Guiding The Perception and Behavior of Generation Z Regarding LGBT Issues in Digital Content Based on Age Characteristics

Ashabul Fadhli[1], Syelfia Dewimarni[2]
[1,2]Universitas Putra Indonesia "YTPK" Padang, Indonesia
[1]ashabulfadhli@upiyptk.ac.id, [2]Syelfia_dewimarni@upiyptk.ac.id

Abstract

This study aims to determine the influence of parental supervision and its relationship with the perception and behavior of Generation Z regarding LGBT issues in digital content access. There is a common stigma that Generation Z, having grown up during a time of extensive internet use, is at greater risk of being exposed to LGBT culture. This field research employs a quantitative descriptive approach and Pearson Correlation (R). The research subjects are Generation Z individuals in Padang City, grouped by age characteristics: junior high school students aged 14-16 years, senior high school students aged 16-18 years, and university students aged 18-22 years. The sampling technique used is purposive sampling. The research instrument is a questionnaire arranged using a Likert scale. The results reveal that parental supervision has a significant influence with a score of 0.000 ($p < 0.05$) and a strong relationship with perception and behavior at 95.7%. This finding indicates the importance of parents providing relevant parenting patterns and education tailored to the needs of Generation Z. This research hopes to serve as a guide for parents and related institutions in safeguarding Generation Z's online activities from LGBT influences and cultural exposure.

Keywords: age characteristics, digital content, LGBT issues, generation Z, perception and behavior

Abstrak

Penelitian ini dilakukan untuk mengetahui bagaimana pengaruh pengawasan orang tua serta hubungan dari pengawasan tersebut terhadap persepsi dan perilaku Generasi Z terkait isu LGBT pada akses konten digital. Stigma terhadap Generasi Z sebagai generasi yang tumbuh dalam masifnya penggunaan internet berisiko dengan terpaparnya budaya LGBT. Penelitian lapangan ini menggunakan pendekatan deskriptif kuantitatif dan Korelasi Pearson (R). Subyek penelitian yaitu Generasi Z di Kota Padang yang dikelompokkan berdasarkan karakter umur dari kalangan SMP umur 14-16 tahun, SMU umur 16-18 tahun dan Perguruan Tinggi umur 18-22 tahun. Teknik pengambilan sample menggunakan Teknik Purposive Sampling. Instrumen dalam penelitian ini adalah berupa angket. Angket disusun menggunakan skala Likert. Hasil penelitian ini mengungkapkan bahwa pengawasan orang tua memiliki pengaruh signifikan dengan skor 0,000 (p < 0,05) serta hubungan pengawasan dengan persepsi dan perilaku yang kuat sebesar 95,7%. Temuan ini mengindikasikan bahwa penting bagi orang tua untuk memberikan pola asuh dan pendidikan yang relevan berdasarkan kebutuhan Generasi Z. Penelitian ini diharapkan dapat menjadi acuan bagi setiap orang tua, termasuk diantaranya organisasi atau instansi terkait sehingga aktivitas Generasi Z pada akses konten digital dapat terhindar dari pengaruh dan budaya LGBT.

Kata Kunci: *generasi Z, karakter umur, konten digital, LGBT, persepsi dan prilaku*

Introduction

According to generational theory experts, Generation Z denotes those born between 1997 and 2012 (Sekar Arum, Amira Zahrani, & Duha, 2023). This definition is consistent with other studies (Andini Sudirman, Putri Rahayu, Pattipeilohy, & Mutmainnah, 2024), which characterize Generation Z as the generation shaped by the rapid growth of the internet. The existence of technology and internet access is an essential part of the life trajectory of Generation Z. High-frequency, high-volume, and high-need internet usage has led to Generation Z being known as the "I Generation" (Dwi Yanti, Sardin, & Fajria Utami, 2023). This term stems from their background as digital natives who possess superior capacity in accessing and understanding technology (Linnes & Metcalf, 2017). While previous generations viewed internet usage as a challenge, Generation Z today perceives it as part of their lifestyle.

