

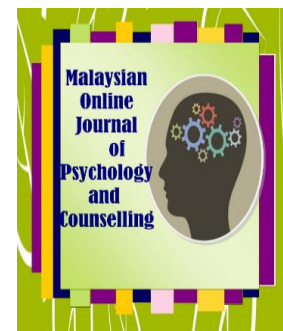
WHEN HOMEWORK MAKES YOU COMPULSIVE: DETERMINING THE ROLE OF ACADEMIC STRESS TO CYBERPORNOGRAPHY USE WITH GENDER AS COMPARING VARIABLE

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ABSTRACT

This study focuses on how the contribution of academic stress to cyberpornography use in students. In addition, this study also wants to know the inter-dimensional contribution of academic stress to cyberpornography use and the differences in the intensity of pornography use between men and women who experience academic stress. In knowing this, this research uses quantitative correlational methods. The sampling technique used purposive sampling with 54 respondents aged 18-25 years ($SD=1.66$), student status, and experienced academic stress in the last six months. The results showed a significant effect of academic stress on cyberpornography use with a significance value of 0.024. On the other hand, several dimensions of academic stress have a significant effect on cyberpornography use, where the "Worry About Grades" dimension shows a p-value of 0.015 and the "Despondency" dimension of 0.018 both of which show a p-value <0.05 . However, other dimensions such as "Pressure from Study" show a p-value of 0.361, "Workload" of 0.340, and "Self-expectation" of 0.484, which shows that the three dimensions of the academic stress variable have no significant effect on cyberpornography use. Furthermore, the gender difference test shows a significance value of 0.25 which means that there is no difference in the intensity of cyberpornography use between men and women who experience academic stress.

Keywords: *Cyberpornography use, academic stress, gender, regression analysis*



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INTRODUCTION

Pornography in Indonesian Language Dictionary (KBBI) is defined as images or writings that show erotic behavior that can trigger lust. In Indonesia, pornography is prohibited because it can harm life and the social environment (Panuju & Juraman, 2019). Especially among college students, pornography is a problem that often arises (Tewogbola, 2018). Based on a study conducted by Dwulit & Rezymiski (2019) found that streaming shows are the most frequently watched pornographic shows, and almost 80% of students consume them. The massive development of internet technology has made the pornography industry more open to being consumed explicitly; and even in some places that are prohibited and have a legal basis, pornography still exists (Donadelli & Lalanne, 2020). It is easy to type the keywords sex, nudes, and porn in the search system, and thousands of sites or websites will appear which can be visited (Fahrizal et al., 2021). One study found that pornography used at the university level had a usage prevalence of 56.6% and showed that men accessed pornography more frequently than women, and at least once a month (Camilleri et al., 2021; Okabe et al., 2021).

On the other hand, the massive search on websites has something to do with internet users. Of the large population in the world, "porn" is one of the topics that is increasing. Moreover, the COVID-19 pandemic has triggered the world's largest porn site to provide free services to users (Donadelli & Lalanne, 2020). One of the biggest porn sites, pornhub.com, is taking advantage of this pandemic campaign. In fact, in 2019, through pornhub.com insight, pornhub site visitor data reached 42 billion total visitors and 115 million daily (Martínez et al., 2021). In addition, Covenant Eyes reveals that about 30 percent of the content on the internet is focused on adult entertainment, and there are approximately two billion porn searches per year on the web (Donadelli & Lalanne, 2020). Other research also shows that academic stress correlates significantly with internet addiction, of which 19% comes from high-stress levels, and the remaining 76.5% comes from moderate stress levels (Sriati et al., 2022).

