

Discussion on the Search for the Ideal Media for Consumption by Indonesia's Digital Native Generation

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Abstract

Globalization is a keyword in the development of technology. Indonesia as a developing country is showing rapid technological progress. Indonesian digital native generation utilizes technology for daily consumption. Digital media as a result of technological development has many benefits, but also cause problems. Many cases in Indonesian digital native generation are caused by excessive consumption of digital media ranging from loss of self-awareness to changing an ideology. This study aims to find the ideal media to be consumed by Indonesian digital native generation. The author used several methods in this study including: surveys, literature studies, experimental and focus group discussions (FGDs). The results of the research are expected to find the form of media recommendations that are ideal for consumption by Indonesian digital native generation.

Keywords: discussion, ideal media, consumption media, Indonesia's digital native generation

DOI: 10.7176/ADS/82-05

Publication date: June 30th 2020

1. Introduction

Globalization demands progress in various fields, including technology. Technology develops in a manner that is similar to how humans who grow and develop. Chris Stephenson, Head of Strategy and Planning PHD Asia Pacific's at AdAsia 2017 Forum in Nusa Dua, Bali, stated that the way humans access technology continues to change over time even though the goal remains the same, namely to connect people with technology at any time and any place. Currently, technological developments in the world have entered the third phase, namely the extracting phase, in which technology is in the process of merging with humans. If that process is to be viewed in conjunction with a certain generation, that generation would be born, grow and develop along with the developments in technology itself. Mannheim says that human characters will form and influence one another if the pass through the same socio-historical period (Mannheim, 1952). Meanwhile, Strauss – Howe divides generations based on the range of birth years and the similarity of historical events (Strauss & Howe, 1991). In relation to these expert opinions, there is a generation born when technology develops and its character is formed by the development of that technology, which is called Generation Z.

There are a number of prevailing opinions regarding the birth span of generation Z. According to Strauss – Howe, generation Z is the generation born between 1995 to 2010. Meanwhile, the Statistics Agency of Canada states the birth time span of generation Z is between 1993 to 2011. McCrindle Research Centre establishes that the generation Z is the generation born between 1995 to 2009. Of the three statements regarding the birth time of generation Z, there does not seem to be much difference. As such, the author can choose respondents and experimental groups in this study based on these opinions.

Marc Prensky introduced the term digital native generation in 2001 (Prensky, 2001). According to Prensky, digital native generation is the generation born in the era of digital adoption. Referring to this statement it can be concluded that what is meant by digital native generation is generation Z. According to David and Jonah Stillman, the term digital native generation merely replaces the old term generation Z (Stillman & Stillman, 2017). In their book they also discussed the seven traits of generation Z, one of them being *Phygital* (physical and digital), referring to a combination between physical space and digital technologies. The point element that generation Z

was born into a world where all physical aspects have their digital equivalent. From this statement, it is clear that generation Z has two worlds that are developing simultaneously; the real world and the virtual world. Most people of generation Z believe that the virtual world is a part of their reality that is difficult to separate. The virtual world realm may even be the real version of the world for them.

Although generation Z or digital native generation understands technology, this generation is also very dependent on the technology itself thereby causing the daily consumption of technology through digital media. On one hand this has a substantial positive impact. On the other hand the negative impact arises when consumption of digital media becomes excessive. This is the root of the problem highlighted by present research. As Shin Yee-Jin elaborated in her book, "Educating Children in the Digital Age" the dependence of the digital native generation on cyberspace life which has an impact on patterns of discipline and self-control. In fact, many cases that occur in Indonesia originated from the dependence of the digital native generation on digital media consumption (Shin, 2016).

Data from *Komisi Perlindungan Anak Indonesia* (KPAI) or the Indonesian Child Protection Commission shows an increase in the number of cases of crimes against children perpetrated due to uncontrolled use of social media. A total of 679 cases in 2018 consisted of 116 cases involving children who were victims of online sexual crimes, 96 cases of offenders operating online, 134 cases with children who were victims of pornography and social media, 112 cases involving minors who were in possession of pornography media, 109 cases children were targets of harassment on social media and 112 cases child abuse offenders on social media. Based on these cases, the author assumes that the media have a very important role in shaping the character of a generation. The digital native generation's habit of excessively consuming digital media content with negative consequences which must be immediately resolved. This study aims to find the ideal media for consumption by the Indonesia's digital native generation which needed to curb the increasing number of criminal cases due to excessive consumption of digital media among in the digital native generation. Given these circumstances the author hopes that this research can contribute to the effort in finding the ideal media for consumption by the Indonesia's digital native generation.

