

Children's Addictive Behavior in Watching Animation on YouTube: What is the Solution?

Indah Rohmiatun^{1*}, Khaerudin Imawan²

Universitas Swadaya Gunung Jati, Indonesia

Email: indahindah0804@gmail.com, imawancrb@gmail.com

Keywords:

Interpersonal
Communication,
YouTube, Animation
Content, Children.

Abstract

In this modern era, many entertainment media are easily accessible to children via Youtube. Along with the progress and evolution of educational knowledge and technology, the role of parents in early childhood education is very important. Parents need to understand and learn about every latest knowledge and technology in this era full of various challenges. Many parents do not realize that gadget addiction can be dangerous because it can damage children's mental and physical health. Some parents don't even realize when their children spend 3 hours or even the whole day watching YouTube without a break. Situations like this can indicate when the child has experienced addiction. Based on the results, researchers want to provide an understanding of parents related to children who are addicted to animated YouTube content using an interpersonal communication approach. With parental guidance, the selection of animated content on the elements of learning methods and watching together actively can reduce the potential for excessive addiction and the weakness of watching negative animated content. The selection of animations such as Nussa and Rara as children's shows is an educational selection. This animation includes good character education, so it is suitable for shaping children's character if introduced early.

INTRODUCTION

The bond between parents and children in the family is built through communication. Family is the primary environment for children to learn, interact, communicate, and behave in the surrounding environment (Han et al., 2021). Emotional closeness with close family members is the best way to form a good and healthy parenting style (Dong et al., 2020). When children play, sing, tell stories, and learn together in this environment, it can have a significant psychological impact on the child's growth and future potential. Parents, in communicating with their children at home, still make many mistakes, including tending to patronize, interrogate, give orders, threaten, give specific labels (including naughty, lazy, stubborn, lazy, and others), compare, blame, judge, insinuate, and lie (Assefa, Tolessa, & Ferede, 2020).

Communication models are often applied by parents, either consciously or unconsciously, when faced with children who are experiencing problems in their social environment (Lee & Raszka, 2020);(Razavi, Davoodi, Shojaei, & Jafarpour, 2020). Ideally, the communication model applied is communication that builds confidence so that children's creativity and potential can develop optimally when interacting with their friends in the social and school environment. Therefore, as parents, it is important to quickly adapt to the development of the times (Gudlavalleti, 2017).

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The development of technology is now developing rapidly and affecting all aspects of life, including children's education. Technological developments have many positive impacts on children, but in some situations, they can have a negative effect. One of the many negative impacts that arise is excessive dependence and attachment to gadgets. (Subejo et al., 2021)

The results of other studies also show that if the addiction to watching YouTube can interfere with other activities, especially in social life, it is a break time and makes it a priority to play with more gadgets than study time (Sisbintari & Setiawati, 2021). This dependence causes children to become more dependent on gadgets, which ultimately results in excessive use of gadgets. The use of technology and digital devices is now prevalent, such as the use of YouTube. YouTube was chosen because this platform is very flexible; it can be accessed anytime, anywhere, and with anyone via smartphone, tablet, or computer (Syahroni et al., 2024).

Children's education by parents cannot only rely on instinct and imitate the habits of their parents. Along with the advancement and evolution of educational and technological knowledge, parents play a significant role in early childhood education. Parents need to understand and learn about every expertise and technology in this era, which is full of various challenges. The main focus of early childhood learning is to develop children's skills when solving problems, which occur continuously in children's lives every day (Agustiningrum, Husein, & Subarsa, 2021).

These skills help children to think about themselves and others and spur them to develop self-understanding in the broader environment. Many parents do not realize that gadget addiction can be dangerous because it can damage children's mental and physical health. Some parents are not even aware when their children play games or watch YouTube, which takes 3 hours or even the whole day without a break. A situation like this can indicate if the child has experienced addiction (Alia & Irwansyah, 2018).