The stress experienced during the COVID-19 pandemic has made some people consume the internet to overcome it (Nimrod, 2020). Stress, frustration, tension experienced, and pressure from the outside world caused the consumption of pornography as a way to relax from the things that have been experienced. This is because pornography can reduce and manage the stress experienced (Attwood et al., 2018; Arabatzis, 2022). This data is also supported by one study which revealed that addictive behavior such as playing games and using pornography is triggered by anxiety, stress, loneliness, emotional regulation, emotional distraction or suppression, boredom avoidance, and others (Hakami et al., 2021; Cardoso et al., 2022; Bóthe et al., 2021; Király et al., 2020). Therefore, pornographic content has become one of the ways to fulfill sexual needs, one of which is among students (Andriyani & Ardina, 2021). Previous studies involving participants aged (26–35, 36–45 & 46–55 years) revealed how important pornography is to them. 35.7% said it was a little important, 33.4% was quite important, 5.2% was very important, and the rest said it was quite important (Attwood et al., 2018).

Several social, economic, and psychological stress problems are part of the formation and development of internet addiction (Busari, 2016). Dependence on the internet or smartphones is common among teenagers who play games, chat online, and access pornographic content. This dependence overcomes internal problems such as depression, anxiety, and others (Kim, 2021). Teenagers addicted to the internet show compulsive behavior toward internet use, especially in visiting pornographic sites (Busari, 2016). Other factors such as subjective economics, academic stress, parental support, and victims of bullying are also associated with individuals experiencing

smartphone addiction (Kim, 2021). The emergence of pressure, stress, and others make pornography a trigger for low dopamine hormones, resulting in difficulty dealing with the pressure of the problem (Prawitasari, 2022). This statement is quite in line with one study, which showed that from 27 student respondents, six students showed indications of addiction to pornography (Fahrizal et al., 2021). This indication relates to some university students who use pornography as an option for coping strategies to the emergence of academic stress that individuals get on campus (Busari, 2016). Academic stress is a condition in which a student feels that the demands obtained in lectures are heavy but not balanced with his abilities, thus making it difficult for the individual to face the demands and pressures that exist (Nuha, 2021). Several things affect academic stress, such as piling tasks, bad relationships with lecturers, competition among students, and economic problems that students often face (Nuha, 2021). This statement is supported by the Student Academic Stress Scale, in which six categories are measured in academic stress: frustration, finance, conflict, pressure, change, and self-expectations (Busari, 2016). In addition, studies at American University show that within a year, there is an increase in academic stress due to high expectations of grades, the gap between academic expectations and reality, and the lack of readiness of students to face failure (Flatt, 2013). The emergence of the Covid-19 pandemic has also made students and educators follow steps such as self-isolation at home and in social life, thereby triggering stress (Chandra, 2020).

Therefore, when a student gets excessive pressure or burden than his abilities, it will become a stressor and signal academic stress. The formation of the six measurement categories discussed above is a form of the five aspects related to academic stress itself, in which there are cognitive, affective, behavioral, and physiological aspects. Cognitive aspects arise when individuals experience academic stress, disturbing thoughts arise, affective aspects arise when someone experiences academic stress, feelings of discomfort and unstable emotions arise, behavioral aspects arise when students experience academic stress, and different treatment arises from individuals. Physiological aspects arise when individuals experience academic stress, stress arises in physical forms such as chest pain, headaches, and the like (Nuha, 2021). Academic stress is also often found in adolescents; the most crucial stressor is academic stress (Xu et al., 2018).

Therefore, some students often operate their gadgets and surf the internet to divert the stress they experience (Sugiono, 2020). Using the internet is something that can be done anywhere and anytime instantly. In addition, the higher a person's academic stress level is directly proportional to the length of internet use (Kasim et al., 2018). Indications of academic stress and internet use have been found by Busari (2016) in general strain theory, which discusses the relationship between stress and problematic internet use. This theory reveals that various processes or stress experienced by adolescents cause the emergence of problematic behavior. Among the various stress variants, academic stress is often found in adolescents and is their primary stressor (Xu et al., 2018). In addition, some information is known that psychological mechanisms are related to academic stress and its relationship to internet addiction (Jun & Choi, 2015). Even in South Korea, many empirical findings document a relationship between high academic stress levels and adolescents' internet addiction (Jun & Choi, 2015). Playing games, communicating on social media, playing games, and watching videos can release tension or stress experienced by individuals (Kasim et al., 2018).

