

CHAPTER I

INTRODUCTION

A. Background

Teenager is a period of a million transitions marked by changes in aspects of life that require time to adjust within the individual. Teenager which in the original language is called *adolanscence*, comes from the Latin which means, "to grow for reaching maturity". Maturity in question is that during teenager the individual will go through a period of changes in the biological and psychological cycles. Changes in the biological cycle are marked by the onset of puberty and changes in the psychic cycle are marked by the role of teenagers in their environment. In its further development, the term *adolascense* actually has a broad meaning, including mental, emotional, social, and physical or biological maturity that must be faced by individuals.

Hurlock (2002) divides adolescence into early adolescence (13 to 16 or 17 years) and late adolescence (16 or 17 years to 20 years). Hurlock distinguishes early and late adolescence because in late adolescence the individual has reached a developmental transition that is closer to adulthood. These tasks are called teenager developmental tasks.

The task of teenager development according to Hurlock (2002) that must be passed is being able to accept the physical condition, being able to accept and understand adult sex roles, search for identity, being able to build good relationships with other individuals and groups, achieve emotional independence. These developmental tasks can lead to a crisis in teenagers which will cause various problems because teenagers are in a transitional period between childhood and adulthood, the status of teenagers is somewhat blurred both for themselves and for their environment. Issues that arise due to teenagers who are just starting to organize their lives. Especially regarding sexual problems that teenagers experience.

Changes in the sexual aspect are related to the maturation of the pituitary gland which stimulates the release of hormones that affect the reproductive organs which causes an increase in teenager sex drive stated by Maramis (in Rahmawati, 2002). The maturation of these sexual organs makes teenagers more sensitive to sexual activities. In addition to changes in sexual aspects, teenagers also experience changes in increased intellectual development. This causes teenagers to reach the formal pre-operational stage as proposed by Piaget. This stage makes teenagers able to think more abstractly, test hypotheses, and consider everything (in Papalia, et al., 2008).

Maturity of sexual organs supported by intellectual development makes teenagers have an intense curiosity. Teenagers who are curious about sexual activity will collect information in various ways that teenagers like. One of them is accessing sex material on the internet using media devices such as computers and cell phones and affordable prices can create problems for teenagers. This is evident from the information disclosed by the Ministry of Communications and Information Technology which revealed worrying data, considering that shopping for access to porn sites from Indonesia reached US\$ 3,673 per second or equivalent to 33 million rupiahs per second. In line with data from the Ministry of Communication and Informatics, access to pornographic sites varies, including students and students who can be categorized as teenagers (in Amarullah, 2010).

According to the Association of Indonesian Communication Scholars (ISKI) in 2015, Indonesia ranked second in accessing porn sites and the United States ranked first (Jawapos.com, 2016). This means that there are many users of porn sites in Indonesia. In addition, based on the results of a survey conducted by the Indonesian Child Protection Commission (KPAI) on 4,500 junior and senior high school students in 12 major cities in Indonesia, the results were astonishing. As many as 97% of respondents claimed to have

accessed pornographic content sites and also watched pornographic videos via the internet (Okezone.com, 2013).

The results of the research by Carvalheira and Gomes (2003) also states that ages 15 to 19 years had the most access to pornography, followed by ages 20 to 24 years. Likewise, what is seen in a survey from the Indonesian Internet Service Providers Association or abbreviated as APJII in 2016 the number of internet users in Indonesia reached 132.7 million or equivalent to 51.7% of the population of 256.2 million.

This is up from 2014 which reached 39.9% of the population. The description of the most internet users come from the age group of 25-29 years, with 24 million users, respectively. The second largest age group is 30-34 years with a total population of 23.3 million. The most attractive age group is 15-19 years old, which reaches 12.5 million users and according to a survey, internet consumption usage is getting bigger, referring to teenager ages (APJII Bulletin, 2016).

When viewed from various surveys from experts as described above that Indonesia is the second largest accessor of pornographic sites and teenagers are the most accessors using the internet, it can be concluded that teenagers in Indonesia are indicated to access sexual material or pornographic sites and the number will increase.

In accordance with the phenomenon found by the researchers, the data found from several internet cafes in Kenangan Village show that there are activities to access sexual material such as pornographic videos, blue films, online sex comics, and hentai (cartoon films/pornographic films) carried out by teenagers. Data obtained from three internet cafes recorded that every week there are 450 internet cafe users, most of whom are teenagers. Then from the internet cafe server data, it was also known that there were 70 porn sites that were opened for all available computer devices.

From these findings, it can be known that teenagers in the internet cafe in Kenangan Village are actively accessing pornographic sites. The activity of accessing pornographic or pornographic material by using the internet from technological devices such as computers and cell phones to arouse passion is called cybersex behaviour.

Cybersex behaviour is the habit of using the internet to engage in sexual pleasure activities, such as viewing erotic pictures, chatting about sex, exchanging photos or emails about sex, and so on which is sometimes followed by masturbation (Cooper, 1999). Meanwhile, according to Carners, Delmonico and Griffin (2001) that cybersex behaviour is accessing pornography on the internet, engaging in real-time online sexual conversations with other people, accessing multimedia software and using technological devices.

Young et al (1998) proposes a model to explain how the internet can create cybersex addiction, namely the ACE Model of Cybersexual Addiction which is used to describe how the anonymity of online interactions can increase deviant sexual behaviour, ease of access and availability of porn websites. becomes a tool that can make life enjoyable (The Convenience) and make it an escape for mental tension and reinforce behavioural patterns that lead to addiction (The Escape). More than that, the impact of cybersex behaviour is sexual compulsive user.

Cybersex behavior is influenced by several factors, Young (2004) states that one of the factors that influence cybersex behaviour is external factors, namely the environment that comes from formal and informal sex education, and the subject environment itself. The main source of external factors is the existence of social control in the form of religion, family environment, friends and society that are in the individual's life.

The environment has a wide scope. The environment has a big role in teenager development. The environment as part of the social community plays a strategic role in the social life of teenagers. The environment for teenager growth and development consists of

family, peers, and society. According to its development, teenagers are more confident and have closeness or attachment to their peers. During teenager, the dominant social environment is with peers. In line with the opinion of Hurlock (2002), teenagers are more likely to be outside the home with their peers as a group. Therefore, it can be seen that the influence of peers is greater than the influence of family on teenagers.

In peer relationships, interactions emerge that come from daily meetings. Hartup (in Santrock, 2003) states that peer interaction is the relationship of individuals in a small group with an average age that is almost the same or commensurate with each individual having a different level of ability. Peer interaction is a group of people who are the same age and interact with each other in the same social group, such as school friends or friends in the home environment. One form of peer interaction is the crowd, the crowd is the largest form of peer interaction. They meet because they contain the same goal in one activity (Santrock, 2007).

Through interaction with peers, teenagers will get acquainted and start hanging out with their friends then forming groups if the behaviour of their friends is deemed suitable. In their association, teenagers will interact with peers which can influence behaviour both positively and negatively. As for what is meant by negative influence, that is, if someone from his group is happy with the disco event, he will of course be influenced to participate in the event. If his friends are smokers, maybe he will be smokers too. Likewise with the habit of accessing pornographic materials. Friends will share and lend porn sites to other friends and watch erotic scenes together.

This phenomenon is in accordance with statements obtained from several teenagers who were at an internet cafe in Kenangan Village. Observations and interviews were conducted on December 17, 2017, at the time, it was seen that several teenagers were focused on staring at the monitor. Researchers waited until some of the teenagers finished with their activities. The following is an excerpt from an interview with a subject by the initials JB.

