



The Role of Parents and Teachers in Creating the Insight of TV Media Literacy for Middle School Students in Kupang City

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Abstract

The aims of this research with respect to Television/TV media literacy are to: ascertain parents' role in creating an understanding of it; discover the performance of teachers; and determine the problems faced by parents and teachers. This research makes use of the case study method as well as the purposive sampling technique to obtain the required information. Data was collected through in-depth interviews, observation, and literature references, while Miles and Huberman's interactive analysis model was used to examine the data obtained. The results indicate the role of parents in designing an adequate understanding of TV media literacy through verbal and non-verbal communication strategies. The role of teachers is to advise students to watch certain programs, inform them of the schedules of qualified TV shows, give assignments on a variety of things associated with broadcast media and have interactive discussions about the media during classes. Parents are faced with the inability to understand the importance of media literacy owing to their tight working schedules. Similarly, teachers' are faced with lack of time to teach lessons on media literacy in school.

Keywords: Role, Teachers and parents, Media literacy

Introduction

Middle school students in Kupang City have formulated the habit of watching TV daily, and this has an adverse effect on their school schedules. Those who attend classes in the morning, return home to embrace numerous TV shows. The time scheduled to watch TV is different during school holidays or on Sundays. These students tend to sit behind the screen for longer period of hours on Sundays than on holidays. This is because the majority of Kupang City residents are Protestant and Catholic Christians, who attend church service in the morning only to embrace the TV later in the day.

The habit adopted by students in watching TV every day is also owing to the fact that lots of TV channels have lots of entertainment programs. Currently there are 15 National TV Stations in Indonesia which shows an average of 20 programs daily, culminating in 9,000 programs each month (Indonesian Broadcasting Commission, 2016: 10). The interaction and consumption of TV media in Kupang City, is in line with the amount of TV media accessible by middle school students.

According to the first research, non-factual programs are often watched by students in Kupang City such as cartoons, family movies, TV series, adventure programs and games. Most teenagers in middle schools always watch their favourite programs whenever those are aired. The total average time spent on watching TV in a day is 4 - 6 hours, which shows that these students fall in the category of teenagers living with omni vision.

Middle school adolescents in Kupang can be categorised as those who watch TV more than 4 hours a day; this set of people are known as heavy-viewers, while those that watch for lesser hours, are called light-class viewers. (West, Turner, & H., 2010, p. 89). TV media needs serious attention as it is likely to hamper the Sustainable Development Goals (SDGs) program, especially in the health and education fields. According to (Soledad Liliana Escobar-Chaves & Anderson, 2008), watching uneducated programs can be harmful to health and education,



thereby leading to risky behaviours. It can also result in obesity which can in turn cause various diseases that affect the education process.

When students are not adequately educated on the right TV programs, they are prone to numerous adverse effects. According to the research conducted by (Strasburger, 2010) on United States students, it is a well known fact that these programs have some negative impacts on children. These findings include violence, anxiety, increase in deviant sexuality, consumptive lifestyles such as hairstyles, and clothing.

Considering this, the role of parents and teachers is needed to assist middle students of Kupang City to understand these negative impacts. Family, particularly parents, play an important role in a teenager's life. A supportive family environment can make teens smarter in selecting TV shows and understanding messages of TV contents. While the role of teachers in schools is considered strategic, since the teenagers watch TV seven hours or more in schools during week days (Santoso, 2015).

Media literacy is a perspective that we actively use when exposing ourselves to the media in order to interpret the meaning of the messages we encounter. We build our perspective from knowledge structures. To build our knowledge structures, we need tools and raw material. The tools are our skills. The raw material is information from the media and the real world. Active use means that we are aware of the messages and are consciously interacting with them (Potter & Christ, 2007). While a National Leadership Conference on Media Education in United States of America on 1992, found that media literacy is the ability to access, analyse, evaluate and communicate messages in various forms (Hobbs & Frost, 1999).

