

**ANALYSIS OF INFLUENCE OF SEX INFORMATION THROUGH THE MEDIA AND
SUPPORT OF PEER-GROUP TOWARDS
TEENAGERS SEXUAL BEHAVIOR
(Case Study of Teenagers in “XYZ” High School, Rawa Buaya,
West Jakarta)**

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ABSTRACT

Youth observers argue that the rise of premarital sexual behavior in the last ten years has been due to a lack of teenager knowledge of sexuality. This is because most parents are less open and tend to hesitate to provide an understanding of the problem of sex to children. As a result, teenagers in general tend to place the media as a source of sexual information more important than parents, because more media can 'meet' the wants and needs of teenage sexuality.

Teenagers also get information about sex from peer-group. This is because the proximity of teenagers with peer-group is very high. Peer-group often replaces family ties, is a source of affection, a source of sympathy and understanding, a place to share experiences, as well as where teens achieve autonomy and independence.

Understanding that teenagers tend to place media and peer-group as a source of sexuality information, researchers are interested to see which of the two variables that most influence teenager sexual behavior.

This research is explanatory research with positivistic paradigm. The research method is survey, with data collection technique through questionnaire. The population is "XYZ" high school students of Rawa Buaya sub-district, with a total sample of 80 students. The analysis tool used is linear regression. Data processed using SPSS software version 22.

The results showed that the variable of sex information through the media had more influence on teenager sexual behavior, compared with peer-group support variable. Furthermore, simultaneously variable sex information through media and peer-group's support affects teenage sexual behavior.

Keywords: sex information through media, peer-group, teenage sexual behavior

1. INTRODUCTION

Teenager (by World Health Organization definition as a period of age between 10-19 years) is a very important period in the development of an individual. The term "rebels" is a term often adhered to in adolescence because they often commit acts that violate the rules or contain risks, such as skipping school, fighting, drinking alcohol, drugs or having premarital sex.

In Indonesia, from the various types of violations committed by teenagers, premarital sex cases show an alarming increase. From the various studies conducted over the last ten years, it is seen that teenagers in Indonesia are at high risk associated with sexual behavior.

From the baseline survey conducted by the National Family Planning Coordinating Board (BKKBN) in 2010 about teenage sexual behavior known as 51% of adolescents in Jakarta, Bogor, Depok, Tangerang and Bekasi (Jabodetabek), 54% in Surabaya, 47% in Bandung, and 52% in Medan have had sexual intercourse. Based on a survey conducted by the National Commission for Child Protection (2011) in 12 major cities of Indonesia found that 83% admitted having sex because of media exposure.

Today, teenagers face the temptation of sex information that spills. Many mass media (tabloids, newspapers, magazines, or soap operas) contain content and images in a vulgar and permissive manner. Signs realized, directly or indirectly, today the media has become one of the centers of information as well as sex education. Unfulfilled sex information from formal school channels, from family, from community, from religious path, or from health care worker, was eventually taken over by his role and filled by mass media. Media has played a role as hidden

information related to sex problems that potentially affect the mind, both constructive and destructive.

Furthermore, teenagers also get information about sex from peer-group. This is because the proximity of teenagers with peer-group is very high. Peer-group often replaces family ties, is a source of affection, a source of sympathy and understanding, a place to share experiences, as well as where teens achieve autonomy and independence (Hutagalung, 2012). The proximity of teenagers with peer-group raises group norms. From group norms, teenagers will have normative beliefs. That is, a belief if the group norms are violated will result in moral sanctions (ostracized, ridiculed, excluded from the group) or legal sanctions. In short, peer-group play a role in the formation of teenager sexual behavior (see Santor, Messervey & Kusumakar, 2000; Sarwono, 2007; Damayanti, 2007; Hutagalung, 2018).

Recognizing the description above, the researcher formulate the problem in this study is which variable is the most influential among sex information through media and support of peer-group to teenage sexual behavior?

2. LITERATURE REVIEW

2.1. Utility of Information Theory

Cannon (1964) is the expert who first emphasized the importance of usage as the basis of a person in selecting and avoiding information (see Knobloch, et.al, 2003).