In reality, besides maximizing internet use for educational purposes, Generation Z also uses the internet for various activities such as social media engagement, watching short videos, gaming, online shopping, and more. Commonly visited topics include entertainment and digital content, hobbies and lifestyle, current news and information, as well as business and investment. To access all these, Generation Z typically requires at least three to five hours daily, calculated from the time they return home from school. If calculated from the time they are still at school, the duration of digital access would be relatively longer. Excessive internet usage can negatively impact learning disorders, internet addiction, exposure to pornography, and exposure to lesbian, gay, bisexual, and transgender (LGBT) content (Rozali, Latiff, & Baharuddin, 2019), among others.

The high volume and frequency of accessing various topics on social media daily increases the likelihood of encountering LGBT-related information and activities on social networks. Previous research (Rafi, Hamzah, & Pasaribu, 2021) discussing LGBT communication by Generation Z through social media reveals that numerous LGBT activities occur online, ranging from promoting LGBT ideologies, sharing personal and social LGBT activities, discussing the challenges and choices of being LGBT, to introducing same-sex dating applications. This finding confirms that Generation Z is potentially trapped in understanding LGBT issues, whether to accept or reject freely circulating information. Following LGBT trends out of curiosity or boredom, without parental supervision, risks shaping opinions regarding gender identity, diversity, sexual orientation, and ultimately viewing LGBT as a lifestyle. This is supported by previous studies (Berger, Taba, Marino, Lim, & Skinner, 2022) indicating that information related to LGBT issues is aggressively

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disseminated through social media, which is used as a symbol to support LGBT advocacy (Gawa & Te'dang, 2023).

In response to the above issues concerning Generation Z, guiding perception is crucial for this generation, which is known for its active internet usage. Perception guide is the process by which an individual consciously manages, educates, and influences others to instill understanding and embed ideas and meanings in the form of knowledge. The formation of ideas and meanings occurs based on experience, perspectives, and beliefs regarding norms and values. In this context, control is exercised by adults specifically, parental supervision of Generation Z based on their respective age characteristics, simplified into junior high school, senior high school, and university levels. The assumption built into this study is that perception control through parental supervision can serve as a tool to influence the behavior (Oktariyana, Rahmawaty, Lionita, & Munadi, 2025) of Generation Z, involving cognitive, affective, and conative aspects.

This is consistent with Travis Hirschi's Social Control Theory, which argues that deviant behavior or norm violations are more likely when social bonds are weak. In this context, limited parental supervision of Generation Z in their access to digital content increases the risk of exposure to LGBT-related issues and culture. Conversely, strong parental presence and active involvement positively shape Generation Z's perception and behavior. According to Ardiva & Wirdanengsih (Ardiva & Wirdanengsih, 2022), these social bonds are built on four core elements: attachment (emotional closeness), commitment (dedication to parenting), involvement (active participation in the child's life), and belief (shared moral and social values). When parents are closely engaged in their children's upbringing, it influences whether Generation Z chooses to ignore or engage with LGBT-related content, as well as their likelihood of imitating or avoiding behaviors depicted in such content.

Based on the explanation above, Generation Z has unique characteristics that distinguish them from previous generations, especially in how they use the internet and interact with digital content. These characteristics make it important for parents to guide their children in forming perceptions and behaviors that can prevent them from being influenced by LGBT exposure online. Therefore, this study aims to explore how parental supervision of digital content affects the perceptions and behaviors of Generation Z toward LGBT-related issues. Furthermore, it explores the relationship between parental supervision and the perception and behavior of Generation Z regarding digital content access when encountering information and activities affiliated with LGBT issues on social networks, based

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on age characteristics. This research is important due to the proliferation of information in the form of posts, news, or digital content on social networks that embed ideologies affiliated with LGBT activities. Through this study, it will be evident that parental supervision has significant potential in guiding the perception and behavior of Generation Z when accessing digital content related to LGBT issues.

