

# *Pornography Knowledge and the Risk of Sexual Deviation of Students with Emotional and Behavioral Disorders in Inclusive Elementary Schools in Yogyakarta*

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**Abstract**—This study aimed to find out the knowledge of pornography and the risk of sexual deviation in students with emotional and behavioral disorders in inclusive elementary schools in Yogyakarta. This research used quantitative and qualitative approaches with descriptive design. The subjects in this study were 9 students with emotional and behavioral disorders. The sources of the data used were the students, teachers and parents. Data collection used was interviews and questionnaires. The data analysis technique used in this study was descriptive statistical analysis technique. The result shows that most of the subjects had been exposed to images and videos that contain pornographic content. Both friends and the internet had contribution in providing pornography knowledge to students. Holding genitals of opposite sex was the most frequent sexual deviation behavior that appears.

**Keywords**—Pornography Knowledge; Sexual Deviation; Students with Emotional and Behavioral Disorders

## I. INTRODUCTION

Emotional and behavioral disorders according to [1] are difficulties in self-adjustment and behavior that are not in accordance with the norms that apply in the environment of the age group and society in general, so as to harm himself and others. For this reason, children with emotional and behavioral disorders need special assistance to be able to behave in accordance with the norms of society. Quay and Peterson [2] described 6 classifications in children with emotional and behavioral disorders, namely: aggressive behavior (Conduct Disorder), Antisocial behavior (Socialized Aggression), Anxiety / withdrawal (Anxiety Withdrawal), Concentration disorder, movement disorders (Motor Excess), and Psychotic Behavior. There many types of emotional and behavioral disorders, however they are mainly grouped by two pervasive dimensions : externalizing and internalizing. The most common type of emotional or behavioral disorder is conduct disorder, an externalizing problem which attracts immediate attention [3] Children with conduct disorder tend to show negative and disruptive behaviors that may harm themselves or others. This behaviour may vary in severity and have a range of consequences.

Characteristics of emotional and behavioral disorders in The Federal Definiton according to the Individual with

Disabilities Education Act (IDEA) [4] are conditions that show one or several of the following characteristics over a long period of time and affect academic performance, in the form of:

1. Inability to learn that cannot be explained by intellectual, sensory, and health factors
2. Inability to start or maintain satisfaction of social interaction with friends and teachers
3. Behavior and feelings that are not in accordance with the normal situation
4. Pervasive mood disorders, unhappiness, depression
5. Tendency to show physical symptoms or fears related to personal or social problems.

Children with emotional and behavioral disorders have many characteristics that can cause them to do negative things. They may do things that harm themselves and others. Their inability to learn and develop good social interaction can also lead to worse behavior that appears such as hitting, fighting, teasing, yelling. This behavior is synonymous with aggression. [3] mention that aggression is a behaviour that intentionally causes others harm or that elicits escape or avoidance responses from others. Children who have aggressive behavior can hurt or force others to do what they want, including for sexual purposes. One of the characteristics of children with disabilities according to [4] is forcing other people to engage in sexual activities. From these characteristics, it can be seen that children with emotional and behavioral disorders are vulnerable to the dangers of sexual deviation.

The causes of emotional or behavioral disorders consist of four main factors, namely: biological disorders, unhealthy family relationships, unexpected experiences in school, and poor community influences. Usually several factors together contribute to the development of these behavioral problems [5]. By knowing the causes of these behavioral problems not only from one factor, to find out which of the most contributing causes requires further research. The biggest factor might be the amount of interaction between children and adults. Parenting environment has been found to have a significant influence on child maladjustment, the child helps to

form his or her own environment by provoking certain parental behaviors [6]. However, this cannot be used as a benchmark. [3] also state that school experiences are no doubt of great experience to children, but as the biological and family factors, we cannot justify many statements about how such experiences contribute to the children's behavioral difficulties.

Pornography is anything that contains sexual obscenity or exploitation that violates the norms of decency in society. [7] define pornography as professionally produced or user generated pictures or videos intended to sexually aroused the viewers, which depict sexual activities such as masturbation, oral sex, as well as vaginal and anal penetration, often with a close-up on genitals. Whereas, according to [8] pornography is a material that (a) makes or raises sexual feelings or thoughts, and (b) contains explicit images or descriptions of sexual acts involving genitals (for example, vaginal or anal relations, oral sex, masturbation, etc.). [8] define sexual material explicitly as content that describes sexual activity by not being hidden, often with close-ups by stimulating the genitals and oral, anal, or vaginal penetration. From the opinions above, it can be concluded that pornography is material that can give rise to sexual feelings or thoughts that explicitly contain content that describes sexual activities, the material is usually in the form of picture and video. [9] states that children can get access to pornography from the internet at schools, public venues such as internet cafes, a friend's home, family member work space and cellular phones. The impact of pornography for children with emotional and behavioral disorders according to [10] , namely:

1. The high intensity of watching and reading content that expose pornography
2. Often conduct sexual behavior towards themselves such as imitating sexual actions, forming values of negative attitudes and behaviors, causing difficulty in concentrating in learning, and not being confident
3. Often carry out deviant behavior towards others. For example sodomy and pedophilia.

