The Influence of Restrictive Mediation on Television Program Towards Reality Perception (A Study on Islamic Integrated Junior High School Students in Pekanbaru)

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Abstract

Television is one of the environmental factors which plays important role in children personality development. The process of personality development can be seen from the process of adaptation conducted repeatedly. If broadcast of news regarding violence is repeatedly presented in television, it will be slowly part of children behavior. Children as individual who are vulnerable to negative impact of television should get attention when they are watching television. Therefore, parents have important role to mediate between children and television, because their mediation is a real action to prevent the negative effects of mass media especially television.The objectives of this study were to review and to understand the condition of parental mediation (restrictive mediation, instructive mediation, and co-viewing mediation) and reality perception condition. Thus, this study reviewed the influence of every dimension from parental mediation (restrictive mediation) on reality perception and the influence of reality perception on aggressive behavior of Islamic Integrated Junior High School students in Pekanbaru.The data were collected using questionnaires that had already been assessed through pretest. The questionnaires were distributed to 280 respondents who were selected using proportional random sampling. Then, those data were analyzed mainly using Partial Least Square which did not require various data assumption.The result of this study shows that there is high parental mediation which is in line with its three dimensions and low reality perception. In this case, Parental mediation can be said as moderate and good ability in explaining reality perception.

Keywords: Parental mediation, restrictive mediation, reality perception.

1. Introduction

Television is a media which gets high interest from society. All information presented inside television can be obtained, accepted, and comprehended easily by its audiences. However, television presents more entertainment than information and news. Unfortunately, entertainment broadcasted in television is less didactic. For example, the quality of soap opera broadcasted in television does not visualize the reality. The appointed themes are romantic problem, dream, empty dreams, suffering, scramble over wealth, power, or spouse, abuse against order, moral and culture, indiscretion, contempt against parents, teachers, and community, and violence.

Parents can make sure that their children watch television program which suit their age. Nevertheless, misconduct such as sadism in gang up on elementary school student in Bukit Tinggi and violence in Temanggung which happened sometime ago were broadcasted by all television station. Actually, those violence acts are not necessarily broadcasted repeatedly on television because they give negative effect for children who watched it. They will think that violence is a common thing and it is part of intercommunication style as if what is seen on television visualize the real world. Perception is an active process in form of phenomenologist experience about the object seen by perception.

Parental mediation is the act of conveying meaning, discussing, and recognizing the idea, image, and information related to television program to children. Thus, it can be said that parental mediation is a real act carried out by parents in preventing negative effects of mass media. Parental mediation can be an effective strategy in order to prevent the negative effects caused by television on children. This effort has been done by parents in general. However, various environmental elements around children such as school also have the same responsibility to do so. Therefore, considering the important role of parents in giving direction for children development, introducing media to children should be done by two parties. They are family and school.

Regional Indonesian Broadcasting Commission (KPID) of Riau Province had decided that soap opera called *7 Manusia Harimau* which broadcasted in one of national private television was not appropriate to be watched by children. That decision was made after there was an incident which caused Hasranda, a first grade student of junior high school, to death after receiving violence action by his five school mate. Harsanda was hit and kicked by his friend using broom as if it was in action movie on his shoulders and on the back of his head during the lunch break. As a result, he suffered from nerve damage in the back of his head which led into paralysis and death eventually.

Due to the case mentioned above, it can be concluded that parental mediation has important role because it is a real action to prevent negative effects of mass media especially television. Parents' attitude towards

television programs can describe mediation. Dominant positive attitude will show if they do mediation. Meanwhile, parents with negative attitude towards television do not do mediation. Religion also can be one of factors which influence parental mediation. Religion is a reference to form public perception on media. Parents who are Moslem tend to recommend their children to use media which presents culturally congruent with their belief. Religion is a foundation in regulating the use of media in children as the practice of media literacy.

Islamic Integrated Junior High School (SMPIT) in Pekanbaru is Junior High School which uses the combination between national curriculum (national education) and another curriculum such as Islamic dormitory curriculum (Islamic materials). In short, it can be said that it is school with Islam as its ideal, conceptual, and operational foundation. Islamic foundation and spiritual values conveyed are integrative. Imparting Islamic values through educational approach, this school combines public education and religion education in one curriculum. Thus, family and school have important role in giving education especially Islamic education to children.