Based on the background above, it is important to conduct research on the role of parents and teachers in media understanding by students with respect to TV media literacy with: (1) the role of parents (2) the role of teachers and (3) the problems faced by parents and teachers.

Methods

This research makes use of a case study method. Case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 2017). According to Creswell (Creswell & Creswell, 2017), case studies are strategies of inquiry in which the researcher explores in depth a program, event, activity, process or more individuals. The subjects are determined using the purposive sampling technique. A purpose sample is a non-probability sample that is selected based on the characteristics of the population and the objective of the study. The subjects are comprised of parents, children and teachers, from different locations such as Christian Middle school of Kupang 1 and Sinar Pancasila Middle school Kupang. Five informants were taken from each school, with three teachers. Data collection techniques were carried out through interview, observation, and documentation. While the data analysis used are Miles and Huberman, which reduces, presents and concludes it (Miles & Huberman, 1994).

Findings

The Role of Parents and Teachers in Creating an Understanding of TV Media Literacy for Middle school Students in Kupang City.

According to the study results, parents assist in educating students on media literacy through verbal and non-verbal means. Verbal communication is conducted by creating some rules for watching TV at home. The following is an excerpt of an interview with Ms. Sri Purwanti.:

“...we have TV rules at home such as watching hours, and selecting between shows and programs. I always say to my kid it is better to read a book than spend time for watching ...”¹.

The next informant who also created some rules for watching TV at home to protect children from negative impact is Ms. Martha Nahak Bire. The following is an excerpt of an interview with her:

“...we make rules ... my kids are not allowed to watch adult movies, a TV series called Anak Jalanan... they can only watch cartoons. But they disobey these rules, especially now on that Global TV are good at showing these movies late in the afternoon ... and at midnight my kids often disobey me and they still watch adult movies ... especially if their father also likes it.”².

In addition to making TV watching rules, parents should also discuss TV shows with their children. The following is an excerpt from an interview with Mrs. Doras Mage Tie:

“...we do have discussions, but not always. For example, if the kids watch uneducated TV series, I tell them it is bad to watch, do not imitate it, and do not practise it at home.... I also advise them not to stay up late watching TV programs, because they have school to attend the next day. If the next day is Sunday, the same rule is applicable because of church. Every day, I remind them not to watch the TV until past bedtime.....”³.

The last verbal communication carried out by the informant was that kids were asked not to watch TV. This is in accordance with the results of interviews with Mr. Darius Bolling below:

¹An interview with Ms. Sri Purwanti, 08/02/2016

²An interview with Ms. Martha Nahak Bire, 01/23/2017

³ An Interview with Ms. Dorkas Mage Tie, 01/22/2017

⁴ An Interview with Mr. Darius Bolling, 07/11/2016

⁵ An Interview with Ms. Fatmawati, 06/11/2016

“...I told them that reading is better than watching TV ... however, I always advise them to maintain an ideal distance when watching TV to avoid damaging the eye”⁴.

Non-verbal communication is conducted by parents by assisting their kids when watching TV. The following is an excerpt of an interview with Mrs. Fatmawati:

“...I usually accompany them ... but can't do that all the time because of house chores. I do not keep an eye on them whenever they are watching cartoons ... I usually educated them on the TV shows they saw”⁵.

Another non-verbal communication carried out by parents is to pull out the TV antenna. The following is an excerpt of an interview with Mr. Johny U.R. Anabuni who claimed to pull out the TV antenna if his kid watched TV for too long:

“...When I used to make use of cable, I often pull out the cord if my child watch too the TV a lot, especially during school exam.”⁶.

The same thing was also stated by Mrs. Agustina Rosalina Rajalawa:

“...If they cannot be reminded, then we will pull the antenna out”⁷.

From the interview, it can be concluded that there are two ways parents build an understanding of media literacy in middle school students in Kupang City.

The Role of Teachers in Building the Understanding of TV Media Literacy in Middle School-aged Children in Kupang City.

