions given in the form of interviews, to capture what media the child is used to consuming, what time when the child uses the media, what programs children usually watch, knowledge about television itself, and responses about the current development of television, the appeal of television, knowledge of media literacy, the positive and negative impact of television for children, the effects felt on children when watching television shows, parental supervision of children while watching television and what are the actions of parents in assisting children.

Researchers tested the data by using triangulation analysis to analyze the subject's answers by examining their correctness with available Empirical data (other data sources), namely source triangulation and time triangulation (Kriyantono, 2007). The trick, the researcher is to compare the information data of the observation results with the information from the interview results and then conclude the results.

The collected data is grouped and then sorted. The data were analyzed interpretively and descriptively. Analysis based on the data obtained, further developed into hypotheses. Based on this, the authors collected data obtained based on interviews and literature studies to determine literacy (Moleong, 2007).

3. Results and Discussion

Children are children in the family. Every parent certainly wants children who are of good quality, namely smart, creative, outstanding and have a noble character. Such a child cannot be formed instantly. A continuous good and positive education are needed, and originally it was certainly inseparable from parental responsibility. Parents are often not aware of what their children consume every day, both physically and psychologically.

Children are given various information audio visually through various mass media, namely, television, handphone, laptops, or what is now almost all circles including minors have tablets or iPad. If the parent does not accompany and supervise the activity, the child will freely absorb the information received from his environment.

Description media television and action parents of students of SDIT ALFAUZIEN in doing mentoring to use media in a child. This research produced information about the application of media literacy in the family, television media, and the actions of parents of SDIT ALFAUZIEN students in assisting their children. Through five informants, namely, parents of SDIT ALFAUZIEN students, it was found that on average their children consume television media every day, and the average parent in providing assistance to their children has not been implemented properly and optimally. All sources of information from the five informants showed that the majority of the television shows their children watched were morning and evening cartoons, soap operas, and evening movies, where the shows were indispensable to parents.

Based on interviews and observations, media literacy is a series of points of view used by individuals actively to interpret the meaning of the message in the media. This point of view is formed by various kinds of knowledge that have been structured, namely knowledge of media effects, knowledge of the media industry, knowledge of media literacy, media, and family knowledge, and parents' actions in mentoring children. Having knowledge of these various things can equip themselves or for parents to be able to equip their children and other family members to be able to maximize the use of media for more positive results, and minimize negative influences that can be caused through the use of media. In this study, researchers focused on literacy in television media.

Television is a medium that cannot be separated in people's lives, including in the daily lives of children today. almost every house owned by informants who researchers meet has a television unit, or even more and even more and even encounters the use of other media such as cellphones, electronic games, and others.

The use of television and other media use for the children of the informants was initially based on the freedom of facilities from their parents for information and entertainment needs. Watching activities that initially started with entertainment needs then turned into a pattern in daily activities. The children of informants can access television not only to get information or entertainment but also because it has become a habit or maybe arguably addicted to the use of media including television media.

The results of the research and discussion are presented in three sub-chapters, namely the use of media in the family, the influence of media on children's brain development, and media literacy in the family.

3.1 Use of Media in the Family

Television media is a medium commonly consumed by the children of informants. It can be seen from the five informants who have been interviewed in depth that television is the main thing for children. In fact, many of the most popular children and family television programs today contain varying degrees of the content of sexual intercourse, profanity, and abusive jokes. Based on the results of the interview, the media that are generally used by children are television, laptop, iPad, and smartphones media. They use smartphones to watch videos and use them to play games, as one of the child's parents said, as follows:

"The feeling is that most often television and the second one prefers to play games using handphone media and finally it is television," said Mrs. Dian, September 13, 2021.

Children consume programs on television, smartphones, or ipads after they have done additional learning activities in the afternoon or after performing Maghrib prayers.

"Usually at night, when it's the day, my son has tutored, so usually at night, basically from after the maghrib, my son watches TV and is already on standby in front of the TV," said Mrs. Tine Dumais, mother of 2 children (dentist), interview on September 10, 2021.