“Accessing porn sites, yes, I must have. At first, I knew the site and saw porn movies (porn films) from these internet café’s friends. I saw my friend watching (porn film) I was curious about the film because I saw my friend, when he watched it (porn film) his face was serious. I asked him what he was watching. Apparently watching porn (porn movies). Then he told me the porn site. In addition to watching at this internet cafe, I usually download and save it on my cell phone so I can watch it at home. Sometimes my friends also like to give pictures of sexy girls, if I don't have money, I usually ask my internet cafe friends. I used to ask for hentai (cartoon porn from Japan) with my friends. If there is a collection, but not much. Many have been removed for fear of being caught by their parents.”

Based on interviews conducted with JB, it is described that the teenager knows porn sites from his peers who are in internet cafes. The intensity of the negative interaction between JB and his peers makes the disclosure of information and knowledge about pornographic material. This is in line with the opinion of Hurlock (2002) that teenager could be said is a period when their parents still given their pocket money, and in general, teenagers have relatively little pocket money. Thus, for the source of the sexual material needed, they prefer to borrow free from friends. Easy access for teenagers to get sexual material will continue to develop cybersex behaviour into a worrying behaviour.

The following is an interview conducted with another teenager with the initials AAM who was at an internet cafe in Kenangan Urban Village.

“I am at this internet cafe every day until the evening. I sometimes play in internet cafes, play games, Facebook, and meet friends and tell stories. These internet café men, including me, are always watching porn in the middle of the night. If we are tired of playing games, we will definitely watch porn. At peak time, it could be one to two computers. Especially if the weekend is getting crowded. There is one friend who

invites us to watch, the others also watch porn because they want and refresh us again after we are tired of playing games or even Facebook. For those who don't want to watch it, just watch it on his computer."

Based on interviews conducted with AAM, it is known that teenagers who use internet cafes in Kenangan Urban Village access pornographic material together to achieve the goal of refreshing themselves. The joint activity that the teenager does becomes a habit or behaviour without any coercion. As stated by Monk, et al (2013) suggest that teenagers in interacting with peers tend to form groups with the same behaviour. In addition, David, Roger, and Spencer (in Piere, 2005) state that peer interaction was an organization of individuals in small groups who have different abilities where the individual has the same goal. Therefore, the researchers chose peer interaction as a factor that influences cybersex behaviour.

In the use of communication technology media, sometimes peers interact with each other to learn about technological developments. This makes it easy for teenagers to access pornographic materials. Internet technology and cell phones are combined into a digital medium that fits into the pocket of teenagers. Teenagers live in a group of individuals called friends. One important aspect that can influence teenager behaviour is peer interaction. Teenagers' efforts to find out about sexual problems, are more easily obtained through the intensity of peer interaction and accessing shared sexual material.

The reason that the researcher chooses this title is because teenager is a period of transition and has an intense curiosity. There are many feelings, which were turbulent in the minds of teenagers. Likewise with a great interest as well. The turmoil results in some teenagers trapped in cybersex behaviour. Friends as an environment where teenagers are situated, it is a factor that affects teenagers in behaviour. Negative peer interaction will increasingly bring teenagers into the influence of bad and worrying behaviour.

Based on the description of the above phenomenon, researcher is interest to conduct research on the relationship between peer interaction and cybersex behaviour in teenagers.

B. Problem Identification

Through the description described on the background, the identification of the research problem is the relationship between peer interaction and cybersex behaviour in teenagers. Cybersex behaviour is a phenomenon that often occurs in everyday life, which is marked by the existence of porn sites that can be accessed by all groups, including teenagers. Cybersex behaviour in teenagers will be higher if there is negative peer interaction in influencing teenager activities.

C. Problem Limitation

This study limits the problem only to the relationship between peer interaction and cybersex behaviour in late teens aged 13-20 years who carry out cybersex behaviour in internet cafes in Kenangan Urban Village.

D. Problem Formulation

Based on the formulation of the problem above, the formulation of the issue whether any relationship between peer interaction and cybersex behaviour in teenagers?

E. Research Objectives

As for the goal to be achieved in this study is to examine the relationship between peer interaction with cybersex behaviour in teenagers.

F. Research Benefits

1. Theoretical Benefits

In theory, this research is expected to be able to provide benefits for the development of the discipline of Psychology, especially Developmental Psychology and become a reference material for further researchers and enrich theories about peer interaction and cybersex behaviour.

2. Practical Benefits

- a) This research is expected to provide information to teenagers regarding cybersex behaviour, which has a negative influence on physical, psychological, and social development so that teenagers avoid one form of cybersex behaviour. And the application of positive peer interaction can be applied in the teenager lives.
- b) This research can be a reference for the local urban village to make teenagers and the surrounding community clean from cybersex behaviour by knowing the factors that influence the emergence of these behaviours and through this research, the urban village can create a conducive atmosphere for teenagers in developing the most important aspects of life free from the worrying cybersex behaviour.
- c) This research is expected to provide information to parents, educators, psychologists, and the community as a way to help teenagers avoiding from cybersex behaviour.

CHAPTER II

LITERATURE REVIEW

A. Teenager

1. Understanding on Teenager

Teenager is a transitional development that involves physical, cognitive, emotional, and social changes with various forms with different social, cultural, and economic backgrounds (Papalia & Fieldman, 2014). Teenager period is divided into several parts, namely, early teenager (13 to 16 or 17 years) and late teenager (16 or 17 years to 20 years) proposed by Hurlock (2002). Hurlock distinguishes early and late teenager because in late teenager the individual has reached a developmental transition that is closer to adulthood and age maturity.

Anna Freud (in Hurlock, 2002) argues that during teenager there is a developmental process that includes changes related to psychosexual development, as well as changes in relationships with parents and their ideals. The formation of standards is the process of forming a future orientation. Meanwhile, according to Santrock (2012), the beginning of teenager is usually marked by sexual maturity in the sense that the sexual organs can fully function to develop for reproduction. Berk (2012) also argues that teenager is a transition between childhood and adulthood that begins with puberty. Teenager is a sign of individual maturity from the sexual aspect because the sexual organs are biologically active which indicates a normal person.

According to Piaget (in Papalia, et al. 2014) Continuous intellectual development causes teenagers to reach the stage of formal operational thinking. This stage allows teenagers

to be able to think more abstractly, test hypotheses, and consider what opportunities are available to them rather than just seeing what they are. In teenager, curiosity about sexual issues is very important in forming a more mature relationship with the opposite sex. The maturation of sexual functions then arises the urges for sexual gratification.

From several expert opinions regarding the understanding of teenagers, researchers can conclude that teenagers are individuals who enter the age of 13 to 20 years who experience a process of change and development of physical, mental, emotional aspects and reach sexual maturity and intellectual development in the formation of the future.

2. Teenager Developmental Tasks

In every human life span has a target to be achieved by the individual as a marker of entering age. These targets are in the form of tasks in human development. Likewise at the age of teenager, where teenagers-aged individuals also have developmental tasks. The functions of teenager development according to Hurlock (2002) are:

- a. Able to accept the physical state.

Entering the age of physical teenager becomes a significant marker. Fission is growing rapidly. Weight and height that grow naturally from the process of consuming adequate nutrition.

- b. Able to accept and understand adult sex roles.

Teenager is marked by the maturation of sex hormones that make teenagers more sensitive to their sex roles and the adults around them. Curiosity also plays a role in teenagers in understanding the role of sex. Interest in teenagers often causes anxiety when teenagers are involved in free sex and pornography addiction.

