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**Education for Sustainability
Development and
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TELEVISION HABIT AND CHILDREN PERCEIVED REALITY, WHAT THE EVIDENCES SHOW?

S.W. Herweningstih, Nuris Suryaya, Tandjo Pradeko
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Abstract

Compare to many other media available to today's children, previous research showed television is still the most widely consumed media among Indonesian children. Watching television still become apart of daily routines among children, either as a separate activity or as activity that can be done together with other activities, such as eating or playing their toys. Meanwhile, as mentioned in the cultivation theory, people who watch "too much" television are predicted to show an increasing difference in their perception of reality, which tend to be on the reality of the "established" television display than the actual reality. This vulnerability can be greater in children, especially due to their cognitive development. They may have limited capability of differentiate realities and TV portrayals. Thus, through various images of life, models of behavior and many symbolic reward-punishment portrayals as displayed in television screen, children may easily adopt stereotype, distorted and selective realities as shown schematically in TV shows. Based on research toward 213 children under 12 years old, this paper describes the effect of television viewing habit on children's perception of reality. Compare to many other media available to today's children, previous research showed television is still the most widely consumed media among Indonesian children. Watching television still become apart of daily routines among children, either as a separate activity or as activity that can be done together with other activities, such as eating or playing their toys. Meanwhile, as mentioned in the cultivation theory, people who watch "too much" television are predicted to show an increasing difference in their perception of reality, which tend to be on the reality of the "established" television display than the actual reality. This vulnerability can be greater in children, especially due to their cognitive development. They may have limited capability of differentiate realities and TV portrayals. Thus, through various images of life, models of behavior and many symbolic reward-punishment portrayals as displayed in television screen, children may easily adopt stereotype, distorted and selective realities as shown schematically in TV shows. Based on research toward 240 children under 12 years old, this paper describes the effect of television viewing habit on children's perception of reality.

Keywords: Television viewing, children, perception of reality

PARTICIPATION OF SURAKARTA CHILDREN FORUM IN DEVELOPMENT PLANNING DELIBERATION : BETWEEN BUREAUCRATIC FORMALISM AND HUMAN GOVERNANCE

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Abstract

This qualitative study aimed to describe how the bureaucratic formalism becomes a factor inhibiting the participation of Surakarta Children forum to be able to function optimally in the development planning process. Children forum is an association of young people deliberately set up as a medium for children's participation in the development planning process. On the one hand, the Children forum is a reflection of public administration paradigm that respects the rights of children (Human Governance), but on the other hand the bureaucratic formalism actually being an obstacle in this paradigm implementation. Using data from Surakarta Children forum and Badan Perencanaan Daerah Kota Surakarta (Regional Planning Agency of Surakarta City), this research addressed two questions: firstly, could the Surakarta Children Forum serve as a means of giving a voice to children in the development planning?; secondly, how far does bureaucratic formalism affect the quality of children's participation's Forum in Development Planning Meeting?

Keywords: Participation, Children Forum, Bureaucratic Formalism, Human Governance

ROOM IV

MODERATOR : Fitri Rahmafritria, S.P.,M.Si

PERSON IN CHARGE : Rizky Ramadhan

TIME : 13.00 – 15.00 Parallel Session 1

15.00 – 15.30 Break

15.30 – 18.00 Parallel Session 2

(8 Minutes each presentation, 7 minutes for Question and Answers)

NO	NAME	INSTITUTION	PAPER
1	<i>S.W. Herieningsih; Nurist Surayya; Tandiyo Pradekso</i>	Communication Department, Diponegoro University	Television Habit and Children Perceived Reality, What the Evidences Show?
2	<i>Thriwaty Arsal</i>	Faculty of Social Science, Semarang State University	Family Roles in Selecting Suitable Candidate for a Marriage for The Daughters Who are Indonesian Citizens of Arab Descent in Semarang Tengah District, Semarang
3	<i>Rahesli Humsonaa; Mahendra Wijayaa; Sri Yuliana Jefia Leiboa</i>	Universitas Sebelas Maret	Understanding of Teenager User of Prostitution about Values of Local Wisdom in Social Relations (Study in Surakarta)
4	<i>Fitri Ramdhani Harahap</i>	University Of Bangka Belitung	Small Scale Mining in Belinyu District, Bangka Regency, Bangka Belitung Province, Indonesia
5	<i>Maksud Hakim</i>	STIE Yapti Jenepono	Transformation of Fishermen Community: from Deterministic to Rational-Instrumental Culture
6	<i>Iwan Setiawan; Sumardjo; Arif Satria; Prabowo</i>	Universitas Padjadjaran	Brain Gain Dynamics Model in Agricultural and Rural Development