In 1973, Atkin developed the idea of Cannon and insisted that the information chosen should not be information appropriate to attitudes and beliefs, but could also contradict information as long as the information could fulfill an individual's use of information. That is the

usefulness of clues, strengthening attitudes and how to do things (see Knobloch, et.al, 2003; Knobloch-Westerwick, et.al, 2005).

Furthermore, Levy and Windahl (see Knobloch, et.al, 2003; 2005) developed the idea of Atkin. According to Levy and Windahl, the usefulness of information will be determined by three dimensions, namely magnitude/the perceived magnitude of challenges, likelihood/the perceived likelihood of their materialization, and immediacy/i.e., the proximity in time of their materialization. The larger the scale of information, the more likely it is that information, the closer the information, the more useful an information to an individual.

2.2. Social Identity Theory

Social identity theory (see Severin & Tankard, 2008) explains how groups can influence the behavior of someone who is a member of a group. Social identity theory explains groups often share certain rules or standards. When a person joins a social group, it is consciously or unconsciously to emerge a collective agreement on what behaviors can and should not be done in accordance with the norms prevailing in such societies/social groups. This condition raises subjective norms, ie individual beliefs about what other people or social environment is influential enough to want him to do. From the subjective norm, a person will have normative belief. That is, the individual who holds the subjective norm will have belief that another person or group that influences him or her will support to behave according to the subjective norm. And if it is violated, there will be sanctions can be in the form of moral sanctions (ostracized, ridiculed, excluded from the group) as well as legal sanctions.

3. HYPOTHESES

H1: There is an influence of sex information through the media to teenager sexual behavior.

H2: There is an effect of peer group support to teenager sexual behavior.

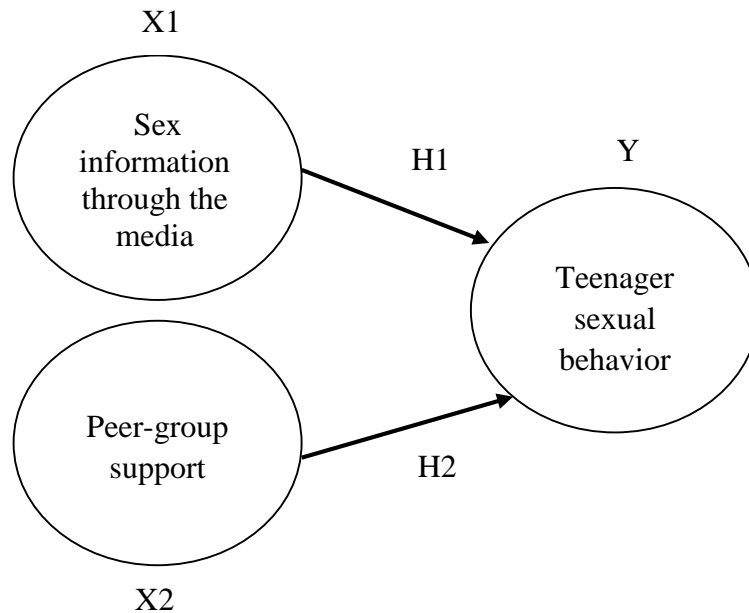


Figure 1: The Influence of sex information through the media and support of peer-group towards Teenager sexual behavior

4. RESEARCH METHOD

This research uses positivistic or classical paradigm using survey method. The population of this research is XYZ high school students (Senior High School) Rawa Buaya Village, West Jakarta. Sampling method that can guarantee the representation is a random sample of cluster (Cluster Random Sampling). As the name implies, this sampling technique is done by first taking clusters (in this case school), only after the selected cluster, taken sample of high school students. This sampling technique was taken because there is no sample frame in the form of a list of high school students in West Jakarta. But students are joined into a cluster called school, and there is a list of high school (public or private) schools in West Jakarta. Therefore, the researchers took the

first high school cluster, after which only the sample of high school students (Neuman, 2003: 224-228).

From the calculation result by using Slovin formula hence the minimum sample obtained by 80 students.

Validity and reliability test analysis using linear regression. Data is processed by using software SPSS version 22. Meanwhile, data collection technique is done through questionnaire.