- c. Able to build good relations with members of different groups.

Fostering good relations with the opposite sex is a natural thing in teenager development. The frequent time to meet at school and in the external environment makes friendships and closer relationships increase the ability of teenagers to interact.

d. Achieve emotional independence.

Teenagers should already have emotional independence. Teenagers can be more resilient in life and not emotionally dependent on their parents. Teenagers are required to begin to be able to solve problems without complaining excessively to their parents.

e. Achieve economic independence. In financial or economic matters, teenagers are not required to look for their daily needs. However, it is hoped that teenagers will begin to be able to manage their daily needs.

f. Develop concepts and intellectual skills that are indispensable to perform the role as a member of society.

The role of teenagers in society as creative and innovative individuals. Given the age of teenager has a great opportunity in developing teenager intellectual intelligence.

g. Understand and internalize the values of adults and parents.

As a teenager, a teenager should start instilling the norms that exist in his/her family and the environment where teenager is as a guide in his/her behaviour. Teenagers must also be able to understand for self-interest and able to apply norm values in everyday life.

h. Develop the socially responsible behaviours are needed to enter the adult world.

Responsibility is a behaviour that teenagers begin to prepare for entering adulthood. Responsibilities start from small ones. Like, being able to take care of one's own belongings until able to take responsibility for oneself.

i. Prepare himself/herself to enter marriage.

Preparing to enter marriage here is not preparing for a wedding. However, teenagers must prepare themselves starting from emotional maturity, thinking, character, etc. in order to build a household bond that requires mental and financial preparation.

j. Understand and prepare for the various responsibilities of family life.

Teenagers should start thinking about family life. Many of today's youth only think about themselves. Even though as a teenager, you have to think about the survival of your family.

The tasks of teenager development according to Robert Havighurst (in Sarwono, 2013) are:

a. Accepting his/ her physical condition and making effective use of his/ her body.

Teenagers who can use the physical appropriately to signify that they accept their physical condition or body.

b. Accept more mature relationships with peers of either gender.

Establish and foster wider relationships with peers of the opposite sex. Forming a group that creates a community or a creative association designed by teenagers.

c. Accept the role of each gender (male or female).

Trying to understand and accept the gender roles that exist in the environment in accordance with the applicable norms.

d. Trying to get away from emotional dependence on parents and other adults.

Teenagers are expected to be able to stand on their own without dependence on their parents. This shows responsibility as a process towards maturity.

e. Prepare for an economics career.

Teenagers begin to think about career readiness in a bright future. Achieving goals by studying and earnestly to accomplish an excellent economic career.

f. Preparing for marriage and family life.

Teenagers begin to study the world of marriage and family so as not to cause problems in the household.

- g. Planning responsible social behaviour.

Planning responsible behaviour according to the prevailing norms in the surrounding environment.

- h. Achieving a certain system of values and ethics as a guide for their behaviour.

Forming and developing ethical values that apply in the family environment and community environment, which will be the guide in behaving.

From the description above, it can be concluded that the task of teenager development is to be able to accept the physical condition, be able to accept and understand adult sex roles, be able to build good relations with members of different groups of different sexes, achieve emotional independence, achieve economic independence, understand and internalize values. adults, develop socially responsible behaviour, prepare for marriage, understand and prepare for the various responsibilities of family life, accept their physical condition and use their bodies effectively, accept mature relationships with peers of any gender, accept gender roles (male or female), trying to get away from emotional dependence on parents and other adults, preparing for an economic career, preparing for marriage and family life, planning socially responsible behaviour, and achieving a certain value and ethical system. as a guide to conduct.

3. Characteristics of Teenagers

As with all important periods during the life span, teenager has certain characteristics that distinguish it from teenagers in other periods of the life span, Al-Mighwar (2011) says that the characteristics of teenager are:

- a. Teenager is an important period

There are some periods that are more important than others, because of their lasting effect on attitudes and behaviour, and others that are important due to their long consequences. In the teenager period, both immediate and long-term consequences

remain important. This period is a period of formation of values and norms that will become guidelines for teenagers in adulthood.

b. Teenager is the transition period

In each transitional period, the status of the individual is unclear and there are doubts about the role to be played.

c. Teenager as a problematic age

Each period has its own problems, but teenager problems are often a complex problem for both men and women to overcome. The problems that arise come from the turmoil of changes felt by teenagers. Wrong in making decisions, wrong in choosing relationships, wrong in taking a point of view making the problems faced by teenagers become more complex.

d. Teenager time as a period of change

The rate of change in attitudes and behaviour during teenager parallels to the speed of physical changes. The many things that change in their life span causing turmoil in teenagers. Not infrequently these changes cause problems for teenagers.

e. Teenager time as a time to find out identity

In the early years of teenager, significant adjustment to the group is still important for both boys and girls. Gradually they begin to yearn for identity and feel dissatisfied with their friends.

f. Teenager as an age creates fear

Popular stereotypes in teenager affect self-concept and teenager attitudes towards themselves, and this creates anxiety in teenagers. Teenager are afraid of not being able to meet the demands from society and their parents. This creates conflict with parents so that there is a distance for children to ask for help from parents to overcome various problems.

g. Teenager as an unrealistic period

Teenagers tend to see themselves and others as they want and not as they really are, especially in terms of ideals. These unrealistic ideals are not only for himself but also for others around them (family and friends) which ultimately causes the emotions to increase, anger, hurt, and feelings of disappointment will be more profound if they fail in achieving their goals. It takes emotion regulation to neutralize teenager emotions.

h. Teenager as the threshold of adulthood

Although not enough, teenagers who are already on the threshold of adulthood are starting to dress and act like adults. Teenagers begin to focus on behaviours associated with adult status, namely smoking, drinking, using illegal drugs, and engaging in sexual acts in the hope that these actions will give them the image they want.

Based on the description above, it can be concluded that the characteristics of teenager are teenager as an important period, transition, problematic age, transition, a period of searching for identity, a generation that causes fear, an unrealistic period, and the pre-adulthood.

4. Aspects of Teenager Development

a. Physical Development

Physical development is changes in the body, brain, sensory capacity and motor skills (Papalia & Fieldman, 2014). Changes in the body/physics are characterized by increase in height and weight, bone and muscle growth, and maturity of sexual organs and reproductive functions. The body of a teenager begins to shift from a child's body which is characterized by growth to be an adult body which is characterized by maturity.

b. Intelligence Development

Intelligence/cognitive development is a change in mental abilities such as learning, memory, reasoning, thinking, and language. Piaget (in Papalia & Fieldman, 2014) suggests that in teenager cognitive maturity occurs, namely the interaction of the brain structure that has been perfected and the wider social environment for experimentation allows teenagers to think abstractly. Piaget called this stage of cognitive development as the stage of formal operations (a stage where a person is able to think abstractly).

At this stage, teenagers have also begun to be able to speculate about something, where they have begun to imagine something desired in the future. Cognitive development that occurs in teenagers can also be seen from the ability of a teenager to think more logically. Teenagers have started to own a pattern of thinking as researchers, where they are able to make a plan to achieve a goal in the future (Santrock, 2002).

c. Emotional Development

Development in this aspect includes the child's ability to love; feel comfortable, brave, happy, afraid, and angry; and other forms of emotion. In this aspect, children are greatly influenced by interactions with parents and the people around them. Emotions that develop will be in accordance with the emotional impulses they receive.