Research by (Kartika et al., 2021) entitled Digital Parenting as an Effort to Prevent Gadget Addiction in Early Childhood during the Covid-19 Pandemic this research identifies the role of parents in implementing digital parenting as a strategy to avoid gadget dependence in early childhood during the Covid-19 pandemic. The results of the study show that the role of parents who implement digital parenting during the Covid-19 pandemic with the intention of preventing gadget dependence in early childhood includes managing time in using gadgets, assisting children when using gadgets, using the YouTube Kids application, monitoring browsing activities, without introducing games to children, and implementing screen time limits.

Digital parenting is one of many methods that can be used to prevent gadget dependence in early childhood. The purpose of this qualitative research is to analyze the role of parents in the application of digital parenting as an effort to prevent gadget dependence in children, and the conclusion is that digital parenting carried out by parents includes time management, mentoring, content selection, and other aspects.

On (Fauziyah & Saputro, n.d.) Titled Communication Patterns of Mothers and Early Childhood in the Use of Youtube Applications in Cemani Village, Sukoharjo Regency. The purpose of this research is to understand how mothers and early childhood communicate when using the YouTube application in Cemani Village, Sukoharjo Regency. Permissive Conclusion of Democratic Authoritarianism. Related theories (Interpersonal Communication). This research is related to the theory of interpersonal communication or interpersonal communication, which, according to some experts, is direct communication between two or more people, either verbal or nonverbal.

The research (Ahmad Mursid et al., 2020) entitled YouTube as a Media for Parental Control of Children, A Case Study of Parental Mediation of Parents on Students of SDIT Al-Marjan Bekasi) The purpose of this research is to explain how parents of SDIT Al-Marjan Bekasi students play a role as mediators in their children's use of YouTube. The study also wants to consider the context of giving smartphones to children by parents of SDIT Al-Marjan Bekasi students. Meanwhile, the theory that supports this research is family communication theory, which explains the importance of good communication in the family for the formation of children's character.

Parental mediation theory defines parental mediation as the effort of parents to control, supervise, and interpret the media content that children watch. Several models of parental mediation, according to Livingstone and Helsper, namely restrictive, active mediation, technical restrictive, and monitoring. Thus, the conclusion, objectives and theories underlying this study are based on the document. This study aims to describe the parental mediation model of parents of SDIT Al-Marjan students for their children using YouTube, supported by family communication theory and parental mediation.

YouTube is a platform that provides a variety of video content. The content available on YouTube includes vlogs, pranks, games, music, teen live broadcasts, parodies, vines, reviews, recommendations, movies, unique facts, dubbing, experiments, cooking, drawing, guides, family content, and cartoons. The variety of content available on YouTube attracts children's interest in exploring the various topics available on the social media platform (Rohmatulloh, Istiyanto, & Bestari, 2020).

The use of technology and digital devices is now prevalent, and one of the most common is YouTube. YouTube was chosen because it is a very flexible platform, allowing it to be watched anytime, anywhere, and by anyone via smartphone, tablet, or computer. In addition, YouTube is interactive because it provides a comment feature that allows viewers to give opinions or comments on videos that have already been posted, and video creators can also reply to those comments (Mastanora, 2020).

Interpersonal communication is usually face-to-face communication between people; everyone who participates in the communication influences each other's perceptions of their communication partners. Didic communication is a unique form of interpersonal communication. According to DeVito, Interpersonal communication is communication between two people with a clear connection and connected in several ways. So, with the power of interpersonal communication, for example, communication between the mother and child, brother and sister, two people in an interview, and so on (Anggraini et al., 2022)

The animation industry has experienced extensive development, where animated films are now not only developed for entertainment but also the sake of education, educating the public and conveying other information. Animation retains the ability to present complex concepts only through images and words in a way that visualizes complex meanings. By using animation-based information media, the process of conveying information becomes easier to understand and understand compared to oral or written methods (Aziz & Syakur, n.d.).

Therefore, considering the condition of the child, the role of parents is significant. The role of parents is not only limited to that, but the role of fathers also has a significant influence on educating children, and almost every time, children want to spend time with their parents. The purpose of this research, using the theoretical framework of Interpersonal Communication, is to provide in-depth insight into the dynamics of communication in the context of children's digital content addiction. In this journal, the researcher discusses "Parenting Communication for Parents in Children Addicted to Animated Youtube Content".