5. RESULTS

5.1. Partial Correlation of Sex Information Through Media to Sexual Behavior of Teenager

The greater the correlation coefficient is, the more it indicates the closeness of the independent variables and the dependent variables. Figures correlation ranged from 0 to 1. The results showed that the value of the correlation Pearson is = 0.695, then it can be said that there is a strong relationship between sex information through the media on adolescent sexual behavior.

Meanwhile, if seen from the level of significance, the value of p-value is 0.000 (smaller than $\alpha = 0.05$). So it can be concluded that there is a strong and significant relationship between sex information through the media with teenage sexual behavior.

5.2. Partial Correlation of Peer-Group Support to Sexual Behavior of teenager

The results show that the value of the correlation Pearson is = 0.613, it can be said that there is a strong relationship between peer support against adolescent sexual behavior.

Meanwhile, if the significance level is assessed, the p-value is 0.000 (less than $\alpha = 0.05$). So it can be concluded that there is a strong and significant relationship between peer- group support and teenager sexual behavior.

5.2. Linear Regression Analysis

Regression analysis is used to examine the simultaneous and partial effects of some independent variables on one dependent variable. The regression analysis in this study tested how much the simultaneous and partial influence of sex information variables through media (X1) and peer-group support (X2) on teenager sexual behavior (Y). Based on the result of multiple regression test known that: $Y = 48.360 + 0.445X1 + 0.4181X2$

1. β_0 (constant) = 48,360, meaning that the value of teenager sexual behavior variable (Y) will be worth 48,360 if sex information variable through media (X1) and peer-support variable (X2) is 0 (zero).
2. $\beta_1 = 0.445$, meaning that if the value of the sex information variable through the media (X1) increases and the value of the peer-group support variable (X2) remains, then the value of the teenager sexual behavior variable will increase by 0.445.
3. $\beta_2 = 0.418$, meaning that if the value of the peer-group support variable (x2) increases and the value of the sex information variable through fixed media, then the value of the teenager sexual behavior variable will increase by 0.418.

Based on the above data, it can be concluded that the sex information through the media have greater influence than peer-group support to teenager sexual behavior.

5.3. Hypothesis Test Results

The results showed that the value of t arithmetic for variables of sex information through media (X1) is 5.187. T table in this study is 1.99, thus obtained results T count (5.187) > T table

(1.99) which means H_a accepted and H_o rejected. That is, sex information through the media partially affects the sexual behavior of teenagers.

The results show that the value of t arithmetic for peer-group support variable (X_2) is 2,869. T table in this study is 1.99, thus obtained results T count (2.869) > T table (1.99) which means H_a accepted and H_o rejected. That is, peer-group support partially affects teenage sexual behavior.

In addition to partial test hypothesis, also tested the results simultaneously. That is, test whether the independent variables (X) together have a significant effect on the dependent variable (Y). Related to this research, simultaneous test conducted to know influence of variable of sex information through media and peer-group support to teenage sexual behavior.

The results showed that the value of F arithmetic is 44.577. F table in this study is 3.12. Thus, F calculated (44,577) > F table (3.12). That is, it can be concluded that sex information through media and peer-group support simultaneously affect teenager sexual behavior.

6. DISCUSSION

The results showed that the variable of sex information through the media has a stronger influence than the peer-support variables on teenager sexual behavior. Responding to the results of this study, researchers argue that this is due to media information on the level of intrapersonal communication is seen to help teenagers in increasing knowledge related to sexuality.

In the case of sexual behavior, researchers argue that teenagers really need knowledge about sex because it is related to the psychological development of adolescents (see Alit, 1999, Sarwono, 2007). Information about this sex teens get from the media, especially on-line media.

Through information about sex, teenagers can learn to take sexual decisions in adult, guided and get an explanation of changes in sexual organ function as a stage that must be passed in human life. In other words, knowledge about sex has benefits for teenagers to better understand what sex really is, and help teenagers to go through every psychological development related to the sex problem itself. The existence of the benefits of information perceived teenagers to information about sex is what makes teenagers often look for media information related to sexuality, although perhaps the information is not necessarily true and may be misleading.