Method

This study is descriptive research. The descriptive method used in this study is quantitative. According to Martono, descriptive research is a type of study that aims to describe the characteristics of a variable, group, or social phenomenon occurring in society (Martono, 2010). Thus, this study will describe data regarding the intensity of Generation Z in accessing digital content related to LGBT issues. The independent variable in this study is parental supervision of Generation Z in responding to LGBT issues, and the dependent variable is the perception and behavior of Generation Z toward LGBT issues. Data collection techniques use questionnaires, one for parental supervision data and another for Generation Z's perception and attitude toward LGBT issues. The questionnaire grid can be seen in Table 1 below:

Table 1. Questionnaire Grid

Variable	Indicator	Questionnaire Item Numbers
Parental Supervision of Generation Z in Responding to LGBT Issues	Parents provide parenting and education about LGBT in the form of objective information, sexuality education, and religious education.	26, 27, 28, 29, 30, 32, 33,34
Perception and Behavior of Generation Z Regarding LGBT Issues	Generation Z's perception of risks when accessing LGBT content and its influence on behavior, whether ignoring or not ignoring LGBT content, and the tendency to imitate or not imitate LGBT related content.	18, 19, 20, 22, 23, 24

The population in this study consists of 101 respondents from Generation Z born between 1997-2012. The targeted Generation Z is grouped into three age characteristics: junior high school students aged 14-16 years (born 2008-2010), senior high school students aged 16-18 years (born 2006-2008), and university students aged 18-22 years (born 2002-2006).

Table 2. Respondents

Respondents	Age Character	Born	Amount
Junior High School	14-16	2008-2010	31
Senior High School	16-18	2006-2008	35
University Students	18-22	2002-2006	35
Total			101

The sampling technique used is purposive sampling, meaning the sample is selected according to the research objectives (Sumargo, 2020), conducted in urban areas that tend to be more active in accessing digital content. This technique increases the likelihood that the collected sample will represent the required and relevant information for the ongoing research. Questionnaire data are scored using a Likert scale. Subsequently, the data obtained in this study are processed and analyzed using descriptive statistical calculations, in accordance with the predetermined research objectives and questions.

Result and Discussion

From the overall questionnaire assessment collected from 101 Generation Z respondents in junior high school, senior high school, and university groups, significant findings were obtained regarding the influence of parental supervision on shaping the perception and behavior of Generation Z in accessing digital content. To examine how parental supervision influences Generation Z's access to digital content in shaping perception and behavior toward LGBT issues, the questionnaire data were processed using SPSS version 27 with linear regression analysis, as shown in Table 3 below:

Table 3. ANOVA Test Results

		ANOVA[a]				
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1157.724	1	1157.724	2207.557	.000[b]
	Residual	51.919	99	.524		
	Total	1209.644	100			
	a. Dependent Variable: Perception and Behavior of Generation Z					
	b. Predictors: (Constant), Parental Supervision					

From Table 3, the ANOVA test shows an F value of 2207.557 with a significance of 0.000 ($p < 0.05$). This means that the regression model built is statistically significant. Thus, it can be concluded that parental supervision significantly influences the perception and behavior of Generation Z toward LGBT issues when accessing digital content. This result stems from the questionnaire content regarding parental involvement and participation in spending time with children to communicate directly face-to-face, so that children are protected from LGBT influence on the internet.

To examine the magnitude of the influence or relationship between parental supervision and the perception and behavior of Generation Z regarding digital content access when encountering information and activities affiliated with LGBT issues on social

networks, based on age characteristics, Pearson Correlation Regression (R) test using SPSS version 27 was employed, as shown in Table 4 below:

Table 4. Pearson Correlation (R) Test Results

| | | | Adjusted R | |
Model	R	R Square	Square	Std. Error of the Estimate
1	.978[a]	.957	.957	.724

Model Summary

a. Predictors: (Constant), Parental Supervision

Based on the regression analysis results, an R value of 0.978 was obtained, indicating a very strong relationship between parental supervision and the perception and attitude of Generation Z regarding digital content access when encountering information and activities affiliated with LGBT issues. The R Square value of 0.957 indicates that 95.7% of the variation in Generation Z's perception and behavior toward LGBT issues can be explained by parental supervision, while the remaining 4.3% is influenced by other factors outside this research model.