The number of hours spent watching is a major factor that has a big influence on children. Especially for children who are not under the supervision of their parents. They can freely watch television shows, for example, television shows that contain a lot of violence. It can form a negative personality toward children whose age is still prone to influence.

The best way to fortify yourself against excessive aggressiveness and inter-personal conflict is a two-pronged approach. First and most importantly, reduce the amount of time to watch television. Second, remove all violent programs from your TV viewing diet so that the thick nature of the face of pain and suffering is not embedded in the hearts of children.

According to researchers from the interview results, the average intensity of viewing time for the children of Puri Harapan Housing at night after maghrib starts at seven o'clock in the evening. Intensity is the quality of the level of depth: ability, strength, power, or concentration towards something or the degree of frequentness or depth of one's way or attitude, or behavior. It can be concluded that the intensity of watching television means the level of frequent viewing of broadcasts that are aired on television with a certain level of attention. If the intensity of watching television in children is too high, it will have a negative impact on children.

3.2 Influence on Brain Development

Problems that arise if children watch television for too long will have a negative influence on brain development. This is true, especially at an early age, where playing and talking are very important. Television media affects the logic of children. Television can have such a bad impact on a child. The main problem is the inability of a young child to distinguish the world he sees on television from what it really is. Young children are mostly not familiar with and know what acting is, film effects, camera tricks, and so on. For them, the world outside the home is as it is presented on television, which he sees every day. In the eyes of children, existing violence has become commonplace, and it is okay to do so, let alone against guilty people, as shown in the movies.

In addition, effect addiction results in children always wanting to watch television with increasing frequency. The child does not want to play outside, in the surrounding environment. The child does not want to socialize, and his world does not increase in size. The child becomes passive and uncreative. The children lacked activity, but just sat in front of the television, and looked at what was in front of them. Both physically and mentally, the child becomes passive.

Another impact is the influence on how to speak. The way the child speaks is greatly influenced by the speech he hears, what people say and how to pronounce it, thus improving pronunciation and grammar, but it will not necessarily give a good pattern in the disclosure of the things that the child says.

The positive influence of television is to increase vocabulary, especially words that are not used very often daily, learn about things through educational programs from television broadcasts, and so on. Various shows on television (in addition to movies), for example, music, sports, arts, news, and others, can also add insight and interest. Children become familiar with various activities that they can do. They will know the development of science and technology, the development of world events, and the development of problems that exist outside their environment.

But the percentage of television shows that are educational in nature is still small. Children watch more entertainment shows in the form of cartoons or soap operas that sometimes don't make sense.

"The program that my children watched each other and maybe it was a program that really bothered my son, namely the handsome-handsome wolf soap opera mba," said Ibu Dian, in an interview on September 13, 2021.

The explanation according to the researcher from the results above, regarding the type of television program specifically for children's programs, actually becomes a show that is not worth watching by children. This, of course, invites concern for many parties because of the bad impact that can make children behave defiantly because basically children still like to imitate the actions of others without knowing that what they are doing is wrong or right.

The child becomes lazy to learn and wants something instant as exemplified in the television program Doraemon. Like performing violent scenes carried out by the characters it makes an increase in violence that occurs in children. Television as an informative medium can have a bad impact on children.

Therefore, parents as the closest person to the child are expected to be able to supervise their children in watching television so that parents can choose shows that are worth watching their children. In addition to the supervision that must be carried out by parents, there is another way so that children can watch television with appropriate programs, namely by buying cable television or pay television so that parents can control their children to see television shows according to children's programs because parents can program television shows and set the time which is one of the facilities of pay television. In addition, the government must also strictly screen and select television shows that are in accordance with the ethics and morals of the nation and socialize to private television so as not to show adult television shows at certain hours. With this, the author hopes that the level of violence committed by children due to watching television will be reduced because parents can supervise their children in watching television and the government also plays an active role in screening television shows so that shows that are not worth watching can be eliminated.

