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## **Gender and It's Role in Family Education About Kids Friendly Entertainment**

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#### **ABSTRACT**

*The development of information technology is one of the advances of the times that cannot be denied, especially the COVID-19 pandemic has also encouraged the use of information technology among children as a new method of school learning. Supervision and education should be carried out to minimize exposure to negative content that is not age appropriate. This research comes with two main goals. First, find out whether supervision and education regarding children's entertainment has been carried out, especially in Sunter Agung and Warakas sub-districts. Second, knowing which gender has the dominant role in carrying out that role. Considering that Indonesia's social and cultural conditions have long recognized the division of roles between men and women which originates from the idea of patriarchy. This research uses mixed research methods, qualitative and quantitative methods. The research results show that monitoring of gadget use has been carried out by involving a third side, in this case an age restriction algorithm to replace the role of parents. The gender that plays the dominant role in monitoring gadget use is women or mothers. This is based on two reasons. First, women are considered to spend more time interacting with children, especially those who work as housewives. Meanwhile, fathers don't interact much with their children because they work outside the home. Second, women are considered to have feminine qualities, such as patience and perseverance, which are considered better in educating children.*

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## INTRODUCTION

The development of information technology, the number of people who have cell phones and households that have access to the internet in Indonesia has increased very significantly. According to the World Population Review, Indonesia is ranked fourth in the world as the country with the highest number of internet users (Zulfikar, 2023). Data from the Central Statistics Bureau (BPS) for 2021 shows that 65.87% of the Indonesian population has a cell phone and 82.07% of households in Indonesia have access to the internet, using either a cell phone or a computer (Statistics, 2022). Furthermore, according to the latest report by We Are Social and Meltwater, total internet penetration in Indonesia reach 77% in 2022, with an average internet usage of 7 hours 42 minutes per day (B, 2023). A survey conducted on children in 34 provinces in Indonesia has found that more than 19% of teenagers in Indonesia has experienced internet addiction (CNNIndonesia, 2021). This causes the possibility of Indonesian children being exposed to negative content or viewing that is not appropriate for their age category. The increasing variety of online content means that children have the potential to be exposed to shows that may raise sensitive issues, which may cause confusion and misunderstandings to the children. YouTube, the most widely used and watched social media in Indonesia (CNNIndonesia, 2022), has released a report that there is 0.16% to 0.18% or around 16 to 18 YouTube videos out of every 1,000 videos that are considered to violate their policy (Rochman, 2021). Thus, an active role is needed from parents to provide boundaries, education, and understanding to children in their respective family environments to minimize exposure to content that is not appropriate for children.

This research is carried out to investigate the role of family education in children's entertainment in Indonesia. Apart from that, which parent plays a role in the family's education regarding the children's entertainment? The initial hypothesis given is that women/mothers take the main role in family education regarding children's entertainment. This hypothesis departs from the data submitted by the World Bank in the Women, Business and the Law 2022 which reports Indonesia to receive a score of 64.4 out of 100 and ranked 7th among Southeast Asian countries in providing full guarantees for the realization of gender equality and the protection of women's rights (Ahdiat, 2022). Apart from that, the existence of a patriarchal culture that is still entrenched in Indonesia becomes a driving factor in the hope that women/mothers take educational roles in the family. The problem-solving approach that being used is a direct observation and through distributing questionnaires (survey) to the communities in Sunter Agung and Warakas sub-district as well as a literature approach. There have been several research that takes topics related to digital parenting which can have a positive influence on children, including influencing the development of logical thinking in children aged 5-6 years through providing rules and monitoring on the usage of gadgets (Maisari & Purnama, 2019); providing stimulation using social media, especially YouTube, can optimize the cognitive development of young children in terms of intellectual, emotional, spiritual and social intelligence (Palupi, 2020).

The results of the previous studies show that digital parenting has an important influence on the children's developmental stage, hence the supervision and education of children in accessing online video is becoming important (Yulianti, 2015). It is hoped that the parenting activities as a form of media literacy can help to avoid and minimize the negative influences of online media and video on children. According to the data, the monitoring of contents that are shown on television is also important where it is estimated that the average child witnesses 200,000 acts of violence on television by the age of 18. This does not include other risky behaviors such as alcohol, consumption of illegal drugs, or free sex (Fatonah & Novianti, 2019). In other research, it was stated that social media becomes an obstacle and can damage the polite