The emergence of the internet creates a new space for humans to channel desires and communicate. However, it should be underlined that in accessing the internet, various kinds of forbidden things, such as intelligence data, state secrets, and even pornographic content, can damage morals and behavior (Fahrizal et al., 2021). Chatting online, playing games, and visiting pornographic sites are some forms of excessive internet use (Busari, 2016). Therefore, this triggers the high possibility of

students accessing porn as entertainment due to a significant amount of time spent surfing the internet (Fahrizal et al., 2021). Some increase in the frequency of pornography use is caused by psychosocial problems such as stress, depression, and anxiety (Flatt, 2013).

On the other hand, one study shows that financial problems can trigger and increase the consumption of pornography (Black & Hendy, 2018), where financial problems are one indicator of academic stress. In addition, one study also found that there is an implication that emotional stress tends to be triggered by the high workload received (Schusterschitz et al., 2018). In addition, another study states that stress is directly proportional to the use of pornography, which pornography is used as a coping strategy (Prawitasari, 2022; Tampubolon & Abidin, 2021). From several studies, it was found that academic stress indirectly has an influence on the use of pornography, but there are no studies that explicitly state that academic stress influences the use of pornography. Therefore, this study wants to discuss and prove that academic stress has a direct influence on pornography.

Based on this phenomenon, this study wants to test several hypotheses. The research contains three primary hypotheses, namely :

- a. There is a significant influence between academic stress variables on cyberpornography use.
- b. There is a significant influence between each dimension of academic stress on cyberpornography use.
- c. There is no significant difference between men and women who experience academic stress on the intensity of cyberpornography use.

METHODOLOGY

The questionnaire was distributed online through Google Forms. The survey was conducted with a target of active students throughout Indonesia who are 18-25 years old and who have been experiencing academic stress for the last six months. The distribution of the questionnaires began in mid-November until the end of November and collected 54 respondents (M = 19.76; SD = 1.66), with a ratio of 29 male and 25 female respondents. The survey consists of 3 parts: first demographics, the second measurement of academic stress, third measurement of CPUI (Cyber Porn Use Internet).

The survey has Likert Scale questions with four answer choices with about 10-15 minutes of processing time. The statement was prepared using the Educational Stress Scale for Adolescents with a reliability coefficient of 0.89 (Cronbach's: 0.84-0.85) (Sun et al., 2013). In addition, statements about porn were also prepared using The Cyber Pornography Use Inventory compiled by Grubbs and friends, in 2013, with a reliability coefficient (a: 0.89).

Some of the statements from the Educational Stress Scale for Adolescents include "I am very dissatisfied with my academic grades," "I feel like I have too much homework to do," and "I feel a lot of pressure in my daily learning activities." In addition, statements are made and adapted to students' perceptions. In addition, several statements from cyberpornography use include "I feel like I cannot stop using online pornography," "I have put off important priorities for viewing pornography," and "I feel embarrassed after viewing online pornography." This statement is also adjusted to the perception of people who watch pornography.

Hypothesis testing for analysis in this study was carried out using SPSS 22.0. Furthermore, testing the two variables also uses regression analysis and analysis of variance.

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The data collection carried out in this study was using a google form equipped with informed consent. In this study, the researcher informs that the respondent is voluntary to help fill out the form and has the right not to follow or not to fill out the form according to what the respondent wants.

RESULTS

Respondents in this study amounted to 56 people. The research results consist of descriptive statistics, assumption test results, and hypothesis test results and then critically analyzed.

Descriptive Analysis & Bivariate Correlation

According to data taken from research and with the support of the hypothesis, the researcher interprets that each variable has various correlations (table 1). First, the academic stress variable has a positive correlation of 0.31 with cyberporn use, which means that academic stress has low power to determine cyberporn use. The two researchers broke down academic stress into five dimensions: workload, worry about grades, self-expectation, despondency, and pressure from the study. The dimension with a significant positive correlation is perceived compulsivity, with a correlation of 0.41. Access effort and emotional distress do not have a significant relationship with loneliness.