The role of teachers in building an understanding of TV media literacy is by advising students to watch certain educating programs. This is in accordance with the opinion of an informant who is a teacher of Kupang 2 Middle school named Mr. Yefrizon Edizon Ragi Dima:

⁴ An interview with Mr. Darius Bolling, 11/07/2016

⁵ An interview with Mrs. Fatmawati, 11/06/2016

⁶ An interview with Mr. Johnya U.R. Anabuni, 05/08/2016

⁷ An interview with Mrs. Agustina Rosalina Rajalawa, 12/07/2016

“...I suggest that students watch educational programs, news, tours, quizzes, and cartoons. However, they should desist from watching Kick Boxer on MNC TV⁸.

In addition, the teacher also advised that quality programs be aired on TV and also recommended those worth watching to students. This statement is in accordance with the opinion of Ms. Anaci Tnunai as follows:

“I advise children to watch good shows. But students still opt for those uneducative ones because they don’t want to be referred to as nerd, or outdated, even when they know it is bad ... I sometimes also recommend some good TV shows, such as on INews TV⁹”.

Giving assignments to students related to TV shows is the next method carried out by informants to build an understanding of media literacy. They are expected to watch certain good TV shows. This is in accordance with the opinion of Mrs. Matilda Funan, a teacher at Sinar Pancasila Middle school Kupang:

“...I have given assignments to them ... on Indonesian subjects. I asked each to make a daily schedule on the TV shows they watch daily¹⁰”.

The last communication behaviour carried out by informants (teachers) in this study was to discuss the TV shows, with regards to those containing violence. The students were advised not to watch various negative activities displayed on TV. This is in accordance with the following interview with Mr. Yefrizon Edizon Ragi Dima:

“...our discussions were usually adjusted to the lessons in school. Like quizzes and advertisements on TV. We also had one on movies with elements of violence in which students were advised not to imitate violence on TV and courtship¹¹”.

⁸ An interview with Mr. Yefrizon Edizon Ragi Dima, 19/07/2016

⁹ An interview with Mrs. Anaci Tnunai, 03/08/2016

¹⁰ An interview with Mrs. Matilda Funan, 13/06/2016

¹¹ An interview with Mr. Yefrizon Edizon Ragi Dima, 19/07/2016

From the interview, it can be concluded that the role of teachers in building an understanding of media literacy is by suggesting certain shows to be watched, informing good quality broadcast schedules, giving assignments related to TV shows, and discussing TV shows.

Parental and Teacher Constraints in Building the Understanding of TV Media Literacy in Middle School Students in Kupang City

All efforts related to the development of media literacy have been hindered by several issues. One of the parents, Mrs. Sri Purwanti, admitted there were difficulties in building an understanding of media literacy. The following are excerpts of the interview:

“...we have not yet acquired a socialised importance of media literacy, besides, we also have various jobs so we cannot monitor what they watch (children)”¹².

The weak function of parental control over the viewing behaviour of middle age children was also stated by Mr. Johny Anabuni. The following is an excerpt of the interview:

“...Parental control functions are still weak; this is also influenced by the low level of education and poor economic levels of parents”¹³.

Teachers also have problems in creating an understanding of media literacy. The following is an excerpt of an interview with the teacher of Kupang 1 Christian Middle school, Mrs. Anaci Tnunai:

“.....we have problems. Teachers experience difficulties because media literacy is not in the school’s curriculum ... owing to the numerous numbers of courses. As a result of this, it is difficult to add the media literacy lesson, despite its importance to students”¹⁴.

From the interview, it can be concluded that the problem of parents in building the understanding of TV media literacy is due to the low awareness of its importance. Another

¹² An interview with Mrs. Sri Purwanti pada tanggal 02/08/2016

¹³ An interview with Mr. Johny Anabuni, 19/07/2016

¹⁴ An interview with Mrs. Anaci Tnunai, 03/08/2016

problem is of tight schedules owing to their jobs, making it difficult to control and accompany their children while watching TV.