character of students in elementary schools (Amaruddin, Atmaja, & Khafid, 2020). Apart from that, a research conducted in Jebres Village shows that only 42.85% of housewives knew about family-based character education in the digital era (Aprilia, HS, & Dayu, 2022). Meanwhile, a research conducted in Koto Gasib District shows that it was only 47.61% of housewives knew about family-based character education in the digital era (Novianti, Febrialismanto, Puspitasari, & Hukmi, 2020). From the results of the previous studies, it can be seen how the function of supervision and education in the family, especially in digital parenting, is still assumed to be the mother's duty. Based on a research conducted in Cianjur Regency, parents' motives for using the parental control feature on smartphones based on the need to obtain information, to find out which applications are safe and which applications should be avoided by children, as a form of parental supervision of their children. Furthermore, the parental control feature on smartphones becomes a form of controlling online game-playing activities on smartphones (Utami, 2019). Apart from that, in a research conducted in Kelayan Luar Subdistrict, Central Banjarmasin District, it is found that good communication patterns (democratic authoritative communication) had been implemented by parents to children in providing educational explanations and understanding of messages on television shows according to the children's age (Hasan, 2021).

In another research conducted in Gampong Mulia Banda Aceh, it is found that parents still find it difficult to carry out censorship completely independently due to time problems, whereas the implementation of self-censorship is quite effective for parents with a minimum educational background of high school and university (Rusnawati, 2021). Meanwhile, parents with elementary and high school educational backgrounds are still less effective to carry out censorship completely independently. This becomes an interesting finding where the level of parental education also influences how effective supervision is over children's entertainment. The forms of family education carried out by parents in reducing the negative impact of gadgets are also varied, such as in a research conducted at the Al Falah Darusalam Tropodo Play Group (KB) where parents (1) limiting children's time using gadgets, (2) choosing the content that is safe for children, (3) balancing the usage of gadgets with other activities that are suitable for children. Other children who are age-appropriate apply rules for using devices, and parents are also required to follow current trends (Nugroho, Artha, Nusantara, Cahyani, & Pratama, 2022).

Based on several previous research that has been presented, it can be concluded that there is still little research that examines the role of gender in family education regarding children's entertainment, where the discussion focuses on who then takes the dominant role in family education. In various case studies that have been carried out previously regarding the role of parents in family education in general, as well as family education in terms of the use of digital technology, the majority departs from the assumption that mothers or women take the main role in family education (Jatiningsih, Habibah, Wijaya, & Sari, 2021). These findings cannot be separated from the concept of patriarchy which still surrounds the social construction and domestic life of Indonesian society. Where the father's main task is to earn a living while domestic affairs are the mother's main task, while children's education is seen as being in the domestic realm. The division of roles and responsibilities in the family through the concept of patriarchy is considered important for educating children and maintaining children's growth and development (Pamungkas, 2021). Moreover, case studies in Sunter Agung and Warakas sub-districts have never been carried out. It is hoped that this research can contribute to enrich the studies related to family education, especially regarding children's entertainment. This research is increasingly relevant considering that the level of gadget use among children is increasing considering that children's level of familiarity with smartphones is increasing with new habits during the COVID-19 pandemic, especially the application of online learning methods. The

benefits of this research are expected to provide new knowledge in linking two variables in existing research, namely related to gender roles in family education with education on the use of technology in the family.

## METHODS

This research uses mixed method, namely quantitative and qualitative. Mixed method is chosen because the method can provide this research a more comprehensive data in conducting the research on the problem and there is a possibility to be more freedom in the data collection process. The two methods complement the answers from the answers produced based on previous research methods. The mixed method provides collaboration so that stronger conclusions can be drawn (Indrawan & Jalilah, 2021). Meanwhile, the quantitative method is chosen because it can be used to determine the existence of a relationship between two or more indicators that are tested, to determine their influence and relationship. Quantitative method is also chosen because it can describe phenomena through numbers, where researchers can obtain a picture of conditions according to the facts visible from the sample (Sugiyono, 2019).

Meanwhile, the qualitative method is chosen to obtain a more comprehensive and in-depth answer to the reasons behind the division of gender roles in the household, especially monitoring and limiting gadgets for children. Qualitative research is also chosen because it enables the problem analysis based on the specifications of each research object, in this case, the communities in Sunter Agung and Warakas sub-districts (Creswell, 2010). This research is carried out by distributing questionnaires to samples taken from people living in Sunter Agung and Warakas sub-districts. The results of the questionnaire are tabulated in Microsoft Excel and then processed in the SPSS software program to obtain results regarding whether there are differences in gender distribution in supervision and restrictions on children's entertainment. Moreover, the numbers obtained from the questionnaire are analyzed and compared with answers to open questions using qualitative methods to obtain more in-depth answers and give more meaning to the numbers obtained through quantitative methods.