2. Methods

This qualitative research uses a number of research methods and approaches to collect data. The first method is a survey through questionnaires distributed to the digital native generation on their media consumption habits. The second method was a desk study as preliminary data for reference in conducting experiments. As the third method, an experiment was carried out to obtain field data other through observation, documentation and interview of the digital native generation on the use of media. In the next method, all data obtained were analyzed and processed to become reference material for focus group discussions. The final method involved Focus Group Discussion (FGD) with experts in the field of children and media. The initial assumption of the authors is that excessive consumption of digital media is the main causing in a number of crimes perpetrated on social media. The authors will prove on how this assumption was proven through experiments supported by field data and existing literature. Subsequently, the authors invited a number of experts in the field of media and children such as: child education experts, child media experts, child psychologists, child story writers, child illustration experts and academics to discuss the ideal media consumption by digital native generation.

3. Result of Experiment

The first step in collecting data for this research was taken by conducting a survey among 70 respondents who are part of the digital native generation regarding the media that they use daily. The survey shows that only 30% of respondents, or 21 people consume digital media exclusively, 60% or 42 people of the respondents consume both conventional media and digital media, and 10% or 7 people consume conventional media only.

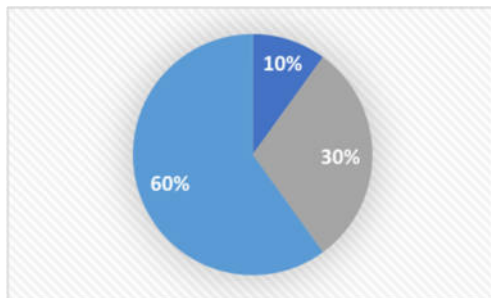


Figure 1. Percentage of media consumption by native digital generation

From the survey results above, the authors further asked 30% of respondents who consume digital media on the daily duration of their digital media consumption as the response shows that 20% or 4 people consume digital media for 1-2 hours a day, 75% or 15 people consume digital media for 2-4 hours a day, while 5% or 2 people consume digital media more than 4 hours a day.

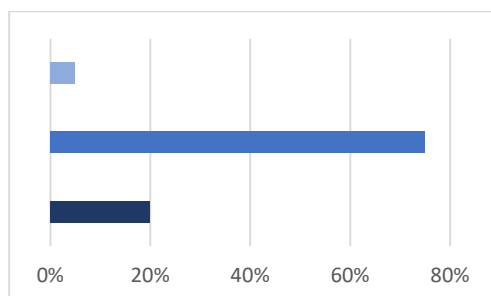


Figure 2. Percentage of time media consumption by native digital generation in 1 day

Given the result of the survey, the actual consumption of digital media among the digital native generation is still within the normal boundaries and not at excessive levels. This proves that there is still an opportunity for the digital native generation to make use of other than digital media. In other words, digital media is not the only media that they consume on a daily basis. The next step in the research is analyzing the results of the survey referenced in various of literature and journal articles on the digital native generation. *Phygital*, stated as main characteristics of the generation, has been corroborated in the survey found respondents consume conventional and digital media. This further opens the opportunity for other media to balance the excessive consumption of digital media.

Further, the authors collected field data through experiments. The experiments conducted included observing the response of the digital native generation to media other than the digital media. The authors formed an experimental group of 15 people who were randomly drawn from respondents. The experiment was carried out in 2 stages with different media approaches. In the first stage, the media used is card games media and board games as conventional media. Whereas in the second stage, the media used is a mixture of conventional media and digital media, namely picture books with augmented reality elements.