From the expert opinion above, it can be concluded that aspects of teenager development consist of physical development, intellectual development, and emotional development.

B. Cybersex Behaviour

1. Definition of Behaviour

Behaviour according to Walgito (1994), arises as a result of the existence of a stimulus or stimuli that affect the individual. There are so many internal and external factors from past,

present, and future dimensions that influence behaviour. The more complex the situation and the more factors that are taken into consideration in acting, the more difficult it is to predict a person's behaviour.

Chaplin (1997) suggests that psychologically behaviour is defined as any response (reaction, response, answer, reason) carried out by an organism (individual). This behaviour arises as a result of a stimulus or stimulation regarding the individual. In connection with this understanding, Sarwono (2013) states that behaviour is everything whom individuals do with one another and is real. While psychologically behaviour is defined as any response (reaction, response), answer, reason) committed by an organism or individual (Chaplin, 1997).

According to Skinner (in Elfindo, 2014), formulating that behaviour is a person's response or reaction to external stimuli or stimuli. Therefore, behaviour occurs through the process of a stimulus to the organism, and then the organism responds. Meanwhile, according to Notoatmodjo (in Elfindo, 2014) behaviour itself is an action or activity from humans that has a very wide range, including: walking, talking, crying, laughing, working, studying, writing, reading, and so on.

Based on some of the definitions of the experts above, it can be concluded that behaviour is an activity, action and form of response that real carried out by individuals to achieve specific goals as a result of the stimuli that arise.

2. Understanding Cybersex Behavior

Cybersex literally starts from the words "cyber" and "sex", cyber which means optical fibres in the form of cables from communication and information tools or media such as telephone, radio, TV, computer, internet, which can be used to transmit sound, images, and power or power to move tools and goods, so that it can be explained that cybersex is a sexual activity that is motivated by sexy sounds and images sent or displayed by cyber according to Soedarmo (in Djubaidah, 2001).

According to Djatmiko (2000). Cybersex behaviour is sexual activity without bodily contact, sexual intercourse where lust, erection, and penetration are channelled through words on the internet. According to Hamman (in Sopyan, 2003) in his research on cybersex that took place in American Online chat rooms, there are two types of cybersex, namely chatting which aims to arouse sexual stimulation so as to achieve satisfaction by masturbating and telling erotic stories in an interactive and real-time manner with the aim of arousing sexual arousal in individuals.

Cybersex behaviour is also defined as the use of the internet to engage in sexually pleasurable activities. Such as viewing erotic pictures, participating in chats about sex, exchanging photos or emails about sex, and so on which are sometimes followed by masturbation (Cooper, 1999). This is similar to that expressed by Carners, Delmonico and Griffin (2001) that cybersex behaviour is accessing pornography on the internet, engaging in real-time conversations about online sexuality with other people, accessing multimedia software and using different technological devices such as cell phones.

According to Sopyan (2003) cybersex behaviour is sexual intercourse carried out in the cyber world and takes place through text and video. People who are involved in cybersex guide each other towards sexual fantasies in their minds according to what they think. Djatmiko (2000) adds that cybersex behaviour is sexual activity without body contact and sexual intercourse when lust, erection, and penetration are channelled through internet access.

The above matters are supported by Maheu (2001) who defines cybersex behaviour which occurs when an individual uses a computer containing sex, sounds, and images obtained from software or the internet for sexual stimulation and specifically includes two or more interactions on the internet that arouse sexual arousal one to another. Cybersex behaviour is also an alternative and sometimes as substitute for actual sexual activity. This

phenomenon invites the emergence of new problems from innovation or sex variation, especially for someone who already has a partner.

From some of the opinions of the experts above, it can be concluded that cybersex behaviour is an activity carried out by someone in accessing pornographic materials on a computer or mobile phone about sex in the form of films, sounds, pictures, stories, engaging in online conversations discussing sex which can arouse sexual arousal sometimes. followed by masturbation in individuals.

3. Forms of Cybersex Behaviour

Carners, Delmonico and Griffin (2001) say that there are three general categories of cybersex behaviour, namely:

a. Accessing pornography on the internet

The variety of pornography available on the internet varies widely. It can be found in many forms which include pictures, magazines, stories, videos, movies, and games. It is very varied and easily accessible. Pornographic material can be found on personal or commercial web pages, with just a click of the mouse.

b. Engage in real time with online partner

Real time chatting can be suggested with the computerized version. Internet chat rooms, in which the channels they offer vary, a number of people have the opportunity to listen and discuss certain topics. After reviewing the topic areas of the message rooms, it is not difficult to understand how one can engage in sexual conversation with other people by online. The sophisticated technology also provides ways to exchange pictures and file online as the conversation progresses.

Some live video sites accept requests for certain sexual behaviour from online users, thus enabling an individual to create and fulfil his or her personal fantasy.

c. Multimedia software (don't have to be online)

By the invention of online multimedia systems, individuals can get the latest in erotica magazines from their desktop or laptop computers. Compact Disc Read-Only Memory (CD-ROM) technology allows companies to create software with sound and video clips. Multimedia production can also include erotic information.

Based on the explanation of the forms of cybersex behaviour, it is concluded that accessing pornography on the internet, engaging in real time with online partners, multimedia software (not necessarily online) as forms of cybersex behaviour.

4. Cybersex User Classification

Carnes, Delmonico, and Griffin (2001) classify three categories of individuals who use the internet for sexual purposes. The three categories are:

- a. Recreational Users are individuals who access sexual material out of curiosity or for entertainment and are satisfied with the availability of the desired sexual material. Individuals also found problems related to their behaviour in accessing sexual material. From the research conducted, it was found that people who access sites linked to sex 1 hour per week and have few negative consequences are classified as recreational users.
- b. At-risk users are people who are not sexually compulsive, but experience some sexual problems after using the internet to obtain sexual material. Individuals use the internet with a moderate category of time for sexual activity and if the use is continuously carried out by individuals, it will become compulsive.
- c. Sexual Compulsive Users are individuals who show compulsive sexual tendencies and negative consequences, such as feeling pleasure or preoccupation with pornography, establishing romantic relationships with many people. Having sexual activity with many

unknown people due to use the internet as a forum or place for sexual activity, and other discussions based on DSM-IV.

Based on the time of accessing sexual material, individuals are divided into 3, namely:

- a. Low Users are individuals who access sexual material 1 hour per week.
- b. Moderate Users are individuals who access sexual material between 1-10 hours each week.
- c. High Users are individuals who access sexual material 11 hours or more each week, these individuals exhibit compulsive behaviour.

Based on the explanation of the classification of cybersex users above, it can be concluded that recreational users, at-risk users, sexual compulsive users, low users, moderate users, high users are classified as cybersex users based on sexual purposes or based on time to access sexual material.

5. Aspects of Cybersex Behaviour

Cooper, Young, Knudson, and Boeis (2004) state that there are 4 basic component aspects of cybersex behaviour, namely:

a. Activity

A series of individual actions in accessing pornographic materials using technological devices, namely in the form of viewing erotic images, participating in chats about sex, exchanging ideas or emails about sex using internet facilities.

b. Reflection

Cybersex behaviour reflects an equally inadequate or unsatisfied personal needs or desires.

Individuals who have dissatisfaction with sexual activities in their partners tend to vent their sexual needs on pornographic shows.

c. Enjoyment

Cybersex behaviour aims to get pleasure from access or related activities through pornographic material. The emergence of a sense of pleasure and satisfaction in individuals after enjoying pornographic materials.

d. Stimulation

Cybersex behaviour is also characterized by sexual stimulation in relationships through chat rooms and sexual stimulation sourced from images, videos, sounds, and texts. The emergence of sexual desire awakening in individuals after having sexual intercourse and seeing and hearing pornographic materials.