## RESULTS AND DISCUSSION

The results from the sample, Sunter Agung and Warakas sub-districts, show that the majority of respondents are 30-40 years old (41.25%), followed by respondents aged 40-50 years old are accounted for 26.25% and respondents aged 20-30 years as much as 23.75%. In the gender category, 83.75% of respondents are female. In the education category, 46.25% respondents have high school education or equivalent, followed by 30% of respondents have junior high school education or equivalent, while the rest have elementary school education or equivalent and a diploma/bachelor's degree. In the job category, 70% of respondents work as Housewives (IRT), followed by 23.75% of respondents work as employees. In the age of children category, 48.75% of respondents have children aged 6-10 years, followed by 42.5% who have children aged 3-5 years. This indicates that most of the respondents who filled out the questionnaire have children who have entered school age, and the rest of the respondents have children under five years old.

Tabel 1. Distribution of Respondent's Identities

Variable	n	%
<b>Respondent's Age</b>		
20-30 Years	19	23.75
30-40 Years	33	41.25
40-50 Years	21	26.25

50-60 Years	7	8.75
<b>Gender</b>		
Man	13	16.25
Woman	67	83.75
<b>Education</b>		
Elementary school or equivalent	10	12.50
Middle School or equivalent	24	30.00
High school or equivalent	37	46.25
Diploma and Bachelor	9	11.25
<b>Occupation</b>		70.00
Housewife	56	23.75
Employee	19	6.25
Businessman	5	
<b>Child's Age</b>		8.75
0-3 years	7	42.50
3-5 years	34	48.75
5-10 years	39	70.00

From the results of the questionnaire, some information are obtained which the majority of respondents have a television in their home, accounted for 86%. Meanwhile, in terms of the ownership of computer/laptop, the majority of respondents state that they do not own one (60%). This indicates that television is still one of the biggest sources of entertainment in the two sample of sub-districts. This finding is in line with data from BPS which states that as many as 86.96% of the Indonesian population still watch television (Widi, 2022) (Nurnafisa, 2021). The results of the questionnaire also show that only 37% of the respondents that states their children have their own mobile devices/telephones. As many as 35% of children have been allowed by their parents to access gadgets since the age of 3 years, while another 36% have been allowed to access gadgets since the age of 5 years.

Table 2. Ownership of Electronic Media

Variable	n	%
<b>Television Ownership</b>		
Yes	69	86.00
No	11	14.00
<b>Computer/Laptop Ownership</b>		
Yes	32	40.00
No	48	60.00
<b>Ownership of Gadgets For Children</b>		
Yes	30	37.50
No	50	62.50

Table 3. Minimum Age for Children to Use Gadgets

Child's Age	n	%
0-3 years	23	29.00

3-5 years	28	35.00
5-10 years	29	36.00

Apart from television, internet usage has become increasingly massive, especially since adapting to the new habits as the COVID-19 pandemic, where the learning process is carried out online. The average internet usage in Indonesia reaches 7 hours per day. The findings in the two sub-districts of the research location show that the majority of children access gadgets for 3-6 hours per day (36.25%), followed by 1-3 hours per day (30%). If calculated based on the days of the week, the majority of children (52.50%) use gadgets every day. Meanwhile, 20% use gadgets for two to four days. Unfortunately, the large number of hours and days that children spend using gadgets, many of them are used to watch videos or enjoy entertainment alone (55.00%), rather than to support learning and educational activities (17.50%).

Table 4. Duration of Gadget Use in Children

Variable	n	%
<b>Duration of device use (in one day)</b>		
More than 6 hours	13	16.25
3-6 hours	29	36.25
1-3 hours	24	30.00
Less than 1 hour	12	15.00
No answer	2	2.50
<b>Duration of device use (in one week)</b>		
7 days	42	52.50
Variable	n	%
4-6 days	5	6.25
2-4 days	16	20.00
1-2 days	12	15.00
No answer	5	6.25

Table 5. Activities Children Do with Gadgets

Variable	n	%
Learning activities	14	17.50
Communicate with family	8	10.00
Watch videos or play games	44	55.00
Other	14	17.50

Most of the parents (66%) we interviewed said that gadgets made parenting easier for them. Unfortunately, this finding is not based on the gadget's ability to provide new knowledge for children, but rather on the gadget's ability to make children calm and not fussy. So it is easier for parents to move or carry out other daily tasks. This answer is in line with the background of the respondents, most of whom are housewives (70%). Where every day, they have duties and responsibilities to take care of housework as well as caring for children. Being busy with housework makes them choose an instant alternative by providing access to gadgets so that the children can calmly play alone while the mother completes the housework. These findings also show that the great need for internet due to the Covid-19 pandemic is not always caused by the great need for online-based learning and education processes.

