

Primary School Student's Misperception about Pornography in Internet Based Learning Era

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Abstract

Massive internet pornografi exposure has changed individual perception about pornography. At the same period, implementation of internet based learning in Primary School has encouraged Primary School Student to access internet and exposed on pornography. This study argue that pornography exposure have caused misperception among Primary School Student in Internet Based Learning Era. Primary School Student's misperception about pornography be focus on this study. Qualitative approach with observation, interview, and field note is applied in this study. It objectively ilustrated Primary School Student's misperception as result of pornography exposure in Internet Based Learning Era. As shown in this study, Primary School Student's legalization on pornography is response to pornography exposure. This legalization caused by misperception during pornography exposure. This misperception develop after Primary School Student do self defining on pornography. It's show that misperception cause Primary School Student behavior to access pornography during Internet Based Learning Era. Stakeholder should be present to guide and assist Student in develop perception about pornography. And then cooperate with each other to designing internet based learning safely and student friendly. Further study is needed to uncover impact of perception development with more varied informants.

Keywords: internet based learning, misperception, pornography, primary school student

INTRODUCTION

Pornography exposure ideally kept away from all general field of life, including education. However, the reality that happened, pornography exposure precisely has entered in education. In this field, specifically in Primary School, at this time pornography exposure has exposed to Primary School Student. [Lim et al. \(2017\)](#) reported that pornography exposure has exposed to 13 years old Children (Grade 6th Primary School). [Murni et al. \(2018\)](#) reported that 96,1% from 180 students has exposed to pornography, whereas part of them have exposed under 10 years old or grade 1st primary school. The report of [Lewczuk et al. \(2019\)](#) show that pornography exposure to children has occurred at 7 years old (grade 1st primary school). And then, investigation of [American Psychological Association \(2020\)](#) also show that average age of first exposure to pornography is 13,37 years old (Grade 6th Primary School) while the youngest is 5 years old. The facts above is enough to be basis for studying pornography exposure as inseparable phenomenon on Primary School Student's life. Whereas, study about pornography exposure can not be separated from misperception factor.

Study about pornography exposure in context of Primary School Student's misperception still little done by researcher, specifically education researcher. The majority study about pornography exposure still focus on three contexts. First, causative factor of pornography exposure. Such studies have found that causative factor of pornography exposure are easy internet access ([Pujazon-Zazik & Park, 2010](#); [Stanley et al., 2016](#)) and lack of supervision in internet use ([Pons-Salvador et al., 2018](#); [Todaro et al., 2018](#)). Second, impact of pornography exposure. Such studies have found that impact of pornography exposure are difficult to concentrating, decrease of learning achievement, high risk to do sexual violence, rude speech, violation of decency norms, and desire to watch pornography continuously ([Benson et al., 2019](#); [Herbenick et al., 2020](#); [Kementerian Pemberdayaan Perempuan dan Perlindungan Anak, 2017](#); [Manago & Pacheco, 2019](#); [Pratama & Notobroto, 2018](#)). Third, pornography exposure countermeasure. Such studies have found that pornography exposure can be countered with technological approach ([Barfian et al., 2017](#)), increasing religiosity ([Hornor, 2020](#); [Wijayanti et al., 2020](#)), and increasing the discipline ([Aziato & Adejumo, 2015](#)). Studies above have shown that pornography has been focus by more researcher in contexts of causative factor, impact and countermeasure. However, facts above not studying misperception about pornography in Primary School Students yet.

The study seeks to fill this gap by describe Indonesian Primary School Student's misperception about pornography. It also to response [Henry & Talbot \(2019\)](#) in their limitation that needed further study in qualitative approach to describe developing perception linked to behavior as response of pornography exposure. This study does by answering three questions. First, how Primary School Student responded to pornography exposure? This question is aimed to describe Primary School Student's response to pornography exposure during Internet Based Learning Era. Second, how Primary School Student's misperception about pornography? This question is aimed to describe Primary School Student's misperception as result of pornography exposure during Internet Based Learning Era. Third, how Primary School Student develop misperception about pornography? This question is aimed to describe the process of developing Primary School Student's misperception about pornography in Internet Based Learning Era. Three questions above will answered in this study.

