

THE ROLE OF TELEVISION MEDIA IN CHILDREN'S BROADCASTING: A LITERATURE REVIEW ON THE QUALITY OF CHILDREN'S PROGRAMS IN INDONESIA

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Keywords

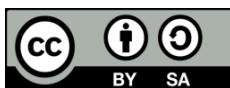
Children's Broadcasting;
Television Media;
Program Quality;
Media Effects;
Child Protection;

Abstract

This study examines the role of television media in children's broadcasting in Indonesia, with a particular focus on the quality and suitability of children's programs. The increasing exposure of children to television content raises concerns regarding its educational value, moral implications, and potential impact on child development. This research employs a systematic literature review approach guided by PRISMA 2020 standards, analyzing relevant scholarly works on television media, children's programming, and media effects. The findings reveal that television remains a significant medium for children due to its wide accessibility and strong influence on cognitive, social, and behavioral development. However, the quality of children's programs in Indonesia is inconsistent, with many broadcasts prioritizing entertainment and commercial interests over educational content. Inappropriate content, including violence and consumer-oriented messages, may negatively affect children's attitudes and behavior, particularly when not accompanied by parental supervision. Conversely, well-designed educational programs can contribute positively to children's communication skills and social development. The study concludes that improving the quality of children's television programming requires stronger regulatory enforcement, greater industry responsibility, and active parental involvement. This research contributes to the discourse on media regulation and child protection by highlighting the need for more child-friendly broadcasting policies in Indonesia.

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1. INTRODUCTION

Television media in Indonesia is an inseparable part of human life, so many people spend extended periods of time in front of the television set watching a variety of programs. Children also watch children's programs such as soap operas, cartoons, animated films, and educational programs, which are widely available on national and private television stations. The role of private television in advancing democracy and freedom of expression should accelerate the transformation that will allow the television industry to grow with healthy and positive competition (Lukitowati, 2023: 6).

The word "television" itself can also refer to "television box," "television program," or "television transmission." The invention of television is considered comparable to the invention of the wheel, as this invention transformed world civilization. In Indonesia, "television" is often informally



referred to as "TV" (Marwan, 2004: 87). Television audiences range from children to adolescents to adults. These age groups naturally have varying influences. Children are typically aged 5–11. At such a young age, children certainly need guidance and direction, as this will influence their growth and development and character formation (Lukitowati, 2023: 6).

Children's television programs receive special attention because they are not entirely considered child-friendly. This is evident in the numerous warning letters or warnings issued by the Indonesian Broadcasting Commission (KPI) to television broadcasters regarding violations of child and women's protection, despite the broadcaster's obligation to protect children in all its broadcasts. The violations committed by broadcasters in children's programming that received administrative sanctions in the form of written warnings in the past two years are as follows:

Nowadays, television is one of the primary media outlets for children to meet their information and entertainment needs. Fulfilling children's right to appropriate information requires support from various parties, including the mass media, as media participation through child-friendly broadcasts and content is considered to support character formation and child development. Television programs are considered to contain very few educational elements and convey positive moral messages to children. Despite being the most widely consumed medium by children, television must be free from all forms of violence in general and violence against women (Sunarto, 2009: 11). This is because television is an important medium for children in the process of absorbing certain social values in society.

Television in Indonesia plays a role as an educational medium that supports educational programs in schools. In its role as an educational medium, television serves as a learning resource for students. Educational programs on television are classified as non-formal education programs that support the success of formal education in schools. (Taufiq, 2011: 88) The relationship between children and television has become a problematic issue. Currently, there is a trend that children need to be taken into account by program managers, particularly on television. Popular cartoon series are highly popular with children and have successfully attracted the attention of advertisers (Morissan, 2011:182). Many child-oriented programs feature advertisements aimed at children, demonstrating that children are a potential market for advertisers. Unfortunately, however, television programs often contradict this sensitivity to children and women's issues, tending to misrepresent television programs. Television broadcasts should consider aspects of protection for specific audiences, such as children and adolescents, and be friendly to women. In fact, this positive use of media has been shown to influence creativity and increasingly prioritize achievement. (Bryant and Thompson 2002:78)

The numerous problems faced by adolescents further underscore the need for protection so that their potential can be fully developed. The process of child protection can be carried out by many parties, including the state, society, and the adolescent's family. Community participation in efforts to protect children can be achieved through existing mass media (Darmadji & Regina, 2003:8). The role of mass media is very influential in the development of society in general, as stated by Luciana (2004: 1), who states that there are several functions of mass media, namely "surveillance" or monitoring, correlation, cultural transmission, and entertainment. This function of mass media is very important in child protection efforts. Based on Law No. 35 of 2014 concerning Child Protection, the media plays a role in disseminating information and educational materials that are beneficial from various aspects while taking into account the best interests of children. This also correlates with Law No. 32 Article 36 Paragraph 2002, which, according to the article regarding broadcast content, is obliged to provide protection and empowerment to special audiences, namely children and adolescents, by broadcasting programs at appropriate times, and broadcasters are required to include and/or mention audience classifications according to the broadcast content.