METHOD

This research applies a qualitative approach because it is in accordance with the chosen theme, which aims to explore information thoroughly and deeply so that the author can describe the phenomenon well. The qualitative approach, according to Ulfatin (2015: 24), is a type of research that aims to understand phenomena such as behaviour, motivation, perception, action, and others on the subject of research holistically, using descriptions in the form of words and language, in particular natural contexts, and by utilizing various scientific methods. In order to analyze this study using the understanding of Interpersonal Communication Theory, this theory emphasizes the importance of interaction between parents and children in developing practical communication skills (Fauziyah & Saputro, n.d.).

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The method of collecting observation data is carried out by making direct observations by the researcher on the object being studied at the scene of the incident. The researcher used primary data obtained directly from the main source through interviews. Primary data was collected through interviews with parents of toddlers and toddlers. Informant A is a housewife with three children, and Informant B is a career woman who has one child and is located in Lengkong Kulon Village. In addition, secondary data in this research was obtained from previous studies published in national journals, international journals, or related online articles. According to Joseph A. DeVito (Liliweri, 2015, p. 26), the process of receiving and sending messages non-verbally or verbally between 2 or more people with direct feedback is defined as interpersonal communication.

RESULTS AND DISCUSSION

Based on the results, the researcher wanted to provide parents with an understanding that every child is different and that an approach that works for one child may not work for another. Parents need to be flexible and adapt their approach to the needs and personality of each child in an effort to prevent addiction to animated YouTube content. Addiction to animated YouTube content in children is a concern for many parents. To overcome this, an understanding of Interpersonal Communication Theory is fundamental and practical (Sisbintari & Setiawati, 2021).

Parents use various time management strategies to manage their children so that they are not too addicted to watching animation on YouTube. One of the many time management strategies used is to provide time limits on the use of gadgets to children. Based on the information obtained, this schedule can be accepted by both parties (parents and children) because it has been adjusted to the time limit that has been set (Firmawati, Biahimo, & Abd Kamba, 2021).

Based on the information obtained by informant A, he explained that time restrictions are significant to apply to children to reduce the level of children's addiction to animation content, so he implemented the rules for watching animation from 11 am to 12 pm with the addition of a 1-hour option every weekend. The same thing is applied by informant B. Even in a different situation where the informant works as a career woman, the limit is given to children with a maximum duration of 3 hours in watching animated content on YouTube.

In order to increase children's awareness of the risks of addiction to watching YouTube, parents should avoid immediately getting angry/blaming their children. Instead, they can start by conducting parent mediation or discussion, which involves interaction between parents and children and discussing ideas related to the problem. This interaction is essential to support the agreements that have been made, such as those made by informant A, where the child must be subject to the time limit that has been agreed upon with the parents. However, the informant provides an alternative in the form of other activities if the child feels bored with the agreement.

The reality in this implementation is indeed not easy, as faced by informant B when external solid factors influence the child (Chamidah, Hariadi, Selvi, & Siddiq, 2021). When the surrounding environment is not supportive, it will hinder the boundaries that have been agreed between informant B and the child. As parents, it is essential to control the content that children watch, especially in terms of animated videos or cartoons. Not all videos are suitable or safe for them. Therefore, it is recommended that parents do research first on the video content before showing it to their children. The decision on whether the video is allowed to be watched by the child should be agreed upon by the parents.

In addition, choosing the correct and relevant content for children is also something that needs to be done to reduce the potential for the child's addiction to YouTube animation content that could be more useful. So, in this case, informant A chose explicitly, namely, the content of Nussa and Rara that the child witnessed during weekdays and weekends. The same thing was also done by informant B, who selected the application specifically, namely YouTube Kids. Because the application only contains content intended for children under 17 years old.

