

SELECTIVE EXPOSURE TO PORNOGRAPHY AMONG THE TEENAGERS OF MODERN ISLAMIC BOARDING SCHOOL IN JAKARTA, INDONESIA

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ABSTRACT

At the beginning of his thinking, Festinger has placed the belief as a variable that causes selective exposure. Over time, many studies have explained that selective exposure is not only related to the belief variable.

Recognizing that the study of causes of selective exposure has not reached unanimity and tends to focus only on one variable or one aspect, and understand that communication behavior must be comprehensively (holistically) from various aspects, both self (personal), message and social, Hutagalung (2018) conducted a study of selective exposure about pornography among teenagers in Jakarta, by integrating and seeing the influence of the three aspects that have been studied in the study of selective exposure in a model.

Research conducted by Hutagalung (2018) shows that in an integrated belief variable, the usefulness of information and group support has an influence on selective exposure. Based on the theoretical model tested, it is known that the usefulness of information variables has a stronger influence than the group support variable and belief in selective exposure. The belief variable has the weakest influence on selective exposure.

The question arises regarding the research conducted by Hutagalung (2018), what if the testing of this theoretical model is carried out among adolescent Islamic boarding school. Will the variable utility of information have the strongest influence? Will the belief variable have the weakest influence? This is interesting to observe considering that parenting in Islamic boarding school has a parenting model that is subject to the rules of Islamic boarding school.

Hypothesis testing of this study was carried out by Structural Equation Modeling, with the results of research that showed that the belief variable had the strongest influence on selective exposure about pornography compared to the variable utility of information and group support.

Keywords: selective exposure, belief, Islamic boarding school.

1. INTRODUCTION

At the beginning of his thinking, Festinger (1957) had placed belief as a variable that caused selective exposure. Through research on a group of sect members in Chicago in the United States in December 1956, Festinger and colleagues analyzed that a strong belief in group faith has made sect members select information related to the world's doomsday predictions. Some studies support Festinger's thinking, including research conducted by Ehrlich and colleagues (1957). The results of Ehrlich and colleagues' research reinforce Festinger's thinking that people will choose consonant information, that is, information that supports belief. The results of Mills's research, Aronson and Robinson (1959) also show that people tend to choose and seek information that supports their beliefs, and instead avoid information that is contrary to belief. Furthermore, Adams (1961) research shows the results that individuals tend to choose information that supports their beliefs. Mills (1965a), Chaffee, et al. (2001), Redlawsk (2002), Taber and Lodge (2006) also showed results that people tend to avoid information that is contrary to belief and choose consonant information.

On the other hand, a number of experts try to prove the existence of other variables other than the belief variable in making choices and rejecting information. A series of studies was conducted to prove that a person's choice and rejection of information is not only caused by a mere belief variable.

The results of the study of Freedman and Sears (1965) show that the selection and rejection of information is not related to a person's psychological condition. That is, that people do selective exposure not because of belief. According to Freedman and Sears (1965), there is not enough evidence to support Festinger's statement that selective exposure is a problem of cognitive dissonance. In this case, Freedman and Sears (1965) do not reject that someone tends to select information, but the choice and rejection of information is not related to the problem of incompatibility of information with belief.

Post Freedman and Sears (1965) study, there were many studies that sought to review Festinger's (1957) thinking regarding selective exposure and proved that behavior to choose and reject information is not only caused by psychological aspects but also message and social aspects. In other words, the selection and rejection of information carried out by individuals can be based on other purposes, and not only limited to the purpose of creating consonance between attitudes and beliefs or between attitudes and behavior.

The development of research that causes selective exposure that has been carried out (from 1957 to 2010) can be grouped into three groups of aspects, namely psychological, message and social. Psychological aspects, related to the psychological influence of selective exposure behavior, such as the belief, confidence, commitment, mood variables. The message aspect is related to the characteristics of the message that influence someone's choice and rejection of information. Here one's choice is explained as a result of the characteristics of the message itself, such as the usefulness of information, information certainty, and relevance of information. Furthermore, the social aspect is related to the characteristics of individuals as social beings. A person is not only positioned as an individual, but also as a part of the social environment.

Furthermore, the literature search conducted by researcher shows that the majority of studies on the causes of selective exposure tend to only study one variable. For example, there are researchers who are interested in testing the variable usefulness/benefit of information on selective exposure. Other researchers examined the effect of group support variables on selective exposure, and so on.