Regarding the influence of television on violence perpetrated by adolescents, Paik and Comstock (in Sdorow and Rickabaugh, 2002: 236) also stated that there is a significant correlation between the violence watched and aggressive behavior. Hogben (in Sdorow and Rickabaugh, 2002: 236) also agrees with this by stating that watching aggressive media leads to a small increase in viewer aggression. Roberts, Henriksen, and Foehr (in Lerner and Steinberg (ed.), 2004: 496-504) also state more clearly about a number of media influences on adolescents. These influences are as follows: 1) Violence and aggression, 2) Sexual beliefs and behavior, 3) Body image, and 4) Substance use (tobacco, alcohol, and illicit drug use). The opinions of Roberts, Henriksen, and Foehr have many similarities with those of Escobar-Chaves and Anderson, both in terms of the influence of violence and overweight. Regarding the influence of overweight, Salbe, Weyer, Harper, Lindsay, Rayussin, and Tataranni (2002: 307) argue that this is related to the decreased participation of children and adolescents in sports and increased activity in watching television.

Mass media serves various functions for the public. In addition to providing entertainment and information, another function of mass media is educational. This means that the media must pay attention to whether their broadcasts educate the public. Unfortunately, humans have long been considered adults, while children are often overlooked. In this regard, a group of scientists has emerged who are focusing more attention on the relationship between media and children. Sonia Livingstone is a pioneer in research on media and children. One of her studies measures the intensity of consumption, level of understanding, and impact of new media on children.

In 1999, Sonia Livingstone and Moira Bovill found that children and adolescents aged 6-17 spend at least five hours a day using various forms of media. Approximately 46 percent of this time is spent watching television, and the remainder is spent listening to music, watching videos, playing games, and reading (Osgerby, 2004). This suggests that these activities, which involve technology, are more significant in children's lives than interacting with peers at home, playing soccer, cycling, and other similar activities.

Children's media consumption behavior is clearly a cause for concern among parents, academics, and social institutions. This is because many risks have the potential to negatively impact children, especially with their various online activities. The most common risk children in 25 European countries engage in online is providing personal information. Furthermore, viewing online pornography is the second most common risk experienced by approximately four in ten adolescents worldwide across Europe. Meanwhile, viewing violent or hateful content is the third most common risk experienced by approximately one-third of adolescents, and the fourth most common risk is bullying and harassment, which affects one in five or six adolescents online (Livingstone & Haddon, 2009). This means that children's media consumption tends to be inappropriate, especially when engaging in online activities. At the same time, media content has also been found to display many morally questionable elements. These may include elements of violence, sexuality, or commercial elements, which can have negative effects on child development (Livingstone, 2007).

2. RESEARCH METHOD

This study uses criteria, information sources, search strategies, selection processes, data collection processes, and collections of literature identified through a systematic literature review based on the PRISMA 2020 standards (Irwansyah & Ernungtyas, 2023). The bibliographic search method or literature review was used in this study. Snyder (2019) This systematic review follows the PRISMA 2020 guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) because it provides a rigorous and transparent approach in presenting research results conducting a literature review using analytical methods and understanding relevant concepts and theories, all derived from the available literature. The stages used in the literature review are as follows:

1. Article Collection (Searching and Downloading Articles).
This article collection stage involves searching for and downloading articles through Google Scholar by typing in keywords related to the research topic or title.
2. Article Reduction
Article reduction involves summarizing, selecting key points, focusing on important points, looking for themes and patterns, and eliminating unnecessary elements. Thus, the reduced articles will provide a clear picture and facilitate further data collection and retrieval if needed.
3. Article Display (Compiling and Arranging Selected Articles).
After the articles have been reduced, the next stage is displaying or presenting them. This presentation is done in the form of tables, brief descriptions, and relationships between variables.
4. Organizing and Discussing
At this stage, organization and discussion are conducted based on the type of literature review used. In this case, the literature review selected is a theoretical study. This type of literature review, in the form of a theoretical review, is a specialized study in which the author presents several theories or concepts centered on a specific topic and compares these theories or concepts based on their assumptions, logical consistency, and explanatory scope.
5. Conclusion Drawing
Conclusions are drawn based on the results of the previous organization and discussion.

