



ADOLESCENT AND CONSUMPTION PRACTICES IN WATCHING TELEVISION DURING SCHOOL HOLIDAYS (PHENOMENOLOGICAL APPROACH)

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ABSTRACT

Watching television has become part of the routine of modern humans and can hardly be separated from our daily lives. Starting from the assumption that television tends to be a domestic medium that is loved by teenagers, especially during school holidays. Watching television is not only an option for teenagers to fill school holidays but is related to power relations, program choices, management of conflicting tastes and viewing styles

This research is a case study on the consumption practices of teenagers in watching television during school holidays. This research is a type of qualitative research that tries to photograph the consumption practices of teenagers in watching television during school holidays who come from different social layers. First, two teenagers from lower middle layer families, and the second teenagers from upper middle layer families. While the collection technique relies more on observations involved with "days as a temporal unit of observation and in-depth interviews.

The results of this study indicate that television as the center of activity in the domestic sphere has become an inseparable part of the daily routine of teenagers during school holidays. The practice of watching television consumption is not a single activity that is just "watching" but practically watching television on the one hand can bring togetherness and intimacy between family members during school holidays but on the other hand, watching television can also be related to taste choices, power relations. and have a disruptive influence on interpersonal communication within the family.

Keywords: Teenagers, Watching Television, School Holidays



INTRODUCTION

School holidays are over. For approximately two weeks, school children from elementary (SD) to senior high school (SLTA) have entered school holidays. They have planned various activities in advance, both with family and playing with friends to fill the school holidays. Starting from recreation to the beach, gardens or rice fields, going to the mall or vacationing at home to help parents (staycation).

Over time, thanks to advances in communication and information technology, this digital era has also influenced the development of television media in Indonesia. At this moment of school holidays, television is not wasted as a medium of information and entertainment. Various broadcasts have been prepared by each television station to fill the school holidays. Whether it's in the form of movies, music, soap operas, entertainment and others. Because it's no exaggeration, television has become the idol of the Indonesian people and can even be called the entertainment of "a million people". Because now almost every house has a television

Talking about television, there are many studies that the authors found related to television viewing activities (Agustina, 2016; Astarini et al., 2017; Desti, 2005; Hanifah, Nisaaul & Rakimahwati, 2022; Hernawati & PALAPAH, 2010; Tarigan et al., 2016). Some of the results of these studies correlate various issues regarding the impact or influence of watching television on audience behavior. In other words, the socio-psychological perspective becomes stressful and the main issue that is widely raised by other researchers in research on television viewing activities.

Based on some of the research results above, which are more concerned with the impact of watching television on audience behavior, it can be explained academically. The existence of television media and society needs to be seen reciprocally. There are two views related to this, namely, whether the media shape or influence society, or vice versa the media as a mirror (mirror) or influenced by the reality of society. In simple language, is the mass media the cause of civilized or corrupted society, or does the media only reflect the face of society? (Siregar, 2003)

Based on the explanation above, the researcher tries to offer a phenomenological approach by raising the phenomenon of the choice of watching television as a consumption practice during school holidays because the practice of watching television consumption in this digital age has become an integral part that is almost unavoidable in everyday life.



This research is important to be conducted to photograph the activities of adolescents in watching television as a consumption practice during school holidays. On the one hand, the practice of consuming watching television during school holidays can be an option for teenagers as a catharsis to eliminate the psychological burden of academic tasks at school for one semester (staycation). However, on the other hand, television viewing activities are not only approached using a socio-psychological perspective as in previous studies, but also through a phenomenological approach.

This research aims 1). Analyzing the activities of adolescents in watching television as a consumption practice during school holidays. 2). Provides a new perspective in examining the problem of consumption practices in watching television.

LITERATURE REVIEW

From several research results that researchers found regarding television viewing activities can be mapped into three categories based on stressing or the main issues raised.