So, based on all the questions above, it can be concluded that the children of five informants of the parents of SDIT ALFAUZIEN students evenly used television media. The child made television a media that is commonly consumed and even television was mentioned for the first time when the parents of the child's child informants answered the researcher's question, this shows that television media is a medium that is often consumed compared to other media. And almost 70% consume television media at night time and 30% consume media after school or afternoon home lessons. And usually talking about the programs that their children used to watch, the children of the informants prefer to like entertainment programs, *reality shows*, *talk shows*, or cartoon movies, and the children of the two informants prefer television shows and soap operas.

Assistance when children watch television shows by explaining to children which shows are good to watch and vice versa, making agreements with children and other family members about

shows that can be watched and which should not be watched, and making television shows only as additional activities. For example, just to listen to the news or watch the appropriate children's movies.

When discussing the definition of television as a medium to add insight and various kinds of information, informant 1 Iimus Tine Duamis replied:

“Television is a medium to add insight because of television, we know what world we don't know will know from television even though we don't know the place, for example now many programs shows that air is researched about the knowledge of place places in Indonesia or the whole world and television media will be a source of information for consumers depending on we can choose a good show mba, ” said Dumais's mother, interview September 10, 2021.

Television media is a source of information. Television is like a magic box that without us realizing it bewitched so many people in various parts of the world to be willing to sit back and spend their time staring at the various programs of the show that were aired. No matter old or young, even children almost spend their growing up staring at this one thing. Television has elements that are attractive compared to other mass media. By watching television, consumers can see a clearer picture than other mass media. This attraction in addition to exceeding radio also exceeds that of cinema films.

According to researchers, research on the response to the development of television in Indonesia, the average parent considers its development to be very rapid but with its rapid development, the negative impact is also large. Television is an electronic device that functions to spread an image and is followed by a certain sound. Basically, the same as the live image of sounding and watching television is a special activity; that is, watching the programs that are shown on television.

And the development of television from time to time has occurred very significantly, we can find out that televisions that originally used batteries to be able to turn on, until now that have used batteries that can be carried anywhere without the need for a power source. In addition, the shape change that occurs in televisions is also very fast which began in the form of a tube into a flat-screen television, even today the technology contained in television is very sophisticated, one example is a television that can be operated with a hand movement sensor or a sound sensor. Television media is currently also undergoing a change in function, originally television was only used as an informative and entertaining medium, but now television can be a means of campaigning from media owners for personal interests. Therefore, this paper was made to be able to find out the development of television from time to time as well as the use of television media today in Indonesia. As seen in the results of the interview as follows.

“Actually, it's more or less about mba's perversion because there may be soap operas too exaggerated the story, when in reality maybe the original story is not as exaggerated as the television show has made. Moreover, sometimes soap operas that tell scenes of schoolchildren going out too much actually imitate it to children who are not good well mba. Well, but now there are quite a lot of educational television questions that depend on us as people who can choose good shows for children,” said Rinalia's mother, in an interview on September 10, 2021.

The explanation according to researchers about the phenomenon of television shows that diverge, for example, as in today's soap opera shows, is in the form of lack of quality, many scenes that are not educational. The age of children is an age that is very diamond with the figure of something he sees. A child can imitate the actions of his parents who like to get angry just because he is often scolded at home. He can also do any of the things he witnessed. Only in the real world even in television shows. Therefore, parents need to exercise regular control over what shows the children watch.

The concern about the influence of violence on television on children deserves to be a strong reason because children are creatures who have not been able to distinguish between bad and good.

Children tend to assume what appears on television to be what is true and corresponds to real reality. Children have not been able to think critically until they tend to accept what is the value offered by television. Some of the results of the study showed a fairly strong relationship between violence on television and child development, both in terms of knowledge, attitudes, and behavior.