Table 1. *Statistical Data and Bivariate Correlations among the study*

Variables	1	2	3	4	5	6	7	8
1. Academic Stress	-							
2. Workload	.46**	-						
3. Worry about Grades	.62**	.01	-					
4. Self Expectations	.74**	.09	.41**	-				
5. Despondency	.69**	.20	.28*	.36**	-			
6. Pressure from Study	.86**	.36**	.38**	.57**	.52**	-		
7. Cyberporn Use	.31*	.14	.35**	.08	.36**	.14	-	
8. Gender (M/F)	.41**	.17	.18	.34*	.24	.42**	-.03	-
M	55.48	9.96	11.04	10.85	10.32	13.31	30.93	1.46
SD	9.69	2.46	2.78	3.02	2.63	3.26	9.11	.50
N	54	54	54	54	54	54	54	54

*=p<0.05; **=p<0.01

Assumption Test: Normality & Linearity

In the simple regression assumption test, the researcher uses the value of cyberpornography use as the dependent variable the variable being tested. The researcher used the chi square assumption test to see whether the data obtained were normal or not by using the p indicator value above the alpha value. The results can be seen in table 2 that the p-value > value then the normality test is met.

Table 2. *Normality Testing Result*

Variable	Significance (p)	Remark	Conclusion
Dependent Variable	0.959	p>0.05	Normal

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Then, to see the linearity between variables, the researcher uses the assumption of *deviation from linearity* to see if the data that has been tested is linear between the x variable and the y variable. The researcher uses the linearity indicator if the p-value exceeds the alpha value. The results show in table 3 that the p-value > alpha value of which is concluded that the linearity assumption is met.

Table 2. *Linearity Testing Result*

Variable	Significance (p)	Remark	Conclusion
Deviation from linearity	0.379	p>0.05	linear

Data Analysis

Hypothesis 1: From the results of the hypothesis, the researcher checked hypothesis 1 based on the question, "whether academic stress variable affects cyberpornography use." The researcher used a simple regression model. Besides that, the value of the r square obtained is 0.09, which means that the academic stress variable plays a role of 9% in cyberpornography use.

Table 4. Simple Regression of Cyberpornography Use and Loneliness

Variable	B	Std. Error	F	R square	Sig. value	Remarks	Conclusion
Cyberpornography Use	34.71	6.87					
Academic Stress	.31	.13	5.37	.09	.024	p<0.05	Significant

Based on the information in Table 4, it can be concluded that there is a significant value between academic stress and cyberpornography use. For example, in the simple regression analysis test in table 4, it was found that the p-value was 0.024, where < alpha value, which means there is a significant influence of the academic stress variable on cyberpornography use in students. The coefficient of determination (r square) obtained a value of 0.09, meaning that the academic stress variable contributes 9% to the cyberpornography use variable in students.

Table 5. Regression Analysis per Dimension of Academic Stress to Cyberpornography Use

Variable	B	Std. Error	Sig. value	Remarks	Conclusion
Cyberpornography Use	21.19	10.03			
Workload	-.13	.14	.34	p>0.05	Not Significant
Worry about Grades	.37	.15	.02	p<0.05	Significant
Self Expectation	-.11	.16	.48	p>0.05	Not Significant
Despondency	.36	.15	.02	p<0.05	Significant
Pressure from Study	-.17	.18	.36	p>0.05	Not Significant

Hypothesis 2: Based on the data in table 5, a regression test is carried out to review the effect of each dimension on academic stress on cyberpornography use. The results show that the workload dimension has a p-value of 0.34, the self-expectation of 0.48, and pressure from the study of 0.36, where the p-value of the three dimensions is > a value, which means there is no significant effect. On the other hand, worry about grades dimension has a p-value of 0.02 and despondency of 0.02, both of which have a p-value < alpha value, means that there is a significant effect.