According to [11] sexual behavior is all behavior driven by sexual desire, both with the opposite sex and with same-sex. Children with emotional and behavioral disorders can be at higher risk of causing sexual deviations than children in general. Sexual deviations can be caused by various kinds of complex and diverse factors. But the biggest cause comes from environmental factors. Along with the opinion of [12], which states that the biggest factor that causes sexual deviation is the environment or place to grow. The environment or place of growth is divided into three parts, namely the family environment, school environment, and community environment.

Sexual deviations are sometimes accompanied by sexual abnormalities, namely sexual behavior or fantasy directed at achieving orgasm through the same sex, or with partners who are immature, and contrary to the norms of sexual behavior in a society that generally accepted [13] . The concept of sexual deviance refers to the nature of sexual behavior that is non conforming with societal norms or expectations, is of

maladaptive nature and interferes with the individual's functioning [14]. Because of the broad understanding of sexual behavior itself, it is necessary to apply the limits used in this study. According to [14] sexual deviance encompasses a wide spectrum of sexually aberrant behaviors and ranges from exhibitionism, fetishism, voyeurism, pedophilia, to incest and sadistic rape at the extreme end. Children who experience sexual deviation behavior will show behavior that is not in accordance with existing norms. They begin to engage in sexual behavior that may include excessive sexual play, inappropriate sexual comment or gesture, mutual sexual activity with other children, or sexual molestation and abuse of other children [15]. According to [16] sexual behavior in children can be said to be problematic when sexual behavior is:

1. Occurs in high frequency
2. Influencing children's social and cognitive development
3. Done by violence and coercion
4. Associated with emotional stress
5. Occurs at the age of development that is not appropriate
6. Repeated after an intervention

Sexual behavior in children can be said to be problematic when sexual behavior occurs at an inappropriate age of development. Some abnormal sexual behaviors by children aged 5 to 15 years according to [17] include the following:

1. Desire to see sexual videos
2. Abnormal toileting behavior
3. Purposely look at naked people
4. Hold other people's body parts that are not appropriate

The Indonesian Child Protection Commission states that Indonesia is currently in an emergency of pornography and online crime against children [18]. [19] states that in 2009 there were 1998 cases reported to the Child Protection Commission, of which around 62.7% included sexual violence (sodomy, rape, sexual abuse and incest. The large number of children who are victims of pornography has generated one main concern. The main concern is that they can become victims of child pornography. Child pornography possession is an unusual sex crime, it is a form of child sexual exploitation that requires no direct interaction with a victim. The crime is having images that are contraband because they show actual children (often unidentified) being sexually abused or exploited [20]. Furthermore, this phenomenon can endanger those who are vulnerable to the dangers of pornography, including children with emotional and behavioral disorders. [21] also explains that a connection between viewing child pornography and pedophilia is documented among offender populations. Considering that children with emotional and behavioral disorder are more vulnerable to the dangers of pornography and sexual deviation, preventive action is needed.

Based on the above explanation, it is necessary to do further research so that coaching or assistance can be carried out if the child is at risk of sexual deviation. Therefore, this research was proposed with the title of pornographic knowledge and the risk of sexual deviation on students with emotional and behavioral disorders in elementary inclusive

schools. This study was focused in the Yogyakarta City because Yogyakarta is an inclusion city based on Regional Regulation number 4 of 2012 concerning the Protection and Fulfillment of the Rights of Persons with Disabilities as well as the Special Governor of Yogyakarta Regulation number 21 of 2013 concerning the implementation of inclusive education.

**II. METHOD**

*A. Research Design*

This study used a quantitative descriptive approach to find the level of knowledge and sources of knowledge on pornography and the presence or absence of the risk of sexual deviation in students with emotional and behavioral disorders in elementary level inclusion schools in the city of Yogyakarta. This study aimed to display data quantitatively and then explain descriptively of the data that has been obtained.

*B. Research Subjects*

The subjects in this study were 9 elementary school students who were educated at two elementary inclusive schools in the city of Yogyakarta. Students were identified as students with emotional and behavioral disorders by the schools. Data was also collected from teachers and parents.