Thus, the results of this study prove that the parenting pattern referred to through the above variables has significantly influenced the formation of Generation Z's perception and behavior. Likewise, the influence of parental supervision has a strong relationship with the perception and behavior of Generation Z regarding digital content access when encountering information and activities affiliated with LGBT issues on social networks. Essentially, the parenting and education provided by parents have successfully influenced Generation Z from junior high school, senior high school, and university groups in forming perceptions and behaviors toward LGBT issues, and correlate with Generation Z's perception and behavior regarding digital content access when encountering information and activities affiliated with LGBT issues on social networks.

Parental Supervision's Influence on Generation Z's Perception and Behavior

The presentation of findings begins with a disaggregated analysis based on age characteristics, drawn from questionnaire responses by 31 junior high school students, 35 senior high school students, and 35 university students. Based on the questionnaire assessment of the parenting indicator, it was found that junior high school respondents (76.13%) were more likely to report that fathers spent more time than mothers in supporting their growth and development, particularly in protecting them from the negative influence of online information. In contrast, senior high school respondents indicated that both parents were equally involved in this role (68%), a view similarly held by university students (70.9%).

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Table 5. Questionnaire Assessment of The Parenting Indicator

Respondents	Amount	Outcome	Percentage
Junior High School	31	Fathers spent more time than mothers	76.13%
Senior High School	35	Both parents were equally involved	68%
University Students	35	Both parents were equally involved	70.9%

Regarding the indicator of educational content provided by parents to help children avoid LGBT-related influences, it was found that junior high school respondents (64.52%) recognized religious education, particularly the instillation of spiritual values and character by parents, as important in preventing exposure to LGBT issues. Similarly, senior high school respondents also emphasized the importance of religious education, with an even higher proportion (82.9%). In contrast, university students indicated that comprehensive sexuality education covering topics such as sexuality, gender identity, and sexual orientation provided by parents was more effective in preventing exposure to LGBT-related issues (76%).

Table 6. Questionnaire Assessment of Educational Content Provided by Parents to Help Children Avoid LGBT-Related Influences Indicator

Respondents	Amount	Outcome	Percentage
Junior High School	31	Religious education	64.52%
Senior High School	35	Religious education	82.9%
University Students	35	Sexuality education	76%

The next variable examined is Generation Z's perception of LGBT issues. The indicator explores the influence or relationship between parental supervision and Generation Z's perception and behavior within their respective social environments, based on empirical evidence. This indicator was operationalized into six relevant questionnaire items. Based on the questionnaire results for the perception indicator, it was found that junior high school respondents (76.13%) were more likely to both ignore and actively seek to understand LGBT-related content when encountering it online. In contrast, senior high school respondents tended to ignore such content and instead choose to switch to other content they perceived as more positive (70.9%). University students showed a similar pattern, with 65.7% reporting the same behavior.

Table 7. Questionnaire Assessment Of Perception Indicator

Respondents	Amount	Outcome	Percentage
Junior High School	31	More likely to both ignore and actively seek to understand LGBT-related content when encountering it online	76.13%
Senior High School	35	Ignore	70.9%
University Students	35	Ignore	65.7%

The majority of Generation Z in this study, originating from junior high school, senior high school, and university groups, are aware that there are risks in accessing digital content. The formation of the perception that every piece of information found about LGBT can risk exposing Generation Z to LGBT influence and culture indicates that parental supervision is a very important task and role. Drawing on Travis Hirschi's Social Control Theory, parental supervision begins with emotional attachment to the child. This is demonstrated through the fulfillment of two key elements: parental presence (commitment) and active participation (involvement), both of which reflect the responsibility and duty of parents. The ultimate goal is to guide Generation Z's behavior through educational input that shapes their perception—referred to in the theory as *belief*.

The presence (*commitment*) of parents referred to here means the time allocated by both father and mother together, not just the father or mother alone. The existence of both father and mother is indicated by the quality of time allocated to fill the family's intellectual, emotional, and spiritual spaces. Participation (involvement), meanwhile, is the follow-up to the existence of both parents together to be involved in controlling and educating the child. Both father and mother can actively equip the child with relevant knowledge to avoid falling into LGBT influence and culture.

