



## Peer Educator Method to Improve the Attitude of Junior High School Students in the Prevention of Watching Porn

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### Article Info

#### Article History:

Submitted October 2018

Accepted April 2020

Published November 2020

#### Keywords:

Peer educator, watching porn, pornography addiction

#### DOI

<https://doi.org/10.15294/kemas.v16i2.16610>

### Abstract

Addiction to pornography in adolescents has permanent damage to an important part of the brain called the PFC (pre frontal cortex), as a result of which the ability to make decisions is reduced, the brain only seeks pleasure without consequences. Information about the dangers of watching porn addiction by adolescents to their peers or what is often called peer educators as an alternative to preventive efforts to overcome the effects of watching porn. This study aims to determine the effectiveness of the peer educator method in improving student attitudes about the prevention of watching porn. This type of research is a quasi experiment with a non-equivalent control group design with pre-test and post-test. Subjects in this study amounted to 76 students, divided into 2, namely the intervention group who received the peer educator method as many as 40 students at SMPN 4 Samarinda and the control group who received the module as independent reading material as many as 35 students at Junior high School 24 Samarinda who were selected purposively. Sampling with data analysis techniques using paired t-test and independent t-test. The decision to test the hypothesis of this study was based on a significance level of 5% or p value = 0.05. There was a statistically significant difference in attitude  $p < 0.05$  in the two groups of  $p = 0.003$ . The mean change in attitude in the treatment group was higher than the control group. The peer educator method is more effective than the module in increasing the prevention attitude of watching porn.

### Introduction

Watching porn is a drug through the eye, that is, pornography that is commonly accessed by humans through the eyes which has more destructive power on the brain than drug users. Watching porn damages 5 parts of the human brain at once while drug users only damage 3 parts of the user's brain, so Watching porn is very dangerous. Users of pornography can experience addiction twice as dangerous as drug addicts. Pornography addiction will damage a part of the brain called the PFC (Pre Frontal Cortex), which is the part of the brain that serves as the center for consideration and decision making. PFC only exists in humans

and does not exist in animals, this part of the brain will mature completely at the age of 25 years, PFC is easily damaged due to physical impact, chemicals, narcotics, drugs and pornography. The limbic system that regulates emotions, eating, drinking and sexual instincts in the brain activates a brain chemical called dopamine which provides a sense of pleasure, curiosity and addiction (Kastlemen 2012). permanent brain damage from narcolema also triggers various adultery, incest, sexual harassment, free sex rape and many other sexual behavior deviations including same-sex or LGBT sex, all of which will result in illness and disaster in the younger generation, due

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to moral damage so they cannot differentiate between right and wrong (Walker *et al*, 2015).

Pornography addiction according to Love *et al.* (2015), is the next effect that occurs due to dopamine filling the pre-frontal cortex in the brain. Someone who is often exposed to erotic images or videos will cause addiction regardless of one's age and background, escalation (increase), is an effect that occurs after addiction. As a result, a person will need more sexual material that is more explicit and more deviant. The addiction and escalation effects lead to an increase in demand for such pornographic material. As a result, the level of "pornographicness" and the explicitness of the product is also increasing, followed by desensitization (accumulation of sensitivity) where taboo, immoral, shocking, slowly becomes commonplace, this stage the picture of PFC damage is highly visible (Matthews, 2015). Pornography users even tend to be insensitive to victims of sexual violence that occur in their surrounding environment and act indifferently, even the most terrible thing is that they can also act or act out, the effect of acting out is the peak effect, namely having sex after being exposed to pornographic materials. Addiction to watching porn will experience sexual deviance, considering marriage as unimportant and other people only considered as sexual objects (Anisah, 2016).

The results of a pornographic survey conducted by Kaltim Pos in East Kalimantan in 2017 on 50 junior high school students in Samarinda with an age range of 11-16 years showed that 72% had seen pornographic films, 31% said they first saw a porn site at the age of 11 years and the youngest was 3% at the age of 9 years, 78% view pornographic films via cellphones, as many as 50% of students like to download pornographic films and from 72% who have watched pornographic films, 86% of students save their collection of porn movies on their cellphones, the rest save on computers / laptops.

Data from the Ministry of Communication and Information in 2013 was obtained, Indonesia was already in the first rank in accessing pornography activities, and as many as 68% of elementary school students had participated in accessing pornographic content.