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13	<i>Encep Syarief Nurdin; Titing Kartika</i>	Universitas Pendidikan Indonesia; STIEPAR YAPARI-AKTRIPA Bandung	The Role of Culture and Tourism Board in Facing The Challenges of Tourism Professionals in Asean Economic Community
14	<i>Elis Mediawati</i>	Universitas Pendidikan Indonesia	The Quality of Financial Reporting: Sharia Supervisory Board Role in Zakat Management Organization
15	<i>Prayoga Bestari</i>	Universitas Pendidikan Indonesia	The Policy Arrangement of Taxation Management Agency in West Java Province
16	<i>Pratina Ikhtiyarini</i>	Sampoerna Academy Boarding School	Trust and Risk in the Relationship of Migrant Workers and Brokers: Case Study in Adipala Cilacap and Sampung Ponorogo
17	<i>Abdurrohman, M.Si; Dr. Nurun Sholeh</i>	Hamzanwadi Selong College of Teacher Training and Education	Festival Religion (Case Study on The Prophet Muhammad's Birthday Celebration in East Lombok NTB)
18	<i>Tendy Y. Ramadin; Boni Augusta</i>	Human and Interior Environment Research Group, Faculty of Visual Art and Design, Institut Teknologi Bandung, Indonesia	The Influence of Infographic on Exhibition Space Towards Visual Perception and Visitors Behavior (Case Study: Educational Exhibition on Implementation of Nuclear Power Plant Project in Indonesia)

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Television Habit and Children's Perceived Reality, What The Evidences Show?

Sri Widowati Herieningsih, Nurist Surayya Ulfa, Tandiyo Pradekso

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Semarang, Indonesia

Abstract— Compare to many other media available to today's children, previous research showed television is still the most widely consumed media among Indonesian children. Watching television is a daily routines among children, either as a separate activity or as activity that can be done together with other activities, such as eating or playing their toys. As mentioned in the cultivation theory, people who watch "too much" television are predicted to show an increasing difference in their perception of reality, which tend to be on the reality of the "established" television display than the actual reality. This vulnerability can be greater in children, particularly due to their cognitive development. They may have limited capability of discerning realities and TV portrayals. Thus, through various images of life, models of behavior and many symbolic reward-punishment portrayals as displayed in television screen, children may easily adopt stereotype, distorted and selective realities as shown schematically in TV shows. Based on research to 214 children under 12 years old, this paper describes the effect of television viewing habit on children's perception of reality.

Keywords— Television viewing, children's perception of reality.

I. INTRODUCTION

The issue of how children perceived the content of television has received much attention from communication scholars. The perception of television content as realistic (perceived reality of TV) has been shown in a number of U.S. studies to mediate how young people affected by TV viewing [1]. This research aimed to describe the television habit and children perceived reality in Indonesia.

Despite the new wave of many social media appearance in the society, television still has been the major media favored by children nowadays. Previous studies revealed that children intensity to watch television is increasing from time to time. A survey held by YKI in 2002 found that children watched television up to 30-35 hours per week. In Semarang, a survey involving 183 elementary students revealed that they watched television for an average of 5.77 hours per day [2]. While the survey involving 60 elementary students in Klaten, Solo, Malang, and Bondowoso [3], showed that children were approximately spent 4 hours to watch television everyday. The observation's result even higher for children in Semarang and Jakarta, up to 4.31 hours spent everyday to watch television [4].

Watching television has become a habit for most children to

This study was accomplished with the aid of Kemenristek Dikti grants. We would like to express our gratitude to everyone who could make the research carried out properly.

pass the time, whether as a main activity or as a sideline activity which could be done while they were eating or playing. Children learned moral values and social norms from television programs because television shows variety of life images, behavioral models of real life and appearance of reward-punishment symbolisms as consequences from different manners. However, television has a wide-ranging programs and not all suitable for viewing by children because they may not fully able to distinguish between reality and fantasy on television. That limitation could lead to false understanding of what depicted on television programs watched. Children could perceive that what they're watching on the television is real and will imitate inappropriate behaviors eventually.