Table 6. Independent t-test of Cyberpornography Use

Variable (Cyberporn)	F	Sig. value	Remarks	Conclusion
Gender (M/F)	1.35	.25	p>0.05	Not Significant

Hypothesis 3: Finally, the researchers examined gender differences and their relationship to cyberpornography in college students. The results show that the p-value for both genders is 0.25, where the p-value > alpha value means that there is no significant difference in the cyberpornography use variable for both men and women.

DISCUSSION

Several studies found that the positive effects of watching pornography are relieving stress, minimizing boredom, as a material for sexual education, and feeling like there is a support system (Short et al., 2012).

Based on the data obtained, one of the causes of someone watching pornography is the pressure obtained due to the activities undertaken, and by watching pornography as an entertainment material as well as to perform coping mechanisms from the pressure of the activity. Furthermore, an academic stress variable has the meaning of a person's condition where he feels pressured by the demands of lectures that are not following his abilities. The regression analysis results showed that the p-value of the total academic stress variable was 0.024, where < 0.05, which means that there is a significant influence between the academic stress variable and cyberpornography on students. Therefore, this shows that when individuals (students) experience stress due to academic pressure, they tend to watch pornographic content on the internet to entertain and escape from the academic pressures they face. This finding is in line with one of the findings, which revealed that the frequency of watching pornography is influenced by psychosocial problems, such as stress, anxiety, and depression (Flatt, 2013).

Meanwhile, in the dimension correlation test, which is found in the academic stress variable, several dimensions show the p-value <0.05, namely the Worry about Grades dimension with a p-value of 0.015. This finding is in line with one study which said that there was a significant positive effect between levels of anxiety and internet addiction (Busari, 2016). In addition, the Despondency dimension also shows a p-value of 0.018, where <0.05; this finding is in line with one study which states that someone makes viewing on the internet as entertainment to cope with emotional reactions or unpleasant psychological experiences, one of which is despondency (Starosta et al., 2019).

As for other dimensions, such as pressure from the study, show a p-value of 0.361, where the p-value shows > 0.05. This finding is the same as one study, which said that pressure from the study did not affect the intensity of smartphone use or addiction in students in Thailand (D'souza & Tanchaisak, 2019); this was due to the fun learning system implemented there.

Workload shows a p-value of 0.340 where > 0.05, meaning there is no significant effect between the workload variable and cyberpornography use. For example, one study supported the idea that 80%

of the workload felt by students prioritized escaping to websites that provide mental health support (Nguyen et al., 2013).

Self Expectation shows a p-value of 0.484 where > 0.05 , which means that there is no influence between a person's high or low self-expectation variable on cyber pornography use. This finding is in line with one study which said that there was no correlation between academic self-efficacy and the problem of using the internet (Odaci, 2011). In addition, other studies also say that there is no strong correlation between general self-efficacy and pornography use reduction (Kraus et al., 2015). On the other hand, there is no significant difference in academic stress variables between men and women. In contrast, one study stated that several dimensions of educational stress, such as worry about grades, self-expectation, and despondency, did not show significant differences between men.-male and female (D'souza & Tanchaisak, 2019).

The limitations of this study are the lack of respondents, so the results are arguably not optimal due to the lack of respondents and the lack of generalization. Therefore, it is concluded that the academic stress variable, on average, affects the use of pornography (cyberpornography use) in students. Therefore, further research is expected to reach more respondents so that generalizations can be made that this research can be proven very well.

CONCLUSION

Based on research findings, academic stress positively affects cyber pornography use. On the other hand, several dimensions of academic stress, such as worry about grades and despondency, significantly affect cyberpornography use. This finding means that the more often a student experiences excessive pressure in the academic realm, the more often a person uses pornography to escape or cope with stress. In addition, there is no significant difference in the academic stress experienced by men and women with the intensity of cyberpornography. Therefore, it is necessary to intervene in the academic world to overcome this.

So far, as far as researchers know, there are not many studies that discuss directly related academic stress affecting the use of pornography. This research is helpful because it can be used as a theoretical construct for further research.

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