KPAI data for 2015 stated that from a survey of 4500 adolescents, it was found that 97% of youth had watched pornography. Adolescents spend more time with their peers than interacting with their families, both with the opposite sex and the same sex, both at school age and at advanced levels (BKKBN, 2017). The peer educator program and the provision of modules constitute the process of delivering communication, education and information that helps improve student attitudes about prevention of watching porn. Effective methods in increasing positive attitudes, self-control, and belief values in order to prevent narcolema are needed to support government programs and reduce morbidity and mortality due to watching porn addiction.

### Method

This research design is a quasi experimental design with a non-equivalent control group design with pre-test and post-test. The decision to test the hypothesis of this study was based on a significance level of 5% or  $p$  value = 0.05. This research was conducted at Junior high school 4 and Junior high school 24, previously a preliminary study had been carried out throughout all Junior high schools in Samarinda Ulu, namely Junior high school 3, 4, 8,10, and 24, then the research locations were selected in both these junior high schools, namely Junior high school 4 and 24, with the results of interviews with education counselor teachers and several students at these schools, it was found that many students saved pornographic videos on their cellphones. The results of interviews with several students found that they often download, share and watch pornographic videos and there are some who collect pornographic videos. And when asked if they knew what the impact of watching the film was, and on average their answer was they did not know, they said that they had watched pornographic films secretly at home through their cellphones and until now they often did, when they were asked again deeply. They have a desire to no longer watch the film, they just do not know where to start, they also reveal that sometimes after watching porn there is a feeling of guilt and sin, it is just that the desire to watch the film again is very strong. Even the results of the confession of

1 student said that he had started watching pornographic films starting one year ago. This study used 2 treatment groups, namely junior high school students 4 using the peer educator method of narcolema prevention and a control group, namely students of junior high school 24 Samarinda, by providing a prevention module of watching porn. The research design is described as follows:

Treatment group: 01.....X1.....02.....03

Control Group : 04.....X2.....05.....06

The subjects in this study were students of junior high school 4 and students of junior high school 24 Samarinda, 2017/2018 academic year. The research subjects of the treatment and control groups were selected by purposive sampling with the consideration that previous research had never been carried out on peer educators at the two junior high schools and peer educators who would choose their own subjects based on their close relationship (they know each other, are close and are still in the same school).

Selection of the subjects of the treatment group using purposive sampling technique. In this stage, the researcher first performs a recruitment peer educator who will be trained

before determining the research subjects in the treatment group. There were 8 peer educators who were selected together with the Principal of Junior High School 4 from grade 2 and were active in the student organization of junior high school 4 Samarinda, for the next stage each peer educator chose their respective peer group. Each group is at least 5 people so that the number of samples in this study is 40 people. The criteria for peer educators in selecting each peer group are based on a close relationship, that is, they know each other and are close. Selection of research subjects in the control group by means of matching. For more details, the recruitment process for research subjects can be seen in the chart below:

Data collection was carried out by interviewing techniques with a questionnaire tool consisting of 4 parts, part A contains demographic data, part B contains questions about student attitudes about prevention of narcolema totaling 16 statements. The instrument has passed the alidity test using the Pearson product moment ( $r$ ) with a Table value  $r > 0.361$  with  $N = 30$ , and reliability using Cronbach's Alpha = 0.910.

