Early Detection of Porn Addiction with 'Piso Kertas' Method for the Elementary Student

Safitri M[1], Yuli Asmi Rozali[1], Aziz Luthfi[1] and Sulis Mariyanti[1]

[1]Fakulty of Psychology, Esa Unggul University, Jl. Arjuna Utara no.9 Kebon Jeruk, Jakarta Barat, Indonesia

Keywords: psychodrama, peer group discussion, pornography addiction, puberty preparation

Abstract: Puberty is a vulnerable period in child growth. Children are one of the targets of pornography producers, so it is feared that as they enter puberty, they can have porn mentality, and become addicted to pornography. Children who are addicted to pornography could have porn mentality. Therefore, it is necessary to make an activity that aimed to find out the tendency of pornography addiction in Elementary School. The activities method were quasi-experiment, with training called PISO KERTAS (Psychodrama and group discussion for Puberty Readiness) for 51 Elementary School student, in West Jakarta. Modified addiction-measuring instruments from Kimberley Young were used. The activities show that most of the elementary students have seen pornography, mostly in internet cafes and their own homes, most have expressions of disgust but some already find it normal or ordinary. A moderate level of addiction is most prevalent among the students, low andhigh addicted level quite same. There is a relationship between the level of addiction and gender, where more male students have a higher level of addiction, and more female students have a lower level of addiction.

1 INTRODUCTION

Technological development makes many changes. Not only changing equipment from old-fashioned equipment to sophisticated ones, but it also changes values and morals. Many parents are not ready to face the changes in life in this digital era. The changes can be positive and negative. Children's intelligence of using cellular phones, computers and the internetare not balanced with parents' ability to explain the negative effects thereof. For example, when a child plays games, his/her parents sometimes don't care about the games he/she plays. Data from TopTenReviews.com (2006) indicates that there are totalling 4.2 million porn sites (2500/week) with 100 thousand child porn sites. Averagely, children know porn internet when they attain the age of 11 years, 90% of the children of 8 - 16 years old ever access porn materials (when doing homework). The names of children's idols/superheroesare used in thousands of porn sites, 26 character names the children like are among others naruto, pokemon, spiderman, BartSimpson, etc). Even, Mark Castelmen in his book entitled The Drug of the Millenium (2007) said that children not yet reached puberty are the target of pornography.

Mark Castlemen (2007) also reminds that the effect of pornography addiction is the formation of porn library in mind that can lead to brain damage (free frontal cortex is not functioning well), frequent masturbation, oral sex, and finally pornography addict for life.

The results of the survey by Yayasan Kita and Buah Hati in 2014 to the elementary students of grades 4, 5, and 6 in Jabodetabek support the abovementioned explanation. It is found that 92% of the students have seen pornography, where 52% out of which see pornography in their own homes, 27% find it something ordinary and 2% feel stimulated upon seeing pornography. The other results also indicate that pornography media are movie cinemas/DVDs by 20%, Video Clips by 17%, Sites by 13%, Comics by 13%, Games by 13%, TV Cinemas by 10%, Advertisements by 8%, Cellular Phones by 4%, and Story Books by 3%.

According to Santrock (2007), puberty being a "storm and stress" period can indeed lead to difficulty and frustration in a child's life due to the stresses from school, family, and friends. Children who live in this era find sex materials more frequently along with the freedom of media and press. Many pornographic contents in various media can be seen by children unintentionally or intentionally due to inducements or desires to try. Therefore, it is feared that teenagers

will be addicted to pornography that can lead to porn mentality and even brain damage to teenagers (Castlemen, 2007).

Research by Afiyati Reno (2016), Informatics Engineering Lecturer of UMB Jakarta, indicates that 65% of the grade 1 junior high school students have seen porn videos, and grade 4 elementary students are found to be addicted to pornography. Observation results in several elementary schools in West Jakarta indicate that some children are found unable to share time to play games at the internet cafes and even talk gross as adults.

In early 2015, the Government through the Ministry of Social Affairs has also stated that Indonesia is in pornography alert. Real activities are expected to protect children from pornography. Therefore, early detection to children is required whether or not they have been exposed to the effects of pornography by the abovementioned media through the right activities to the children before puberty.

Based on the preceding, problems found by the Elementary Students are:

a. Many students do not realize the effects of the improper use of electronic devices particularly those relating to the internet.
b. Many students do not know the effects of pornography addiction.
c. The right approaches are required to find out how far the elementary students are exposed to pornography.

The main purposes of the activities to find out the tendency of pornography addiction in Elementary School, through active puberty preparation training, namely psychodramas and group discussions with the peers. From the questionnaires and peer group discussions can expectedly illustrate the level of pornography addiction in the elementary students for early precaution.