Furthermore, researchers argue that media information about abundant sex has resulted in teenagers consuming a lot of information no longer because of need but because it is constantly "poked" by the media. With abundant sex information, teenagers seem to be all-know related to the problem of sex when in fact they only get a shallow knowledge and cut off. As a result of cornucopias of media information, teenagers tend to easily lose the ability to think independently because of limited memory space has been full of information. This psychological condition by Festinger is called cognitive dissonance. That is, a condition of human discomfort that causes internal pressure that motivates people to take steps to eliminate or reduce the discomfort. Basically, man wants to restore consistency or consonance between his cognitive because man has a desire for consistency in his beliefs, attitudes and behavior (Festinger, 1957: 13; Sears, et.al, 1985: 156-157; Tankard and Werner, 2008: 165, Griffin, 2006: 228,237).

To avoid unconventional conditions due to the cornucopias of media information, teenagers as social beings in their lives will interact with peers. Communication relationships that exist in peer-groups, both on the level of interpersonal and group will form subjective norms. That is, the individual's beliefs about what peer-groups want him to do. In theory of

planned behavior, Icek Ajzen (1988) says that the subjective norms a person will have his or her normative belief. That is, the values of group agreements which, if violated by an individual who is a member/part of the group, will result in sanctions, whether social sanctions (in the form of social punishment, such as ostracism, exclusion from membership) or moral sanctions (such as guilt, sin and others). Research conducted David (2005) reinforce that group norms can affect individual behavior.

Based on the results of the research, researchers argue that there is a process of communication from the level of personal intrapersonal communication developed into the level of interpersonal communication and communal groups related media information about sex. That is, at the beginning of his teens looking for sex information through the media personally, and when teenagers feel besieged with sex information obtained then the teenagers will seek peer groups to share experiences and discuss further related sex information obtained from the media.

This is in line with what Festinger asserts in the theory of cognitive dissonance. That is, there are several ways to reduce dissonance: 1) by changing self-behavior, 2) justifying self-behavior by changing opposing cognitions, 3) justifying self-behavior by adding new cognitions, so that existing cognition elements are reinforced or supported by elements 4) search for consonant information (Littlejohn & Foss, 2009: 78).

In the case of sexual behavior, of the four ways to reduce the above cognitive inconsistencies, it appears that teenagers in reducing the discomfort caused by communicative abundance interpersonal or group relationships to convince themselves of the sexual behavior that was decided.

Finally, although this study was not intended to examine the impact of the media, the results of the study indirectly show that humans are not passive in processing information from the media. That is, that media information about sexuality will be processed by adolescents in two levels. First, the inter-personal stage in which the teenagers will seek for information about sexuality on the media to add their knowledge. Second, on the next level of interpersonal or group, teenagers in achieving cognitive consistency due to communicative abundance will adapt to obeying norms in peer-groups to gain support for sexual behavior that will be done.

7. CONCLUSION AND RECOMMENDATION

7.1. Conclusion

The results showed that the variable of sex information through the media had more influence on sexual behavior compared with peer-group support. This is because teenagers need information about sex and the media is considered helpful to increase knowledge related to sex.

Furthermore, the results of the study also show that the variables of sex information through media and peer-group support variables simultaneously affect teenager sexual behavior. This shows that the process of communication level both intrapersonal and interpersonal will influence individual behavior.

Finally, it should be realized that the individual is not passive in receiving information but actively doing selective exposure. Many factors may affect the decisions to accept or refuse the information, including psychological factors, messages and social environment. The developments in the world of informatics and communications technology have made audiences in today's era have many choices for information or news, and make choices according to their

interests and needs. Communication abundance or cornucopia of communication makes the audiences become active creatures in selecting and rejecting information according to the cognitive processes themselves.

7.2. Recommendation

Responding to the endless quests of teenager-related sex information due to sexuality desires (puberty) and peer encouragement, the provision of sexology education in the school education curriculum needs to be considered as a way out to provide a more adequate knowledge of sex to teenagers.

This study can be carried out using different data collection techniques, for example, by using qualitative methods (in-depth interviews or an FGD involving 8-10 people). If another researcher likes to study replicative theoretical models, he/she should consider adding other variables to the research. Additional variables can be added after considering attributes which suit the research interests. For example, adding the personality (trait) variable, or the motivation on the psychological aspect.

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