The negative effects of television can be moderated by children capability to understand the contents of its programs, particularly the ability to distinguish fantasy from reality shown on television. Generally, the more realistic television programs will intensify this effect [5].

II. METHODS

A. Sampling procedures

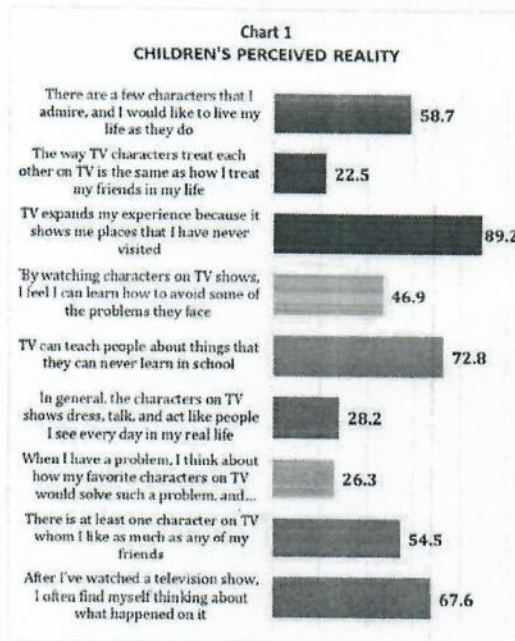
The research population involved children of age 7-12 years, assuming that they are quite exposed to television programs. The total samples are 213 children with purposive techniques in three schools screened through high, medium and low SES values. The data were obtained by interviewing the children to fill in the questionnaires.

B. Measure.

Television habit were measured at viewing durations. The durations classified into 1-2 hours; 3-4 hours; 5-6 hours; 7 hours and more than 9 hours per day. Children's age were measured from birth to present age. Children perceived reality were measured based on their abilities to distinguish fantasy and reality shown on television and also their perception of the actors' characters and their performances. The parameter determined through nine questions with a yes-no answer. Based on a previous scale of perceived reality [6], children's perceived reality was measured by nine statements. The nine statements included: (a) 'After I've watched a television show, I often find myself thinking about what happened on it', (b) 'There is at least one character on TV whom I like as much as any of my friends', (c) 'When I have a problem, I think about how my favorite characters on TV would solve such a problem, and this helps me', (d) 'In general, the characters on TV shows dress, talk, and act like people I see every day in my real life',

(e) 'TV can teach people about things that they can never learn in school'. (f) 'By watching characters on TV shows, I feel I can learn how to avoid some of the problems they face'. (g) 'TV expands my experience because it shows me places that I have never visited', (h) 'The way TV characters treat each other on TV is the same as how I treat my friends in my life', and (i) 'There are a few characters that I admire, and I would like to live my life as they do' template is used to format your paper and style the text. All margins, column widths, line spaces, and text fonts are prescribed; please do not alter them. You may note peculiarities. For example, the head margin in this template measures proportionately more than is customary. This measurement and others are deliberate, using specifications that anticipate your paper as one part of the entire proceedings, and not as an independent document. Please do not revise any of the current designations.

III. FINDINGS



The chart above describes the 'yes' answer on questions representing that the contents of television programs perceived by children as true reality with high percentages.

3.1 Children want to have lives as that was seen on television, become a ninja, a celebrity, an athlete, a speed racer, being rich person, being cool and awesome, having superpowers, being like Barbie, wanted to live forever, being an idol, and many more.

3.2 Children want to have fantastical friendship as they seen on television, like learning martial arts, to win a fight, able to talk like their role model, imitating roles and characters, and pretending to have a battle.

3.3 Television broaden children's perceptions about places that have not been visited, such as tourism destinations, foreign countries, adding more geographical knowledge, mystical realm, Indonesian cultures and so on.

3.4 Respondents showed a balanced proportion in a question about whether television programs can solve problems in daily basis. Most of them agreed that television programs could teach them how to think rationally, getting right solution, smarten, shows that violence won't solve the problem, inspiring, give supports, not to give up easily, even fighting techniques and many more.

