



# Media Multitasking, Perception of Media Use for Families, and Obstacles of Its Use

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**Abstract:** The occurrence of social changes to the use of technology in everyday life makes multitasking media behavior increasingly potential for families. The use of these media raises various perceptions and assessments. This study aims to understand the behavior of multitasking media in parents as an initial information base for applying technology in parenting programs. This study describes the types of media, time of use, differences in media behaviour and perceptions of parents, barriers to the use of technology during parenting learning to the relationship between the number of barriers and perceptions of media use for families in parents. The research method used is quantitative descriptive and correlational. The subjects of this study were determined by purposive sampling technique, with the number of participants as many as 63 parents. This study found that 17.4% of parents were classified as heavy media multitaskers (HMM), 39.7% were classified as medium media multitaskers (MMM), and 42.9% of parents were classified as mild media multitaskers. Print media and television use for parents is relatively high and evenly distributed in computers, music, social media, browsing, and SMS. The duration of media use by parents is still dominated by 1 hour to 4 hours. There is no difference between mother and father with the Sig value (2-tailed) > 0.05, namely 0.087 and 0.084. This study also found that the perception of media use for parents to learn parenting was still moderate. The obstacles in using the media for parenting activities are the number of advertisements that appear, harmful internet content, invalid and reliable information obtained, poor website appearance, confusing content, connection disruption, unfriendly users, no accessible applications offline, no media support, perception of time-consuming that much until the information is too general, and can't directly ask if learning is done online. However, these obstacles are separate from the perception of media use in parents.

**Keywords:** Barriers to media use; Media multitasking; Media perception

## Introduction

The overall use of technology is still a matter of debate in society. Not infrequently among them make technology a fierce rival in the context of human development, where technology is a tool that reduces human intervention in work. The role of technology is even able to eliminate human intervention (Nielsen et al., 2022). This technology, in some human interface studies, uses the term media. This perception of media use and its impact on human life was generated due to the implementation of the 4.0 revolution agenda in various fields (Sinha, 2022).

Along with the inclusion of the 4.0 revolution agenda and the era of disruption in these various fields, multitasking media behavior is increasingly rampant (Lang et al., 2015) mentions that multitasking media is defined as the state in which a person performs two tasks simultaneously, one involving media use. According to Beuckels et al. (2021) media multitasking is when a person performs two or more tasks using media simultaneously, either using media on one or more of the tasks. Therefore, the behavior of multitasking media is a person's activity in using more than one technological media simultaneously.

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Media multitasking is divided into two categories based on the intensity of its use, namely heavy media multitasker (HMM) and light media multitasker (LMM) (Ophir et al., 2009). HMM is often associated with the magnitude of the intensity of simultaneous media use over the same period. The LMM relates to the use of media and other activities in low intensity. The study by Talib (2019) added the categorization of middle media multitasker (MMM), which means moderate media use.

Various literature has explained the advantages and disadvantages of the use of media (Drahošová et al., 2017). Although it is too early to conclude, for the people of developing countries, these advantages and disadvantages are still the umpteenth consideration after whether someone can afford and run the media. Most of them are practically stagnant in everyday life. One of them can be seen in the educational process carried out by parents on their children (Jannah et al., 2021).

Parents are the first and foremost educational center for their children. Before children enter school age, parents are the first to teach them how to live (Perbowosari et al., 2019). Even after they enter school age, still the most interactions they have come from parents. These interactions are hard to avoid, and avoiding them is a fast way of damaging generations. Many psychological studies measure the significant impact of parents on children's education (Matthews et al., 2022). The results cannot deny parents' significant role in education.

Family education carried out by parents is essential for the development of children. Children's activities today are challenging to escape from the interference of technology as a learning medium. This also forces parents to use it despite various media obstacles (Naite, 2021).

The obstacles faced by parents as users still need to be clarified in the form. Most literature still uses the Author's perception without accompanying data (Gillanders et al., 2021). Our understanding of the constraints of media use can make it easier for parents as users and increase media participation in the destruction era. Likewise, the specifics of multitasking media behavior in parents have yet to be discussed in detail. This is important so that the development of technological media in the family environment can be understood holistically (Bogensneider et al., 2004). Of course, this makes it easier for developers to see wider market opportunities.

Based on the above, this study aims to understand the behavior of multitasking media in parents as an initial information base for applying technology in parenting education. This research is also intended to describe more clearly what types of media are more

often used by parents, how long it takes to use, how different behaviors and media perceptions are in parents, what obstacles are found in the use of technology during parenting learning to the relationship between the number of obstacles and the perception of media use for families in parents.