The first category, the research results of Reza Hernawati, Maya Amalia and Oesman Palapah, 2011 entitled Consumption Patterns of Adolescents in Watching Television. This study takes pictures of several television shows that are considered uneducative so that they have a negative impact on adolescent behavior such as pornographic and mystical shows.

The second category, the results of research by Dewi Agustina, 2016 entitled the influence of the intensity of watching television on children's discipline in dividing study time at MIN 2 Model Samarinda. Then the results of Terapul Tarigan's research, Nancy Ervani, Syamsidah Lubis, 2007 entitled Television Watching Patterns and Their Effects on Children. Both of these studies both raised the effect of watching television on time discipline in learning and decreasing student achievement. This study uses a quantitative method by relying on a questionnaire. Both of these studies assume that watching television has a negative effect on students because it can reduce learning achievement and time discipline in learning.

The third category, the results of Nisaaul Hanifah and Rakimahwati's research, 2022, entitled Forms of child's aggressive behavior after watching television in kindergarten. Then Novita Astarini et al's research, 2017, entitled Study of the Impact of Television Shows on



the Development of Children's Social Behavior. Sri Desti's research, 2005, entitled The Impact of Film Shows on Television on Children's Behavior. The results of this third category research generally raise the theme of research related to the impact of watching television on children's behavior. The results of the study explain that television shows have a tremendous impact on children's behavior. This behavior can be social behavior such as children's social behavior towards peers and adults that are not in accordance with the stage of development or progressive behavior of children after watching television. However, in his research, Sri Desti refutes the notion that television has a bad side to children's behavior. On the contrary, television has a positive side to children's behavior, namely as a medium of knowledge, skills and entertainment for children. If television is considered to have a bad impact on children's behavior, that would be inappropriate because it could be that the child's bad behavior is not caused by television, but due to environmental factors.

Category Four. The results of Reni Tri Wardani's (Wardani, 2011) research entitled Television in Living Rooms; Questioning Television Watching as a Consumption Practice in Domestic Space Configuration. Research explains that the activity of watching television in the domestic space, inside the house is not merely an activity of staring at the television screen. The configuration of the viewing room has consequences for viewing patterns that take place in everyday family life.

From some of the research results above which are divided into four categories, the researcher considers that the results of previous studies looked at television viewing activities only by using a socio-psychological approach. Even though there are interesting things to raise regarding television viewing activities, namely using a phenomenological approach where there are aspects of power relations, program preferences and disruptive influences on interpersonal communication within the family in watching.

METHODS

This research is a case study that takes pictures of watching television during school holidays in families with different social statuses. This type of research is qualitative research with a phenomenological approach (Creswell, 1998; Watt, n.d.). The phenomenological approach was chosen because the researcher wanted to find the meaning of interpersonal



communication in a family through the consumption practices of teenagers watching television during school holidays.

While the subjects studied were three teenagers from different social strata families. First, two families from lower-middle class social strata. Second, families from middle-high class social strata.

Data collection techniques in this study will be carried out by means of participant observation, free and casual interviews. Meanwhile, data analysis went through several stages, namely describing, finding statements (results of interviews), grouping statements, reflecting and constructing meaning (Creswell, 1998) .

RESULTS AND DISCUSSION

A. Teenagers And Television Watching Activities During School Holidays

Juvenile Case I

Tyas (18 years) is a class XII student at a high school in Selong. He lives in the city of Selong with his older sibling named (Evi 34 years). Tyas is an educated teenager who is different from other educated teenagers in general. He rarely leaves the house to play except for school matters or important matters on his brother's orders

Occupying a 1.5 acre house, the Tyas family has a very modest family profile and belongs to the lower middle class family. In his house there is a television set that is placed in a room measuring 6x3 meters which looks like an arena and is the center for most of the family's activities. This room is not only a location for watching television, but also a family room. In the middle of the room there is a special table that is used to place a 21-inch television.

