



PARENTAL MEDIATION EDUCATION PROGRAM FOR TEACHER

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ABSTRACT

Still low in cognitive abilities and lack of life experience causes the effects of digital media on children to always be a special concern. With the very dynamic development of technology, every day children can meet a variety of new content. In fact, the character of gadget content is indeed created so that the audience can not stop consuming. The ignorance of parents about this causes addiction to gadget consumption in children is difficult to overcome. As a reference in educating children, the teacher becomes a place to ask questions and help so that children can get away from gadgets. Therefore, it is important for teachers to understand the steps in implementing parental mediation, the technical way of media education for children at home by parents. The community service team in collaboration with the teacher community held a parental mediation education program. Based on the results of brainstorming problems with partners, this program has the main topics of Parental Mediation, Assertive Communication and Child Development Tasks. The methods used are webinars, FGDs, and the practice of making reflective writings on understanding the concept of parental mediation. The results of the program are teachers' understanding of the concept of parental mediation. In addition, the recap of the questionnaire show the satisfaction of the participants in joining the program. Another outcome of this program is the intellectual property rights of the training modules made by the team. This module will be used in sustainability programs in other areas.

Keyword: Parental mediation, teacher, digital literacy

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1. Introduction

In the media literacy movement where the author gives “Children's Media Education at Home by Parents”, there are several impacts of digital media that parents complain about: Minus eyes due to high consumption hours; Motoric development is not perfect because too much silence is physically stunned while playing gadgets; Emotional disturbances (crying when cell phones are taken, some even throw a tantrum and throw dangerous objects at parents); Doesn't care about the surrounding environment (when called, he doesn't answer and it's hard to recognize his environment); Slow to think and speak (when asked it takes more time to think and answer); Thin body, eating is less of a concern compared to activities with gadgets; It is difficult to concentrate while studying and working because the mind is always focused on the gadget¹.

Thus starting from the cognitive, affective, to psychomotor impacts that can occur from consuming digital media content. In a broad scope, this causes a positive cultural shift in society (Anggraini, 2021). What is often not realized, children put aside their basic body needs such as eating, urinating, and resting instead of playing with gadgets. The character of gadget content is indeed created so that the audience does not stop consuming it (Potter, 2014), this unconsciousness then becomes a habit and is the most difficult for parents to deal with. Teachers are consulted regarding the impact on children's media activities. Even though the teachers, who are also mostly parents, also experience the same problem.

Therefore, understanding and mastering the steps for implementing parental mediation (Livingstone, 2015) and being able to overcome challenges in its application are very important for teachers. The teachers assisted by the Indonesian Teachers' School of Dompot Dhuafa (SGI DD) are scattered all over Indonesia and do not yet know and understand the steps in practicing parental mediation. By knowing and understanding the steps for children's media education at home by parents, teachers are expected to be able to elaborate on the challenges and solutions, to provide appropriate advice and actions when parents consult about children's media problems.

2. Methodology

The Parental Mediation Education Program for Teachers was given to 20 activists from the Indonesian Teacher's School Dompot Dhuafa (SGI DD) in South Sumatra. Based on the results of brainstorming with partners, these teachers who come from various districts with limited access to knowledge, have never been familiar with the concept of children's media education at home. Before starting the program, the selection of target partners was carried out based on discussions in June 2021. With the help of partners, the selection was held to choose 20 people from 300 South Sumatra teacher activists.

Twenty participants then were gathered in one Whatsapp group to coordinate, including determining the right time for webinars and FGDs. Considering the domiciles of these teachers who are spread across various regions of South Sumatra Province, this Whatsapp group is also a forum to get to know each other, including with the community service team at Telkom University.

After discussing the mapping of parental mediation issues, determining the area, and selecting participants, the community service team then compiled materials that included theory and practice. Educational materials are focused on providing basic

¹ Gerakan Literasi Media. 2018. <https://www.instagram.com/literasimediaclara/>. Diakses 20 Desember 2021.

debriefing for teachers so that they can recognize and understand the concept of applying parental mediation. There is two material provided in this activity. First, Parental Mediation (Active mentoring, positive and negative/instilling values; Active mentoring on media security; Time, place, content restrictions; Technical restrictions with applications; Supervision) (Livingstone, 2015). Second, Assertive Communication and Child Development Tasks (Christina and Ariyanto, 2021), is the ability to communicate honestly, decisively, and straightforwardly, but able to respect the feelings of others and direct communication skills (face to face), by respecting individual opinions and feelings. other individuals (without hurting, such as judging, not paying attention to children's rights, demeaning, accusing, etc.).