According to Soekadji (1983) states that a person's cybersex behaviour can be expressed through three aspects, namely:

- a. Frequency, reflects whether or not the behaviour appears frequently. In this case is whether or not someone often does cybersex on the internet.
- b. Duration, the time are taken for person to do such behaviour.
- c. Intensity, the amount of power expended by a person.

The intensity aspect is used to measure how deeply a person performs an action.

Based on the description above, it can be concluded that the aspects of cybersex behaviour are activity, reflection, pleasure, and stimulation, frequency, duration, and intensity.

6. Factors Affecting Cybersex Behaviour

The activity of accessing pornographic materials called as cybersex behaviour has several factors that influence this behaviour. Among of them is the opinion expressed by Young (2004) which states that there are two factors influence cybersex behaviour, namely as follows:

- a. Internal factors

1. personality factors and self-control. Each individual is a unique creature due to any differences in each individual as well as differences in cybersex behaviour in each personality.
2. Situational factors that refer to the history of health and sex life. Research shows that depression is significantly associated with an increase in Internet addiction as a place of escape from reality (Young and Rodgers, 1998).

b. External factors

1. The interactional factor, according to Young, comes from the interactive aspect of internet applications using sophisticated media devices that provide convenience in developing cybersex behaviour.
2. Environmental factors

Environmental factors come from formal and informal sex education, and the environment subject itself. The main source of external factors is the existence of social control where individuals interact in the form of religion, family, peers and society. Teenagers with the same age who have interactions with peers become an important role (in, Santrock 2007). Then Hurlock (2002) says that teenager is a time when their parents are still given their pocket money, and in general, teenagers have relatively little pocket money. So, for the source of the sexual material needed, they prefer to borrow free from friends. One area where individual interacts with in their environment is peer interaction that can influence sexual behaviour before marriage according to Delamater (in Rahmawati, 2002).

Cooper (1998), Carnes, Delmolnico, and Graffin suggest that there are 5 components of factors that influence individuals to cybersex, namely:

- a. Accessibility means that individuals can access sexual material via the internet 24 hours a day and 7 days a week.

- b. Anonymity means that individuals are not afraid of being controlled by others when accessing sexual material, discussing sexual problems, and comparing the same activities with each other.
- c. Affordability, namely individuals find that by accessing the internet the cost is quite cheap and a lot of sexual material is obtained through sites on the internet for free.
- d. Isolation is an individual who has the opportunity to separate himself from others and in order to be sexually involved or a distraction from the real world.
- e. Fantasy is the individual getting the opportunity to develop sexual fantasies without fear of rejection.

Based on the opinions of several experts above, it can be concluded that the factors, which influence cybersex behaviour are internal factors, namely personality and self-control as well as situational, external factors, namely interactional and social contact environments such as religion, family, peers and also accessibility, anonymity, affordability, isolation, and fantasy.

C. Peer Interaction

1. Understanding Peer Interaction

Peer interaction is the relationship of individuals in a small group with an average age that is almost the same or equivalent. Each individual has different abilities. They use several different ways to understand each other by exchanging opinions Pierre (2005) .

Monk, et al (2013) suggest that teenagers in interacting with peers tend to form groups with the same behaviour. Furthermore, it is said that in having relationships with peers, they are actually thinking about what distinguishes themselves from adults, namely their originality as teenagers and even showing contradictions with adults.

According to Papalia and Fieldman (2014), peer interaction is dyadic or one even though larger groups begin to form in mid-childhood. Meanwhile, according to Hartup (in Santrock, 2003) the interaction of peers with the same age plays a unique role, where the relationship of individuals in a small group with an average age is almost the same or equivalent. Each individual has a different level of ability.

David, Roger, and Spencer (in Ahmad Asrori, 2009) state that peer interaction is an organization of individuals in small groups who have different abilities where the individual has the same goal.

Based on several understandings according to the experts above, it can be concluded that peer interaction is a social relationship between individuals who have almost the same age level, and in which there is an openness that will influence each other and have the same behaviour.

2. Characteristics of Peer Interaction

Sears, et al (in Taylor, 2010) describe the characteristics of peer interaction, namely:

- a. As one of the strongest sources of persuasive pressure, the influence of peers is an important thing that cannot be underestimated in teenager.
- b. Group opinion can be a great persuasive power, namely group opinion has a stronger influence than the opinion of parents.
- c. Groups are very effective in causing changes in attitudes, for example, matters relating to the behaviour, interests and thoughts of teenagers are heavily influenced by their friends in their group.
- d. Tend to judge themselves in comparison with the group and serve as a benchmark for teenager behaviour and attitudes. Having an affinity with a group that prevents a person from being influenced by communication from other sources. Having a dual

effect on the group, changing opinions to be the same as group opinions and supporting members' opinions.

Widradini (in Arif, 2014) explains that in peer interaction there are changes in the following characteristics:

- a. Interests that are varied and not permanently to interests that are less diverse and deep.
- b. Noisy and peaceful behaviour, a lot of talking and fighting courage to a quieter and more orderly behaviour.
- c. Adjustment to the crowd into adjustment to the small group.
- d. Viewing the status of his family as something that is not important in terms of determining his friends to things are associating with the influence of the economic status of the family to determine the choice of friends.
- e. Occasional dates are done with friends that turn to dates with regular best friends.

Based on the theoretical description above, it can be concluded that the characteristics of peer interaction are as one of the strongest sources of persuasive pressure, group opinion can be a great persuasive power, groups are very effective in causing attitude change, tend to judge themselves in comparison with groups and serves as a benchmark for teenager behaviours and attitudes, has an attachment to groups that preventing a person from being influenced by communication from other sources, has a dual effect on groups. Diverse and variable interests and interests to the lesser variety and depth of interest, behaviours are noisy and peaceful, talking a lot and fighting courage to a calmer and more orderly behaviours, self-adjustment to the crowd turn to self-adjustment to small groups, viewing family status as unimportant, dates that are sometimes held with friends.

3. Forms of Peer Interaction

Hurlock (2002) explains that with the progress of teenager there are changes in several social groupings. Social groupings during teenager include:

- a. Close friends (chums), usually consist of 2 or 3 people of the same sex who have the same ability or are often referred to as best friends. These close friends influence occur each other even though they sometimes fight.
- b. Groups of friends (cliques), usually consisting of groups of close friends that include both sexes.
- c. Large groups (crowds), this group consists of several small groups and close friends. Develops with increasing interest in parties and dating. If interest adjustment is reduced among its members, there will be a large social distance between them.
- d. Organized groups, groups that are fostered by adults. Formed by the school environment and community organizations to meet the social needs of teenagers are not belonging to large groups.
- e. Gang groups, have members consisting of children of the same type, and are interested in dealing with rejection of friends through anti-social behaviour.

Santrock, (2007) explains that the forms of peer relationships are as follows:

- a. Individual changes. This individual change has the function of togetherness, physical support, ego support, social comparison, intimacy, and attention.
- b. Crowd is the largest form of peer interaction. They meet because they contain the same goal in one activity.
- c. Cliques, the number is smaller. They form of peer interaction that are close friends or friends.

Based on the opinions of the two figures above, it can be concluded that the forms of peer interaction are friends, small groups consisting of several friends, large groups / cliques, organized groups, and gang groups.