Based on the current phenomenon and some previous studies, the researcher try to explain how parental mediation which is restrictive mediation influence children's reality perception. Hence, the obtained research problem is that there are a lot of differences in results of previous studies on reality perception. That research problem can be formulated in form of the following research question: Does restrictive mediation on television program influence reality perception of children in Islamic Integrated Junior High School in Pekanbaru?

The objective of this study is to give information regarding condition and direct and indirect influences of restrictive mediation on reality perception. Thus, it can be said that this study is to review and analyze restrictive mediation of television program on its influence to reality perspective of children in Islamic Integrated Junior High School in Pekanbaru.

This study is expected to be able to give the following contributions: 1) Theoretically, this study gives contribution to knowledge especially in Communication Science review by giving explanation regarding the relationship between parental mediation and reality perception on media. 2) Practically, parents who have children study in Islamic Integrated Junior High School in Pekanbaru are expected to understand the learning of media literacy especially parental mediation through education, training, and seminar in order to improve their understanding on media. 3) For government, this study can be an input especially for department of education in Pekanbaru in order to television programs can develop humans behavior.

2. Literature Review

According to Warren, *Restrictive Mediation,* also known as decision rule, refers to parents as mediator when children watch television by restricting the number of time and program to watch. This mediation makes it possible for children to watch permitted television program as behavior rewards and to prohibit children to watch prohibited program as behavior punishment.

Restrictive Mediation decides which program and for how long children can watch television. This mediation happens if parents restrict the use of television and prohibit program with unsuitable content. Jordan, Hersey, McDivitt, & Heitzler studied on how restriction on television could be accepted as a strategy which can be used by parents whose children are still in school age. Parents in their study were reported that they have rules for their children, but only few of them who had restriction on how many programs can be watched by their children. According to Hogan, Steyer, Strausburger, and Wilson, restrictive mediation is commonly recommended for parents.

H1: Restrictive mediation on television program has significant negative influence on reality perception of children in Islamic Integrated Junior High School in Pekanbaru.

3. Research Method

This study used quantitative approach (positivism). This study was a cross-sectional research because at the same time, a review based on perception and information from parents and students of Islamic Integrated Junior High School in Pekanbaru was conducted. Data used in this study were primary and secondary data. Primary data were data obtained directly from the respondents. Data which were obtained directly were data and information needed. Population is group of individuals or object of the study that has qualities and criteria which has been set. Population of this study was students of Islamic Integrated School (SMPIT) in Pekanbaru who has 11 classes of grade 8 and grade 9 with 834 students. The data of this study were obtained using questionnaire. Questionnaire given to respondents were consists of various questions which has been formed to be fit as research instruments. Questionnaire had five alternatives choices of agreement (Likert scale). Those five alternative choices were; 5. Absolutely Agree (SS), 4. Agree (S), 3. Less Agree (KS), 2. Disagree (TS), and 1. Strongly Disagree (SKS).

4. Results and Discussion

This study used Partial Least Square analysis to evaluate the model which included measurement model and

structural model measurement. Evaluation of instrument used to measure the data collection was done separately because it had been covered in the evaluation of measurement model.

4.1 Evaluation of Measurement Model
This study used reflexive indicator for its construction. Evaluation of measurement model was conducted using convergent validity, discriminant validity, Average Variance Extracted (AVE), and composite reliability. In this case, the evaluation of measurement model was intended to assess the validity of a number of indicators on each construct which was latent variable and to assess the reliability on each construct.

4.1.1 Convergent Validity Based Evaluation
As for the result of evaluation/ testing of measurement model based on convergent validity value on each indicator on each parental mediation dimension, was summarized in Table 1.

Table 1. The Result of Measurement Model Testing based on Convergent Validity Measurement Evaluation on Restrictive Mediation Dimension Indicators on Children in Islamic Integrated Junior High School in Pekanbaru

Measurement Model	Outer Loadings	T-Statistic
MR1 ← Restrictive Mediation	0.703	2.403
MR2 ← Restrictive Mediation	0.858	3.325
MR3 ← Restrictive Mediation	0.529	1.974
MR4 ← Restrictive Mediation	0.828	3.493

Source: Appendix 6

Based on the summary in Table 1, it can be said that those four indicators used as instrument to measure restrictive mediation dimension were valid. Meanwhile, reality perception was measured using nine indicators which had been declared valid as reality perception measurement with the following result summarized in Table 2.