The absence of media literacy in the curriculum is a problem that must be faced by teachers.

Results and Discussion

The Role of Parents in Building the Understanding of TV Media Literacy in Middle School Children in Kupang City

Literacy of TV media is an ability that must be possessed by children due to the numerous times it is accessed. On the other hand, the parents in this study expressed their concern about TV shows. Parents assume that there are a lot of bad TV shows, which are misleading, and contain elements of violence or inappropriate behavior.

This negativity is caused by concerns that children will be negatively affected by TV. The adverse impact of TV is: a) Mental damage and mindset; b) Commercial culture or consumerism; c) Negative impacts on health; d) Interfering with work, worship, and forgetting other obligations; e) Reducing children's willingness to learn; f) Bringing children to imitate / create patterns of life (world) based on the construction of the media itself (Rasyid, 2011).

These adverse effects lead the informants into supporting the actions of the Indonesian Broadcasting Commission in rebuking various bad TV shows, such as the Anak Jalanan, three times in 2016 (Indonesian Broadcasting Commission, 2016). A TV channel which displays romance, violence and motorcycle gangs shows programs that lack moral and educational messages.

Based on research conducted by the Regulatory Monitoring and Media Regulator (PR2 Media), most private TV shows in Indonesia lack educational values. Private TV dominates infotainment shows, bad TV series, and fake reality shows. News programs are also not fully

reliable and are far from being one of the guidelines in making public policy (Suyanto & Widiarti, 2011).

The results from PR2 Media are also in line with the analysis of content which states that the flagship TV private program should consist of news, music, infotainment, TV series and reality shows. Kid's programs, comedy, sports and quizzes are shown only on certain TV stations.

On the other hand, the impact likely to arise from the frequency of children watching scenes of violence is very diverse. According to (Rasyid, 2011), the possible impacts of violent scenes on TV shows are 1) Desensitisation of violence; 2) Increase in aggressive acts; 3) Children increasingly care less about the difficulties faced by others; 4) An increased desire to commit violence.

Parents are also worried that their children will imitate wrong role models and identify themselves with the values that exist in the media (McQuail, 2005, p. 72). Other reasons that increase parental concern for various TV shows are physical, economic and psychological protection for all its members (Latif, Affandi, & Gunarsa, 2007).

In order to be able to maintain and protect children from the negative influence of TV shows that are misleading and bad, parents have taken to carrying out various communication behaviours to build a literacy understanding of TV media. Regular oral communication comprises of verbal and non-verbal symbols.

Figure 1 is a parent role model in building the understanding of TV media literacy in children.