*C. Data Collection*

Data collection techniques used in this study include two techniques, namely through interviews and questionnaires.

*1. Interview*

Interviews were carried out with students with emotional and behavioral disorders to collect data on pornography knowledge and sexual deviation behaviour. The instrument grid is in the following table.

**TABLE 1. GRID OF INTERVIEW GUIDELINE INSTRUMENTS**

No.	Aspect Revealed
1.	The level of student's knowledge about pornography
2.	The source of student's knowledge about pornography
3.	Deviations in sexual behavior carried out or experienced by student

*2. Questionnaire*

Questionnaires are given to teachers and parents to obtain information about pornography knowledge and sexual deviation behaviour of the students. The instrument grid is in the following table.

**TABLE 2. GRID OF QUESTIONNAIRE INSTRUMENTS**

No.	Aspects revealed
1.	The level of student's knowledge about pornography
2.	The source of student's knowledge about pornography
3.	Deviations in sexual behavior carried out or experienced by student

*D. Data Analyses*

The data analysis technique used in this study was descriptive statistical analysis techniques. Descriptive statistical analysis is a statistic used to analyze data by describing data that has been collected as it is without intending to make conclusions that apply to the general or generalizations. Descriptive statistical analysis method is an analysis method where the data that has been obtained, compiled, grouped, analyzed, then interpreted objectively so that an overview of the problems encountered and explain the results of the calculation are obtained. The descriptive statistical analysis technique used is the presentation of data in visual forms. Furthermore, the data that has been displayed will be described.

*E. Data Validity*

This study used triangulation with sources and techniques to obtain data validity. Triangulation with the techniques and sources carried out in this study were to compare the results of interviews and questionnaires from the research subjects and informants which include students, teachers, and parents.

**III. RESULTS**

Data that has been collected from students, teachers, and parents were presented in the form of table and then explained descriptively. The following tables are the display of data that have been collected.

*A. Pornography Knowledge of Students*

**TABLE.3 PORNOGRAPHY KNOWLEDGE OF STUDENTS**

Data Collection	Number of students that have seen	
	<i>Porn images</i>	<i>Porn videos</i>
student interviews	5	5
teacher questionnaires	3	2
parent questionnaires	0	1

From the table it is known that through the results of interviews with the students, as many as 5 students claimed to have seen pornographic images and 5 students also claimed to have seen pornographic videos. While the results of the questionnaire from teachers showed that the teacher only knew as many as 3 students who had seen pornographic images and 2 students had seen pornographic videos. Furthermore, the results of questionnaires from parents showed that only one parent of a student knew his child had seen pornographic videos.

*B. Pornography Knowledge Sources*

**TABLE.4 PORNOGRAPHY KNOWLEDGE RESOURCES**

Data Collection	Pornography Knowledge Resources		
	<i>Friends</i>	<i>Internet</i>	<i>Neighbor</i>
student interviews	5	3	1
teacher questionnaires	4	6	0
parent questionnaires	1	0	0

The table shows information that through the results of students interviews, as many as 5 students claimed to know pornography from their friends, 3 students from internet, and 1 student from neighbors. Whereas from the results of the teacher questionnaires, it showed that the teachers only knew as many as 4 students being exposed by pornography from friends and 6 students from the internet. The results of the parent questionnaires indicated that only one parent knew his child knew pornography from friends. Other parents claimed not to know their child was getting information about pornography from whom. Nevertheless, based on the table it can be seen that both friends and the internet have the same contribution in providing pornography knowledge to students.

TABLE.5 Pornography Knowledge Place Resources

Data Collection	Pornography Knowledge Place Resources		
	Home	School	Public Places
student interviews	2	1	5
teacher questionnaires	1	2	6
parent questionnaires	0	0	0

The table above gives illustration that through the results of interviews with the students, as many as 2 students claimed to first exposed by pornography at home, 1 student in school, and 5 students in a public place. Whereas from the results of the teacher questionnaires, it showed that the teacher only knew as many as 1 student first knew pornography at home, 2 students in school, and 6 students in public places, namely internet cafes. The results of the parent questionnaires indicated that no parents knew where the children know things related to pornography. Based on the table, it can be seen that from all data sources, public places are the most likely place for children to get access to pornography.