This study start from three arguments. These arguments will be starting point to discuss. First, Primary School Student will make positive response to pornography exposure as inseparable thing of internet based learning. Second, primary school student will develop a misperception about pornography during internet use in learning. It make them desire to access pornography continuously.

Third, Primary School Student's misperception about pornography developed because of independent interpretation process. Whereas Education Stakeholders in Primary School do not guiding dan assisting in process of developing perception about pornography. In the other word, in Primary School Student, misperception about pornography is caused of massive exposure in implementation of internet based learning and lack of supervision from Stakeholder. Thus, this Primary School Student's misperception must be a attention to solved.

METHODS

In Internet Based Learning Era, pornography exposure has exposed in learning practice at Primary School. Primary School institution has failed to counter pornography exposure. Primary School Student who doing this learning model exposed to pornography. In this case, Primary School Student's Misperception about Pornography is happen. Whereas Primary School Student has develop new perception about pornography. Because of it, this study focuses on Primary School Student's Misperception as response of pornography exposure.

This study is qualitative research with data collection through observation, interview, and field note. Observation used to observe how Primary School Student make response on pornography exposure. Primary School Student activity in online learning observe too. Interview is held to identify Primary School Student response on pornography exposure, identify Primary School Student's misperception about pornography, and identify the developing process of Primary School Student's misperception about pornography. Which, all related to internet based learning context.

Information in this study is obtained from informant who asked to data according research focus. Observation and interview conducted during six months by involving dozens of Primary School Student on grade 4th to 6th with age between 10 to 12 years old as informants. This study focuses on Primary School Student's misperception which developed after pornography exposure. Primary School Student who choosen is Primary School Student who has exposed to pornography. They have developed perception about pornography.

Questions that appears in this study are linked to response domain, form of misperception domain and process domain. Questions are related to response domain accomodating indicator of pornography legalization include pornografi access activity, imitation of pornography content, and gadget use to access pornography content. Questions are related to form of misperception domain accomodating definition of pornography, meaning of pornography, and misperception background. Questions are related to process domain accomodating misperception development process include environment factors, approval from friends and awakening a positive perception. (Table 1)

Table 1. Data Coverage

Domain	Data coverage
Response	Access to pornography content Imitation of pornography content Gadget use
Form of perception	Definition Meaning Background
Process	Environment factors Approval Awakening positive perception

Data analyze conducted in three phase. These are data condensation, data display, and drawing and verifying conclusions (Miles et al., 2014). By these phase data analyzed thematically. Whereas the result of theme and subtheme describe response, form of misperception, and misperception developing process. Data entered in an application to obtained mapping related to research focus. Application with the name NVivo 12 plus is used in this analyze (Dalkin et al., 2021). As for counter bias data, source triangulation is used (Morrison et al., 2020) include collecting information from dozen informants, and time triangulation (Hemphill & Richards, 2018) include repeating interview for obtain data saturation.

RESULT

Primary School Student's Response to Pornography Exposure in Internet Based Learning Era

Learning in Primary School has transformed to learning which based on internet. This learning system transform be a guidance for all School Resident, include Student in using internet for learning. Internet using is a priority more than attention about pornography exposure threat. Whereas pornography exposure is a unseperatable trheat in internet use.

Primary School Students finally exposed to pornography. They response pornography exposure quickly. The interest thing is Primary School Student actually response pornography exposure with legalize pornography. It is shown at [table 2](#) below.

