

AUDIENCE RECEPTION ANALYSIS OF PARENTING EDUCATIONAL CON-TENT ON THE YOUTUBE CHANNEL @NIKITA WILLY OFFICIAL

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Abstract. This research is motivated by the increasing interest in parenting education content on social media, particularly on the YouTube channel Nikita Willy Official. The study focuses on how audiences interpret the parenting content presented on this channel. The purpose of this research is to examine the audience's understanding of the content and to identify the forms of reception that emerge through the application of Stuart Hall's reception theory. This research adopts a constructivist paradigm with a qualitative approach and utilizes reception analysis to categorize audience interpretations into three positions: dominant, negotiated, and oppositional. Seven informants were purposively selected as research subjects. Data analysis was conducted through the stages of data reduction, data display, and conclusion drawing based on the Miles and Huberman model, supported by source triangulation to ensure data validity. The findings indicate that most informants occupy the dominant position, as they perceive the parenting material presented by Nikita Willy to align with their own parenting values and consider it credible. Others fall into the negotiated position by selectively adopting messages that fit their personal capabilities and circumstances, while a small number hold oppositional views. Overall, Nikita Willy's parenting content is recognized as an informative, motivating, and beneficial resource for young parents.

Keywords: Audience Reception, Educational Content Parenting, YouTube, Encoding-Decoding, Active Audience

INTRODUCTION

The development of digital media has transformed the way people seek and consume information, including information related to child parenting. YouTube has become one of the platforms widely utilized as a medium for parenting education due to its ability to present audio-visual content that is easily accessible and understandable by various audiences. Through YouTube, parenting experiences are not only shared by professionals but also by public figures who possess strong appeal and influence over audiences.

Educational content refers to the process of enhancing the knowledge and skills of individuals or groups through learning activities. This process may be acquired through direct practice or presented in the form of data, designs, facts, or observational findings derived from human experience and thought.

One public figure who actively shares parenting education content is Nikita Willy through her YouTube account, @Nikita Willy Official. As a celebrity and a young mother, Nikita Willy shares her parenting experiences in the form of personal and educational content. These contents receive diverse responses from audiences, ranging from acceptance to rejection, as reflected in comments and discussions on social media. This diversity of responses indicates that the parenting messages conveyed are not interpreted uniformly by all viewers.

This phenomenon demonstrates that digital media audiences are active in interpreting messages. Audiences do not merely receive information passively; rather, they evaluate, adjust, and even critique messages based on their experiences, values, and life contexts. Therefore, it is important to examine how audiences interpret parenting education content delivered through digital media, particularly content presented by public figures.

Based on this background, the research problem of this study concerns how audiences receive and interpret parenting education content presented on the YouTube account @Nikita Willy Official. Differences in personal experiences, family values, and parenting needs are assumed to influence how audiences interpret the parenting messages conveyed.

This study aims to identify and analyze audience reception of parenting education content on the YouTube account @Nikita Willy Official. Theoretically, this research is expected to contribute to

the development of communication studies, particularly in the fields of audience reception studies and digital media communication.

Practically, this research is expected to serve as a reference for parenting content creators in developing more contextual messages, as well as for the public in understanding and critically engaging with parenting education content on social media.

This study employs Stuart Hall's reception theory, which explains that audiences play an active role in the process of interpreting media messages. According to Hall, the decoding process is divided into three main positions: dominant, negotiated, and oppositional. These positions indicate that media meanings are not fixed but are constructed through the interaction between media messages and individuals' social, cultural, and experiential backgrounds.

In addition, the concept of digital media and YouTube as a communication medium serves as an important foundation for this study. YouTube enables the wide and interactive dissemination of educational content, thereby creating space for audiences to respond to and interpret messages in diverse ways. Parenting education content presented on YouTube functions not only as entertainment but also as a source of informal learning for parents.

Previous studies indicate that audience reception of media content is influenced by differences in knowledge background, experiences, and social context. These findings reinforce the relevance of applying a reception analysis approach in examining parenting education content in digital media, particularly content delivered by public figures such as Nikita Willy.

METHOD

This study employs a qualitative approach with a descriptive research design. This approach was chosen because the study aims to gain an in-depth understanding of how audiences interpret parenting education content presented through digital media, particularly on the YouTube account @Nikita Willy Official. Qualitative research enables the researcher to explore audiences' perspectives, experiences, and interpretations of parenting messages within the context of their everyday lives.