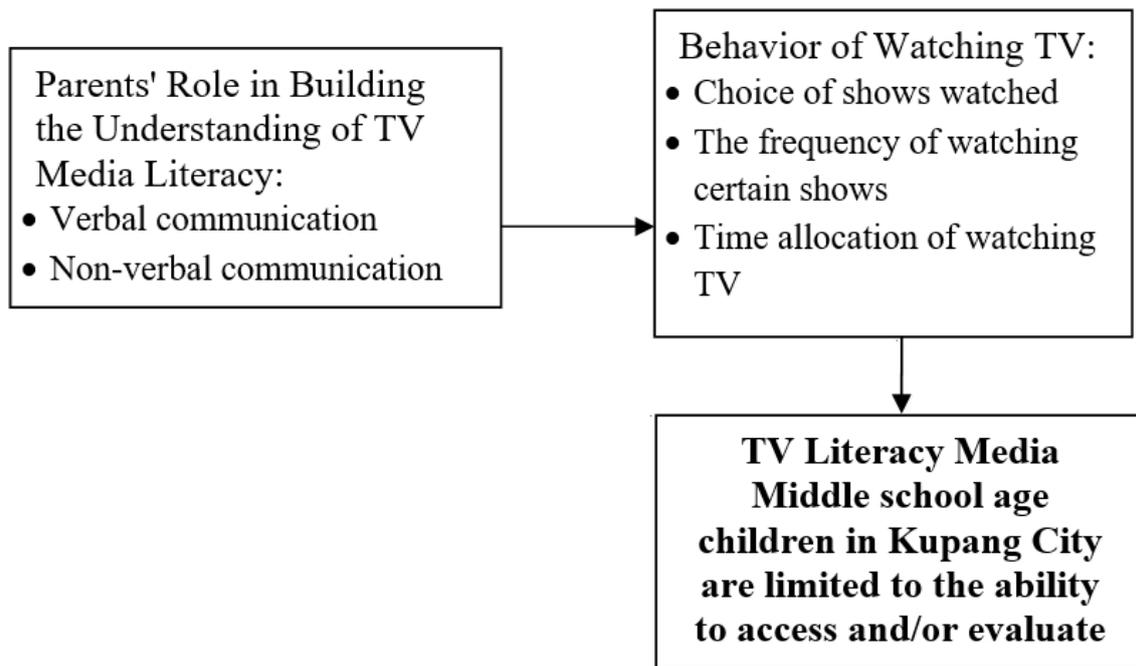


Figure 1: Parental Role Model in Building the understanding of TV Media Literacy in Middle School Children in Kupang City (Source: Results of Research Data, 2017)

Figure 1 shows that parents play a role in two ways, namely verbal communication and non-verbal communication. Verbal communication is carried out by creating rules, discussing shows and suggesting that kids not watch TV. Non-verbal communication is conducted by accompanying them in watching TV shows and pulling out antennas.

Rules for watching TV made by parents of children in Kupang City include restrictions on hours of watching, selecting shows, rules regarding distance in watching TV, prohibiting children from learning or eating in front of TV. Parents also try to limit watching hours by allowing children to watch TV until 10:00 pm East Indonesian Time after studying.

In addition to this, parents have also tried to organise and suggest shows such as cartoons, educational and inspirational programs. "Anak Jalanan" on RCTI, adult action, and some family movies should not be watched. However, most times these rules are not adhered to as expected by parents. Data obtained shows that children watch action movies along with other

family members such as their father, mother, brother and sister owing to their limited in their home. Another rule is prohibiting eating and studying in front of the TV. This can be difficult to implement as a good number of children eat and study in front of the TV. This is also caused by its existence in the dining room.

The next role of parents in building an understanding of media literacy is to discuss the content of shows on TV. Discussions on violent, impolite and misleading shows should be made. A good number of parents have prohibited children from watching shows that contain elements of violence and are misleading; however, most often children insist. This leads parents into discussing non-educational and unhealthy scenes.

Another advised children not to watch it. Parents advise middle school children to engage in other activities such as learning, reading, sports or doing homework; rather these kids prefer watching TV every day. Various efforts have been carried out in building verbal understanding of media literacy and the problems often faced with its implementation. This situation causes parents to also make non-verbal communication efforts in building the understanding of TV media literacy in their children.

Non-verbal communication conducted by parents of children includes sitting with them when watching this electronic gadget. This is usually done when movies on Indosiar and action movies are on air. While watching these movies together, parents have the opportunity to discuss and advise their children.

This will improve the communication between children and parents more intensively, thereby, allowing for broader discussion between parents and children, with regards to school lessons, and social life, etc. However, many parents have not accompanied their children to watch cartoons as they believe it is safe. This fact is actually quite worrying, because some cartoon movies also contain a couple of scenes that needs to be explained by parents.

In addition to this, pulling out a TV antenna is a non-verbal communication carried out by parents to provide a deterrent effect. In general, this method is carried out when children ignore advice and reprimand, or during examination periods. The various efforts made by parents of children aim to protect them from the negative effects of TV while assisting them to think critically.