The amount of time a child can access gadgets, both in hours and days, needs to be watched out for. Bearing in mind that not all content on digital platforms is child-friendly viewing. The high chance of exposure to negative content or content that is not age appropriate can be minimized by the active role of parents in accompanying or limiting the use of gadgets. Our findings show that both male and female parents are aware of the importance of limiting children's gadget use (100%). 88.75% of them have restricted children's use of gadgets, either by activating the age restriction feature (53.75%), setting a maximum time limit for gadget use (28.75%), or supervising children's entertainment (15.00%).

Table 6. Restrictions on Gadget Use

Variable	n	%
Restricted	71	88.75
Sometimes limited	7	8.75
Unlimited	2	2.50

Table 7. Steps Taken by Parents to Maintain the Quality of Their Children's Entertainment

Variable	n	%
Apply Age Restriction Settings	43	53,75
Supervising Children's entertainment	12	15,00
Implement Time Limits	23	28,75
Other	2	2,5

For example, the age restriction feature on YouTube has been activated by 71% of respondents so that children can only access content appropriate for their age. 94.9% of parents know what their children are watching because 86.07% of them choose the viewing themselves. The majority of respondents chose to watch cartoons or videos of children's songs. Of course, this fact correlates with the reason parents give gadgets in the previous paragraph, namely so that children don't fuss and parents can do housework. Providing shows in the form of cartoons or videos of children's songs is not wrong, but it would be better if parents accompanied their children's activities while using gadgets. Bearing in mind that even in age-appropriate children's shows, you can still find shows that can cause confusion, such as LGBT and SARA issues that escape the age restriction algorithm.

This research starts with the hypothesis that the parent who is more dominant in supervising and providing education regarding children's entertainment is the mother. Considering that Indonesian society's culture is still attached to patriarchy. One of the concepts in patriarchy that is normalized as a shared belief in society is that mothers have duties and are responsible in the domestic realm while fathers are responsible in the public realm, especially earning a living. Meanwhile, the process of caring for children is seen as being in the domestic realm so that it automatically becomes the mother's responsibility. "(...) the gender hierarchy requires women to be the main housekeepers and compensates for the small amount of housework done by men" (Hu, 2018). Another definition of the patriarchal system is explained by describing the father figure as "(...) the father 'has authority and responsibility (...) expects respect and unquestioning obedience, and supports his power with control over land, resources, and income generation (Joseph, 1996).

Our findings in Sunter Agung and Warakas sub-districts show that in determining who (parents) should supervise gadget use, 73.8% of respondents said that the agreement came from

discussions between father and mother. Meanwhile, the other 25.0% comes from the mother's own decisions. When we asked further who should supervise children's entertainment and limit the use of gadgets, 58.75% of them answered that supervision of children's entertainment should be carried out jointly by both parents. Meanwhile, another 40% answered that monitoring children's entertainment and limiting the use of gadgets was carried out by mothers alone. These findings show that both male and female parents are aware that they both have the same responsibility in supervising and limiting their children's use of gadgets.

Table 8. Determining Agreement Regarding Gender  
Who is in Charge of Supervising Children in Using Gadgets

	<b>Father and Mother's Agreement</b>	<b>Father's decision</b>	<b>Mother's Decision</b>
Woman	47 (58,75%)	0 (0%)	20 (25,0%)
Man	12 (15%)	1 (1,25%)	0 (0%)
Total	59 (73,75%)	1 (1,25%)	20 (25,0%)

Table 9. Gender Who Should Be in Charge of Supervising and Limiting Gadget Use

	<b>Father</b>	<b>Mother</b>	<b>Father and Mother</b>
Woman	1 (1,25%)	29 (36,25%)	37 (46,25%)
Man	0 (0%)	3 (3,75%)	10 (12,5%)
Total	1 (1,25%)	32 (40%)	47 (58,75%)