3. RESULT AND ANALYSIS

Studies of television media show that humans have become very familiar with this naive medium. Even Neil Postman criticized television as a medium that is constantly fooling people. Television seems to constantly lead people to a world full of nonsense, danger, and absurdity (Bungin, 2008:72).

Television influences child development because children are more likely to imitate the scenes shown, especially scenes of violence. Therefore, parents must monitor children when watching violent scenes on television to prevent them from imitating scenes that have negative connotations for their attitudes and behavior. The broadcast of violent scenes on television can negatively impact the attitudes and behavior of children, who are more susceptible to imitating what they see.

Television can have a positive influence on children's education if used as an educational medium, because the messages disseminated through electronic media contain educational values that can broaden scientific knowledge. On the other hand, electronic media can also have a negative impact on children's education if used as a form of entertainment, leading children to neglect their studies. Furthermore, the various forms of entertainment shown can damage children's attitudes and behavior. Television plays a role as an educational medium if parents within the family environment are able to utilize this medium effectively. Television can foster and enhance children's learning potential. (Ahid, 2010:39)

Television is a means of mass communication that has a strong influence on children's development, particularly in cognitive, language, and social-behavioral aspects. However, this influence is largely determined by the quality of the children's programming broadcast. Educational programs can have a positive impact, while inappropriate programs can have negative consequences.

Television has become a source of information and culture for viewers, especially in the rapidly evolving information and communication era. Television conveys a variety of messages, including normative, educational, persuasive, stimulating, and communicative. However, television currently tends to broadcast violent films or scenes, such as boxing, violent films, and so on. This violent broadcasting affects children's psychological development, leading them to imitate violent scenes, leading to violent, rude, and reckless behavior (Wahyudi, 2004:7). Harold D Lasswell and Charles Wright (1954) in Akmadisyah Naina et al (2008) stated that there are four social functions of mass media, namely:

- a) Social surveillance: Mass media, including television, will always focus on disseminating information and interpreting events as objectively as possible, with the aim of implementing social control to prevent undesirable events within the community.
- b) Social correlation: The social correlation function involves disseminating information that connects one social group to another, as well as between differing views, in order to achieve social consensus.
- c) Socialization: Mass media consistently focuses on transmitting noble values from one generation to the next, or from one group to another.
- d) Entertainment: To avoid boredom, mass media must also provide entertainment to its audience. However, this entertainment function has become so dominant in our television broadcasts that the other three functions have seemingly been forgotten.

Television is a mass medium whose existence is largely determined by the control of its users. This means that television provides programs needed by all levels of society. Regarding how to build children's character with good values and cultural norms, television owners continue to be the best partners for the government and families in the information and education process.

Children need a "Moral Values Compass" to help them choose programs that are good and healthy for their physical and mental well-being. Television, as the media closest to society, must also provide shows that can instill moral values in children, emphasizing the importance of honesty, discipline, and tolerance among others, regardless of differences in religion, ethnicity, economic status, or language. Indonesia is a multicultural nation.

According to research conducted by Anak Agung Ayu Mas Merta Sari, et al., entitled "The Function of the Indonesian Broadcasting Commission Regarding Television Broadcast Violations" (2020), problematic broadcast phenomena can be fully exploited as a tool of market-oriented capitalism. This is because the television broadcasting industry is currently undergoing a shift from state regulation to market regulation (Sudibyo, 2004). A television broadcast or television broadcast program is said to have good quality and is considered a healthy broadcast if it does not violate the Broadcasting Behavior and Broadcast Program Standards (P3SPS) guidelines. This P3SPS is a consequence of the existence of

Law Number 32 of 2002 concerning Broadcasting. The Indonesian Broadcasting Commission (KPI) as an independent institution that also manages the broadcasting system in Indonesia is what formed the P3SPS rules. P3SPS 2012 is a regulation or broadcasting provision rule used to replace the previous P3SPS 2004 by broadcasts and broadcasting institutions in Indonesia. Problematic broadcasts in television broadcasts in Indonesia are represented by programs that contain elements of violence or sadism, pornography, bullying, sexuality, to mystical and supernatural things, as well as violations of norms such as politeness and morality, which is a form of representation of the state of cultural reality. Shifts in cultural values that exist in society, including in an organization, and for that reason, media workers contribute and play a role in the proliferation of problematic broadcasts. Television broadcast violations often occur because television stations solely seek to profit through ratings and advertising, ignoring whether the broadcasts benefit society or negatively impact it. Consequently, television stations compete to create the most engaging programs possible to attract as many viewers as possible.