This parental involvement is believed to enhance Generation Z's knowledge, self-control, and ability to form perceptions and behaviors (*belief*). This study then proves that comprehensive parental supervision of Generation Z from junior high school, senior high school, and university groups has a very significant influence on shaping Generation Z's perception and behavior. This is based on the ANOVA test results showing an F value of 2207.557 with a significance of 0.000 ($p < 0.05$). This means that the regression model built is statistically significant. Thus, it can be said that the control of Generation Z's perception and behavior can occur due to parental supervision.

Regarding the ANOVA test results above, data analysis was further developed on the parental supervision variable. In the questionnaire results found on the parenting indicator, it was known that Generation Z from the senior high school and university groups have the

same knowledge that fathers and mothers have balanced involvement in the child's growth and development process, especially in preventing the negative influence of any information the child finds on the internet. In contrast, Generation Z from the junior high school group has greater knowledge regarding the amount of time fathers spend compared to mothers in being involved in the child's growth and development process, especially in preventing the negative influence of any information the child finds on the internet.

Although this appears to contradict the concept of rights and obligations between parents and children found in Article 45 of Law No. 1 of 1974 in conjunction with Law No. 16 of 2019 concerning Marriage, which states that child care and education are the obligations of both parents, the greater involvement of fathers compared to mothers, based on junior high school students' knowledge, is a finding that should be appreciated and explored further. Empirically, most fathers tend not to be present and not involved in parenting or domestic tasks (Ashabul Fadhli, 2021). The reasons for focusing on work and being the main financial provider for the household are the most commonly found conditions. Conversely, this empirical fact seems to contradict the questionnaire results found. If reviewed from the perspective of the occupation of fathers of junior high school Generation Z students, it is known that these occupations include farmers (9.67%), traders (3.22%), entrepreneurs (25.80%), private employees (22.58%), online drivers (3.22%), and others (35.48%) covering daily laborers, drivers, mechanics, and other unspecified jobs. As for the duration of fathers' working hours, it is known that fathers work 1-3 hours (6.45%), 4-7 hours (12.90%), 8-12 hours (70.96%), and >12 hours (9.67%).

Table 8. Occupation of Fathers of Junior High School Generation Z Students

Type of Job	Percentage	Description
Farmers	9.67%	
Traders	3.22%	
Entrepreneurs	25.80%	
Private employees	22.58%	
Online drivers	3.22%	
Others	35.48%	Daily laborers, drivers, mechanics, and other unspecified jobs

This means that, with the condition that all fathers work (100%) with the majority working 8-12 hours, it does not reduce the father's obligation to perform parenting duties for their children. In other words, the busyness of fathers of junior high school Generation Z in working does not prevent them from fulfilling their parenting duties as parental obligations. This finding indicates an emerging trend in the area of attachment, showing that fathers are able to maintain an active parenting role even while managing demanding work schedules.

The next indicator regarding educational materials provided by parents to children in avoiding LGBT influence shows that Generation Z from junior high school and senior high school groups have the same knowledge that providing religious education is considered more important. The strong formation of religious perception among Generation Z from junior high school and senior high school groups is closely related to the stigma that religion, as a value system for its adherents, is manifested by adhering to religious norms. Society's compliance with religious norms can be traced to previous research that confirms that society in West Sumatra highly upholds religious principles and norms. This is evidenced by public attitudes toward LGBT, which regard it as contrary to religious teachings (Hanum, Rahmaddian, & Fitria, 2022), as well as by the fact that LGBT identities are not yet legally recognized in Indonesia (Rafi et al., 2021).

In contrast, university-level Generation Z respondents believe that comprehensive sexuality education covering topics such as sexuality, gender identity, and sexual orientation, provided by parents is more effective and relevant in preventing exposure to LGBT-related issues. This approach is considered important because it equips adolescents with foundational knowledge about sexuality, promotes positive behavioral habits, and provides accurate information about LGBT matters. Moreover, sexuality education has also been shown to be effective in preventing sexual violence in both school and university settings (Zurwanty, Fadhli, Dewimarni, & Sari, 2024). However, some perspectives argue that sexuality education may conflict with Indonesia's cultural and religious values and could potentially foster permissive attitudes toward sexual behavior. To address this concern, sexuality education can be delivered through age-appropriate themes and media (Adyani, Realita, & Afrianti, 2023), using a preventive approach grounded in local norms and values (*belief*) and prioritizing adherence to ethical and religious principles (Firdaus, Gumiandari, Fitriana, & Nafi'a, 2024).