4. Peer Group Functions

The main function of peer groups is as a provider of information about the outside world other than the family. According to Santrok (2003), through peer relationships, teenagers get a reciprocal about their abilities. For teenagers, peer relationships are the biggest part of life. The function of peers itself has positive and negative functions for teenagers.

The positive function of peer groups according to Santrock (2007) is that teenagers explore the principles of honesty and fairness by overcoming disagreements with peers. Teenagers also learn to facilitate the process of self-integration in peer activities. In addition, teenagers learn to become friends who have the ability and are sensitive to closer relationships by creating closer friendships with peers.

The negative function of peers is being rejected or not being noticed by peers which can cause teenagers to feel lonely and create feelings of hostility, rejection, and neglect from peers. This can affect teenager's mental health and criminal problems. Then peer culture as a destructive influence that can ignore parental values and controls. Peers can also introduce teens to alcohol, drugs, delinquency, pornography, and other forms of maladaptive behaviour.

From the explanation above, it can be concluded that the function of peers has positive and negative functions. The positive function of peers will make it easier for teenagers to learn to build close relationships, while the negative function of peers will lead and influence teenagers in acting that destroys the behaviour.

5. Aspects of Peer Interaction

Papalia and Fieldman (2014), argue that there are at least three aspects of peer interaction. As for the aspects of these interactions are:

a. Communication Between Peers

Communication is a process of delivering and receiving symbols that contain meaning, both in the form of information, thoughts, knowledge and others.

b. Adjustment to Peers

In the interaction there is the possibility that individuals can adjust and adapt to other people and vice versa.

c. Conformity Demand

Conformity is pressure or guidance to follow their peers and this can be positive or negative.

Parten (in Ahmad Asrori, 2009) expresses aspects of peer interaction, namely:

- a. During teenager, teenagers have more opportunities to speak with their own language and their problems with their peers.
- b. Involvement of teenagers, teenagers assume that their friends are better able to understand their desires and learn to make their own decisions.
- c. The tendency to play alone, teenagers who like to play alone are usually introverted, or when in the face of pressure, they only act as spectators.
- d. Playing an associative role, teenagers prefer to play with their peers, detaching themselves from the parental environment with the intention of finding their identity.
- e. Attitudes of cooperation, in peer group for the first-time teenagers set the principle of living together, so that norms, values, and symbols are formed.

From the both expert opinions above, it can be concluded that the aspects of peer interaction are communication between peers, adjustment to friends, demands for conformity, amount of teenage time, teenager involvement, tendency to play alone, associative role, cooperative attitude.

6. Factors Affecting Peer Interaction

Monk's and Blair (2013) say that there are several factors that tend to lead to the emergence of peer interaction in teenagers, namely:

- a. Age, conformity is getting bigger with age, especially after 15 years or teens.
- b. Circumstances, sensitivity to the influence of peers.
- c. Extroverted personality, children who are classified as extroverts are more likely to have conformity than introverted children.
- d. Gender, the tendency of boys to interact with friends is greater than girls.
- e. The size of the group, the influence of the group becomes greater when the size of the group increases.
- f. The desire to have status, there is an urge to have status, this condition causes the interaction between peers. Individuals will find strength in defending themselves in the struggle for place from the adult world.
- g. Parental interaction, unpleasant home environment and pressure from parents become the motivation for individuals to interact with their peers.
- h. Education, high education is one of the factors in peer interaction because highly educated people have broad insight and knowledge that will support their interactions.

Desmita (2006) suggests the factors that influence the formation of peer interaction are as follows:

- a. The importance of joint activities, while the joint activities include talking, hanging out, walking to school, talking on the phone, playing games etc. This activity is carried out by teenagers so that they are accepted in their group.
- b. Living in the same environment, usually peer groups are individuals who live in the same area so that they become playmates. Because they live in the same environment, usually have close relationships in groups because the intensity to gather is also more.

- c. Attending the same school, peer groups will also be easy to form in the school environment. Social contact, interaction and peer communication will be easy to do because they are in the same school.
- d. Organizations, participating in the same community organizations will make it easier for teenagers to interact with peers in the community.

From both expert opinions about the factors that influence peer interaction, it can be concluded that the factors influence peers are age, gender, extroverted personality, group size, desire to have status, parental interaction, education, joint activities, residence environment, school, and organization.

D. Relationship Between Peer Interaction with Cybersex Behaviour

The environment is an external factor outside of the individual that has a great influence on the formation of individual behaviour. The environment has several parts such as family, peers, school, and society. The environment as part of the social community plays a strategic role in the social life of the community. Each section has an influence on the age range. One of the interesting age ranges in the formation of behaviour is teenager's age. According to the development, teenagers are more trust and having closeness or attachment to their peers.

In line with the opinion of Hurlock (2002), teenager is more likely to be outside the home with their peers as a group. Therefore, it can be seen that the influence of peers is greater than the influence of family. Peer relationships are where teenagers start their social life. In peer relationships, interaction with others is the main thing. Intensive interaction will form new values that become a guide for teenagers to behave. In this interaction, teenagers will understand each other's desires which often will form a group of friends.

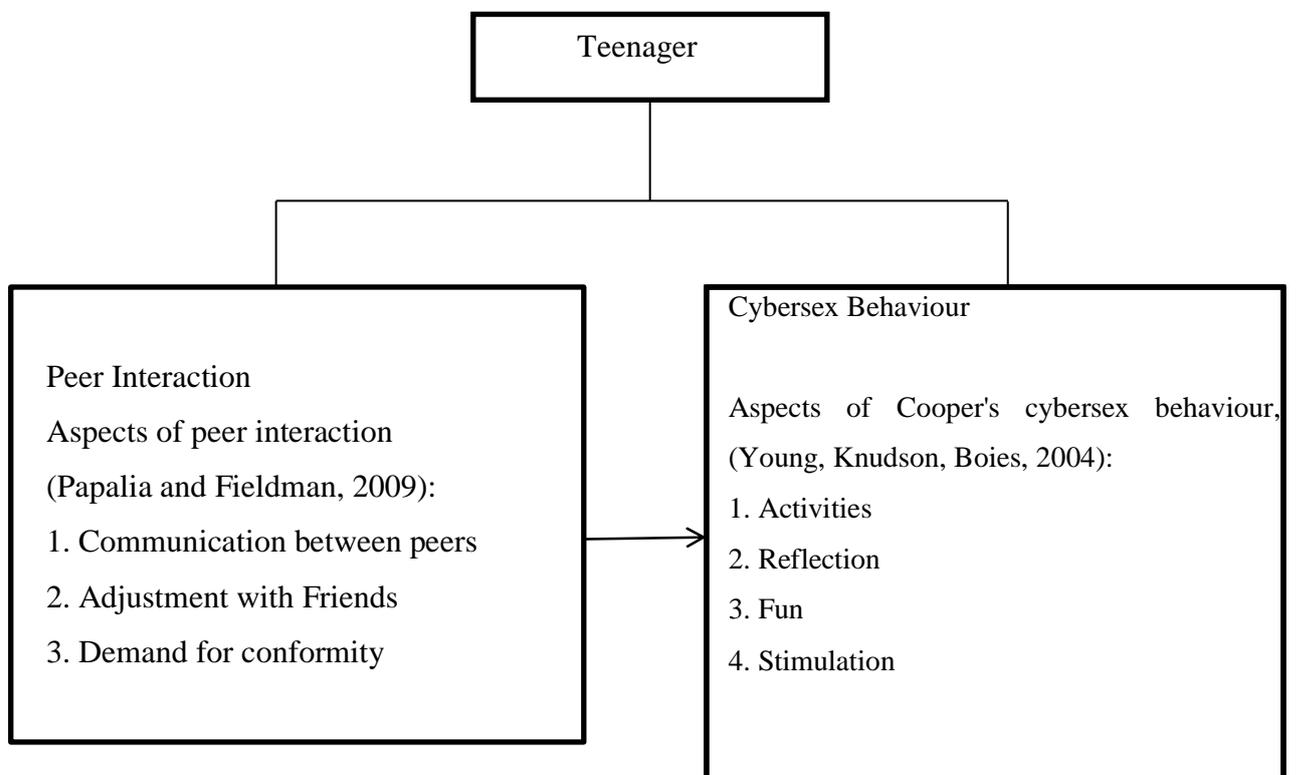
Peer interaction has positive and negative functions that affect teenager behaviour. Daily meetings are held, so that togetherness, kinship, and strong brotherly relationships will be built. Negative functions that affect teenagers could lead teenagers to maladaptive behaviours such as: drinking, drug entanglement, free sex, and exposure to pornography. Teenagers who follow the behaviour of their friends in accessing pornography will cause cybersex behaviour.