Television's educational function is often eclipsed by entertainment and industry interests. This is due to the media industry's inherent focus on ratings and economic profit. Programs with high visual and emotional appeal tend to be prioritized because they attract a large audience. In this context, children's programs are often packaged in an engaging entertainment format, but lack in-depth educational value. Furthermore, commercialization in television programming also impacts the quality of broadcasts. Children are positioned not only as an audience but also as a target market, resulting in content that tends to be consumer-oriented. This situation has resulted in a shift in television's function from an educational medium to an industry-oriented entertainment medium. This has undoubtedly reduced television's contribution to supporting children's communication and behavioral development.

Television program content is a major factor determining its impact on children. According to the literature, children tend to learn through observation and imitation, so what is shown on television has the potential to be copied in everyday life. Quality programs that are developmentally appropriate for children can have positive impacts, such as improving communication skills, enriching vocabulary, and developing social skills. Conversely, inappropriate television programs can have negative impacts, including inappropriate language use, aggressive or inappropriate behavior, and distorted understanding of social values. In other words, content quality is a crucial factor in determining whether television serves as an educational medium or a source of negative influence for children.

According to research conducted by Andi et al., entitled "The Effectiveness of Television Programs on the Development of Parent-Child Communication" (2021), parents play a crucial role in shaping the direction a child wants to be. Parents are expected to be "watching buddies" for their children and provide supervision. Parents' role is considered more dominant in selecting appropriate television programs for children. Television is effective not only because of its content, but also because of how parents use it as a communication tool. In addition to content, viewing duration is also a crucial factor in determining the impact of television. Literature shows that moderate and controlled viewing duration can be beneficial, especially when accompanied by parental guidance. However, parents should also be wary of excessive viewing duration, as it can negatively impact children, such as reduced parent-child interaction, diminished interpersonal communication skills, and increased media dependence. Children who watch excessive television tend to become passive and less involved in social activities in their environment. This suggests that television influences not only the content of communication but also the frequency and quality of children's interactions.

Although not always the primary focus, parents' roles are crucial in moderating television's impact on children. Parents act as supervisors in selecting programs, accompany children while watching, and mediators in explaining content. Active guidance is provided so that children can critically understand messages, distinguish between reality and fiction, and internalize the positive values of broadcasts. Conversely, without parental involvement, children tend to passively receive information and are at risk of being influenced by inappropriate content.

Based on the literature review, television still plays a significant role as a children's broadcast medium in Indonesia. Despite the rapid development of digital media such as YouTube and Netflix, television remains easily accessible to all levels of society. This is due to the high penetration rate of television in households and its lack of an internet connection. In this context, television functions as a mass communication medium that plays a role in children's socialization, including cognitive, linguistic, and social behavior aspects. However, this strategic role has not been fully matched by optimal program quality, so television's effectiveness as a medium for children's education requires further study. This research is expected to contribute to understanding the role of television as a children's broadcasting medium in Indonesia. Despite its significant potential as an educational tool, television still requires

improvements in program quality and user management to provide optimal benefits for children's development.

4. CONCLUSION

Based on the literature review and discussion, it can be concluded that television still plays a significant role in children's broadcasting in Indonesia, despite its growing competition from digital media such as YouTube and Netflix. Television remains easily accessible and has a strong influence on children's development, particularly in communication, cognitive, and social aspects. Children's programming on Indonesian television is considered inconsistent. Some programs still do not meet all the requirements for being considered child-friendly, including content, age-appropriateness, and educational value. This situation indicates that television as an educational medium is not yet functioning optimally. Furthermore, entertainment and industry goals often override television's educational objectives. Children's programs focused on ratings and profits emphasize entertainment over educational value, thus diminishing the quality of programming that can support children's development. Furthermore, television's influence on children depends heavily on two main components: content and viewing duration. Age-appropriate and high-quality content can help children communicate and behave socially. Conversely, inappropriate content can have negative impacts. Excessive viewing can also reduce children's social interactions and good family communication. Therefore, it is not only the media that is responsible for broadcasting children's television, but also the quality of the programs, the arrangement of viewing times, and parental participation in looking after children

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