The data analysis used in this study

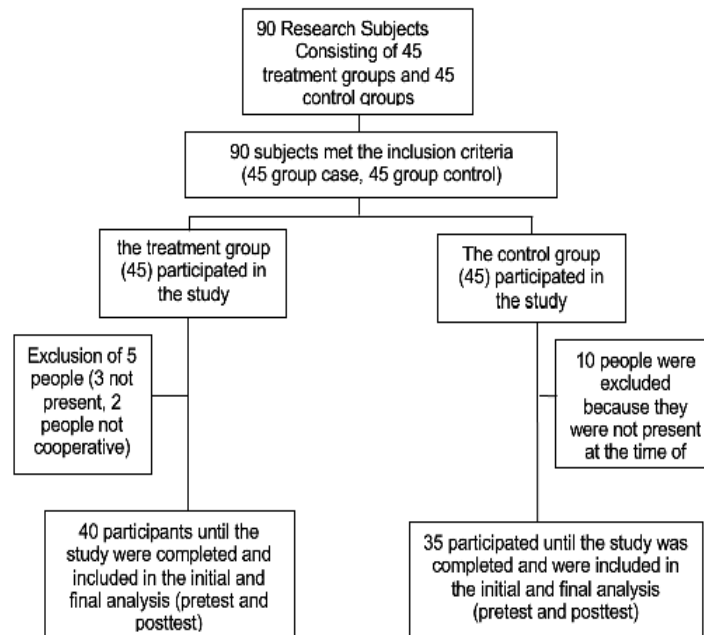


Figure 1. Model of participant recruitment

was the paired t-test and independent t-test. Paired t-test analysis was used to analyze the differences before and after being given peer educator method treatment to the case groups and administering narcolema prevention modules to the control group. To analyze the effectiveness of these two methods in both groups using the independent t-test with a significance level of 5% or  $p = 0.05$ .

### Results and Discussion

Before the data were analyzed statistically, the normality and homogeneity tests were carried out. The normality test used the Shapiro Wilk test and the data were normally distributed ( $p > 0.05$ ). Furthermore, the homogeneity test using the Levene test ( $p > 0.05$ ) showed that the attitudes of the two groups were homogeneous, meaning that the data variants of the two groups were the same. Furthermore, to see whether there were differences in attitudes before and after treatment using paired t test, while to determine

differences in attitudes between the treatment group and the control group, the Independent t test was carried out with the difference considered significant if  $p < 0.05$ .

Table 1 shows that the average portion of the treatment and control groups is in early adolescence, namely the age of 13-14 years old, meanwhile the results of the homogeneity test using the Levene test obtained a p value of 0.163 ( $p > 0.05$ ) meaning that between the treatment group and the group controls have the same variants for age or homogeneous categories. Gender characteristics in both groups (treatment and control) were dominated by female, both in the treatment group and in the control group, from the results of the homogeneity test, the result was 0.009 ( $p < 0.05$ ), meaning that gender between the treatment group and the control group differed in variants or not homogeneous.

Table 2 shows the results of the test for differences in paired samples t-test, it is proven

Table 1. Distribution of Respondents According to Characteristics (N=75)

Characteristics	Groups				P value
	Treatment		Control		
	N = 40	%	N = 35	%	
<b>Ages</b>					
13 years old	23	57,5	12	34,3	0.163
14 years old	17	42,5	23	65,7	
<b>Gender</b>					
Male	18	45.0	10	28,6	0.009
Female	22	55.0	25	71,4	

Source: Primary data analysis, 2018

Table 2. Analysis of the Paired t-Test of the Attitude of Prevention of Watching Porn, Pre Test and Post Test

Attitude	Treatment				Control			
	Mean (SD)	Mean Differences (CI95%)	t	p	Mean (SD)	Mean Differences (CI95%)	t	p
<i>Post test 1</i>	54.20	-3.17	-2,418	0,02*	52.34	0.60	0,541	0,57
with	(4.5)	(-5.83 –			(5.1)	(-1.65- 2.85)		
<i>Pre test</i>	51.03	-0.51)			52.94			
	(6.4)				(4.5)			
						0.65	0,481	0.63
<i>Post test 2</i>	60.70	-9.67	-8,430	0.00*	52.29	(-2.11 –		
with	(2.7)	(-5.13 –			(6.8)	3.43)		
<i>Pre test</i>	51.03	-1.93)			52.94			
	(6.4)				(4.5)			

Source: Primary data analysis, 2018

Table 3. Independent t-Test Analysis of Attitudes about Prevention of Watching Porn

Attitude	Mean	Up to	Mean Difference	df	t	P
treatment group	51.03	6.4	6.31	73	4,685	0.00*
control group	44.71	4.9				

Source: Primary data analysis, 2018

that there are significant differences in attitudes before and after health education intervention through peer educators was given in the treatment group, with a value of  $t = -2.418$ ;  $p = 0.02$  ( $p < 0.05$ ). The posttest data (Mean = 54.20; SD = 4.5) has an average which is greater than the average pretest score (Mean = 51.03; up to = 6.4). This means that treatment through peer educators is proven to be able to improve the attitude of preventing watching porn in the treatment group. Whereas in the control group, which received the module as independent reading material on the prevention of watching porn, the results of the test for differences in paired samples t-test were obtained, there was no significant difference in attitude before and after receiving the module, with a value of  $t = 0.541$ ;  $p = 0.57 > 0.05$ .