In Tyas family, television viewing is closely tied to their daily schedule. The school holidays start at around 07.00 am, when Tyas starts to turn on the television and takes a sitting position in the guest chair watching infotainment news. It didn't take long for Tyas' nephew named Daffa (10 years old) who was still in fourth grade at elementary school, just got up from the bedroom and left his room and immediately joined in watching TV accompanying Tyas, interspersed with small conversations between him and Tyas's aunt.



When it was almost 08.00, Tyas was getting ready to help his sister cook breakfast. While watching television, Tyas peeled red onions, garlic and vegetables to help his brother who was in the kitchen. Tyas did this condition when he was on school holidays. Until the clock almost struck 11.00 noon, Tyas was still watching television this time accompanied by his two nephews Daffa (10) and Azka (8 years) watching a special school holiday film that was being shown on a television station. This time Tyas was holding the remote control. Tyas seemed to be changing television channels because he had to adjust to the tastes of his two nephews. The time for the Zuhr prayer has arrived and the call to prayer has resounded. Tyas then closed the shower and made ablution. It was at that time that the remote control was taken over by Daffa who was still faithfully watching with his sister Azka.

As time goes by, the clock hands have passed 16.50 minutes. The sky looks bright in the afternoon. Right at that time the atmosphere in the house was relaxed and gathered at home except for the husband of his sister who was still working. This time Tyas sat back down in front of the television while taking over the remote control. This time Tyas watched television accompanied by his brother. The programs watched were infotainment programs which were broadcast almost alternately on various channels. The trajectories of the stories aired on television colored many of the topics of their afternoon dialogue with their older siblings. Meanwhile, Daffa and Azka were still out playing with the other neighborhood kids that afternoon

Exactly at 18.00 pm, Tyas went to the bathroom, this time Tyas's brother was sitting watching television. When the Maghrib call to prayer resounds, Tyas takes turns praying Maghrib with his older brother. When dinner arrived, all family members gathered in front of the television except for Tyas's brother-in-law who had not yet returned from work. While eating dinner, Tyas and his older brother's family sat in front of the television while watching a culinary program aired on a television station while waiting for the evening call to prayer to ring out.

The clock shows at 08.30 WITA Tyas and his brother's family are back watching the soap opera bond of love. This time it was Daffa who held the remote control while sleeping lying in front of the television. Meanwhile, Tyas and his sister sat on the sofa while waiting for her husband to come home from work. Not long after 21.00, Tyas's husband came home from work. While holding his youngest child, Tyas's brother's husband also joined in



watching television. While texting, Tyas participated in commenting on the story of his favorite soap opera. It didn't feel like the time was already showing at 22.00 WITA. Daffa and Aka rushed to the bedroom to rest. Meanwhile, Tyas and his brother are still faithful to continue watching television until 23.30 WITA

This is where it can be seen that watching television during school holidays can strengthen interpersonal communication within the family, perhaps even the only daily activity they can do together. Watching television can bring togetherness and intimacy among family members.

Juvenile Case II

Hafiz (18 years old) is a private high school student in Selong. Hafiz has a younger brother named Yadi (15 years old) who studies at SMPN 2 in Selong. Both Hafiz and Yadi's parents are a ceramic tile named Amaq Ruslan (51 years old). Amaq Ruslan besides having children who are still in school, there are also those who are already in college, namely Yani (22 years old). While the eldest child who is already working is named Asykin (26 years old). Asykin is the eldest brother of Yadi and Hafiz

By occupying a very simple house, Amaq Ruslan's family watching television becomes the only family entertainment. This is because the majority of Amaq Ruslan's family members are still not working. At home, the television set is placed at the end of the family room measuring about 2.5 x 5 meters. This family room is in the middle which is visible from the outside so that many boarding children sometimes watch television at home. Like most middle-class families, the television which is placed at the end of the family room becomes the center of family activities, not only being the family room but also the center of the activities of this family. As in the family in general, in that room the television was placed on a special table which was right in the middle of the family room. Beside the television set, there are two speakers placed beside it.