3.5 Television were perceived to teach children about informal values they did not learn at school, such as learning how to speak in English, cooking, religious materials, popular science, mutual help, etc.

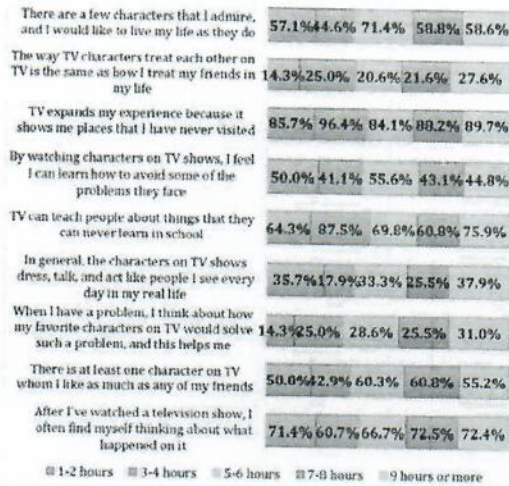
3.6 Children believed that people in the television are all dressed up in expensive manners and always looking good.

3.7 Children imagined that their TV idols would help them to solve their daily problems like cleaning up the mess, cheer them up, help them fighting and reporting the troublemaker to the police.

3.8 Television characters were perceived as children's real friends. They idolize Naruto, Aikatsu, Aliando, Paul Walker, Sazuke, Spongebob, Mizuki, Mikazo, Minato, Upin-Ipin.

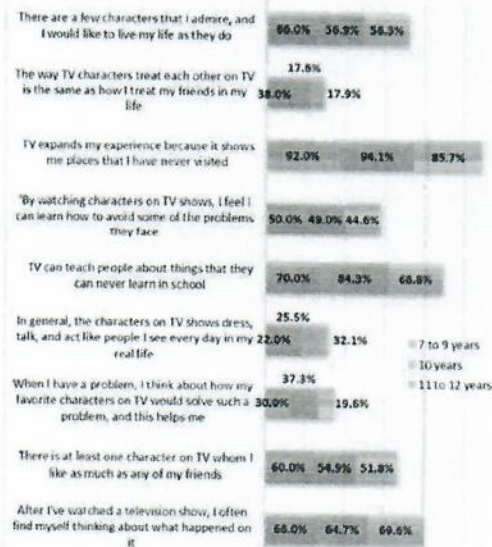
3.9 The majority of children like to imagine the television show they just watched. They like to remember racing scene, fighting scene, changing into werewolf, having superpowers, and even remembering scary things.

Chart 2
CHILDREN'S PERCEIVED REALITY BY
TV'S VIEWING DURATION



The second chart describes questions about children's perceived of reality related to viewing duration. The data were less likely to show any tendency between perceived reality and viewing duration. On the other hand, the third chart shows a correlation tendency between ages of respondents to perceived reality. The regression assessments to identify correlation between watching habit and children's age to perceived reality are as follows.

Chart 3
PERCEIVED REALITY BY CHILDREN'S AGE



	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
Children perception of reality	7.271	1.269	5.727	.000
Watching TV duration	.035	.057	.605	.546
Children's age	-.271	.122	-2.219	.028

The data shows that perceived reality was affected by 2.5% ($R^2=0.025$) from the tested variables used in the study. However, the regression assessment shows that children's habit to television viewing has smaller regression constanta that is 0.035 and insignificantly affected their perceived reality ($p>0.05$) with the value of $B=-0.271$. It strongly indicates that children's perceived reality of their surroundings is getting better over age.

IV. DISCUSSION

Television presents a nearly complete symbolic situation. The television was not act as windows of the world, but what appears on it is the symbolic world itself. Gerbner proposed that watching television gradually in long term could possibly adopt social values which goes along with stereotypes, that digress and selective as shown systematically in fictional programs as well as news programs [7]. Children who watched television intensively were predicted to show upturn of differences in perceiving reality, which tends to believe in 'shaped-reality' on television shows than the true ones. This research discover that what happen in the society is seemly meet the cultivation effect as mentioned by Gerbner. Regarding to the crime and violence themed television programs, the study found that the audience tends to exaggerate criminal threat in real world. Meanwhile, a research conducted by Hawkins and Pingree [8] found that the cultivation effect caused by television and social perception happened reciprocally. Watching television make social reality constructed in certain way.