This effort is also supported by the opinion of Greenfield, who revealed that watching TV can be a deadly passive activity if parents do not provide direction and teach their children the right strategies. These efforts resulted in diverse viewing behaviour in children with limitation in accessing and evaluating media content. It also causes parents to pay special attention to their children's TV watching behaviour. This condition shows that parents have not fully realised the importance of a critical attitude in media use. Without an understanding that produces awareness, it will be difficult to realise protection efforts for children from its influence. Therefore, a more disciplined role for these children is needed. This mediation is needed to direct and organise childrens' TV viewing habits. According to (Subagijo, 2011), the various forms of mediation that could be conducted by parents or adults around children are: 1) Giving them limited watching time; 2) Taking time to watch with children; 3) Turning it's sound off during commercial breaks; 4) Making sure children do a variety of positive activities with a small part of it's programs; 5) Including children in making restrictions or rules, and 6) Discussing TV shows with children.

In Talcott Parsonss' functional structural theory, the actions taken by parents were specific. Parents want their children to be smart and critical in using TV media. This goal can be achieved if kids follow simple instructions and directions. Without good cooperation between parents and children, it is impossible to achieve this goal. However, if their children are not willing to follow these directions, then parents must try to act decisively for their good.

Various efforts have been made by parents (making rules for watching TV, accompanying children when watching, discussing shows and suggesting not watching TV) to strengthen the

function of socialisation within the family (Latif et al., 2007). In addition, the family is the most influential institution for socialisation because: 1) it is the primary group where one always keeps in touch with each other; 2) parents have a position to educate their children to create emotional relationships, necessary for socialisation; and, 3) the existence of a permanent social relationship makes parents hold an important role in children socialisation (Narwoko, J, & Suyatno, 2011).

In this context, Parsons sees socialisation as a lifetime experience, even though it is needed in future, it's norms and values learnt at an early age tend to stabilise reinforcement, which is applicable to a healthy lifestyle (Ritzer, 2012). For parents who have made these rules early, their children will have good viewing patterns.

The Role of Teachers in Building the Understanding of TV Media Literacy in Middle School Children in the City of Kupang

In addition to family, the school also has an important role in building media understanding in children. Generally, the school is a secondary environment where children spend around seven hours per day during week days, therefore it has a big influence on their behaviour. The school is also a socialisation medium for teenagers other than family, playgroups, work environment, and mass media (Narwoko et al., 2011).

Recognising a large amount of time spent and knowledge gained by these children in school, is considered a strategic environment in the development and understanding of TV literacy in children. Therefore the teacher is expected to provide an essential understanding. Teachers need to provide an understanding of TV media literacy because the majority of students use it for entertainment. Furthermore, a good number of TV programs received administrative sanctions from the Indonesian Broadcasting Commission, both in the form of warnings and reprimand for violating P3 and SPS rules, which contain guidelines and standards for TV shows. Every broadcasting institution, both Private Broadcasting Institutions (LPS), Public Broadcasting

Institutions (LPB), Community Broadcasting Institutions (LPK), and Subscription Broadcasting Institutions (LPB) must follow the P3 and SPS rules. Unfortunately, some broadcasting institutions have failed to comply with these rules, therefore, the Indonesian Broadcasting Commission provides administrative sanctions on those that violate it.

In line with the number of TV shows that received a reprimand from Indonesian Broadcasting Commission, the teacher also stated that a good number of these shows are not comfortable to watch. This feeling of discomfort is because of the misleading elements of violence, consumerism, and lots more.

TV shows often create pseudo-realities that seem real. This condition occurs because the media cannot always provide construction entirely, as there is always a reality that cannot be lifted intentionally or unintentionally and marginalised for certain purposes. This makes the teacher feel worried because in reality the TV shows are real life events that have been edited.