3.1 Conventional Media Experiment

Results of the observations in the first experiment shows that the experimental group exhibited a very high enthusiasm for playing cards and board games. Most of them claimed to have played neither of these games. This shows the existence of new media opportunities to be accepted by the digital native generation. In the card games, the experimental group was able to adapt quickly. The authors observed a sense of enjoyment among the experimental group during the game play. This is evidenced by the fact that when the card game reached the end, they group choose to restart a new game. The media chosen by the authors for the next conservative media experiment is a board game. The authors divided the experimental group into 5 subgroups, each group consisting of 3 people. Each of the smaller group is provided with different board games. The authors divided the game into two rounds, each with different duration. The first game time was played 30 minutes and while 20 minutes are allowed for the second round. Group members were randomly selected by drawing lots facilitated by the authors allowing everyone to get the opportunity to play two different board games.



Figure 3. Experiment using Board Game on Digital Native Generation

The first board game is titled *Celebes*, the Anomalous Island. This board game is an adventure game where the players take a tour of Alfred Russel Wallace's journey on the island of Sulawesi. The second board game is titled *5 Pillars*, Sirah Edition. This board game tests the players' knowledge on Islam and has 5 levels focussing on different topics: the period in Mecca, the period in Medina, sunnahs, friends, family and the caliphs. The third board game is titled *Culinary Racing* where the players compete to obtain snacks that is particular to the city of Semarang. The fourth board game played was *Candrageni*. The objective of the game is to build temples or carry out trade as a *Rakai* (regional leader) with the ancient kingdom of Mataram as the game's backdrop. The fifth board is titled *Perjuangan Jomblo* (singles struggle). The game is focused on entertainment with its background set among a number of people living in boarding house fighting for love.

Results from observations made during the second experiment using the two conservative board games exhibit some differences from the first experiment. The experimental group initially seemed very enthusiastic to start second experiment. The five groups swiftly opened the game board and arranged them. Not long thereafter they seemed to be confused as to what to do. The authors did not offer any interventions to the group. This was meant to see how they were able to solve their own problems. For the first 30 minutes of the game, it seemed the group were busy figuring the concept of the game. Most of them seemed to guess on how to play the game instead of reading the instructions. The second board game group seemed have little difficult and appeared to be enjoying the game. Meanwhile, several other board game groups were observed to be trying to read the game instructions, others only enjoyed the game's visuals form, while some participants gave up and did not attempt to continue the games.

After the initial 30 minutes of the game time was over, the authors randomly rearranged the group members and started the next board game that would last for another 20 minutes. Out of 15 players, two were made to continue playing same board game. This arrangement caused disappointment for the two players because they were denied of the opportunity to try different board game. However, they did not take advantage of their experience playing the game to be more familiar with it. The responses of the five groups were quite similar. The group playing the second board game, *5 Pillars*, seemed enthusiastic while the other board games group tried to understand the instructions of the game. Most of them, however, ultimately gave up and did not continue their game.

The general conclusion drawn from observations made during the conservative media experiments is that the digital native generation has an open attitude towards conservative media. This is shown by their high enthusiasm towards the media, but the nature of the digital native generation also has penchant for instantaneity and do not like process. This is shown when most of them wanted to immediately play without reading the game instructions first, causing many of them give up and not continue the game. In addition, the digital native generation is highly competitive, and the game essentially represent competition. This is shown in the card game and the second board game titled *5 Pillars*. Both are relatively easy games, the former using cards as a medium and the second being played by answering questions through guesses. A slightly different element on the *5 Pillars* board game is that it also has the value on cooperation. The digital native generation show that they can work together even though they prefer to work alone.

3.2 Mixed Media Experiment

The conservative media experiment was followed by a second, experiment involving mixed media. In the second experiment, the authors used a mix of conservative media and digital media in the form of picture books featuring augmented reality. The authors divided the participants into two groups of three. Both groups were given different treatments by the authors. For the first group, the authors only provided the mixed media to be explored without

any intervention. In the second group, the authors intervened by providing direction as to what the group should be doing with the mixed media. The authors provided eight picture books as the mixed media with a limited time of 60 minutes.



Figure 4. Mixed Media Experiments with the Digital Native Generation

Observation made on the first group is revealed that the experiments subjects provided different treatments for the eight objects given. Subjects A and C were able to read three objects at different paces. However, subject B did not have the enthusiasm as exhibited by subjects A and C.