*C. Risk of Sexual Deviation in Students*

TABLE.6 RISK OF SEXUAL DEVIATION IN STUDENTS

Data Collection	Risk of Sexual Deviation in Students			
	Peeking	Held genitals of opposite sex	kissing	Deviated toileting behaviour
student interviews	2	3	1	0
teacher questionnaires	0	2	0	1
parent questionnaires	0	1	0	0

From the table it is known that through the results of interview with students, as many as 2 students claimed to have peeked at other people while bathing or changing clothes, 3 students claimed to have held the genitals of the opposite sex, and 1 student claimed to have kissed. Whereas from the results of the teacher questionnaires, it showed that the teachers knew that as many as 2 students have held the genitals of the opposite sex, and 1 student showed deviated toileting behavior. The results of the parent questionnaires indicated that only one parent knew his child has held the genitals of the opposite sex. Looking at the data in the table, it can be seen that holding genitals of opposite sex is the most frequent sexual deviation that appears.

**IV. DISCUSSION**

As many as 5 students claimed that they have seen pornographic images, but the teacher knew only 3 students had seen pornographic images and no parents knew their children had seen pornographic images. Furthermore, 5 students also claimed that they have seen pornographic videos, but the teacher knew that only 2 students had seen pornographic videos and one parent who knew their son had seen pornographic videos. This shows the limited knowledge of parents and teachers about children's experiences in accessing pornography, especially in visual form. Children have an interest in accessing content that contains pornography even without the knowledge of the teacher and parent. This finding is supported by [9] who said that children are sometimes interested in and curious about sexuality and sexually explicit materials, so they use their online access to actively seek pornography. However, this is very dangerous considering the ignorance of parents can contribute towards children becoming addicted or even becoming victims of sexual crimes. [18] also said that the freedom of children to access the internet and the absence of supervision from the family and lack of understanding of the threats of cyber space makes children vulnerable to sexual crimes through internet media.

Most students claimed to have accessed pornography through visual media. Visual form is a source of pornography that is most widely known to children. Likewise [22] stated that nowadays sexual stimulation through visual media (television, VCD, cinema) and print media is very open and easy to obtain. In this case [3] also said that children learn many aggressive behaviour by observing parents, siblings, playmates people portrayed on television or other visual media. Visual media has become the largest media accessed by students with emotional and behavioral disorders in obtaining knowledge about pornography for the first time.

From the research the largest number that first introduced children to pornography were friends and internet. As many as 5 students claimed to know pornography from friends, while the teacher also said that 4 students knew pornography from friends. This means that friends have a considerable influence in spreading pornography to children. This is in accordance with the opinion of Piaget and Sullivan in [23] who stated that friends have an important role in getting to know the world where they socialize. In addition, [24] also stated that information about sex can be met by school-age children by discussing it with friends. This opinion is also supported by Farmer [3] which stated that peers are another important source of cultural influences, particularly after the child enters the upper elementary grades. In other words we can say that students with emotional and behavioral disorders in elementary school age easily obtain information about pornography through peers. These peer problems are concerning because they exacerbate children's risk of adverse adjustment outcomes in adolescence and adulthood [25]. Therefore, it is necessary to provide assistance for children with emotional and behavioral disorders in associating with peers.

Most of the subjects (5 students) claimed to obtain pornography content in public places and information from the teacher also said that 6 students knew pornography for the first time in a public place (internet cafes). This is in line with the opinion of [26] which stated that pornographic publications on the internet can easily be accessed through sites containing pornographic films available in internet cafes. Internet cafes have become the main places where students with emotional and behavioral disorders get access to pornography for the first time.

The most common risk of sexual deviation found was holding the genitals of the opposite sex where 3 students claimed to have held the genitals of the opposite sex, 2 teachers knew that there were 2 students have done this and one parent knew their child had held the genitals of opposite sex. In addition, one subject claimed to have kissed and based on teacher information, there was one student who showed deviant toileting behavior. Sexually reactive children have been exposed to inappropriate sexual activities and engage in a variety of age-inappropriate sexual behaviors a result of their own exposure to sexual experiences [15]. So that it can be said that the experience and involvement of children in sexual activity can contribute to the emergence of symptoms of deviant behavior in children.

## V. CONCLUSION

In conclusion, most of the subjects have seen pornographic images and videos, but only a few of the teachers and parents knew about this. Friends have considerable influences in spreading pornography to children. Most of the subjects claimed to obtain pornographic content in public places, namely internet cafes. Pornographic publications on the internet can be easily accessed by children. The risk of sexual deviation that most appeared in the subjects was holding the genitals of the opposite sex.

This research is only the beginning to reveal the level of knowledge and sexual deviation in students with emotional and behavioral disorders in Yogyakarta. After knowing the source of knowledge and symptoms of sexual deviations that arise in children with emotional and behavioral disorders, further actions is expected to avoid the possible impacts. To support Yogyakarta as the City of Inclusion, it is hoped that students with special needs will also get assistance and services that suit their needs.

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