An example of the impact of the apparent content was the death of 3 children and several injured others as a result of imitating a violent smackdown scene. Children who mimicked the scene of the Naruto movie also killed an elementary school student in Semarang. Similarly, a middle school student in Kemayoran was also killed after imitating the action of the magician Limbad which was aired on RCTI. A third-grade student in elementary school in Surabaya also almost died while imitating the magic action performed by Limbad (Armando & Mutmainah, 2011).

The latest example of the negative impact of TV shows is the emergence of "Akatsuki Gang", a robber group from Jakarta which consists of five members, three of which are under age. In carrying out the action, these robbers poured hard water into the faces of their victims, while aiming to steal teenagers' mobile phones. This group claimed to be inspired by a crime organisation that existed in the Naruto movie. At this time the Naruto movie is aired on Global TV for three hours every day at 18:00 - 21:00 East Indonesian Time.

When teenagers watch TV a lot, it tends to affect their language, behaviour and mode of dressing. This is in line with (S Liliana Escobar-Chaves et al., 2005) statement who opined that TV media is an agent of socialisation capable of influencing adolescent attitudes and behaviours. Anticipating the possible negative impact of TV, the teacher conducted a number of experiments with the children on how to use TV intelligently. The teacher's role towards building an understanding of media literacy can be seen in Figure 2.

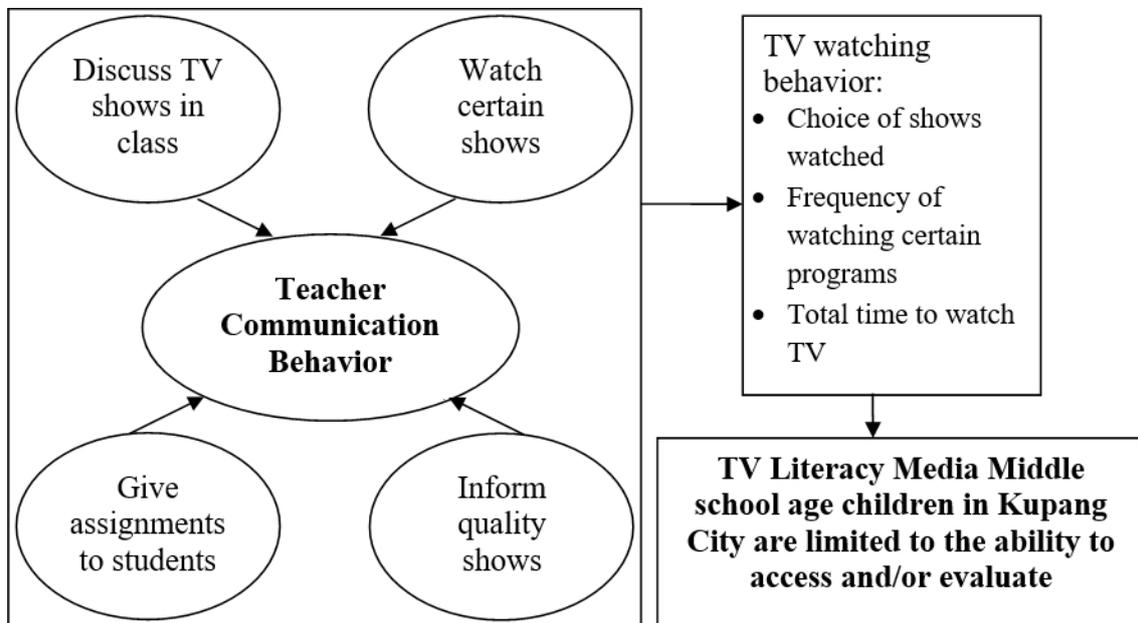


Figure 2: Model of the Role of Teachers in Building the understanding of TV Media Literacy in Middle School Children in Kupang City (Source: Results of Research Data, 2017)

Figure 2 shows the role of teachers in building an understanding of TV media literacy in children. Students were advised to watch certain shows that can add value to their life, such as quizzes, news, Discovery, educational shows and cartoon movies. Another effort made by the teacher is to ensure students are smart in using TV media is to inform them of quality TV show schedules such as news shows, quizzes, talent search events and so on.