Relationship Between Parental Supervision and Generation Z's Perception and Behavior

The questionnaire results on the influence or relationship between parental supervision and Generation Z, as tested on the behavior indicator, it was found that Generation Z respondents acknowledged that parental supervision has helped reduce the risk of adopting LGBT-related behaviors, such as mimicking online content in jokes or playful interactions with peers. Specifically, even when exposed intentionally or unintentionally to online content depicting a male presenting in a feminine manner, the perception formed and

internalized through prior parental education prevented them from imitating such behavior. This was reported by 75.48% of junior high school students, 58.9% of senior high school students, and 63% of university students. A similar pattern emerged when respondents encountered content showing a female presenting in a masculine manner: 83.87% of junior high school students, 60.6% of senior high school students, and 64% of university students refrained from imitation. Likewise, when exposed to content depicting same-sex romantic or sexual orientation (e.g., male-male or female-female relationships), 80% of junior high school students, 60% of senior high school students, and 63% of university students indicated they did not imitate such behaviors.

Table 9. Questionnaire Assessment of Behavior Indicator

Prevent adopting LGBT-related behaviors about a man presenting in a feminine manner		
Respondents	**Amount**	**Percentage**
Junior High School	31	75.48%
Senior High School	35	`58.9%
University Students	35	63%
Prevent adopting LGBT-related behaviors about a women presenting in a masculine manner		
Junior High School	31	83.87%
Senior High School	35	60.6%
University Students	35	64%
Prevent adopting LGBT-related behaviors about same-sex romantic or sexual orientation		
Junior High School	31	80%
Senior High School	35	60%
University Students	35	63%

The effectiveness of parental supervision is not only reviewed from the aspect of fulfilling the elements of parental presence (*commitment*) and participation (*involvement*) as described above, but also from the extent to which such supervision influences or relates to Generation Z's perception and behavior when encountering information and activities affiliated with LGBT issues on social networks (*belief*). In this process, the role of parents is no longer limited to supervision but has expanded to include control. Parental supervision has been proven to influence Generation Z's behavior involving cognitive, affective, and conative aspects. This means that by optimally carrying out parenting and education duties, parents can control and direct behavior to avoid LGBT cultural influence.

Parental commitment to providing parenting and education for Generation Z can only be considered effective when all forms of parental involvement demonstrably influence Generation Z's attitudes toward LGBT-related content. Generation Z has adequate knowledge to prevent every risk of being exposed to LGBT behavior in the form of imitating content in the form of jokes in their social environment. However, differences in parenting patterns are known to correlate with Generation Z's attitude in ignoring or not ignoring

content about LGBT found on the internet. Generation Z in junior high school groups, originating from dominant father parenting patterns, shows a tendency to ignore and seek to understand LGBT content more when encountering such content on the internet. It is known that only 61.94% of junior high school groups choose not to ignore. This condition differs from Generation Z in senior high school and university groups who tend not to ignore such content and instead switch to content deemed more positive.

The difference in perception and attitude shown by Generation Z above is closely related to the age factor, indicating their capacity as children, adolescents, and adults. Most of the process of forming children's sexual character and behavior occurs in interpersonal communication between parents and children (Solihin, Rifa'i, & Putra, 2023). According to Travis Hirschi, this process operates through the element of attachment, which develops through intimate interactions between parents and children in building a strong emotional bon. With the capacity as children, greater intervention focus is needed for adults as parents to provide knowledge and guidance to children. This mechanism has been implemented in professional services regarding the experience and quality of parenting LGBT children in Spain as social support, health services, and education (Langarita, Platero, López-Sáez, & Sadurní-Balcells, 2024). The implication is that the same mechanism can also be carried out by related organizations or institutions in Indonesia in educating children or adolescents with similar issues.