The tendency of studies on the causes of selective exposure which only focus on one variable has a weakness, namely that the explanation related to the phenomenon of selective exposure in the past decade is less satisfying if only explained by the influence of one variable because proven selective exposure can be caused by more than one variable from various aspects. As described by Freedman and Sears (1965):

“A substantial research effort has been made in the last decade to determine the variables which affect selectivity of exposure. As is evident from this review, the cumulative effect of this research has been to eliminate some of the more obvious possibilities. One strategy would be to attempt to continue the search for variables which affect selectivity. Given the paucity of theoretical notions, and the rather discouraging record of previous research, perhaps it would be wiser to seek alternatives” (pp. 93).

Recognizing that the study of causes of selective exposure has not yet reached unanimity, and tends to focus solely on one variable or one aspect, and understands that communication behavior must be understood holistically from various aspects, both self (personal), message and social, Hutagalung (2018) conducted a study by integrating and seeing the influence of three aspects which have been studied in the study of selective exposure in a model. Hutagalung's research results (2018) show that in an integrated belief variable, the utility of information and group support has an influence on selective exposure. Based on the theoretical model tested, it is known that the utility of information variables has a stronger influence than the group support variable and belief in selective exposure. The belief variable has the weakest influence on selective exposure.

The results of the theoretical model research conducted by Hutagalung (2018) raise the question what if the testing of this theoretical model is carried out among adolescent Islamic boarding school. Will the variable utility of information have the strongest influence? Will the belief variable have the weakest influence? This is interesting to observe considering that parenting in Islamic boarding school has a parenting model that is subject to the rules of Islamic boarding school.

2. LITERATURE REVIEW

2.1. Selective Exposure Theory

The discovery of the phenomenon of selective exposure cannot be separated from the long journey of research into the impact of mass media. Mass communication research until around the 1950s had a tendency to pay more attention to the impact of the media on the audience, namely how the media influenced the audience and the impact of the media on their behavior. In the use of media and information, individuals are often assumed to be passive in receiving information rather than actively seeking, selecting and filtering existing information. Along with the passage of time, Lazarsfeld's (1944) and Hovland's (1949) research made the theorists aware that audiences had resistance (rejection) to information.

Festinger (1957) states that selective exposure is a person's attempt to reduce or eliminate dissonance. When inconsistencies or dissonances occur, people will look for information to reduce attitudes and behavioral inequalities. People will also selectively choose and seek information that can support their attitudes or beliefs.

Based on the development of the causes of selective exposure (from 1957 to 2010), it is known that the causes of selective exposure are complex and involve aspects of human life, namely psychological, message and social. Psychological aspects, related to the psychological influence of selective exposure, such as the variable beliefs, self-confidence,

commitment, mood. Message aspects related to the characteristics of the message that influence a person's choice and rejection of information, such as the utility of information, information certainty, and relevance of information. Furthermore, this aspect is related to the characteristics of individuals as social beings, namely parts of the social environment, such as social/group norms and group support.

2.2. Utility of Information Theory

A person's behavior in choosing and avoiding information is not caused by whether the information creates consonance or dissonance, but rather is triggered by the usefulness of that information for someone. 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 could not be as accurate as information and beliefs. 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.

2.3. Social identity Theory

Social identity theory (social identity theory) explains how groups can influence the behavior of someone who is a member/part of a group. Social identity theory was created to explain how and why individuals identify with certain social groups, and the various ways this identity influences behavior and perception. According to social identity theory, a person is not one "personal self", but more than a few individuals correspond to the widening circle of group membership. Different social contexts can trigger individuals to think, feel and act differently from one another.

Furthermore, when the sense of social identity functions, the individual will strive to behave in accordance with the norms of social groups (subjective norms) in which the person is a member. From subjective norms, a person will have normative belief. That is, that individuals who hold a subjective norm will have a belief that other people or groups that influence it will support to behave according to subjective norms. And if it is violated, sanctions can arise in the form of moral sanctions (ostracized, ridiculed, excluded from the group) or legal sanctions (Griffin, 2006).

3. RESEARCH METHOD

This study uses the positivistic or classical paradigm using the survey method. This research is an inseparable series of research conducted by researchers in 2018. The difference is that if 2018 model testing is carried out among high school students in Jakarta, then in 2019 research will be conducted among adolescents in modern Islamic boarding school in Jakarta.

The validity and reliability assessment uses the LISREL 8.80 application and confirmatory factor analysis (CFA). The technique used is Confirmatory Factor Analysis

(CFA). Hypothesis testing is done by Structural Equation Modeling. Meanwhile, the technique of data collection is done through a questionnaire.