The teacher board also gives assignments to students related to TV shows. This effort proved effective because these assignments will be to watch certain shows in a bid to answer the questions. This could encourage and lead to positive behaviours in students. This method can be conducted by integrating media literacy material with existing subjects (Armando & Mutmainah, 2011). Len Masterman in *A Rationale for Media Education* (in YPMA, 2007) suggests using a simple example in various subjects which will be beneficial. For example in Social Sciences, teachers can ask their students to see how TV portrays tribes in Indonesia. Indonesian Language Teachers can also ask students to analyse language use on media. However, in these instances, teacher creativity is very necessary.

Other efforts can be made through discussions about TV shows in accordance with the subject matter to be taught. Frequent discussions can help ensure children do not imitate what is shown on TV. In addition, the implementation of media literacy education through teaching and learning activities in the classroom, can also be conducted by making special subjects or extracurricular activities. The advantages of applying it to specific subjects are a) Students focus more on their studies; b) Assessment is easier and clearer; c) The Learning Preparation Plan and syllabus are more organised; d) It does not interfere with other subjects; e) Teaching and learning activities are easy to carry out; f) Students find lessons easier to take, and g) Teachers can be more creative in detecting new learning models (Armando & Mutmainah, 2011). Unfortunately, this method cannot be conducted in many schools because of the existing curriculum.

Various efforts made by the teacher board can be explained using the AGIL scheme (Adaptation, Goal Attainment, Integration, and Latency) by Talcott Parsons in functional structural theory (Rocher, 1975: 40; Stryker, 2007) in (Ritzer, 2012). To create a sustainable system, it must carry out these four functions (Ritzer, 2012). In this study, teachers in schools have successfully adapted the development of communication technology, including TV media.

Therefore, direction and guidance is given to students in accordance to the intelligent use of TV media.

This goal can be achieved if children and parents/guardians are willing to cooperate or follow the directions given by the teacher. To ensure a sustainable pattern, the teacher should endeavor to always repeat various ways of using the media intelligently. The various efforts made by the teacher boards in the school have an influence on TV viewing behavior of children.

Parental Constraints and Teachers in Building the Understanding of TV Media Literacy in Middle School Children in Kupang City

Parents and teachers often experience problems, with the former faced with lack of socialisation about the importance of media literacy. Kids are feared to believe false reality displayed on TV and this is quite dangerous (Silverblatt, 2005). Parents' tight schedule is also another reason children watch various shows. These various impressions can influence their attitudes and behaviour (S Liliana Escobar-Chaves et al., 2005).

However, the problem faced by teachers in building and understanding the TV media is the severity of the curriculum in schools. This is actually quite unfortunate because one of the functions of the school is to provide basic skills (Narwoko et al., 2011), including that of TV media literacy. In addition, the school is also a place where students acquire knowledge, which can be used to expand views on various things. (Latif et al., 2007) LLA reconstruct society and even control changes with social engineering.

Conclusion

The role of parents in building an understanding of media literacy in children is by conducting verbal and non-verbal communication. Verbal communication is conducted by making rules to watch TV at home, discuss shows and prevent children from watching TV. Non-



verbal communication is carried out by guiding children when watching TV and pulling out it's antenna. However, these efforts often experience problems due to the limitations of parents' knowledge on broadcast content, busy work schedules, and the unwillingness of children to adhere to rules. The role of the teacher is to advise students to watch certain shows, inform children on quality broadcast schedules, give out assignments on various things related to broadcast media, and discussing TV shows in the classroom. However, these can not be carried out daily owing to the fact that it is included in the school curriculum because of its severity.

Suggestions

1. Parents are expected to pay serious attention to their children's TV viewing behaviour, because it could lead to various negative effects on children's development.
2. Teachers should include media literacy in the school's curriculum.
3. The government should make policies that can be carried out continuously to enable people understand its importance.

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