2 METHOD

The activities method were quasi-experiment, with training called PISO KERTAS (Psychodrama and group discussion for Puberty Readiness) for 51 Elementary School student, in West Jakarta.

Psychodrama is an acting technique in group therapy, a rapport strategy to make the elementary students more opened. Students are invited to get acquainted, play, and play roles. After that, they are asked to rest while filling questionnaires, accompanied by the facilitators. The questionnaires already filled will be a reference for the division of the group. The group discussion led by 1 facilitator

and 1 observer (student from Esa Unggul University) to assist in the recordingis held. Male and female student are separated. The discussion talks about Puberty Preparation.

Modified addiction-measuring instruments from Kimberley Young were used. The inferential method uses to see the effectiveness of the model by SPSS.

3 RESULT

3.1 Data on Respondent

Data on respondents by gender indicates that male respondents are the most (27 students/52.9%) while female respondents are 24 students (47.1%), totalling 51 students.

Data on the respondent by grade indicates that grade 4 respondents are the most (25 students/49%), followed by grades 5 and 6 respondents by 13 students respectively (25.5%).

Data on respondents by age indicates that 19 students of 9 years old are the most (37.3%), followed by 18 students of 10 years old (35.3%), 10 students of 11 years old (19.6%), 3 students of 12 years old and 1 student of 13 years old (2.0%).

Table 1: The most favoured activities to fill students' spare times

Favoured activities to fill students' spare times	Number	%
Reading	18	35.3
Playing games	12	23.5
Watching television	8	15.7
sporting	6	11.7
surfing the internet	5	9.8
Chatting	1	2.0
Other	1	2.0
Total	51	100.0

The most favoured activities to fill students' spare times are reading by 18 students (35.3%), followed by playing games by 12 students (23.5%), watching television by 8 students (15.7%), sporting by 6 students, surfing the internet by 5 students (9.8%), chatting by 1 student (2.0%), other activity by 1 student (2.0%).

Electronic items that are important to be owned by students are mostly cellular phones by 30 students (58.8%), laptop by 9 students (17.6%), Ipad by 6 students (11.8%), DVD Player by 3 students (5.9%), Personal Computer by 2 students (3.9%), other by 1 student (2.0%), described in table 2.

Table 2: Electronic items that are important to be owned by students

Electronic items that are important	Number	%
Hp	30	58,8
Lap top	9	17,6
I pad	6	11,8
DVD Player	3	7,8
PC	2	3,9
Other	1	2,1

Time(s) spent to surf the internet per day(table 3) is mostly < 1 hour by 29 students (56.9%), 1-2 hours by 14 students (27.5%), 3-4 hours by 4 students, 5-6 hours by 2 students, 7-8 hours by 1 student (2.0%), > 8 hours by 1 student (2.0%).

Time(s) spent to surf the internet per day (table 4) is mostly < 1 hour by 29 students (56.9%), 1-2 hours by 14 students (27.5%), 3-4 hours by 4 students, 5-6 hours by 2 students, 7-8 hours by 1 student (2.0%), > 8 hours by 1 student (2.0%).

Table 3: Time(s) spent to surf the internet per day

Time(s) spent to surf the internet per day	Number	%
< 1 hour	29	56,9
1 – 2 hour	14	27,5
3-4 hour	4	31,4
5-6 hour	2	7,8
7-8 hour	1	2,0
8 hour	1	2,0
Total	51	100.0

The parents' reasons for giving electronic devices (table 4) are mostly easy communication by 38 students (74.5%), following the trends and no reason at all by 6 students respectively (11.8%), and for more socialization (2.0%).

Table 4: The parents' reasons for giving electronic devices

The parents' reasons for giving electronic devices	Number	%
Communication	38	74.5
Following the trends	6	11.8
No reason at all	6	11.7
More socialization	1	2.0

Description of the students who have seen porn images/scenes(Table 5) indicates that 47 students (being the majority of students) have seen porn images/scenes. The remaining 4 students (7.8%) have never seen pornography.

Table 5: Description of the students who have seen porn images/scenes

Have seen porn images/scenes	Number	%
Yes	47	92.2
No	4	7,8
Total	51	100.0

Reasons for Seeing Porn Images/Scenes (table 6) are mostly accidental by 46 students (90.2%), Just a fad by 3 students (5.9%) and others by 2 students (3.9%). Vide table 1 for the description of places where students see pornography.

Table 6: Reasons for Seeing Porn Images/Scenes

Reasons for Seeing Porn Images/Scenes	Number	%
Accidental	46	74.5
Just a fad	3	5.9
Others	2	11.8
Total	51	100.0

The place to see pornography in the table 7 , we find out that most of the students see porn images/scenes at the internet cafes by 16 students (31.4%), own house/friend's house by 12 students (23.5%), friend's house by 8 students (15.7%), school and from friends near home by 4 students respectively (7/8%), others by 7 students (13.7%).