3.3 Media Literacy In The Family

According to researchers, almost all parents have understood what media literacy is. They know the usefulness of the media, analyze the media, control the media, and until the media is removed. Media literacy is an academic concept and a popular concept that should develop in society. Unfortunately, the understanding of media literacy is still very diverse. In some aspects, this widespread understanding is very good for the development of a concept. And the understanding that emerges in academia and society tends to include any concept in the terminology of media literacy, especially blended with the concepts of media monitoring and media education.

"If what I know is that mba is actually rich, for example, we understand about the media, most of the time now it is media lovers. So the ability where we do things so that those who see or watch it become aware that not all the media accessed by television is genuine or arguably fabricated. Moreover, most children are deceived after watching the television show they watch is genuine even though it is a lie. That's all I know about media literacy hehehe," said Tine's mother, an interview on September 11, 2021.

Thus, it is impossible for a conversation about media literacy to leave a discussion of the content of media messages directly or as a starting point for talking about the media in a broader locus. Based on the content of this media message, a classification of media literacy based on the message appeared, namely media literacy for news, entertainment, and advertising. They are all based on the seven skills that will be revealed next even though they are added with the characters in each type of media message.

The explanation according to researchers about media literacy measures in the family, whether it has been implemented well or not, almost all parents have not implemented it well. But a little for the explanation to his children has already been applied examples of explanations of cartoon animation. And according to the author, there are several recommendations that can be given for the development of media literacy programs in the future so that parents can implement media literacy well First, all stakeholders must work together, that is to say, media literacy is a multifaceted ability, it needs to be approached from various perspectives. According to the author, tending to the element of media literacy protection needs to recognize the positive side of the media and encourage people to learn to use the media for their benefit, and tends to the element of empowerment also needs to open their eyes to the potential negative impact of the media that the media is not neutral, but rather the result of construction, the audience needs to know how to protect themselves from the negative side of the media.

According to researchers, the explanation of whether television is safe for consumption, parents replied depends on the people who watched and the television program chosen. Television is a communication medium that can display images in the form of motion, sound, and sound. Until now, no other means of communication can rival television. This is because television is most in demand by audiences, especially in terms of published shows. Actually, television is very useful for the audience, because it can see and know the events of peting. For example, news that can add to a person's knowledge and various other substances that are useful to the audience. However, this progress is sometimes not balanced with good impressions. Many television shows are not educational, but instead plunge the audience into bad deeds, especially in children who do not have a strong understanding.

Providing assistance when children watch television shows, explaining the various negative impacts. Making mutually agreed rules in watching television, concerning restrictions on viewing hours and the types of shows that can and cannot be watched.

Television stations are required to create programs for children that are *kids friendly*, educational and entertaining, not the other way around children's programs but instead plunge children and are not worth watching by children.

Television stations provide guidance, in the form of information, for example in *running text* or clear coding, which can distinguish shows for children and adults.

KPIs (Indonesian Penyiaran Commission) need to be proactive, providing advocacy to television stations and the public, so that the public becomes critical or media literate (media literacy). The government issued a television viewing manual that was disseminated to the public.

The researcher's explanation of the actions taken by parents in mentoring children so as not to be disturbed by the current television shows, the parents accompanied them while watching were accompanied by giving explanations to children about scenes that were not exemplary. Parents are responsible and play an important role in the learning and development process of the child, patience and parental policies are needed to be able to provide the best consideration in making important decisions in the life and development process of the child. Television learning media can play a positive role that can provide educational messages in aspects of knowledge, attitudes, or skills. Instructional messages such as experiments in the laboratory, the use of graphics or animations, shooting angles, editing techniques, and other tricks can cause a certain impression so that learning becomes more enjoyable.

The family has an important role in the development of media literacy, parents are now no longer the sole or main reference in the formation of children's behavior, but parents have a competitor that is also liked by children, namely television. Television is one of the environmental elements that help shape children's personalities and behavior. Based on the description above, the results of the research on media literacy knowledge of informants, in actions in assisting children watching television, there are those who are already quite effective in supervising their children in using the media and as an informant said that there are those who are not effective enough in applying media literacy to their children due to the busyness of parents who work outside the home.