However, in practice, the majority of parents (48%) admit that the dominant role in supervising children's gadget use is carried out by mothers alone. This is based on two reasons. Firstly, the first refers to the feminine nature of women, where respondents said that women have a more patient, attentive and painstaking nature so that it is easier for them to supervise and limit good viewing of children. The second refers to the division of tasks between the two genders. The deep-rooted cultural concept divides the roles of father and mother, where father is the breadwinner while mother is responsible for taking care of housework or domestic affairs. Most respondents answered that the responsibility for taking care of the child rests on the mother's shoulders because she interacts with the child almost 24 hours. Meanwhile, fathers are busy working so they don't have enough time to supervise and limit their children's entertainment. The more interesting finding lies in who gave the answer. The survey results showed that 29 out of 67 (43.3%) women answered that the responsibility for supervising and limiting children's entertainment was the responsibility of the mother alone. This finding is interesting because it shows that patriarchy has in fact not only entered and been rooted in the understanding of men, but also women.

Furthermore, we asked respondents about their opinions regarding who should educate children. Our findings show that the facts are inversely proportional to the respondents' answers regarding who should monitor and limit gadgets. Where the majority of respondents (48.75%) answered that the task of educating children is the mother's responsibility. In fact, 35 out of 67 (52.23%) women answered that the task of educating children is the mother's duty. This figure is an interesting finding because it shows how patriarchy has hegemonized women's mindset so that they consider what they have been doing to be their main responsibility alone, not the responsibility of the woman and man who act as the child's parents. Women are so hegemonized by this view that they unknowingly make themselves carry a double burden. The reasons behind the answer that only mothers have the task of educating children are in line with the reasons



underlying mothers' supervision and restrictions on gadgets on children, namely based on the more feminine characteristics of women and the abundance of opportunities or time for mothers to interact with children.

Tabel 10. Gender Who Should Educate Children

	<b>Father</b>	<b>Mother</b>	<b>Father and Mother</b>
Woman	2 (2,5%)	35 (43,75%)	30 (37,5%)
Man	1 (1,25%)	4 (5%)	8 (10%)
Total	3 (3,75%)	39 (48,75%)	38 (47,5%)

## CONCLUSION

This research shows that parents in Sunter Agung and Warakas sub-districts have supervised and limited their children's use of gadgets. Nevertheless, we found some notes. First, supervision in the use of gadgets is not directly carried out by parents. Rather, it is up to a third party, in this case to an age restriction algorithm, to replace that role. Second, parents, especially mothers, do this because they are busy doing household work. Children are given gadgets to stay calm and not whine to play, making it easier for mothers to complete their responsibilities in taking care of housework. In general, supervision of gadget use is not carried out by assisting or accompanying children when operating the gadget.

We hope that these findings can serve as a collective note, especially for the government to provide more education to parents, both mothers and fathers, that the process of monitoring and limiting gadgets for children will not be optimal if it is only done using the help of technology alone. Intensive mentoring efforts and active involvement of parents in children's play activities are needed. Third, restrictions on gadget use are also carried out by implementing a maximum time limit, where the majority of parents limit it to three to six hours of maximum use per day. This finding needs serious attention considering that the time limit for using gadgets recommended by the World Health Organization or WHO for toddlers is no more than two hours per day. Long periods of time playing with gadgets can increase the risk of developmental disorders, obesity and behavioral changes in children (Nurnafisa, 2021).

Regarding gender roles in the family, especially in the process of monitoring, limiting and educating children about gadgets, this research found that the gender that plays the dominant role in educating, supervising and limiting gadgets for children is women or mothers. This is based on two reasons. First, women spend more time interacting with children, especially those who work as housewives. Meanwhile, fathers don't interact much with their children because they work outside the home. However, what needs to be noted is that large enough opportunities for interaction do not guarantee that a mother can carry out full supervision, even assistance when the child is playing. As in our findings, the average housewife who is busy with housework is actually overwhelmed when she has to accompany her children to play. So the instant alternative they do is to give their children gadgets.

Second, women are considered to have feminine qualities, such as patience and perseverance, which are considered better in educating children. Even though in reality mothers have a very dominant role in the process of raising children, normatively the majority of respondents agree that education and supervision of viewing should be the responsibility of both parents, both father and mother. This shows that in general parents, both men and women, understand that gender equality in child care needs to be achieved. However, in practice this role has not been distributed equally between both parents. There needs to be socialization from

stakeholders regarding the technical division of roles for both parents, especially fathers, so that domestic matters and childcare can be done together and not placed more on the mother.

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