Based on the observation of the challenges faced, the author analyzes the approach of parents to children to overcome the addiction to animated content on YouTube in early childhood in this digital era. Some experts divide childhood into two phases, namely the early period (2-6 years) and the late period (6 years until sexual maturity). Children aged 1-5 years often show great curiosity and love to explore many things, such as being interested in pets, collecting favourite items, watching cartoons, and even watching YouTube. Setting the time of use, selecting appropriate content, as well as involvement and mentoring children while using YouTube are important roles for parents, especially mothers, when using YouTube with children. Children's use of YouTube social media is often triggered by their curiosity about the activities around them. Children are able to absorb and remember what they see and feel quickly.

Discussion

This discussion is about the concept of Interpersonal Communication Theory, which involves interaction between parents and children and establishes rules related to the use of media, including YouTube (for example, duration and time limits), the selection of the right animated content, the risk of addiction to watching YouTube, and parents' efforts to provide learning so that children can use YouTube wisely. The most important thing in parenting is to monitor the relationship between parents and children through an interpersonal communication approach.

Building Strong Relationships

Building strong relationships with children in the digital age requires an approach that is tailored to existing technologies and challenges. In this context, parents can take the time to understand what their children are doing online. This could include games, social media apps, or video platforms like YouTube. Ask questions about what they like or learn. While technology is essential, it is also important to take the time to interact outside of the digital world. Make a schedule of activities together, such as exercising, listening to music, or just talking without the distraction of technology. Discuss potential challenges and risks associated with technology, such as cyberbullying, data security and overuse. Open up a space for children to feel comfortable talking about their online experience. Be flexible and open to adapting to these changes. With a tailored approach and open communication, parents can build strong relationships with children in the digital age while helping them develop healthy skills and behaviours in using technology.

Based on the results of the interview conducted by Pelitti, there is an Informant B, a Career Woman who is indeed relatively young compared to the ages of other mothers. Nowadays, it is natural to see women as career women; sometimes, there are various sides to see women in their careers sacrificing their families. This is a factor the way of educating children who are already addicted to animated YouTube content is indeed entirely lacking to pay attention to, especially the problem of taking time after work to talk to children about their addiction to watching animated YouTube (Desiningrum, 2017). Informant B and her husband let their children freely do anything without supervision and leave it alone. The theory of interpersonal communication in children is essential because the intensity of work time reduces time; in this case, parents usually do not pay attention to time spent together with children. Even though building a solid relationship with children and overcoming addiction to YouTube animation takes time, patience, and effort.

Meanwhile, from the results of an interview conducted by Peliti with Informant A, a housewife who already has three children, she is quite consistent with what she does for her children. In terms of roles, both parents also often spend time with their children without the distraction of technology, even playing together with their brothers and husbands before recess to play together with their children. By providing support and encouragement to the child as they try to reduce their time watching YouTube and show the child that Informant A and her husband believe in the child.

Setting Clear Boundaries

Interpersonal communication theory emphasizes the importance of strong relationships between individuals, including in the context of parents between individuals, including in the context of parents and children. By implementing these limits, parents can build healthy communication and positively direct the use of media for children's development in determining

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clear boundaries regarding interpersonal communication between parents and children who are addicted to animated YouTube content. Parental communication affects children's attitudes and behaviours related to addiction to animated YouTube content. This includes the influence on children's compliance with set limits, changes in media consumption patterns, and changes in attitudes towards digital content.

These limitations help to focus research on communicative interactions between parents and children in the specific context of addiction to animated YouTube content. Thus, these two informants with different parenting patterns can provide deeper insights into effective ways of communicating to manage these issues positively and support child development. What Informant B, a Career female mother, did is that determining the time limit for watching YouTube with communication interactions with children related to the time limit for watching YouTube animation is important.

From the beginning, agreeing with the husband and children also participated in determining the time limit that the child wanted with an inappropriate time limit of 3.5 hours until, as time went on, it increased by 3 hours every day, even more than what had been determined because they as parents spoiled the child too much by using the excuse of being busy at work and their children who quickly had tantrums if they were prohibited from using Youtube Animation content Overdose that makes it addictive.