Table 2. The Result of Measurement Model Testing based on Convergent Validity Evaluation on Reality Perception Indicators on Children in Islamic Integrated Junior High School in Pekanbaru

Measurement Model	Outer Loadings	T-Statistic
PR1 ← Reality Perception	0.573	5.921
PR2 ← Reality Perception	0.716	10.187
PR3 ← Reality Perception	0.725	9.544
PR4 ← Reality Perception	0.536	5.291
PR5 ← Reality Perception	0.609	8.737
PR6 ← Reality Perception	0.689	9.905
PR7 ← Reality Perception	0.537	4.675
PR8 ← Reality Perception	0.571	5.649
PR9 ← Reality Perception	0.566	5.915

Source: Appendix 6.

From that evaluation, it can be said that those nine indicators from reality perspective indicators were consistent in making their block. Thus, the result of this testing supported the validity of nine indicators as measurement instrument for their construct (reality perception) as the result of the test on *convergent validity*.

4.1.2 Discriminant Validity Based Evaluation
In this stage, evaluation on measurement model based on discriminant validity was conducted. Testing was conducted in regard to the charge factors on cross loading. Table 3 below presents a summary of the results of the test four indicators from restrictive mediation dimension.

Table 3.The Result of *Discriminant Validity* Test on *Cross Loading* Indicators Value from Restrictive Mediation on the Study of Students Children in Islamic Integrated Junior High School in Pekanbaru

Indicators / Latent Variables	m-restrictive	pi-reality
MR1	0.703	-0.035
MR2	0.858	-0.056
MR3	0.529	0.064
MR4	0.828	-0.036

Source: Appendix 6.

Based on the result presented in Table 3, those four indicators from restrictive mediation are more significantly correlated with their construct (restrictive mediation) compared to other dimensions used as constructs on this study. Moreover, there is none of the two indicators referred as valid (≥ 0.50) related to the other four constructs. Next, a summary of the testing results on two indicators from reality perception is presented in Table 4.

Table 4. The Results of Discriminant Validity Test Based o Cross Loading Value Indicators from Reality Perception on the Study of Children in Islamic Integrated Junior High School in Pekanbaru

Indicators / Latent Variables	m-restrictive	pi-reality
PR1	-0.003	0.573
PR2	-0.055	0.716
PR3	-0.032	0.725
PR4	0.012	0.536
PR5	0.019	0.609
PR6	-0.081	0.689
PR7	-0.053	0.537
PR8	-0.066	0.571
PR9	-0.041	0.566

Source: Appendix 6.

The result of evaluation presented in Table 4 shows those nine indicators from reality perception have more significant correlation with their construct (reality perception). Moreover, there is none of the nine indicators referred as valid (≥ 0.50) related to the other four constructs. The results of this evaluation show that the nine indicators from reality perspective indicators were consistent in forming their block. Thus, the results of this testing supported the validity of nine indicators as measurement instrument for their construct (reality perception) as the results of the test on *convergent validity*.

4.1.3 Evaluation Based on √AVE and Composite Reliability

The last evaluation from measurement model were a test using comparison of √AVE with correlation value among latent variables and a test on composite reliability. The results of that test were summarized in Table 5.

Table 5. A Comparison of √AVE and Correlation among Latent Variables on the Study of Aggressive Behavior of the Students of Islamic Integrated Junior High School in Pekanbaru

Latent Variables	Correlation and √AVE		CR
	m-restrictive	pi-reality	
m-restrictive	0,549[1] 0,741 [2]		0,825
pi-reality	-0.060	0,382[1] 0,618 [2]	0,846

Source: Appendix 6.

Description: [1] AVE   [2] √AVE (a/d of AVE counted manually);
           CR = *Composite Reliability*

Based on the table above, it can be explained that construct of restrictive mediation dimension has bigger √AVE compared to its correlation to construct. Besides, restrictive mediation dimension has bigger composite reliability compared to the minimum limit of 0.60. The results of this evaluation show that restrictive mediation

was declared as reliable.

Based on all the results of measurement model evaluation (*convergent*, *discriminant validity*, √AVE and *composite reliability*), thus it can be concluded that indicators which had been used in this study were valid to measure each construct.