4. RESULTS

Testing of structural models in this study is based on the assumption that selective exposure is a variable that is influenced by belief, utility of information and group support. Beliefs are influenced by the utility of information and group support. Structural model analysis is carried out by evaluating the coefficients or parameters that show causality or influence between one construct to another.

Evaluation of the structural model can also be said as an evaluation or testing of previously stated hypotheses. The causality between constructs can be said to be statistically significant at the 0.05 significance level if the value of the test t is ≥ 1.96 (critical value or t table).

Tabel 1. Structural Model - Inter-Variable Relationships

Independent Latent Variable		Latent Dependent Variables	Parameter	Standard Estimates	Nilai t
Utility of Information (X1)	→	Selective Exposure (Y2)	γ_{21}	0.02	0.90
Utility of Information (X1)	→	Belief (Y1)	γ_{11}	0.01	0.87
Belief (Y1)	→	Selective Exposure (Y2)	β_{21}	0.38	3.75
Group Support (X2)	→	Belief (Y1)	γ_{12}	0.30	3.33
Group Support (X2)	→	Selective Exposure (Y2)	γ_{22}	0.30	3.30

From table 1 there are three coefficients that are statistically significant. The two hypotheses are not statistically significant. The description of the research results is as follows:

Hypothesis 1: The utility of information influences selective exposure.

The results of the structural model test show that the relationship between the utility of information and selective exposure is not significant, which means that hypothesis 1 is not proven. That is, there is no effect on the utility of information on the process of selecting and rejecting pornographic information. In this case, even though pornographic information has the utility of adding more knowledge related to reproductive health, the adolescent in boarding school still reject pornographic information. The results of the path coefficient are 0.02, and the t-value is 0.90.

Hypothesis 2: The utility of information influences belief.

The results of the structural model test show that the relationship between the utility of information and belief is not significant, which means that hypothesis 2 is not proven. That is, there is no effect on the utility of information about pornography on the belief of adolescent in boarding school that pornography has the potential to damage the morale of the nation's young generation. The results of the path coefficient are 0.01, and the t-value is 0.87.

Hipotesis 3: Belief influences selective exposure

The structural model test results show a significant relationship between belief and selective exposure, which means hypothesis 3 is proven. There is the influence of belief in the existence of negative potential about pornography against selective exposure. The stronger the belief is that pornography has the potential to be negative, the more selective the choice of pornographic information is carried out, and vice versa. This result can be seen from the path coefficient of 0.38, and the t-value of 3.75.

Hypothesis 4: Group support influences belief.

The results of the structural model test show that the relationship between group support and belief is significant, which means hypothesis 4 is proven. There is an influence of group support on the belief that pornography is information that has the potential to damage the generation of the nation. The greater the group support, the stronger the belief, and vice versa. The results of the path coefficient are 0.30, and the t value is 3.33.

Hipotesa 5: Group support influences selective exposure.

The results of the structural model test show that the relationship between group support and selective exposure is significant, which means that hypothesis 5 is proven. There is an influence of group support for selective exposure about pornography. The bigger or stronger the group's support for information, the more information will be chosen, and vice versa. The smaller or weaker group support for information, the more information will be avoided. The results of the path coefficient are 0.30, and the t-value is 3.30.

5. DISCUSSION

Based on Google Trend data in 2010, it is known that Indonesia is the fifth world ranking country to access the keyword "sex" on the internet search engine (mygandaranews.com, April 18th, 2019). Meanwhile, a survey conducted by the Internet Service Providers Association showed data that access to the most pornography through the internet came from teenagers (Detikinet.com, May 16th, 2019).

Pornography is one of the social problems in Indonesia that needs serious attention. Like the iceberg phenomenon, pornography has at least two reasons to get attention. First, the

impact of the communicative abundance about pornography has an impact on the increasing number of teenagers who have active sexual behavior.

Second, realized or not realized, pornography has become an industry of sex. Pornography is a business that has a huge turnover. The results of Statistics by Family Safe Media suggest that there are 4.2 million pornographic internet sites, where every day there are 68 million requests to search for material about pornography through internet search engines and every day on average every internet user receives or sends 4 to 5 porn e-mails. This porn site access spending reaches US \$ 3,673 per second, equivalent to IDR. 33 million per second (see www.jurnalperempuan.org, July 22th, 2016).

Based on research by Hutagalung (2018), it is known that adolescents often access pornography through the internet because many of the teenagers are in the confusion of finding a place to ask and having difficulty accessing the right sources of information related to sex information. Teenagers still seem to face the barrier when they want to know more about sexuality issues.