Some of the supporting factors are children of their age around the house who are always focused on watching YouTube excessively. When confiscated, they will use their tantrums so that parents give in and do not have the heart for their children. Informant B is a parent whose child is allowed to do anything without supervision and rarely gives reprimands or guidance, so this pattern tends to be liked by children. Protests or objections from children are caused by the limited time they can watch YouTube when they want to continue watching their favourite videos on YouTube.

In this study, there are those who have different strategies to overcome the situation. For example, Mrs. Informant A did what Informant A did a housewife who set a reasonable and consistent limit on the time to watch YouTube animation and explained the consequences if the rules are violated, first communicating the interaction between parents and children by agreeing on how long the child will watch from 11 am to 12 pm when leaving school and the child agrees by negotiating on weekends to add up to 1 hour By explaining to the child about making a mutual agreement with a sense of responsibility for his decisions and giving praise to the child when they follow good rules so that the child feels appreciated for his responsibility.

Basically, the regulation of the duration and creation of a schedule for watching YouTube in children aims to regulate their screen use healthily and responsibly. This can help control the time spent in front of screens, ensure that children are not exposed to screen radiation for too long, and promote other activities such as playing together outdoors or reading books.

Choosing the Right Content

Choosing the right content for children in the context of addiction to animated YouTube content is indeed relevant to the theory of interpersonal communication. This theory emphasizes the importance of interaction between individuals, in this case between parents and children, to build mutual understanding and strengthen relationships. In this context, the proper selection of content can affect interpersonal communication between parents and children. In addition to setting the duration and schedule of YouTube access, parents also need to pay attention to the content watched by children. Not all animated or cartoon videos, for example, are suitable for children and safe for them to watch. Therefore, it is recommended that parents do simple research, such as reading reviews or watching video content, before showing it to their children. Whether this video is allowed to be watched by children or not depends on the values emphasized in each family.

The children of 5-year-old informants who have begun to be able to communicate and discuss in two directions, the selection of content can be a topic of discussion together. For example, like Informant A Housewife, this study involved her 5-year-old child in a conversation about content selection. Even though parents remain in control, children feel valued because they

are involved and their opinions are listened to by parents. While Informant B, in terms of content selection, has a different approach, he does not make any special rules or agreements with his child with what is watched. His child often watches free videos without the reach of his parents, especially informant B, who is a working parent who makes children addicted to animated content that is not intended for his age (Syahroni & Nisa, 2024).

Parents need to keep an eye on the content that children watch, including animated videos or cartoons, to ensure that the content is appropriate and safe for them (Fauziyah, n.d.). Therefore, it is recommended that parents do their research on the video content first before showing it to their children. Parents are obliged to make decisions based on content that is in accordance with the values desired for their children. As informant A did, he plays an active role in choosing videos on YouTube to ensure whether the content watched by their child holds positive values or vice versa. Before that, they researched the many positive sides of Nussa and Rara's animation content so that their children could learn the sciences and morals of the animation content (Asmawati, 2020).

The selection of animated content, such as Nussa and Rara, is an educational choice. This animation contains good character education for children, especially if introduced from an early age. The content of Nussa and Rara conveys Islamic teachings through the lecture method, where Nussa advises Rara about daily activities based on Islamic teachings. This content can be helpful to and understood by 5-year-old children who are curious and enjoy exploring many things (Iskandara & Nadhifab, 2021).

CONCLUSION

Based on the discussion of data related to "Parental Communication in Children Addicted to Animated Content", it can be concluded that the application of parental mediation theory and the role of digital parenting in logical thinking, controlling, and guiding children and as an effort to avoid gadget addiction. In this modern era, many entertainment media are easily accessible to children through YouTube. This convenience creates a strong interest in children, so they are too focused on instant entertainment on their smartphones. Although children need entertainment, the excess of enjoying entertainment can have a negative impact on them, especially if they are exposed to content or vlogs that are not suitable for their character development.

With parental guidance, the selection of animation content based on the elements of learning methods and active watching together can reduce the potential for excessive addiction and the weakness of watching negative animation content. The choice of animation such as Nussa and Rara as children's spectacles is an educational choice. This animation includes good character education, so it is suitable for shaping children's characters if introduced early.

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First publication right :

Journal of Business, Social and Technology

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