## Method

The research approach used in this study is quantitative with descriptive and correlational types of research. This study describes the behavior of parental multitasking media, the type of media, the length of media use, and the obstacles encountered while using various technologies as learning media. Meanwhile, a correlational method is used to find the significance of the two variables in looking for the relationship between obstacles and perceptions of media use.

The subjects of this study consisted of 94 parents who measured their perceptions of the importance of using media in learning to parent in parents. After selecting data by discarding outliers and considering the subject's identity, 63 parents were found to fill out the multitasking media scale. They consisted of 23 fathers and 40 mothers, with an average age of 40.

The data collection technique in this study was to use the Media Use Questionnaire (MUQ) instrument adapted by Baumgartner et al. (2017) with nine media and adapted by (Lopez et al., 2022). It includes print media, television, computer video, music, video games, telephone voice calls, instant messaging, social media, and website networks. In addition, a questionnaire on the use of media by parents was also created to measure how important the use of media is for parenting learning in parents. The quantitative Data Scale was analyzed using SPSS 22.

## Result and Discussion

Based on the data analysis, the categorization of parents' multitasking media behavior was obtained. Multitasking media behavior in parents is categorized into three, namely light media multitaskers (LMM), middle media multitaskers (MMM), and heavy media multitaskers (HMM). There were 27 parents (42.9%) who belonged to LMM or it can be said that they performed low multitasking media behavior of about 1 to 2 media under the same conditions. There were 25 people (39.7%) who included MMM with media use of about three pieces, and 11 people (17.4%) categorized as HMM with media use of 4 to 6 pieces.

The type of media most often used by parents is print media (newspapers, reading books, magazines), with a percentage of 18.7%. It can be seen that parents

also often watch television with a percentage of 15.8%. Music is a choice of media that is also in great demand by parents around 12.8%, followed by the use of computers and social media (FB, IG, WA) by 11.8% and 11.3%. SMS usage ranges from 9.3% above telephone use with a percentage of 7%. The use of gaming media looks low among parents, which is only around 2.6%.

The length of media use by parents is still dominated between 1 hour to 4 hours. More of them use media for about 3 to 4 hours per day, with a percentage of 33.3%, followed by 31.8% who use media for about 1 to 2 hours. 9% of parents use the media for about 5 to 6 hours. The most extended use of the substrate is up to 8 hours, about 8%. However, based on the data obtained, only a few parents use the media for 7 to 8 hours. Likewise, parents who use media are only less than an hour, which is about 4.8%.

Differences in multitasking media behavior in parents between fathers and mothers have also been measured. The result is that there is no difference between Mom and Dad with a Sig. (2-tailed) value of  $> 0.05$ , which is 0.087 and 0.084. Regarding parents' perceptions of the importance of media in parenting education programs, including sound. 33% of parents consider it necessary to learn to *parent* using digital media. Although 52.1% of parents still have a moderate interest in this, few parents consider it not so important, which is about 14.9%.

While using digital media for learning, parents encountered several obstacles. These obstacles include the number of advertisements that appear on the appearance of website (Khan, 2019) harmful internet content such as pornography or things that violate religious and social norms, invalid and reliable information obtained by parents, poor appearance on the website that interferes with user vision, confusing content, connection disorders, user-unfriendly, absence of applications that can be accessed offline. Lack of supportive media, perceptions take up much time to information that is too general and cannot be directly asked if learning is carried out online. Some parents need to give answers to this question of barriers to the use of digital media. However, some parents do not feel inhibited.

Based on the above, several obstacles have been found that parents face. Although there are different types of barriers to using, the results of correlational tests that researchers conducted found something interesting. The correlational analysis shows no relationship between the number of obstacles and the perception of media use with a Sig. (2-tailed) value of 0.465 ( $p > 0.05$ ).

### *Behavioral Media Multitasking in Parents*

Based on the results of the study found, it was found that most parents use media in the amount of 1 to 3 pieces a day. It is categorized as mild and moderate. Several reasons cause media to use activities to tend to be less or moderate. For example, the work demands in the office only require one or two types of media. Monotonous activities in parents also do not give birth to other aspects of technological behavior that force parents to use media in large quantities. As for parents who use media massively in more significant numbers (HMM) due to the crowded outdoor activities (Lin et al., 2012).