Cybersex behaviour is the activity of accessing sexual material on computer devices and cellular phones supported by the internet network that is carried out by individuals that could arouse sexual arousal. Opening pictures, movies, and having sex chat is something that often happens among teenagers. In accordance with the opinion of Amarullah (2010) which states that access to pornographic sites varies, including students and students who can be categorized as teenagers.

Cybersex behaviour has a relationship with individual social contacts. These social contacts are family, friends, community, and religion whether will support or not cybersex behaviour. An environment that brings negative things to the individual will affect cybersex behaviour (Young, 2004). The environment referred to in this study is peers.

Based on the description above, it can be concluded that there is a positive relationship between peer interaction and cybersex behaviour. Negative peer interactions provide a positive and significant relationship on teenager cybersex behaviour.

E. Conceptual Framework



F. Hypothesis

Based on the description above, the hypothesis in this study is that "there is a significant positive relationship between peer interaction and cybersex behaviour in teenagers". Assuming the higher the peer interaction, the higher the cybersex behaviour in teenagers. On the other hand, the lower the peer interaction, the lower the cybersex behaviour in teenager.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Type

This type of research is quantitative research. Quantitative research is a systematic scientific study on parts and phenomena and their relationships. The purpose of quantitative research is to develop and use mathematical models, theories and hypotheses related to existing phenomena. The measurement process is a central part of quantitative research because it provides a fundamental relationship between empirical observations and mathematical data to be analysed statistically.

B. Identification of Research Variables

To test the research hypothesis, first the variables that are the centre of attention in this study are identified, namely:

1. Independent Variables are : Peer interaction (X)
2. The dependent variable is : Cybersex behaviour (Y)

C. Operational Definition of Research Variables

Based on the studies that have been discussed in the previous section, the operational definitions that can be conveyed in this paper are:

1. Peer Interaction

Peer interaction is a social relationship between individuals who have almost the same age level, and in it there are openness that will influence each other and have the same behaviour. Factors that influence peers are age, gender, extroverted personality, group size, desire to have status, parental interaction, education, shared activities, neighbourhood, school, and organization. Aspects of peer interaction are communication between peers, adjustment to friends, demands for conformity, amount of teenage time, teenager involvement, tendency to play alone, associative role, cooperative attitude.

The higher the peer interaction scale scores are obtained from teenagers, the higher the cybersex behaviour. On the other hand, the lower the peer interaction scale score of teenagers, the lower the cybersex behaviour.

2. Cybersex Behaviour

Cybersex behaviour is a habit or activity carried out by a person in accessing material on a computer or mobile device about sex in the form of films, sounds, pictures, stories, engaging in online conversations discussing sex that can arouse sexual arousal, sometimes followed by masturbation. Factors that influence cybersex behaviour are internal factors,

namely personality and self-control as well as situational, external factors are interactional and social contact environment such as religion, family, peers and also accessibility, anonymity, affordability, isolation, and fantasy factors. The aspects of cybersex behaviour are activity, reflection, pleasure, and stimulation, frequency, duration and intensity. In answering the cybersex behaviour scale, a score of 4 is a value that shows the sample has this behaviour.

The higher the cybersex behaviour scale score obtained from teenagers, the higher the peer interaction. On the other hand, the lower the cybersex behaviour scale score of teenagers, the lower of the peer interaction.

D. Research Subject

1. Research Population

According to Sugiyono (2007), the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions. The population of this research are internet cafe users in Kenangan Urban Village.

2. Research Sample

Sugiono (2002) states that the sample is part or representative of the population being studied. The sampling technique used is snowball sampling. According to Sugiono (in Nanang Martono, 2010) snowball sampling is a technique of determining the sample which is

initially small in number, then the first sample (respondent) is asked to find another sample (respondent). In this study the sample amounted to 55 teenagers.

E. Data Collection Techniques

The method used to collect data in this study is the scale method. Scale is a data collection method that contains a list of statements that must be answered by the subject in writing (Hadi, 2004). Scale is a collection of statements about an object. The scale is a form of measurement of the typical individual performance that tends to appear in the form of a response to certain situations that are being faced (Azwar, 2015).

Hadi (2004) states that the scale can be used in research based on the following assumptions:

1. The subject is the person who knows the most about himself
2. What is stated by the subject in the study is true and can be trusted
3. The subject's interpretation of the statements submitted to him is the same as that intended by the researcher.

The scale is based on the Likert scale method where the scale value of each statement is obtained from the subject's answers stating that they support (favourable) or those who do not support (unfavourable). The research scale is in the form of the type of choice from each item given 4 answer choices.

The scale method used consists of 2 types, namely a scale for measuring peer interaction and a scale for cybersex behaviour.

a. Peer Interaction Scale

The items of the peer interaction scale were compiled by the researcher based on the aspects proposed by Papalia and Fieldman (2009), namely communication between peers, adjustment to friends, demands for conformity. The scale uses a Likert scale in the form of

statements consisting of favourable and unfavourable items. with four alternative answers strongly agree (SS), agree (S), disagree (TS) and strongly disagree (STS) for each of the four answer items. The scoring for favourable and unfavourable statements is rated 1-4.

b. Cybersex Behaviour Scale

The items on the cybersex behaviour scale were compiled by the researchers themselves based on the aspects proposed by Cooper, Young, Knudson, and Boies (2004), namely activity, reflection, pleasure, and stimulation. The scale used a Likert scale in the form of statements consisting of favourable and unfavourable items. with four alternative answers, namely strongly agree (SS), agree (S), disagree (TS) and strongly disagree (STS) for each of the four answers. The scoring for favorable and unfavourable statements is rated 1-4.

F. Validity and Reliability of Measuring Instruments

Whether or not research is determined by a measuring instrument. Therefore, a measuring instrument before being used in a study must have validation and reliability requirements so that the tool does not provide measurement results from the conclusions to be obtained.

1. Validity

The instrument is said to be valid if it is able to measure what to be measured. Azwar adds (2015), that a measuring instrument can be said to have high validation if the measuring instrument performs its function or provides measurement results that are in accordance with the purpose of using the measuring instrument.