Table 3 shows, through the difference test in independent t-test, it was proven that there was a significant difference in attitudes between the treatment group who received the peer educator method and the control group who received the narcolema prevention module,  $t(73) = 4.685$ ;  $p$  value 0.00 ( $p < 0.05$ ). The mean value of attitudes in the treatment group (Mean = 51.03; 6.4) was greater than the mean value of attitudes in the control group (Mean = 44.71; 4.9) that is, health education for the prevention of watching porn through the peer educator, proven to be able to increase positive attitudes in the treatment group compared to the control group. Education through the peer educator method is very helpful in changing adolescent attitudes towards avoiding risky behavior, namely watching porn, compared to other methods such as mass counseling conducted in schools or institutions, installing banners and many others which are less effective (Mahat, 2006).

In this study, the method used for the

treatment group was health education through trained peer educators, while the control group received a module for the prevention of transmission of watching porn which was read independently. Based on the results of this study, there was an increase in attitudes in the treatment group compared to the control group. This increased attitude is the result of the learning process that occurs as a result of peer educator education, so that the peer educator program can provide opportunities to improve communication skills, interact and increase the willingness to talk among peers about preventing watching porn, according to Jenings and Perotte. (2014), this program can support adolescent attitudes in the prevention of risky sexual behavior including pornography.

Based on the results of statistical analysis, health promotion through peer educators was proven to increase positive attitudes in the treatment group. The characteristics of the peer educator selection play an important role in the realization of changes in the attitude of the treatment group. According to Azizi et al. (2016), the success of peer educators in increasing positive attitudes in the treatment group is greatly supported in the peer educator recruitment process. According to Falace et al. (2018), the communication skills of peer educators who have been trained and their humble and pleasant demeanor also support the delivery of health messages, in addition to the communicative and informal speaking styles of peer educators that support changes in attitudes in peer groups, the existence of friendship, class and friends playing at home make peer groups feel free to ask questions and discuss. Attitude is a reflection of someone's pleasure or displeasure with something, attitudes can also come from experience or also come from the closest person. A person's attitude can change

by obtaining additional information through persuasion and pressure from his social group and the role of social media in it (Panuju, 2018).

In terms of positive role models, increasing attitudes in the treatment group was also supported by the selection of peer educators who were members of the school organization or Osis, they were real examples of active, communicative, accomplished students and liked by their peers, they were chosen because they were considered proficient and capable in terms of communication, and achievement. This is in accordance with the opinion of Wilson and Milburn (2000) who stated that positive role models can increase their self-confidence and also their peer groups in developing their ability to convey information to their peers with the end result of more positive attitude and behavior changes in preventing watching porn or phornograh. The success or failure of this peer educator program is also influenced by the situation and conditions in which this program is implemented, the academic atmosphere is influential and is the biggest support for the success of this program, including support from the school in facilitating these activities.

In terms of the material used, the media in the form of leaflets and flipcharts were made directly by the peer educators which were tailored to the objectives of this study, so that peer educators could easily convey them to their peer groups. According to the researcher, the suitability between the existing material and the delivery needs of watching porn prevention according to the researcher is appropriate, which is supported by Green and Kreuter (2000) who state that the information provided is the result of information obtained by someone after receiving intervention has an influence on someone's attitude and behavior. The material provided by peer educators is not only delivering information but emphasizes skills in carrying out narcolema prevention, starting from the exposure to the dangers and effects of narcolema which can damage the brains of adolescents who will watch it, then the peer educator exposes the peer group to be able to recognize the signs of watching porn addiction, most importantly the end of the peer educator provides exposure to the skills needed by a teenager to avoid watching

porn. This is in line with the opinion of Panuju (2018) that knowledge can switch to attitude if it has readiness in terms of messages conveyed through clear communication, is not wordy, does not offend and can arouse the enthusiasm and motivation of message recipients to act in accordance with the knowledge he has obtained, the role of peer age really supports a well-conveyed communication to the recipient of messages, including health messages.