Sex information for adolescents up to now in Indonesian society is still considered taboo or unusual to talk about, because sex is a matter that is too personal. There is an assumption that if adolescents get information about sex, especially the problem of reproductive health services, it will encourage teenagers to engage in sexual activity and promiscuity earlier. Talking about the issue of sexuality for adolescents will provoke teenagers to take action to imitate. Information on sexuality is still considered a form of pornography. In addition, another factor that has influenced is the strong patriarchal culture rooted in Indonesian people who still consider sexuality as a mere issue of women.

Based on the results of the study, it is known that boarding school adolescents recognize the benefits of pornographic information as a source of sex information and

production health, but they also believe that pornography is harmful to one's mental and intellectual development. Furthermore, the results of the study show that the relationship between the utility of information and belief is not significant. The same thing also applies to the relationship of utility of information and selective exposure. Namely, there is no effect on the utility of information about pornography on belief and selective exposure among adolescent Islamic boarding school.

Researchers argue that this happens because adolescent boarding schools have a strong belief that pornography has the potential to endanger the nation's young generation. In the context of research, although it is felt that pornographic information has benefits as a guide (how to judge something), reinforcement (re-confirmation of an attitude), and performance (how to do something), but due to the potentially damaging effects of pornography, adolescent of Islamic boarding school choose to ignore and not choose pornographic information.

Furthermore, the researchers argued that the existence of a strong belief in the ineffectiveness of pornographic information was also supported by groups, namely the caregivers of Islamic boarding school. As understood, Islamic boarding schools have strict adherence and discipline to follow the rules that apply in Islamic boarding school. Violations of regulations will be subject to sanctions. This condition is a reflection of parenting in Islamic boarding schools that are obedient to the decisions of the boarding school leaders. Caregivers of Islamic boarding schools play an important role in determining the behavior of what may and may not be done, including in the process of information selection. Obedience to rules is considered as a personal maturity.

The results of this study reinforce the basic principle of social identity theory that explains how groups can influence the behavior of someone who is a member / part of a

group. When someone joins a group, there will be a mutual agreement on what behavior can and should not be done in accordance with the norms that apply in the group. This condition raises subjective norms (subjective norms), namely individual beliefs about what must be done according to applicable norms. From subjective norms, a person will have normative belief. That is, belief that the group will support to behave according to subjective norms. And if it is violated, sanctions can arise in the form of moral sanctions (ostracized, ridiculed, excluded from the group) or legal sanctions.

In the context of research, boarding school adolescents have strong subjective norms with the rules of Islamic boarding school, therefore all messages that conflict with the rules of Islamic boarding schools will be rejected. Due to the rules of Islamic boarding school stating that pornography is forbidden to be accessed, teenagers in Islamic boarding school do not choose pornographic information as a form of obedience.

Finally, the results of research that show there is a relationship between belief and selective exposure is proof that the information processing system in individuals is not only influenced by the system of self-cognition but also by factors outside themselves, such as the social environment.

In the context of research, adolescents of Islamic boarding school in carrying out the information selection process are not only influenced by the benefits of pornographic information for themselves but also pay attention to and considerations based on social interactions related to the rules of Islamic boarding school.

6. CONCLUSION AND RECOMMENDATION

6.1. Conclusion

The results of the study that showed no relationship between the utility of pornography and belief information, and the absence of a relationship between the utility of information and selective exposure was a form of adherence to adolescent boarding schools to the rules of Islamic boarding school.

On the other hand, the results of research that show there is a relationship between group and belief support, and there is a relationship between group support and selective exposure is a reflection of the life of Islamic boarding school. Namely, that the life of Islamic boarding school as a community is the responsibility of the boarding school management, including the process of selecting and rejecting information carried out by adolescents of Islamic boarding school based on the rules of Islamic boarding school.

In the end, this study reinforces the opinion of experts that individual information processing systems are the result of social interaction and behavior is part of the cognitive system. What an individual does in a communication situation depends not only on the form of information received, but also on the mental operations used to process information. In other words, there are two factors that influence an individual's information process, namely that humans in processing information are not only influenced by internal factors (psychology) but are also influenced by social interactions that are carried out as manifestations of social beings.

6.2. Recommendation

Research can be done again at other Islamic boarding school, to be more convincing that the rules of Islamic boarding schools are internal references that must be adhered to by adolescent boarding school in all life behaviors.

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