Regarding the results of television research whether or not children are safe to watch, it is safe depending on parents who can choose programs that are good for children to watch. It all depends on what the parents' actions in supervising their children are like, maybe if they supervise for 24 hours every day the child can avoid the negative impact of television.

And from the explanation above, the positive impact of children using or accessing television media can get knowledge or insight into the world where children aged 5 to 12 years are most sensitive and have the potential to learn something, children's curiosity is very large. Children like to fantasize and imagine. This is important for the development of his creativity and language.

Children also like to imagine and develop things beyond real conditions so it is possible that children can easily imitate what the television show does so if children watch without parental supervision, they can watch the show which can have a negative impact.

And based on the results of the research and discussion above, it can be seen that parents' actions in assisting children with television media literacy in their respective families are still at an initial level, where parents' knowledge and skills regarding media are still knowledge of the types, categories, functions, and influences of television media. . Similarly, child assistance is carried out by means of, limiting viewing hours and selecting the content of television programs, through discussions and exchanging ideas with children, before, during, or after watching television. And especially in carrying out the act of explaining and advising children after watching television shows that exist today (Trisiah, 2019).

From the results of the interview above, the author can conclude that in this study there were five informants that the researcher interviewed, they were Mrs. Tine Dumais, Mrs. Rinalia, Mrs. Astrid, and Mrs. Irina Damayanti, and Mrs. Dian K Pramesti. The children of the five informants almost all have a hobby of watching television, using other media such as cellphones, computers, etc., and the children of those informants are given a fairly sophisticated and free media facilitated by their parents.

Television was the most, consumed by the children of five informants. In addition to television, Mrs. Tine's children also used to consume *cellphone* media and computers. Meanwhile, other informants usually use handphones and laptops in addition to television as the media that children

consume most often. This explains that the five informants are included in the first stage of media literacy, namely the access stage because the children of informants are already able to access television media, cellphones, or *electronic c games* which are part of mass communication media and this also explains that television is still used as a medium used by the children of informants to obtain information and entertainment. And according to researchers, parents of SDIT ALFAUZIEN students applying media literacy to their children have not been implemented well enough and have not been maximized. To prevent this, teach our children about good television viewing habits in the following ways, that is, set the recommended time limit as much as 1 to 2 hours a day. Minimize the influence of television by making conversations a priority at home. Equip the television with technology to organize educational and recommended programs.

Plan spectacle. Use television or newspaper show guides to decide what shows to watch. You can also use *the television rating system* to determine the shows that are worth watching for families. Turn on the television only when the program is mentioned. Do not use the television as a reward or punishment. Accompany the child while watching television (Sarbadila, 2022).

Provides a choice of other programs. Don't expect children to be disciplined about television if we ourselves don't. Set a good example by spending our leisure time reading, exercising, chatting, cooking, or other activities besides watching television. Parents can control what their child watches on television. By using both the channel selector and the *on/off* button, and by teaching children to use television positively, parents can overcome negative influences and help them benefit from television (Rohani, 2015).

The family in this case plays a role in instilling media literacy in children. The diverse family backgrounds of the informants caused the behavior of their children to also be diverse. Parents are not really aware of the impact of television on their child. Not all of these shows can be understood correctly, so the impact can be bad for children. here, the role of parents is very important, because if parents already have knowledge and skills about the media, parents can fortify themselves so that they can be a good example for children (Mustafa, D., Ashariana, & HS, S, 2021).

The authors conclude from the results of the study, that the clearly visible role of parents is in providing opportunities to access television. This is what affects the number of hours of watch of the children of informants. Families (parents) have their own actions in educating their children. Based on educational background, economic background, and experience. In supporting media literacy actions in the family, there are many factors that influence it including the level of education, career, social status, and level of insight of each parent. The better the level of education, the better the skills and structure of knowledg of the media.