During the school holiday season, Hafiz (18) and Yadi (16) spend most of their free time at home, even though the two of them occasionally go out to play with their friends. During the school holiday season, Hafiz (18) and Yadi (16) are used to getting up quite late at 08.00. The morning activity after waking up is breakfast while watching television. Hafiz while eating, his left hand holds the remote control to select the entertainment program he likes. Suddenly his sister Yadi joined in watching while asking for a remote control from his



brother Hafiz. This shows the difference in taste between Hafiz and his sister. Did not feel the time showed 10:40. where Hafiz and his sister still haven't moved in front of the television. Both of them are fighting over the remote control because of differences in program tastes. After cooking, Hafiz's mother also joined in watching with her two children. Because it was almost noon, suddenly Yadi rushed to the bathroom to take a shower and pray noon. From here, Hafiz had the power to choose the program he liked because he was in control of the remote control.

After performing the Zuhur prayer, Yadi returned to watching television while sleeping in front of the television. This time Yadi asked his brother to hold the remote control until they fell asleep in front of the television unconscious. When Yadi fell asleep, it was Hafiz's turn to authoritarily take over the remote control. This time Hafiz was accompanied by his mother. Spontaneously his mother reacted asking to replace Chanell. However, Hafiz didn't respond to his mother's reaction, even Hafiz was getting more and more engrossed in watching his favorite program. Finally her mother relented and moved from her seat to the kitchen.

After the Asr prayer, Yadi woke up from his sleep and grabbed the remote control from his brother. Once again, Hafiz relented to follow his younger brother's appetite for watching Western films. The time shows 18.17 a sign that sunset time will soon arrive. Although all family members perform the Maghrib prayer, the television set is left on. After the Maghrib prayer, all members of the Amaq Ruslan family ate together while watching. This time it was Yadi who was holding the remote control while switching channels, Making Hungry (Trans 7), soap operas (Indosiar) and Berita (Metro TV).

When the time showed at 20.00 amaq Ruslan, Yadi and Hafiz together watched the ball. In this case, the son and father have the same taste, namely the hobby of watching football so that there is no debate in choosing a spectacle. Time is ticking and the clock is pointing at 11:20. Hafiz couldn't stand watching television anymore so he went to the bedroom. But his father, accompanied by his older brother, continued to watch until midnight.

As happened in Tyas family, in the Amaq Ruslan family it can be seen that watching television can help strengthen interpersonal communication within the family, maybe even the only daily activity during the school holidays that they can do together. Because in Amaq Ruslan's family, watching television was the only entertainment they could enjoy. Watching



television for the Amaq Rusman family is a time to sit together, talk, relax, touch each other, and pay attention to one another

Juvenile Cases III

Fat (17 years) is a student at SMAN 1 Selong. Fat is the first child of Pak Mamat, an educator who lives in the Majidi village. Fat has a younger brother named Amir (15 years) who is in SMP 1 Selong. Besides living with his wife and two children, Pak Mamat also lives with his nephew named Danu (13 years), who is still studying at Tsanawiyah Negeri. The only 21-inch television set for Pak Mamat's family is located in the living room which is the family room. It can be said that more than half of Pak Mamat's family's daily activities are located in this room.

Every day it starts at 06.00 in the morning, after the family performs the dawn prayer. Pak Mamat turned on the television and sat back watching the morning news. During school holidays, Fat helps more with domestic affairs, such as helping cook, clean the house, and so on. Starting in the morning Fat helps prepare breakfast for his parents and sister while watching television. While Amir chose to sleep again after the dawn prayer. It was 7.30 a.m., time for Mr. Mamat and Fat to have breakfast while watching television. Occasionally there is a conversation between Pak Mamat and Fat in commenting on news broadcasts on Metro TV.