4.2 Structural Model Evaluation
There are two equation models in structural model on this study. Structural model evaluation was done on every equation set in advance.

4.2.1 Structural Model Evaluation Equation I
In the Equation I, there were three hypotheses which needed to be tested. They were hypothesis 1a up to hypothesis 1c. A summary of structural model evaluation results in equation I is presented in Table 6.

Table 6. The Parameter Estimation Result and Testing Significance Influence on the Study of Students' Reality Perception in Islamic Integrated Junior High School in Pekanbaru

Structural Model Relations	Weight Relation	Standard deviation	T-Statistic	R-Square
m-restrictive -> pi-reality	0.082	0.116	0.703	0,240

Source: Appendix 6.

Based on the result of the first equation of structural model evaluation as presented in Table 6, variety of abilities from all free variable (*exogen*) such as *parental mediation* which consists of restrictive mediation dimension on reality perception (*variable endogen*) is 0.24. It means that reality perception needs various explanations as much as 76 percent out of others exogen variable which were not included in this research model. Meanwhile, various skills in giving explanation of 0.24 or 24 percent indicate that equation I model in this study is low (0.19) and moderate (0.33). In this case, this model has the tendency to lo model.

After that, a testing on three hypotheses was conducted on the results of equation I. The testing was considering influence and the significant of the influence coefficient as how the hypotheses.

Hypothesis 1 Testing The statement on hypothesis 1 was that restrictive mediation has significant negative influence on reality perception of children in Islamic Integrated Junior High School in Pekanbaru. In restrictive mediation, the results of the test show coefficient positive influence of 0,082. The result of testing shows that every increase in condition (responds) for one scale unit of restrictive mediation dimension with fixed assumption on other dimensions, thus reality perception of students in Islamic Integrated junior High School will increase as much as 0.082. likewise, if there is a decrease in responds of restrictive mediation, so reality perception of students in Islamic Integrated Junior High School will also decrease as much as 0.082.

The result of the testing explain that restrictive mediation has positive influence on reality perception of children in Islamic Integrated Junior High School in Pekanbaru and the amount of that positive influence is significant statistically. Based on the testing result, it can be concluded that data in this study do not support hypothesis 1 which means that hypothesis 1 in rejected.

5. Conclusion and Sugesstion
5.1 Conclusion
Based on the analysis and discussion on the results of this study, the following three conclusions were drawn. First, children in Islamic Integrated Junior High school in Pekanbaru shows low aggressive behavior and low reality perception. Meanwhile, parental mediation on children shows its high level.

Second, in accordance to each dimension of parental mediation on reality perception, the higher restrictive mediation or the more often it is done, the higher reality perception of children in Islamic Integrated Junior High School in Pekanbaru. The role of restrictive mediation is not yet important to develop children reality perception.

Third, reality perception as mediator for three parental mediation dimension on aggressive behavior shows that the more role of reality perception, the less influence off restrictive mediation in aggressive behavior of children in Islamic Integrated Junior High School in Pekanbaru.

5.2 Suggestion
Based on the conclusion above, some suggestion can be made for three parties. They are adults (parents and schools), future researchers, and television

5.2.1 For Adults (Parents and People in SMPIT in Pekanbaru)
- Parents should control some passive aggressive behavior of children so that it will not be visualize in form of active aggressive behavior. To prevent aggressive behavior caused by television, do not directly prohibit the children to watch television. It is better to give time limitation to watch television. Parents should familiarize themselves to not to switch on television if it is not watched and choose television programs which do not have any violence, pornography, and hedonism.
- Parents should involve their children in discussion on good parts of television programs so that the

differences between what they have watched and reality is getting smaller. Parents have to be active so that they can stimulate their children to give feedback on what they have watched. Parents have to guide and give understanding to children. By not giving them any pressure on what to watched, children will learn on things which are not taught in school.

- Parents should be open with children to improve restrictive mediation so that some agreements can be made because some forced agreement can only trigger children curiosity. The agreements can be an agreement on time limitation to watch television.

5.2.2 For future researchers

This model might be relevant to be used for future study on students who are not in Islamic integrated schools. The study can be in the scope of television or other technology and information such as smartphone and others.

5.2.3 For Television

They have to filter and do not present movies and soap operas which are not appropriate because they have violence content because they will give negative influence on children.

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