Table 2. *Primary School Student's Legalization to Pornography*

Watching and access pornography content	Imitation what they are watched	Using their gadget to access pornography content
Once. Yeah, once wathcing it can take hours. Wathcing alone. When link is given by classmate	Once ago, at grade of third I was teached by classmate. And than I imitated this. It was looked a good thing.. So, I want to do (free sex) with Q. Once ago in bathroom with Q. But, it did not happen. Once ago, I also looked inside girls skrits.	I was explained the access rule, Open the link from handphone. Wathcing alone countinously. I used daddy's hanphone or my friend's hanphone. Once ago, I teached my friend. But just to Z. And than Z shared more links to other. Once ago, there not brought handphone independently. Just me who brought handphone independently. So, just me who knew about it.

Source: arranged by researcher, 2022

This legalization to pornography is shown with more behaviors to pornography. The kind of behaviors which happen describe that Primary School student respond pornography exposure during implementation of internet based learning as not prohibited thing. Actually, because of this pornography expsure, they can to do chalenging things like imitate what they look at pornography content.

Misperseption about Pornography as Result of Pornography Exposure in Internet Based Learning Era

Pornography exposure in Internet Based Learning Era has made disruption and transformation to more aspects of life. In this case is learning practice for Primary School Student. Primary School Students who have exposed to pornografi use their gadget to access pornography content. Eventually, some of them desire to practice what they look at

pornography content. This pornography exposure cause delopment of misperception about pornography. It is shown at [table 3](#) below.

Table 3. *Primary School Student's Misperseption*

Exciting	Good	Stress healer	Ententainment media
Already watched, can not to stop, sir. exciting, it is true exciting	It is about vaginas, Sir. I think it is good. It look good to imitated. Then I imitate with my friend.	Fresh. If I am anged by my parent, then it look heavy in my face, then I look this pornography content, I feel fresh. I feel more comfort.	It like to wathing an anime, it is funny. It like toys.

Source: arranged by researcher, 2022

Primary School Students's misperseption about pornography can to look from their interpretation about pornography. There are four interpretation that they develop about pornography. First is exciting. It is shown at interview result that Primary School Students explicitly say pornography content which looked give them exciting feel. Explicitly it is shown with speech of can not stop form watch pornography content.

Second is good. It is shown at interview result that Primary School Students explicitly speech pornography content which watched have a good properties. It same as they watch an anime. Eventually, Primary School Students also think that pornography content which has watched is good to imitate.

Third is stress healing. It is seen at interview result that, there are Primary School Students explicitly speech pornography content which watched can to make their body and mind feel fresh after anged by their parent. It is shown that Primary School Students's stress is heal after they watch pornography content.

Fourth is an entertainment. It is seen at interview result that, there are Primary School Students explicitly speech pornography content which watched is like toys. While they use toys as entertainment media. They use it when they are strees or boring.

All of interpretation above can to rewrite to an entertainment media which interested, good, and can to use to stress healer. It shown that Primary School Student seen pornography exposure in implementation of internet based learning is a positive thing. Pornography available as interested and good entertainment media in study. Specifically to heal stress which can to appears in studying difficult matter.

Independent Interpretation in Misperseption about Pornography

Primary School Students have develop positive perception about pornography. This misperception has made them to do access pornography content. This misperception can not to separatable from some process which formed. It is according to Primary School Students's independet interpretation process to pornography content which expose to them.

This independent interpretation to pornography content is not separatable form some factors. These are (1) friends or classmates inviting to watch pornography content, (2) curiosity about pornography, (3) watching pornography activity is approved by their friends and classmates, and (4) feel happy to pornography content. It shown at [table 4](#) below.