Table 1. Time Required by the First Group Subjects in the Object Reading Experiment

	Object 1	Object 2	Object 3
Subject A	20'	10'	20'
Subject B	-	-	-
Subject C	20'	20'	10'

Subject A took 20 minutes to read the first object, 10 minutes to read the second object and 20 minutes to read the third object. Subject C took 20 minutes to read the first object, 20 minutes to read the second object and 10 minutes to read the third object. Near the end of the time limit given by the authors, the authors joined the groups in reading the objects through the augmented reality tool. The reaction of the first group was that of surprise and their enthusiasm appeared to be renewed when they again looked at each object by using the augmented reality tool, which included subject B who initially did not show any enthusiasm in the exercise. This further underlines the character of the digital native generation who do not like a process. The objects were merely read without being seen as a whole. Instructions on the use of augmented reality tools were ignored causing them to be unaware of such tools.

Table 2. Time Required by the Second Group Subjects in Object Reading Experiment

	Object 1	Object 2
Subject A	15'	-
Subject B	15'	30'
Subject C	15'	30'

In the second group, the authors guided them from the start, which explains why enthusiasm among this group seemed more consistent. The group really enjoyed augmented reality experience regardless of the number of objects and the duration provided by the authors. As a result, within the 60 minutes that were given the second group took less time to read the objects than the first group. Subject A took 15 minutes to read object 1 and continue to read object 2 until the time given by the authors was up. Subjects B and C both took 15 minutes to read object 1 and 30 minutes to read object 2. Result the mixed media experiments generally is to establish that the digital native generation which is quite open to any media. In addition, enthusiasm is very high when there is a touch of digital given to conservative media. This made the exercise very interesting to them due to their great sense of curiosity. However, the sensation tends to take place quickly and they get bored quickly. Based on the results of both above experiments, the authors has gained reference material that will be the topic of subsequent discussion.

4. Discussion

Focus Group Discussion (FGD) was chosen by the authors as a method for following up on findings in previous research steps so that media for consumption by Indonesia's digital native generation can become a discourse. The authors invited experts in the field of media and children. Prof. Melani Budianta, Ph.D as the main speaker who raised the topic entitled, "Children's Media: Creativity in Responding to the Development of Technology and Ideology". Furthermore, active participants in the FGD were Dr.Riama Maslan Sihombing, M.Sn., Merlina Putri Yuniar, S.Pd., Siti Turmini Kusniah, M.Sn who represented academics and child media practitioners. Chandra Endroputro and Ivan Chen were also representatives of child media experts. Evelyn Ghozalli and Rika Endang Triyani were invited to represent industry players dealing with children.



Figure 5. Focus Group Discussion (FGD)

The author is assigned as the moderator of the discussion and was responsible for directing the speakers, as well as the active and passive participants in discussions that took place over two sessions. During the first session, the resource persons' opinions and those of active participants were heard. The second session comprised of further discussion, question and answer session divided into three parts. The first part consisted of a discussion among the active participants which that lasted for 1 hour. Then one and a half-hour second part was I allocated for questions and answers, while the third part was used to draw conclusions by of the speakers based upon the results of the discussion, which is then read out to the group by the moderator.

4.1 First Session of the FGD

Prof. Melani Budianta, Ph.D raised the issue of child media and violence. The contextual change of children's media in the era before and after the digital era has caused the types of media, production systems and content also experienced significant changes. This change affects the child's character to be as follows: social self versus virtual representation, social standing through selfie, split personality, gender / sexuality coming out or not, fear of missing out, anxiety of being unfriended. According to him, these characters can cause violence such as bullying in schools, exposure to violence in the digital world, public space and social media. therefore, there is a need a space for intervention, along with identification of the most appropriate media and establishment a supporting network. The importance of interaction and participatory processes also need to be acknowledged. In response to the elaboration from the guest speaker, Dr. Riama, Merlina and Siti as academicians stated that integration of the cognitive, affective and psychomotor is needed. These three aspects can no longer stand alone. The shift in values in the digital native generation is a asset for critical thinking for academics.