The younger the child's age, the greater the focus required. That is why it is important to implement balanced parenting patterns involving the roles of both father and mother together. Meanwhile, at relatively older ages or adolescence, the mechanism used is listening, facing, and combating biases of adolescent issues influenced by culture. These findings further reinforce that the presence (*commitment*) and active involvement (*involvement*) of parents, as responsible adults in providing balanced parenting, are essential in shaping children's attitudes toward emerging issues, particularly in digital spaces. Furthermore, the question on the last item about imitating content is a concrete form of the relationship that parental supervision greatly impacts Generation Z's behavior. All Generation Z respondents in this study demonstrated an understanding that imitating the aforementioned LGBT-related content in the form of behavior is inconsistent with their internalized values and social norms. Persisting and not imitating content is the commitment shown by Generation Z toward gender identity. Essentially, the concept of gender has been clearly categorized into male and female sexes. This gender categorization is a norm that is already strong and dominant, both viewed from religious and sexual perspectives. When a

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norm is violated, sanctions will be imposed (Davy, 2023). This idea serves as a reminder that every parent has responsibility for their child's gender identity (Rikhusshuba & Huda, 2020) and sexual orientation (Estep & Mirman, 2023). In short, parental roles are needed to support the identification process, strengthen gender identity, and recognize children's sexual orientation so that children remain within the circle of applicable norms. Thus, Generation Z's attitude in rejecting and not accepting LGBT issues and culture as a new identity is an indicator of the fulfillment of parenting and education duties provided by parents (*belief*).

Therefore, the results of this variable also prove that there is a strong relationship between parental supervision and Generation Z's perception and behavior when encountering information and activities affiliated with LGBT issues. Overall, from the regression analysis results of Generation Z's questionnaire assessment from junior high school, senior high school, and university groups, an R value of 0.978 was obtained. The R Square value of 0.957 indicates that 95.7% of the variation in Generation Z's perception and behavior toward LGBT issues can be explained by parental supervision. Concretely, the context of parental supervision has successfully reached the context of control. Cooperation between parents and Generation Z has synergized in the form of knowledge transformation and is empirically realized in the form of behavior, whether shown in the form of rejecting attitudes toward issues or actions of not imitating.

Conclusion

This study concludes that parental supervision has a significant influence on Generation Z's access to digital content in shaping perception and behavior toward LGBT issues. This is evidenced by the fulfillment of the four key elements; attachment, presence (*commitment*), participation (*involvement*), and belief, which reflect parents' responsibility and obligation in guiding Generation Z's online activities. Every parent does this (*attachment*) by providing relevant education, according to the form of knowledge needed by Generation Z. The reason is that the educational materials needed by Generation Z to prevent exposure to LGBT issues and culture differ among certain groups (*commitment*). Consequently, every parent is encouraged to proportionally master the intended educational materials. The mechanism is to become a good information provider for Generation Z from junior high school and senior high school groups and a good listener for Generation Z from university groups (*involvement*). The relationship between parental supervision and Generation Z's perception and behavior regarding digital content access when encountering

information and activities affiliated with LGBT issues on social networks is proven to have a very strong relationship. This can be proven by the formation of the same perception among every Generation Z group that every piece of information found on digital access about LGBT content can risk exposing Generation Z to LGBT influence and culture. Although there are still some Generation Z groups who ignore and seek to understand the content more, the majority of Generation Z tend not to ignore and instead choose to switch to accessing other content deemed more positive. Its realization is shown by the internalization of Generation Z's knowledge to not imitate behavior regarding gender identity or sexual orientation outside the construction already determined by values and norms (*belief*). Not imitating content is the commitment shown by Generation Z to align with applicable social construction.

Suggestion

There is a strategic opportunity for future research, as the Pearson correlation (R) regression analysis revealed that 4.3% of the variance in Generation Z's perception and behavior remains unexplained by parental supervision. Future studies could further explore the factors influencing Generation Z's preferences regarding sexuality education and religious education, particularly why certain age groups consider one approach more relevant than the other. Additionally, research could examine the ideal content and delivery of both sexuality and religious education tailored to the developmental characteristics of each age group within Generation Z.

Acknowledgements

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