After attending webinars, FGDs, and doing practical assignments, the teachers filled out a participant satisfaction questionnaire as evaluation material for the implementation of community service. Due to the COVID-19 pandemic, community service programs are carried out online using the Google Form platform (presence and questionnaires), Google Drive (administration of program implementation), Google Slides (creation and delivery of materials), and Zoom Meeting (webinars).

3. Results and discussion

3.1. Results

The Parental Mediation Education Program for Teachers was held in stages over two meetings with time lags to provide experiences for the application of parental mediation. The first Parental Mediation webinar has held on Friday, October 1, 2021, at 19.30 WIB. The practical task given after this webinar is to directly practice the material that has been obtained until the time of the next webinar (one month). The second webinar, Assertive Communication, and Child Development Tasks has held on Friday, November 5, 2021, at 19.30 WIB. The practical task after this webinar is to make reflective writings on the application of the two materials that have been obtained.

3.2. Discussion

From the results of the evaluation of the two practical assignments and FGDs that were held after the webinar, it can be concluded that the teachers have understood the concept of applying parental mediation. Thus, the objectives of the community service program have been successfully achieved. Not only understanding but some teachers have also implemented parental mediation and assertive communication in children's media education, although not all of them are successful.

The steps for implementing parental mediation with assertive communication that has practiced by some teachers (50%) are positive and negative active mentoring by playing games together and talking about media content, limiting the time and duration of media consumption, active mentoring against potential insecurity of media consumption, and media content monitoring. According to the teachers, after opening up and participating in consuming media content with children, children also become more easily directed in limiting digital media activities. The use of assertive communication also greatly determines the success in the application of parental mediation. It should be noted that some of these participants, not all of them have implemented all the steps of parental mediation and assertive communication. A teacher who has teenagers prefers to be aggressive rather than assertive in communication with compromise.

Then, there were several obstacles and difficulties in implementing the two webinar materials. First, they already believe that children must be given gadgets from an early age so they are not outdated, and can become experts in the digital era, have created a pattern of children's habits toward gadget addiction. Experiments with implementing regulations are difficult to handle because of the habitual patterns that have existed since the beginning of giving gadgets, which are not realized as a negative impact. Second, the type of parent-child relationship greatly affects the assertiveness and assertive communication skills of teachers in the application of parental mediation. Types of relationships that are warmer and more open tend to be easier to change communication to become assertive (Adler, 2018). Third, is the ability of parents to control emotions when dealing with children about the rule of using their gadgets. Often, before starting communication, teachers are already emotional when they see children who are complacent with gadgets and don't hear when called/reminded. In this condition, the application of parental mediation failed because assertive communication did not occur. Fourth, the busyness of the teachers as working parents makes the teachers not have enough time to provide active mentoring to children. However, reminding children while in an emotional state is misunderstood as a way to help them with internet insecurity because the sentences issued contain warnings about the negative impact of the internet. A lot of work to do and children who can't be reminded are also factors that trigger parents' emotions that fail the implementation of parental mediation. Parents of teenagers say that providing an example of behaving with gadgets is more effective in implementing media education for children.

After the education program was completed, the participants were fulfilling questionnaires to provide an assessment of the program. The following is a table recapping the results of the assessment questionnaire. From Table 1 it can be seen that this community service activity received a very good response with the number of agreeing and strongly agreeing to reach 100%.

Table 1. Recap of participant satisfaction results

Assessment of activities	Number of factors that matter			
	SD	DA	A	SA
This program is useful			4	16
This program provides and increases knowledge			4	16
This program improves parental mediation skills			3	17
Lecturers and students of this program are friendly and help the activity process			4	16
The local community accepts and expects this program now and in the future			6	14
Total	0	0	21	79
Percentage			21%	79%
Total (%)	100%			

3.3. Output

In accordance with the science and technology design that has been formulated, the output of this educational program is publication in the mass media, publication of scientific articles in charity journals, and Intellectual Property Rights for the

Parental Mediation module used during activities with certificate number EC00202167568/ 000288891.

4. Conclusion

The implementation of the community service activity "Parental Mediation Education Program for Teachers" was very successful. This is based on the assessment of the participating teachers who consider this program useful and needed both now and in the future. The results of the evaluation showed success in increasing knowledge and understanding of how to apply parental mediation. In addition, the inhibiting factors in achieving the successful application of parental mediation were also found.

The suggestion for this PKM program is to conduct an in-depth and comprehensive study of the supporting and inhibiting factors for the successful implementation of parental mediation and assertive communication so that more effective formulas can be found regarding the problems of children's media education at home. Then, suggestions for the sustainability of conducting similar parental mediation education for teachers in other areas, especially in the rural area. The more teachers with parental mediation skills, the more teacher can assist parents in overcoming children's media problems at home, towards accelerating Indonesia's digital society.

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