### *Types of Media Parents Use*

The use of print media still dominates parental tendencies. This behavior is caused because print media is still considered a media with good reliability and validity in terms of information. This is important in the world of education. Television also provides more convenience in terms of access. In addition to easy access, television provides information that has passed the censorship process to provide account information (Lin et al., 2012).

Music is a type of media that parents also tend to use. Music in the form of media provides relaxation in activity (Roffiq et al., 2017). This should be considered in the process of developing learning media later. Parents are also noted to be quite active in computer use, social media, browsing activities, and sending short messages. These various media allow a person to use them simultaneously due to their ability to integrate. For example, while a parent uses a computer, he also does browse activities or social media. As a result of the activation of other media, the use of telephones has been slightly minimized (Srisinghasongkram et al., 2021). The contrast is that the activity of playing games for parents needs to be improved. Playing games is no longer routine for them due to work demands, so it is a distraction from playing games.

### *Length of Time Parents Use Media*

The duration of one to three hours a day is an ideal activity in the use of media. According to Wardhani (2018), using technology for an extended period of a day can make a person addicted. With a duration of between an hour and three hours, parents can use the media in between their work activities. Rest hours during the office or after work are enough for a person to use the media (Cardoso-Leite et al., 2021). A balance between virtual and real-world activities will provide a relatively good psychic advantage for health. Interactions established through the Internet will not damage the

relationship directly because of the balance that parents have arranged.

#### *Differences in Multitasking Media Behavior in Parents*

Media use activities for the public have become a necessity in themselves. In terms of utilization, everyone has something in common in interpreting what a technology product will be used for. Each media has its characteristics and functions of use. The function leads everyone to the same media behavior. The results of this study also show the same thing when no differences were found between father and mother in the behavior of multitasking media (Rogobete et al., 2021).

The high and low media use between father and mother must be visible. This shows that in the educational process, every parent has equal opportunities to use technology in parenting. This means that the opportunity for the effectiveness of media use for a mother in parenting children is tantamount to the opportunity for a father to educate children with the use of media.

#### *Perception of the Importance of Media Use*

The perception of the importance of using media to learn to parent parents is good even though the intensity and category of perception are relatively moderate. The importance of using media for parenting activities has good benefits.

The tendency of parents to judge neutral or in the use of technology is allegedly due to several obstacles encountered when using media while studying. Some parents still think that parenting learning is better-done face-to-face (Kedjo et al., 2020). However, fewer parents consider the media as an opportunity to facilitate the knowledge of parenting.

#### *Barriers to Media Use*

Of the many obstacles researchers have mentioned, advertising is the content parents complain about most. Advertising provides a distraction to the smoothness of the information read or learned by them. Learning through this technological medium also often produces harmful content, such as pornography. In many studies, this pornographic content will shift one's focus on learning (Nielsen et al., 2022) and create a bad mood (Laier, 2017).

Along with harmful content, parenting learning through media also worries about having connection disorders. This connection is essential for parents in areas where the internet network is not good. Another thing that becomes an obstacle is that often the information provided is just a copy-paste whose validity and reliability of the information also need to be questioned (Cain et al., 2016).

It is essential for media developers and educators to choose features, good appearance, precise information, design easy interactions for users, and pay attention to the time during the parenting learning process for parents. Based on the researchers' findings, paying attention to some of these will facilitate and remove parental barriers to parenting learning (Lopez et al., 2022).

#### *Quantity of Barriers and Perceptions of Media Use*

This study found that there was no relationship between the number of barriers and the perception of media use. This illustrates that no matter what barriers are obtained, the use of digital media for parents is independent of how many obstacles are obtained. Parents may continue to use digital media even if they encounter various obstacles or disturbances during the use of digital media.

## **Conclusion**

The behaviour of multitasking media in parents is more dominated by the behaviour of light media multitaskers (LMM). The use of print and television media for parents is relatively high and is evenly distributed in the use of computers, music, social media, browsing, and SMS. Calling activity is at the bottom, and very few parents play games. In using such media, parents spend between 1 hour to 4 hours. In this study, there was no difference between Mom and Dad in using these media. The perception of using media for them to learn to parent is still relatively moderate. Related to obstacles in the use of media for parenting activities are the number of advertisements that appear, harmful internet content, invalid and reliable information obtained, poor website appearance, confusing content, connection disorders, user-unfriendly, absence of applications that can be accessed offline, Lack of supportive media, perceptions take up much time to information that is too general and cannot be directly asked if learning is carried out online. However, the various obstacles that exist are separate from the perception of media use in parents.

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