After that, Pak Mamat started to move from in front of the television to the bathroom to perform Duha prayer. Only fat is still faithful to watch television while having breakfast. The air outside was starting to feel hot, it was already 09.30 amir had woken up and rushed to get breakfast while accompanying his older brother who was still in front of the television. Time shows 11.00. Fat returns to the kitchen while cooking for lunch. Even though no one was watching, the television was deliberately left on as background noise to accompany cooking in the kitchen. Noon time has arrived. After the Zuhur prayer, Pak Mamat had lunch while watching and asked Fat to change the channel for news coverage of 6 PM and Metro noon. Not long ago, Mother Fat came home from work. At that time the atmosphere of the house again lively. Meanwhile, Pak Mamat was still calm in front of the television listening to the afternoon news, suddenly Amir and Fat were seen heading into the living room to approach their father, joining them in watching television. The atmosphere of the living room seemed to be lively.



Time keeps ticking and the clock hands show 14.00. Fat chose to take a nap with his mother, while Amir and his younger brother Danu chose to watch television. Both have the same taste, namely watching Western films until 16.40. Suddenly, in a loud tone, Mrs. Siti ordered the amir and danu to immediately take ablution water for Ashar prayer.

Now it's Mrs. Siti and Fat's turn to watch their favorite shows, namely infotainment and soap operas until sunset time. After the evening prayer, Amir and Fat returned to watching television while having dinner. Every now and then Amir bickered and shouted with his brother who was holding the remote control, asking his brother to switch to another channel that broadcast western films.

When the time pointed at 20.00 fat returned to holding the remote control to watch his favorite show, love bonding. Fat watched accompanied by his mother. After the time shows at 22.00 fat headed to the room to rest. Now is the time for the amir to take over and have the power to watch television in a relaxed, concentrated manner, and not be disturbed by other families. It was getting late at night, Amir was watching television while lying down which no longer showed any more attention to television. Until finally Amir fell asleep in front of the television.

Of the three cases of educated adolescents from different families regarding the practice of watching television, there are two interesting aspects that we discuss, namely first, differences in tastes as preferences for favorite programs that manifest (Bourdieu, 1994) family entertainment during the school holidays but turned into practice in managing conflict in the family, especially the management of conflict of taste differences. In the context of this case, the man or the older person (brother, father, mother) do not have absolute power. This seems to have happened to the Amaq Ruslan family. For example, when Hafiz's mother was busy watching her favorite program, namely soap operas, her son Hafiz suddenly authoritarily took over the remote that was held by his mother and changed it to another channel, his mother spontaneously got angry and went straight to the kitchen.

B. Power Relations, Differences in Taste and Family Intimacy

Based on the cases of the three teenagers from the above families, we can understand that watching television is not just a single-dimensional activity, namely watching as entertainment, but is related to various manifestations. As we know, differences in gender, age, and status in the family do not absolutely have implications for differences in power, as



happened in the Amaq Ruslan family. However, it is different from Pak Mamat's family, who prefers to avoid conflict and prioritizes agreement in choosing programs that are more oriented towards family harmony. In other words "it's better to give in". Here there is a tendency to avoid cracking interpersonal relationships within the family.

While the second, watching television during the school holidays is not just for entertainment (staycation) but can also strengthen interpersonal communication within the family. Watching television is a beautiful moment to sit together, talk, relax, touch each other, and pay attention to one another without having to leave the house to go to tourist attractions. Those who had previously been divided because of their respective activities had been brought together, gathered again in a living room while watching television.

CONCLUSION

Watching television has become part of the routine of modern humans and cannot be separated from our daily lives. Watching television cannot simply be assumed as a single-dimensional activity. At first glance, it seems that there are seemingly uniform activities, namely watching, but based on the cases of the Tyas family, Amaq Ruslan and Pak Mamat, we can see that these activities can have different manifestations. These differences can be related to power relations, program choices, viewing styles, and conflict management.

In addition, television viewing activities also involve certain power relations. In this context, differences in gender, age, and status in the family do not absolutely have implications for differences in strength, nor are they related to differences in tastes. This is evident in the cases of the three families.



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