The technique used to test the validity of the measuring instrument, in this case the validity of the questionnaire was tested using the Product Moment analysis technique of Pearson's

rough number formula, which is to find the correlation coefficient between each item with a total score, (Hadi, 2004). By the following formula:

$$R_{bt} = \frac{(r_{xy})(SD_y) - (SD_2)}{\sqrt{(SD_y)^2 + (SD_x)^2 - 2(r_{xy})(SD_x)(SD_y)}}$$

Remarks:

r_{bt} = Correlation coefficient between each item with total score

ΣXY = The number of multiply output between each item with a total score

ΣX = Total score of all subject for each item

ΣY = Total score of all items on the subject

ΣX^2 = Sum of the squares of the score x

ΣY^2 = Sum of squares of the score y

N = Number of subjects

The value of the validity of each item (the coefficient of r Product Moment) actually still needs to be corrected due to excess weight, this excess weight occurs because the item score, which is correlated with the total score, is included as a component of the total score, and this causes the r coefficient to be larger, (Hadi, 2004). The technique for cleaning excess weight is used part whole formulation. As for the part whole formulation is as follows:

$$R_{bt} = \frac{(r_{xy})(SD_y) - (SD_2)}{\sqrt{(SD_y)^2 + (SD_x)^2 - 2(r_{xy})(SD_x)(SD_y)}}$$

Remarks:

r_{bt} = Coefficient r after correction

r_{xy} = Coefficient r before correction (product moment)

SD_x = Standard Deviation item score

SDy = Standard Deviation of total score

$(SDx)^2$ = Standard Deviation of squared score x

$(SDy)^2$ = Standard Deviation of squared score y

N = Number of Subjects

2. Reliability

The concept of the reliability of measuring instruments is to find and find out how far the measurement results can be trusted. Reliable can also be said to be trustworthiness, reliability, constancy, stability, consistency and so on. The measurement results can be trusted if in several times the measurement of the same group of subjects, relatively the same results are obtained as long as the aspects in the measured subject have not changed (Azwar, 2015).

G. Data Analysis Method

The data analysis method used in this study is the Product Moment correlation technique from Karl Pearson. The reason for using this correlation technique is because this study has the aim of looking at the relationship between one independent variable of Peer Interaction with one dependent variable Cybersex Behaviour. The formula for the Product Moment technique is as follows:

$$r_{xy} = \frac{\sum xy \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\sum X^2 \frac{(\sum X)^2}{N} \right] \left[\sum Y^2 \frac{(\sum Y)^2}{N} \right]}}$$

Remarks:

r_{xy} = Correlation coefficient between each item with total score

$\sum XY$ = The number of times between each item with a total score

$\sum X$ = Total score of the subject for each item

$\sum Y$ = Total score of all items on the subject

$\sum X^2$ = Sum of the squares of the score x

$\sum Y^2$ = Sum of squared scores y

N = Number of subjects

Before analysing the data using the Product Moment analysis technique, it is necessary to test the assumptions of the research data, which include:

- a. Normality Test, which is to find out whether the distribution of research data for each variable has spread normally.
- b. Linearity Test, which is to find out whether the data from the independent variable has a linear relationship with the dependent variable.

All research data, ranging from scale testing to hypothesis testing, were analysed using a computer with SPSS 16 (Statistical Package for the social Sciences) for windows.

have links with cybersex behaviour. Other research drawbacks are time constraints and small errors.

From the discussion that has been described, the proposed hypothesis is answered, namely peer interaction has a significant relationship with cybersex behaviour and peer interaction makes an effective contribution in influencing cybersex behaviour.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results and discussions that have been made, it can be concluded as follows:

1. There is a significant positive relationship between peer interaction and cybersex behaviour. This result is evidenced by the r_{xy} correlation coefficient of 0.730 with $P = 0.000 < 0.05$. This means that the higher the peer interaction, the higher the cybersex behaviour. Based on these results, it means that the proposed hypothesis which reads that there is a relationship between peer interaction and cybersex behaviour in teenagers is accepted.
2. The effective contribution of peer interaction variables to cybersex behaviour in teenagers is 53.2%. Based on this research, it can be seen that there are still 46.8% of the influence of other factors on cybersex behaviour that was not disclosed in this research.
3. In general, the results of research on adolescents have high cybersex behaviour and high peer interaction. This can be seen from the SD results of 7.505, the empirical mean value of cybersex behaviour of 77.27, and the empirical mean of 65.

Furthermore, the SD results of peer interaction are 7.347, the empirical mean value is 78.96 and the hypothetical mean is 65.

B. Suggestion

1. Advice to the Urban Village Party

- a. Creating an activity for teenagers that can empower teenagers in useful activities such as art organizations, educational discussion forums, and religious-based organizations that are in accordance with the interests of teenagers will be able to build youth skills so that teenagers can use their time appropriately.
- b. Involving youth in the affairs of their environment. Like village meetings, provide opportunities for youth to voice their aspirations.
- c. Conducting outreach from the urban village party to convey information about peer interactions that affect cybersex behaviour and the delivery of information on the impact of cybersex on parents.

2. Advice to Internet Cafe Owners

- a. Changing the design of the internet cafe into a more open computer arrangement and installing bright lights so that users have a sense of reluctance to access sexual material.
- b. Internet cafe owners can also add the latest game sites so as to reduce access to sexual material.

3. Advice to Parents

- a. Parents must provide guidance and direction regarding sex education in accordance with the age limit of teenagers with regards to teenagers by getting to know their friends and not forgetting to check their cell phones and laptops/computers.
- b. If sexual material is found, give firm directions but don't make the child feel restrained.
- c. Parents must be able to be like friends to teenagers.

Invite teenagers to recreation and have a lot of time together. This can make the teenager more open to his father and mother than to his friends.

4. Suggestions to Further Researchers

- a. It is suggested to further researchers that there is a need for further and in-depth development to explain the dynamics of the influence of peer interaction factors and other factors in influencing teenager cybersex behaviour.
- b. Further researchers are advised to examine positive peer interactions to determine the effect and to compare negative peer interactions.

PROOFREADING

1.	Problems that arise	:	Issues that arise
2.	a strong curiosity	:	an intense curiosity
3.	exchanging pictures	:	exchanging photos
4.	which is used to explain	:	which is used to describe
5.	and has a strong curiosity	:	has an intense curiosity
6.	great curiosity as well	:	great interest as well
7.	the formulation of the problem	:	the formulation of the issue
8.	The formation of ideals	:	The formation of standards
9.	The tasks of teenager development	:	The functions of teenager development
10.	Curiosity in teenagers	:	Interest in teenagers
11.	to achieve a good economic career	:	to accomplish an excellent economic career
12.	as a guide to behaviour	:	as a guide to conduct
13.	parallels to the rate of physical changes	:	parallels to the speed of physical changes
14.	often a difficult problem	:	often a complex problem
15.	important adjustment to the group is still very important for both boys and girls	:	significant adjustment to the group is still important for both boys and girls
16.	this creates fear in teenagers	:	and this creates anxiety in teenagers
17.	disappointment will be deeper if they do not succeed in achieving their goals	:	disappointment will be more profound if they fail in achieving their goals
18.	an age that causes fear	:	a generation that causes fear
19.	to achieve certain goals	:	to achieve specific goals
20.	exchanging pictures or emails	:	exchanging photos or emails
21.	using other technological	:	using different technological
22.	for real sexual activity	:	for actual sexual activity
23.	who access sites related to sex	:	who access sites linked to sex
24.	exchanging images or emails	:	exchanging ideas or emails
25.	Village that the research has been completed	:	Village that the study has been conducted