The method used in this study is reception analysis, referring to Stuart Hall's encoding-decoding model. This method is applied to examine how parenting messages conveyed by content creators are interpreted differently by audiences, whether in dominant, negotiated, or oppositional positions. The focus of the study is directed toward audience reception of parenting education content uploaded on the YouTube account @Nikita Willy Official.

The subjects of this study are audiences or viewers of Nikita Willy's YouTube content, selected using a purposive sampling technique. Informants were chosen based on specific criteria, namely individuals who actively watch or follow Nikita Willy's parenting content and who have experience or interest in parenting issues. This technique was employed to ensure that the data collected were relevant to the research focus and capable of providing an in-depth representation of the phenomenon under study.

Data collection techniques included online in-depth interviews and observation of the analyzed YouTube content. Interviews were conducted to explore informants' interpretations, attitudes, and experiences in receiving the parenting messages, while observation was used to understand the context and characteristics of the parenting education content.

Data analysis in this study utilized the interactive data analysis model proposed by Miles and Huberman. The analysis process involved data reduction, data display, and conclusion drawing. The analyzed data were then categorized based on audience reception positions dominant, negotiated, and oppositional according to Stuart Hall's reception theory framework.

RESULTS AND DISCUSSION

Based on the results of in-depth interviews with informants and an analysis of parenting education content on the YouTube account @Nikita Willy Official, it was found that audience reception of the content is divided into three categories of meaning: the dominant/hegemonic position, the negotiated position, and the oppositional position. This categorization is based on Stuart Hall's reception theory framework, which emphasizes that audiences play an active role in interpreting media messages.

Dominant-hegemonic Position. Audiences positioned within the dominant or hegemonic reading demonstrate strong acceptance of the parenting education messages conveyed by Nikita Willy. Informants in this category interpret the parenting content in accordance with the meanings encoded by the content creator. Messages related to parenting styles, emotional closeness between parents and children, and the establishment of children's routines are received as accurate, relevant, and beneficial information.

Informants in the dominant position perceive the parenting education content as easy to understand and applicable as a reference for everyday parenting practices. Nikita Willy's experience as a young mother and public figure is considered capable of representing an ideal parenting situation, leading to the messages being accepted with minimal resistance. Audiences in this category tend to trust the parenting content presented and view it as aligned with their own parenting values and experiences.

Negotiated Position. Some informants demonstrate reception within the negotiated position. Audiences in this position accept the main messages of the parenting education content presented, but do not fully apply all aspects of the messages. Informants engage in a process of selection and adaptation, adjusting the parenting messages to their personal circumstances, family environment, and previously established parenting practices.

Audiences in the negotiated position acknowledge that Nikita Willy's parenting content holds educational value and provides new insights into child-rearing. However, time constraints, differences in social conditions, and work-related roles influence the extent to which these messages are implemented. Consequently, the parenting messages are interpreted flexibly rather than accepted in an absolute manner. This position indicates that while audiences appreciate the messages conveyed, they exercise their own judgment in applying them.

Oppositional Position. Reception in the oppositional position is demonstrated by informants who do not fully align with the parenting education messages conveyed. Audiences in this position interpret the messages in ways that oppose the dominant meanings encoded by the content creator. Several parenting practices presented are perceived as inconsistent with the values, habits, or parenting experiences they adhere to.

Informants in the oppositional position view the parenting education content on the YouTube account @Nikita Willy Official merely as supplementary information rather than a primary reference for child-rearing. Differences in experiential background and beliefs regarding specific parenting styles are the main factors influencing their rejection of certain messages conveyed. This indicates that the influence of public figures in delivering parenting messages has its limitations, as audiences maintain autonomy in determining the meaning and relevance of messages to their own lives.

Discussion. This discussion aims to further examine how audiences interpret parenting education content on the YouTube account @Nikita Willy Official based on Stuart Hall's reception theory framework. This theory emphasizes that audiences are not passive recipients of media messages, but rather play an active role in decoding messages according to their experiential backgrounds, values, and social contexts.

The findings indicate that audience reception of parenting education content is not uniform. This demonstrates that messages delivered by content creators can be interpreted differently by audiences, even when originating from the same source. In this context, the parenting content presented by Nikita Willy as a public figure is influenced by her personal experience as a mother; however, audience interpretations remain dependent on each individual's parenting experiences.