The students' expressions after seeing pornography (table 8) are mostly disgusted by 38 students (74.5%), ordinary by 6 students (1.8%), scared by 5 students (9.8%), they want to puke and others by 1 student respectively (2.0%).

Table 7: Places To See Pornography

Places To See Pornography	Number	%
Own House/Relative's House	12	23.5
Friend's House	8	15.7
Internet Café	16	31.4
School	4	7.8
Park Near Home	4	7.8
Others	7	13.7
Total	51	100.0

Table 8 : Students' expressions after seeing pornography

Students' expressions After Seeing Pornography	Number	%
Want to puke	1	2.0
Feel disgusted	38	74.5
Scared	5	9.8
Ordinary	6	11.8

Students' expressions After Seeing Pornography	Number	%
others	1	2.0
Total	51	100.0

The students' expressions after seeing pornography (table 9) are mostly giving up and refusing to see it anymore by 35 students (68.6%), ordinary by 10 students (19.6%), curious and intend to see it again by 3 students, glad to imagine by 1 student (2.0%), and others by 2 students (3.9%).

Table 9: The description of students' expressions after seeing pornography.

Students' Expressions After Seeing Pornography	Number	%
Give up and refuse to see them anymore	35	68.6
Curious and want to see them anymore	3	5.9
Glad to imagine	1	20
Ordinary	10	19.6
Others	2	3.9
Total	51	100.0

3.2 Description of Level of Pornography Addiction

Pornography addiction questionnaire scores indicate that the minimum score is 9 and the maximum one is 29 while the average score is 17.02 with the standard deviation by 4.62.

From the scores above, thenthe category of high and low level of pornography addiction is made as in table 10.

Table 10: Level of Pornography Addiction

Level of Pornography Addiction	Number	%
Low	14	27.5
Moderate	24	47.1
High	13	25.5
Total	51	100.0

The table 10 above indicates that level of addiction of the majority of students is moderate by 24 students (47.1%), low by 14 students (27.5%) and high by 13 students (25.5%).

The description of High and Low Level of Addiction by Sex (table 11) indicates that level of addiction of female students tends to be low by 10 students (41.6%) and high by 7 students (29.16%) while that of the majority of male students is moderate (62.96%), high (22.22%) and low (14.8%).

Table 11 : Pornography Addiction By Gender

Gender	Level of Pornography Addiction			Total
	low	moderate	high	
Female	10	7	7	24
Male	4	17	6	27
Total	14	24	13	51

The chi-square cross tab score level of pornography by sex is 0.037 (<0.05). Therefore, there is a relationship between the level of addiction and gender.

The crosstab ofthe low and high level of addiction with grade (table 12) indicates that level of addiction of the majority of grade 4 students is moderate while that of the remaining students is high as much as low by 6 students. Level of addiction of grade students 5 tends to be low (38.46%). Level of addiction of Grade 6 students tends to be moderate by 7 students (53.8%) while that of the remaining students is high as much as low by 3 students (23.07%).

Table 12: Level of Addiction by grades

Grade	Level of pornography addiction			Total
	low	moderate	high	
4	6	13	6	25
5	5	4	4	13
6	3	7	3	13
Total	14	24	13	51

High and low chi-square cross tab score by grade are 0.774 (>0.05). Therefore, there is no relationship between the level of addiction and grades where the students are.

The crosstab of the high and low level of addiction by places to see pornography. (table 13) Indicates that level of addiction of the students seeing pornography at own home is high and low by respectively 5 students (41.66%). Level of addiction of the students seeing pornography at their friends' houses is moderate, but the low level of addiction is more than the high one. Level of addiction of the students seeing pornography at the internet café is moderate, but the high level of addiction is more than the low one. Level of addiction of the majority of students at school is moderate, but the low level of addiction is more than the high one. Level of addiction of the students seeing pornography at the park near home is more than the moderate one,and the high level of addiction is more than the low one.

Table 13: Level of pornography addiction by places to see pornography

Places to See Pornography	low	moderate	high
Own House/Relative's House	5	2	5
Friend's House	2	5	1
Internet Café	3	9	4
School	1	3	0
Park Near Home	0	3	1
Others	3	2	2
Total	14	24	13

High and low chi-square cross tab score by places to see pornography are 0.378 (> 0.05). Therefore, there is no relationship between the level of addiction and places here students see pornography.