Table 4. *Primary School Students's Independet Interpretation about Pornography*

Teached by friends or classmates	Curiously arises	Approved by friends or classmates	Happy feeling (positive perception)
Are your friend teach you? Yes. Usually, the link is shared to me, Sir. Sm, Gl and Wa. Sm intivite me. Sm is Aj's brother (classmates) Sm arrived here in 2017. He teach me. At this time I just followed his. Because I don't know. Watching with My friends at home. Whatching allone after classmate teach me about access rule to pornography content. Shared link and teach. Like to imitated. But I still wasn't knew at this time. I still grade 2 nd I knew about this video in grade 3 rd Watching alone when classmates give me link. Links are given by Friends.	Why it can to watch generally? Why it doesn't locked as privat content? I was curious.	Sometimes, he said, "let's watch!" "What is it?"I said. "Please don't worry, let's watch." he said. But, long time later, more of my friend was watched. Than seen to others. So I decided to watching alone. Form clasamate. Once time ago, grade 3 rd or grade 2 nd I given video when I was siting, "What it was, bro?" I said. "Looked this!" he said.	It like I feel happy Once ago, at grade of third i was taught by classmate. Than I imitated this. It was looked a good thing. Once ago, I like to asked for watching than I feel happy.

Source: arranged by researcher, 2022

Primary School Students interperation process looked unseparatable from environment factors. In this case is friends who invite, force and teach to watching pornography content. In this moment, Primary School Students's curiosity is arises. They explore and watching pornography content countinously. At this time, their friends giving motivation for watching agains. Than, Primary School Student feel happy to pornography content. Finally they develop positive perception about pornography.

Apply unsafe internet based learning, without attention from Primary School Institution has invited Primary School Students to pornografi exposure. This exposure with bad environment cause Primary School Students's misperseption about pornography. Which make them desire to accomodate countinously to pornography as entertainment media in their life. Spesifically to heal stress when study. Eventually, pornography be a good media to imitated.

DISCUSSION

Pornography Exposure in Internet Based Learning Era

Nowdays Primary School institution is tested with implementation of internet based learning. Which in this implementation, pornography is attacking to expose Primary School

Student. It can not be rejected, because the majority of pornography user get it freely from internet (Zohor Ali et al., 2021). Ideally pornography exposure is rejected in learning practice. However, pornography exposure in practice of internet based learning is happen. In this case is to Primary School Students. Primary School Students do not just study from internet. But they are also easily exposed to pornography. They are can not be avoid from pornography exposure. Eventually this exposure increasing access to pornography content. Morichetta et al. (2021) report that access to pornography by internet can to done more than once in a day. Which this increasing access to pornography is an indicator of legalize to pornography content. Pornography legalization can not to separatable from the practice of internet based learning.

This is inline to the report of Guggisberg (2020) that pornography exposure via internet is piling up. It show that pornography exposure in learning activity which use internet as learning source and media is occupy a high percentage to accessed. Be it intentionally or unintentionally. Especially in internet based learning system which lack of attention at internet access safely to all user. This accumulation is can not separatable from learning equipment use which connected to internet. Internet use in this learning activity include of smartphone use, computer, and the other hardware which connected to internet. It is give an easy way to accessed pornography content (Herbenick et al., 2020). Thus, access to pornography content activity is one of problem in internet use (Fineberg et al., 2018).

Misperception about Pornography

This Increasing of access to pornography content which caused of legalization factor is show that there is wrong perception. Misperception about pornography has been developed by Primary School Students. Pornography exposure cause Primary School Student develop positive perception about pornography. It is contradictory with O'Donohue & Schewe (2019) who argue that children under 18 years old generally not agree to pornography. They actually develop perception as well as teenagers with older age. Which pornography is meaned as an entertainment (Štulhofer et al., 2012). It show that pornography content is seen as important thing to reformulation perception according to pornography as an entertainment (Mesquita & Pinto, 2020). Pornography also describing as media to heal stress and boring (Henry & Talbot, 2019; Pujazon-Zazik & Park, 2010).

This misperception about pornography ingrained to students as starting point regarding to pornography. This is inline to argument that through perception, Individu develop acts to continue or stop (Allen, 2020; Hoffman, 2018). As seen at parent behavior when choose educational institution for their children. For example in context of the best and ideal educational place options for children. Option which appear is very determined by parent perception about a thing that becomes a principal (Tang et al., 2021). Parent will choose place which considered most suitable to parent perception about the best educational place. So, in this study Primary School Students related to their misperception, develop perception about pornography as positive media. The implication is Primary School Students decided to access pornography continuously.