In the dominant or hegemonic position, audiences interpret parenting messages in accordance with the meanings encoded by the content creator. Audiences in this position perceive the parenting education content as accurate, relevant, and applicable as a reference for child-rearing practices. This acceptance suggests that the messages conveyed are able to address the audience's perceived need for parenting-related information. Nikita Willy's relatability to everyday life, along with her personal and communicative delivery style, further strengthens the dominant position in the audience's meaning-making process.

Furthermore, the dominant position reflects an alignment between the parenting values portrayed in the content and those held by the audience. Audiences in this position tend to share similar views regarding the importance of parental involvement, emotional closeness with children, and the implementation of routines in parenting. As a result, parenting messages are accepted with minimal resistance and are perceived as representations of ideal parenting practices.

In the negotiated position, audiences demonstrate a more selective approach to interpreting parenting messages. Audiences in this position accept the core messages conveyed but make adjustments in their application. This negotiation process is influenced by personal circumstances, such as time constraints, work-related roles, and varying family situations. Consequently, parenting messages are not accepted in an absolute manner but are adapted to the realities of each audience member's life.

The negotiated position reflects that audiences continue to recognize the educational value of the parenting content, yet do not regard it as the sole reference for child-rearing. Audiences in this position tend to utilize the content as a source of reference or inspiration rather than as a comprehensive guideline to be fully implemented. These findings indicate that prior parenting experiences and family values play a significant role in shaping the audience's process of media interpretation.

Meanwhile, in the oppositional position, audiences interpret parenting messages in ways that contradict the dominant meanings encoded by the content creator. Audiences in this position demonstrate rejection of certain messages, as they are perceived to be inconsistent with their values, habits, or parenting experiences. Differences in social background and lived experiences serve as key factors contributing to the emergence of the oppositional position in audience reception.

The oppositional position also highlights the limitations of public figures' influence in delivering parenting messages. Despite Nikita Willy's popularity and credibility as a public figure, audiences maintain autonomy in determining which messages are relevant to their lives. This underscores that digital media audiences possess control over the messages they consume and are not entirely bound by the authority of content creators.

Beyond individual factors, YouTube's characteristics as a digital media platform also influence the audience's reception process. YouTube allows audiences to freely select content, access information according to their needs, and respond through interactive features. These conditions reinforce the role of audiences as active participants who can accept, interpret, or reject parenting education messages. Therefore, the meaning of parenting content is not singular, but is constructed through a dynamic and contextual process of interpretation.

CONCLUSION

Based on the analysis of how viewers receive parenting education content on the YouTube account @Nikita Willy Official, it is evident that viewers interpret the content in different ways. The majority of viewers are positioned within the dominant reading, as they accept the parenting messages because the content is perceived as relevant, informative, and aligned with their parenting values and experiences. Some viewers occupy the negotiated position, in which they selectively accept the messages and adapt their understanding to their personal circumstances. Meanwhile, a small number of viewers are situated in the oppositional position, as they do not fully agree with the parenting methods presented.

The findings of this study indicate that viewers are actively involved in interpreting parenting education content. Differences in social background, parenting experiences, and individual needs influence how viewers understand the messages conveyed. This demonstrates that the meaning of parenting education content on YouTube is not received uniformly, but is shaped through diverse interpretive processes in accordance with each viewer's context.

Suggestion. This study is expected to contribute to the development of audience reception analysis within the field of digital communication, particularly in the context of parenting education content on social media. The findings demonstrate that the audience's message decoding process is complex and influenced by individual experiences, needs, and personal contexts. These results emphasize that media message reception is not uniform, but is instead constructed through a contextual process of interpretation.

Based on these findings, future research is encouraged to expand the scope of analysis by employing different research methods, such as quantitative approaches or mixed-methods designs, in order to obtain more comprehensive and generalizable insights into patterns of audience reception toward parenting education content. Additionally, future studies may consider analyzing more diverse audience groups based on age, occupational background, and family status to produce a more holistic understanding of audience reception dynamics. Future research also holds potential to explore the role of communicators or content creators, including message construction strategies, modes of delivery, and attention to audience characteristics, to better understand the relationship between content creators' communication strategies and types of public reception on social media.

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