4 DISCUSSION

Student activity data indicates that the majority of students are playing games and reading outside school hours. The favoured places are school and home. Electronic device that is important to be owned is cellular phone on the grounds of communication and more games to play for < 1 hour at the most by 29 students (56.9%), 7-8 hours by 1 student (2.00%), > 8 hours by 1 student (2.0%), already categorized as internet addiction. The results of the research by Siti Nurina Hakim (2017) show that internet addiction has more negative effects than positive impacts. It is feared that many students have already been addicted to the internet, seeing pornographic content on the internet.

Most student respondents (92,2%) have seen pornography contents. It complies with Yayasan Kita and Buah Hati (Risman, 2017) data that 98% of the elementary students of grades 4, 5 and 6 have seen pornography contents. With the majority of students already seeing pornography and already being addicted to the internet, the likelihood of students seeing pornography on the internet will have more and more mental porn

Reasons for seeing pornography contents are mostly incidental, but some are curious, follow friends or afraid of being considered out-dated by friends. While, places to see pornography contents are mostly at homes (own home, relatives and friends' homes) because many homes provide internet facility and subscribed television.

Student's expression after pornography contents are mostly refusing to see them anymore, but some feel ordinary and are even addicted. It complies with the statement of Mark Castlemen (2007) that more children will have porn library to affect the mind in case of failure to pay attention to the same. While, media where students see pornography contents are mostly cellular phone, comics, and games already being a part of their life. These results are in line with the research of Rahmatia (2017) that 73% of students (55 children) have seen pornographic content by accident via YouTube and Instagram 21% of students (16 children) have seen pornographic content intentionally via YouTube and Instagram

Based on the preceding, we find out that many elementary students have seen pornography contents because many parents fail to know that electronic devices they give to their children, considered as the main needs for easy communication, seem to be vulnerable to seeing pornography contents. Moreover, porn industries incessantly put pornography contents in social media in demand by the elementary students preceded with inadvertency due to schoolwork, television shows and movies, tourism spots, and the favoured games whose contents are full of porn scenes.

Ideally, the elementary students spend most of the time to interact with other people directly (microsystem). Electronic devices are media to interact with other people directly (macrosystem) and also get information from other people indirectly. Giving electronic devices without any obvious explanation and direction from parents will endanger the users. Data indicates that cellular phones are the basic needs of children. Even though most of the children use cellular phones for communication, but they could incidentally see much info about pornography.

Elementary children are still at the phase of concrete thought by cognitive development. Therefore, direct interaction with other people is still much better and required for self-development. Working parents and mother's educational level make direct interaction with parents diminish. While children get much information onthe internet.

Elementary children approaching puberty will change sexual organs that urge them to know what happens to them about their sexual development. Facilities they receive facilitate them to get any information from friends or the internet. Moreover, awareness and times to surf the internet are getting higher.

Their curiosity of information on sexual development is not directly received from close adults

in their microenvironment. Therefore they find out the information on their own or together with the peers who are also curious. Information received by the internet can cause children to behave badly, while parents as directors fail to realize the effects thereof fully.

It complies with Hurlock's theory (2007) that each age has certain stages of development. One of the aspects is socio-emotional and social development affected by successive waves from family, friends, and teachers. The small world of children widens because they grow bigger and develop their relationships with many new people that will influence their socio-emotional development. According to the ecological theory of Bronfenbrenner (in Hurlock 2007), five environments are ranging from interpersonal interaction to extensive culture-based effects. The five systems are microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Therefore, children ideally need step-by-step guidance by completing well the tasks of their development in the microsystem to enter the microsystem. However, parents generally fail to realize that giving electronic devices able to access the internet can force children to enter the macro system without any preparation of what to face.

Many children think that electronic devices are concrete goods in their territory as they interact with their friends (as if playmates). They get information from electronic media and think that it is concrete and can be imitated without realizing that they are in the macro system where the information is connected in such a way and controlled by those who have interests that they cannot understand because their phases of thought are still concrete.

Times spent to surf the internet indicate that children tend to access pornography, intentionally or unintentionally. When their thinking ability is still dominated by cerebellum than their pre-frontal cortex, then the information can easily be absorbed without any filter. Therefore, it is nothing impossible if children will directly practice things related to pornography in the real world. Even though, the tendency of pornography addiction is mostly still a moderate and low level of pornography addiction is more than the high one but we should alert those with the high level. Otherwise, it is feared that their addictive pornography behaviour will increase. Likewise, those with moderate level should be maintained.

5 CONCLUSIONS

Based on the activities, we can conclude that the majority of students (92.2%) have seen pornography,

mostly at the internet cafes (31.4%) and their own homes (23.5%); most have expressions of disgust (74.5%),but some already find it normal or ordinary (11.8%). A moderate level of addiction is most prevalent among the students, but 25.5% were found to be strongly addicted. There is a relationship between the level of addiction and sex, where more male students have a higher level of addiction, and more female students have a lower level of addiction.

ACKNOWLEDGEMENTS

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