Primary School Students's misperception about pornography does not just happen. There are some reasons why this misperception happen. Misperception which developed is not separatable from pornography exposure. As show in this study, Primary School Students who apply internet based learning have exposed to pornography. This pornography exposure is expose continuously. Regardless to various kind of exposure, either intentionally or unintentionally. This pornography exposure has caused Primary School Students develop a perception about pornography. This is inline to Štulhofer et al. (2012) who argue that

pornography exposure has encouraged exposed person to develop perception about pornography. This is also inline to [Ioannidis et al. \(2018\)](#) who argue that misperception about pornography can not separatable from massive access of pornography content via internet.

Independent Interpretation to Pornography

The developed of misperception about pornography can not separatable from some phases which develop a perception. It show that in develop a perception, individu try to judge objectively to something which there is in front of them and subjectively from the other persons's opinion who there are in around them. As show at this study result that has happened a independet interpretation process to pornography by Primary School Students. This interpreting based on pornography content wich watched. In addition this interpreting also consider to friend's opinion about pornography. In this case is playmates and older friends. Who giving an approval that pornography can be watched. This is inline to [Henry & Talbot \(2019\)](#) who argue that Students are exposed to pornography because their friends desire to do. In addition, Primary School Students are at early teennager phase who always curious and they have a tendency to follow their playmates ([Rokhmah & Khoiron, 2015](#)).

It show that Parent, Teacher, or Principal not present to Primary School Students who have exposed to pornografi. All of them are less able to maintain the implementation of internet based learning from pornography exposure. Primary School Student should always be guided and assisted to avoid pornografi exposure. Which they can develop the true perception about pornography. That is pornography as a negatif thing. In this, Principal can to take strategic role. Principal has skill to lead and burning the spirit of all Stakeholders to be able to spirit to contribute actively, commit together, and cooperate each other ([Alifiyah et al., 2019](#); [Bafadal et al., 2019a](#); [Imron et al., 2020](#); [Muhani et al., 2016](#); [Sakerani et al., 2019](#)). Cooperation of each Stakeholders be a determinant in the succes of policy ([Bafadal et al., 2019b](#); [Rahmi et al., 2019](#)). Especially in this contex as digital leader, principal can to lead all Stakeholders to create safety, children friendly and pleasant internet based learning ([Agustina et al., 2020](#)).

CONCLUSION

Implementation of unsafe and unfriendly for Primary School Student internet based learning cause misperception about pornography. Primary School Students in Indonesia have developed misperception about pornography as a positive thing. Misperception about pornography is developed because of massive exposure of pornography during implementation of internet based learning. Primary School Students develop perception about pornography independently based on exposure object and their believed person's opinion, their friend. Finally this misperception cause Primary School Students in Indonesia are access to pornography countinously. While, at the same time Primary School Institution not paying attention to pornography exposure threat in implementation of internet based learning.

This studi give a new understanding about implementation of internet based learning at Primary School. Educational Stakeholders at Primary School must be able to pay special attention to pornography exposure threat that accompanies. Pornography exposure is important to handled in implementation of internet based learning. So that misperception which cause Primary School Students's legalization to pornografi can be avoided. Educational Stakeholders at Primary School need to present to designing internet based learning safely and friendly for Primary School Student. Primary School Student must be guided and assisted in internet use as learning source and media. Than, given the right perception planting about pornography. That is pornography as negative thing.

This study has limitation on reserached informant. That is informants who from Public Primary School level. They are siting on grade 4th to 6th Primary School. At data collection time, they are 10 to 12 years old. In addition, this study also conducted to Primary School Students in the same gender. They are Primary School Students with male gender. Based on these limitation, further study about this topic need to involving Primary School Student informant from Religious based Primary School. Which this Primary School Student informant is more varied at grade level, age, and gender. So needed further study which can to accommodate a larger number of informant.

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