Children consideration towards television were analyzed using information processing approach, that is a technique to find out about how children get to know, notice, taking information from surrounding environment, then re-interpret those information, remembering and reconnect them with previous knowledge. Furthermore, to use the information in other times and how they apply them in the new contexts [9]. Children's ability to understand television were observed from (a) their aptitude to recognize programs' feature formats, (b) their capability to follow narrations, (c) their ability to distinguish between fantasy and reality shown on television, and (d) the capacity to recognize fictional characters and their acts [10].

On the other hand, viewing intensity did not indicate correlation to perceived reality, unlike age differences. Age has great influence to access, utilization and time spent by children to consume media [11]. Children span of attentions are changing over age and their comprehension of television programs [12]. Younger children were encouraged by physical characteristic of the programs. It was similarly mentioned by

Reeves [13] that age was also negatively related to most of the perceived reality.

Limitations

The research emphasized on quantitative survey. The difficulty in obtaining true, honest and consistent answers were possibly caused by unstable children concentration during the interview.

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Sistem Penilaian Angka Kredit

Alasan Penolakan Usulan : SRI WIDOWATI

HERIENINGSIH Dra. , S.Sos, M.Si

1. Komentar untuk karya penelitian : 'Television Habit and Childrean's Perceived Reality What The Evidences Show?': Minta maaf artikel saudara tidak dapat dibuka, mohon memeriksa
2. Komentar untuk karya penelitian : 'Pengetahuan, Pemahaman dan sikap Ibu rumah tangga terhadap pencegahan penularan HIV-Aids': Minta maaf kami tidak dapat membuka url universitas saudara *hal 539 - 544.*
3. Mohon mengirimkan fotokopi ijazah terakhir

8

**LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : PROSIDING**

Judul Makalah : *Television Habit and Children's Perceived Reality What The Evidences Show ? (B7)*

Penulis Makalah : Dra. Sri Widowati H, M.S, Nurist Surraya Ulfa, Tandiyo Pradekso

Identitas Makalah : a. Judul Prosiding : 1st UPI ICSE International Conference on Sociology Education
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 f. Sertifikat :3)

Kategori Publikasi Makalah (beri pada kategori yang tepat) : *Prosiding Forum Ilmiah Internasional4)*
 Prosiding Forum Ilmiah Nasional

Hasil Penilaian *Peer Review* :

Komponen Yang Dinilai5)	Nilai Maksimal <i>Prosiding</i> 6)		Nilai Akhir Yang Diperoleh 7)
	Internasional <input type="text" value="15"/>	Nasional <input type="text" value="10"/>	
a. Kelengkapan unsur isi buku (10%)	1,5	1	1,5
b. Ruang lingkup dan kedalaman pembahasan (30%)	4,5	3	4,0
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	4,5	3	4,0
d. Kelengkapan unsur dan kualitas penerbit (30%)	4,5	3	4,5
Total = (100%)	15	10	14,0
Penulis ke 1 (15 x 60% = 9)	9		

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Semarang, 2015

Reviewer I

Dr.Drs. Turnomo Rahardjo, M.Si

NIP 196010301987031001

Unit kerja : FISIP UNDIP

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : PROSIDING

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 (beri ✓ pada kategori yang tepat) *Prosiding Forum Ilmiah Nasional*

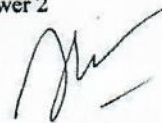
Hasil Penilaian *Peer Review* :

Komponen Yang Dinilai5)	Nilai Maksimal <i>Prosiding</i> 6)		Nilai Akhir Yang Diperoleh 7)
	Internasional <input type="text" value="15"/>	Nasional <input type="text" value="10"/>	
a. Kelengkapan unsur isi buku (10%)	1,5	1	1
b. Ruang lingkup dan kedalaman pembahasan (30%)	4,5	3	4.5
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	4,5	3	4
d. Kelengkapan unsur dan kualitas penerbit (30%)	4,5	3	4
Total = (100%)	15	10	13.5
Penulis ke 1 (15 x 60% = 9)	9		

- Rujukan tesis dan data perlu diperdalam

Semarang, 2015

Reviewer 2



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