The role of peer educators in making casual and informal communication greatly affects the improvement of one's attitude in reducing pornographic behavior situations. Effective communication carried out by peer educators in the intervention group was very supportive in increasing students' positive attitudes towards preventing pornography (Jenings and Perotte, 2014). This shows that the change in attitude that occurs is the effect of providing health promotion through peer educators. This is supported by Kamila and Siwiendrayanti (2010) in their research which states that the role of peer groups in increasing positive values in their peer group is very supportive for changing a person's values towards their healthy condition, strong beliefs and a support system that is formed to change someone's attitudes to ready to act in a more positive direction. In addition, the increase in attitudes in the treatment group was also influenced by the formation of groups through social media, namely WhatsApp which made it easier for peer educators to convey messages of prevention of pornography, through intense, private communication and led peer groups to have plenty of time to digest, compare, and choose positive facts from health education delivered by peer educators about the prevention of watching porn (Panuju, 2018).

Health behavior based on attitude then becomes an action taken by a person to maintain, achieve, or get optimal health in preventing disease. Through the peer educator method, health education delivered to the peer group gives an impression, is able to broaden horizons without feeling intimidated and inspires the peer group to better understand the importance of knowing about phornography, its dangers and how to prevent it. With the existence of health education through peer

educators really helps subjects in recognizing and taking appropriate action to avoid watching porn and its effects as early as possible, various obstacles are discussed and discussed by peer educators and peer groups so that subjects understand better the importance of preventive action of watching porn compared to before getting treatment through peer educators (Falace et al, 2019).

Based on the results of the analysis, the absence of an increase in the preventive attitude of watching porn in the control group occurred because there was no two-way communication that occurred during the transformation of health information about preventing the transmission of pornography, the control group subjects only received a module as independent reading material containing negative impact of watching porn and its prevention. In the process, the subject learns independently and is limited to reading only and there needs to be a high commitment to the subject to read, understand and repeat the contents of the module until it is understood (Menna et al. 2015). In addition, the control group experienced a decrease in the mean value of attitudes according to Falace et al. (2019) is due to the absence of two-way communication which allows the subject to be actively involved in the information exchange process, so that the information cannot be stored in the subject's memory for long. Active involvement between two or more people in the exchange of messages and information can be relatively long and relatively memorable. Limited knowledge will affect a person's attitude so as to create health action in accordance with the attitude stimulated by this limited knowledge. This is in accordance with Azizi et al. (2016) which states that the success of an education is influenced by the method of delivering messages and information, namely in the form of the characteristics of the subject receiving the message, the characteristics of the message giver and the characteristics of the message content delivered, all of which are strategies and methods to tools that support the success of the education activity. According to Sulidar (2017), the negative effects of social media used by students in communicating today include being negligent, wasting time, making friends who do not provide benefits

so this affects their mindset and attitude, anti-social and lazy to read. making health information difficult to open students' insights in preventing pornography addiction. In this study, there were several limitations so that the average subjective attitude in the control group did not change both before and after giving the module, from the subjects themselves who were reluctant to read the module until it was finished and there were some that they did not understand regarding the contents of the module, and also from Other subjects' information said that the length of the reading limit period for a week made them forget the contents of the module, this affected the results so that there was no change in attitude between before and after treatment in the control group. Teenagers who access social media in Indonesia have a higher percentage of interest in choosing books to read (Ibrahim et al, 2018).

### **Conclusion**

Based on the theoretical basis and supported by data analysis of the research results, it can be concluded that there are significant differences in the mean statistically in the attitude of the treatment group who received the peer educator method compared to the control group by giving the module. The peer educator method is more effective than giving modules in improving the attitudes of junior high school students in Samarinda city in preventing pornography.

Based on the above conclusions, government institutions related to the health sector and junior secondary education institutions can improve health promotion in their institutions in delivering narcolema prevention through this peer educator method, by supporting and facilitating various peer educator activities, training and creating narcolema prevention volunteers in every educational institution. the first medium to support government programs in terms of comprehensive pornography prevention and in synergy with related parties and involving parents. This is expected to be the first and foremost milestone in terms of easy access to health information for young men and women. The more often they are exposed to information on the dangers of pornography through the role of peer educators, the easier it will be for

teenagers to improve their readiness and skills for pornography prevention in any situation and protect them from the harmful effects of pornography.

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