The results of the research, the assistance carried out by the five informants of various kinds were carried out, namely: first, restrictions on viewing hours, selection of the content of television programs and always reminding not to imitate the scenes in the content of television programs after watching the television show (Wardhana, 2015). Second, through discussions and brainstorming with children, before, during, or after watching television. The purpose of assisting children in media literacy is to be able to improve the quality of relationships in the process of mentoring parents to children and present intellectual abilities, social care, social literacy, and technological literacy on a certain scale on media and community issues (Hastuti, 2013; Guntarto, 2007).

In this case, media literacy does not mean prohibiting watching television or accessing other media is a disciplinary action against the adverse effects of television. Media literacy is more about teaching parents to choose and control healthy impressions of children (Turnomo, 2013).

Media literacy according to Irintara (2010) refers to three dimensions, namely the m dimension of motivation, referring to the media actions of a person or a group (depending on the activity). It can be known the purpose of a person in accessing media, awareness of the benefits of media, information search strategy, as well as the ability and understanding of the function of media functions. The dimension of knowledge and its relation to media literacy knowledge can mean an understanding of the process of mass communication, an understanding of the contribution of media to contemporary culture, and an understanding of the construction of reality carried out by the media. And, the dimension of skill, there is the ability to analyze, evaluate, communicate, categorize, integrate, and criticize the media by means of analysis, evaluation, communication, categorization, and the combination is an achievement that will be able to be done well if a person has skills.

Overall, according to the research that the author has done, literacy television availability in the family is mother. Because a father does not have knowledge and skills regarding media, however, it is only limited to personal consumption. Mothers who do not work outside the home (IRT), will focus more on taking care of children in implementing media literacy because they have more time to accompany children than working mothers. But that doesn't mean working mothers just let their children be exposed to the media freely. The results of the research of a mother or part of an informant there are working, and He can "compromise" by making rules made internally in the family. Supervision as an effort to implement media literacy is not always in a physical form, namely the presence of fathers and mothers in accompanying children to watch television.

4. Conclusion

Based on the results of the study, conclusions can be drawn that is the answer to research on media literacy in families with a long enough period of time, as well as suggestions that are expected to be useful for everyone.

Regarding media literacy, researchers concluded that almost all parents already understand what media literacy is but, in its application, it has not gone well, as in television media. Her children spend more of their time in front of the television. Meanwhile, the role of parents in accompanying is very lacking due to the busyness of parents who work every day.

Parents applying media literacy to their children have not been regularly. Children have a high tendency to imitate or be affected by the scenes or shows they watch, for example in their daily activities and children also look more mature than their age because of the imitation process carried out. So that children tend not to be able to tell which shows are manipulated or actual impressions in real life. The parent tries to minimize the influence of television media, namely, by explaining, advising, accompanying, and limiting children in watching television shows.

Parents should be able to spend more time often in implementing media literacy in the family and providing assistance or supervision of children, in order to avoid negative impacts on children caused by the use of media. Increase the intensity of communication between children and parents so that they do not have much time to consume media, and also parents are expected to be more critical about what their children consume in terms of media use. Accompanying their children while watching television by limiting viewing time according to the child's age, introducing and providing means for other activities, such as interesting readings and games, recreation to historical places, introducing various hobbies, or peer group activities that invite children's interest; the government is responsible for fulfilling the rights of citizens to inform and communicate in accordance with the constitution.

The role of the executive, the government, can be said to be the most important in fulfilling the rights of these citizens and at the same time being the obligation of the government. The government carries out state policies as a mandate of the people and also formulates regulations to fulfill the rights of these citizens. Regulations governing the fulfillment of the right to communicate and obtain such information have appeared in various legislation and its derivatives. The Government of Indonesia fulfills its obligations in the field of information and communication through the Ministry of Communication and Informatics. KPI (Commission Penyiaran Indonesia) needs to be proactive, providing advocacy to television stations and the public, so that the public becomes critical or media literate (media literacy) and the Government should issue a television viewing manual that is disseminated to the public.

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