Chandra and Ivan as a child media experts see this phenomenon as a character business how the digital native generation identify themselves with a characters. At present, content and internet protocol (IP) serve as reference for person to identify themselves. They are integrated in the digital native generation similar to an activity, and subsequently generates reward and a-self-extension. The combination of physical and digital activities is indeed needed by the current generation, but it must be managed in an effective and targeted manner. Evelyn and Rika as a children industry practitioners are of the opinion that the current problems are too complicated and obstructive.

Many interventions driven by different self-interests make the role of industry players incomplete. Communication is the key that must be acknowledged by all in order to be aware of each other's respective roles, to allow collaboration to take place.

4.2 Second Session of the FGD

The second session of the FGD was set aside for questions and answers session and discussion among the participants, both active and passive. About one and half hours of interesting discussion took place, where the author noted a number of interesting points being discussed. A questions from participants engaged in alternative education was about what kind of generation can be formed by media. Prof. Melani Budianta, Ph.D emphasized that such generation would be a generation that is the creative and innovative, capable of critical thinking, able to digest, filter information, be rooted in culture as well as interact globally, have social values in the environment, be collaborative and most importantly love of its country.

Dr. Riama added that such generation must possess a heart, be human, rather than become a generation that merely serve as a tool. Along the line with these responses. Merlina remarked that such generation must be ready to face the challenges ahead. Media as a learning resource contain values where children can find these values by themselves while the teacher or parent must set example. This is a lifelong learning process. There are two keywords that can be learning values for children on the media namely diversity and collaboration. Ivan argues that there is no single truth, only dualism. In addition to collaboration that is very important, competition also needs to be introduced to children but must be proportionate. According to Chandra, there is a possibility of the union of two media namely conventional media and digital media. Even new media ideas will emerge in children. In addition, Ivan mentioned the need for a child's perspective for a new media, the digital native generation is a generation that has a high self-existence and wants to always be involved in every decision making process. Merlina added the need to consider the child's own needs. The media chosen should suit the child's needs and development, because each media has its own position and portion.

The goal of finding the ideal media for consumption by the native digital generation can be achieved if the generation is actively involved, rather than treated as objects. Ivan reminded that the generation lives within its own bubble. They have difficulty accepting direct criticism, the hardest of reality and interacting with limited vocabulary. The involvement of parents, teachers and immediate family also has a very important role in determining the ideal media for them. The best method in finding the ideal media is to letting children free to think like adults, providing content that instills value through play and having fun. Simplicity needs to be maintained so that children easily understand and able to draw conclusions.

4.3 Third Session of the FGD

During the third session of the FGD, the moderator delivered the conclusions drawn from the results of the discussion as presented by the resource persons, highlighting a number of facts. One of the facts is that the digital native generation is a generation that was born and grew up in the era of digital media. This affects their character tending to be critical but do not like being criticized. Consumption of digital media comes instinctively, thus needs to be understood that the digital native generation is difficult to be separated from digital media. The development of new media that combines conventional media and digital media is suggested as an alternative media that can be consumed by the Indonesia's digital native generation. Content that talks about collaboration and competition contained with learning values can be easily absorbed by this generation in Indonesian, helping them to be creative and innovative, able to engage in critical thinking, digest and filter information, immerse themselves in their culture while being able to interact globally, possess social value related to the environment, able to work together and love their country.

5. Conclusion

Discussions on the search for the ideal media for consumption by Indonesia's digital native generation are needed because of the increasing number of crimes caused by to excessive consumption of digital media. Being the objective of this research, such discourse has been obtained through survey, literature study, experiments and focus group discussions. The conclusion is that the digital native generation needs to be involved in designing a media that they will consume. Their active involvement of them can determine the flow of media both in terms of content and form. The amalgamation of conventional media and digital media has been recommended as a result of the thinking of a number of media experts and children. Through this process, the ideal media will be formed that is

safe for consumption by the digital native generation. The authors realize that this research is not the end of the process which can solve the problems directly and quickly. The resulting discourse is merely a beginning towards building the awareness of stakeholders to be followed up on through a larger plan to find the ideal media for consumption by the Indonesia's digital native generation. The hope is that this research can be used as reference for industry and education practitioners on children media, to ensure that the Indonesia's digital native generation becomes not only a superior generation, but one that possesses noble character and sense of patriotism.

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