# Information and Communication Technology-Facilitated Sexual Violence (ICTFSV) on Adolescents: Experience in Indonesia

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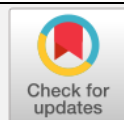Universitas Sebelas Maret, 57126, Surakarta, Central Java Province, Indonesia
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## ARTICLE INFO

## ABSTRACT

*This study discusses adolescents' perceptions of ICT-facilitated sexual violence (ICTFSV) based on gender and school type. The research was conducted by surveying 719 students in seven regencies/cities in Surakarta, Indonesia, which were purposively selected. The ICTFSV indicator was measured based on the theories of Henry & Powell (2016) and Baumgartner et al. (2010). Mann-Whitney U and two-sided tests were employed to analyze the data. This study finds the different perceptions of ICTFSV based on gender at SHS and VHS. Moreover, it also finds the different perceptions of ICTFSV among students of SHS and VHS. This provides a new understanding of gender-perspective integration and character-building in developing school policies. Therefore, further research on gender equality and character-building of education policy can be carried out. The analyzed object imposes many limitations, namely the selected sample, the research focus, the data collecting, and analyzing method.*

https://doi.org/10.33019/society.v10i2.288

## 1. Introduction

Sexual violence among teenagers in Indonesia increased from 259.150 in 2017 to 348.446 in 2018 (Komisi Nasional Anti Kekerasan Terhadap Perempuan, 2017; 2018), caused by the increasing number of internet users from 132.7 million in 2016 to 143,26 in 2017 (APJII, 2017). The number is dominated by those aged between 13 and 18 (75.50%) classified as Z-Generation or I-Generation.

Research on gender-based violence among teenagers has been widely carried out. However, there was only six research about ICT-based sexual violence among teenagers written by Oosterhoff et al. (2017), Zych et al. (2015), Rogan et al. (2010), Backer & Carreño (2015), Stonard (2018a), Stonard (2018b), and Barter et al. (2017). The research by Backer & Carreño (2015), Stonard (2018a), Stonard (2018b), and Barter et al. (2017) concludes that teenagers use ICT to develop, defend and end relationships and to perpetrate violence toward their partners.

This research comes with the novelty of studying teenagers' perception of ICTFSV seen from sexes and school types in Indonesia. The sex difference is considered since gender inequality still exists in Indonesia. This can be seen from the Gender Development Index year 2019, at the 111th level out of 189 countries and at the sixth level in ASEAN (UNDP, 2019). Besides, sexual violence in Indonesia usually puts women as the victims (KPPPA, 2019). Besides gender, this study emphasizes the difference in school types, namely Vocational High and Senior High Schools. It is assumed that pursuing education in Senior High Schools is more prestigious than in Vocational High Schools. The students' characteristics of these two types of schools are different due to different economic backgrounds, parents' education, students' achievement at Junior High Schools, and juvenile delinquency. Society assumes Vocational High Schools are the "landfill" for students with a low economy, low education, and bad behavior (Widayana & Kustono, 2019; Ling, 2015).

Schools' role is strategic in implanting gender-equality values, non-discrimination, non-exploitation, mutual respect, and mutual protection through customization, rule sets, and exemplary examples of all citizens. Mroz (2014) reveals that gender-bias education practices obstruct students from achieving their maximal potential. Teachers are important in providing their student's information about reproduction health (Mbananga, 2004). Schools with the same sexes play an important role in determining their identities and educational achievement (Connel, 2010; Jethwani, 2014; Licumba et al., 2015).

Elia & Tokunaga (2015) found that sex education in school management is still biased and generally cannot offer educational experiences in fostering sexual health for all students. Nahar et al. (2013) state that sex education not only focuses on health but is also linked to gender norms and helps adolescents acquire socio-sexual interaction skills.

Moslems are the major population in Indonesia, and they apply patriarchal culture. Arousell & Carlbom (2016) stated that the knowledge of the Muslim community about reproductive health is still limited, and in a patriarchal culture, women tend to be victims (Kaltiala-Heino et al., 2016; Vega-Gea et al., 2016). Unfortunately, policies on sexual violence reinforce traditional gender interaction norms for men and women instead (Tinkler, 2013). The main challenge for schools is integrating the mainstreaming of health, sexual and reproductive rights teaching into the core education curriculum (Allotey et al., 2011).

This study discusses (1) different perceptions of ICTFSV between male and female students in Senior High Schools (SHS) and Vocational High Schools (VHS); (2) differences in perceptions of ICTFSV between SHS and VHS students; 3) differences in perceptions about the ICTFSV between male and female students in SHS; (4) differences in perceptions about the ICTFSV between male and female students in Vocational High School; (5) differences in perceptions

about ICTFSV between male students between SHS and VHS; (6) differences in female students' perceptions of ICTFSV between SHS and VHS; (7) differences in perceptions between men and women about the courage to commit or reject the ICTFSV.

ICTFSV refers to various behaviors in which digital technology is used to facilitate sexual violence both virtually and face-to-face (Henry & Powell, 2016). Meanwhile, perception is a process that occurs after the five senses receive a stimulus. Perception can be articulated as connecting meaning with messages or stimulation. Perception is influenced by a person's knowledge and experience (Bernstein et al., 2008). Baumgartner et al. (2010) confirmed a significant correlation between adolescent perceptions of whether online-based sexual behavior is dangerous. Teens who have the perception that online-based sexual behavior is not dangerous to have a higher likelihood of engaging in online-based sexual behavior than teens who have the perception that this behavior is dangerous. The ease of accessing information via the internet gives young men and women the opportunity to gain additional knowledge and experience regarding whether or not online-based sexual behavior is dangerous (Santrock, 2014; Döring, 2009).

## 2. Null Hypotheses (Ho)

Ho 1: There is no different perception of ICTFSV between male and female students of SHS and VHS;

Ho 2: There is no different perception of ICTFSV between students of SHS and VHS;

Ho 3: There is no different perception of ICTFSV between male and female students of SHS;

Ho 4: There is no different perception of ICTFSV between male and female students of VHS;

Ho 5: There is no different perception of ICTFSV of male students between SHS and VHS;

Ho 6: There is no different perception of ICTFSV of female students between SHS and VHS;

Ho 7: There is a different perception between men and women on the courage to commit or reject ICTFSV.

## 3. Materials and Methods

### 3.1. Sample

The study involves 719 students from 14 schools in seven regencies/municipalities in the former Surakarta Residency in Indonesia which were purposively selected based on the achievement of the Gender Equality Index and Gender Development Index of one city and six regencies, namely Surakarta City, Boyolali, Sukoharjo, Karanganyar, Wonogiri, Sragen, and Klaten Regencies.

Schools are selected based on having participated in gender training from the regencies/municipality's Education Office and whether there are potential cases of sexual violence. Quota sampling is done by selecting one SHS and one VHS in each regency/municipality, with a quota of 50 respondents at each school. In the research, there were schools with respondents exceeding the specified quota, so at the end of the study, the number of respondents was 719 students.

### 3.2. Measures

The measure of ICTFSV refers to the research of Henry & Powell (2016) and Baumgartner et al. (2010), in which the indicators of ICTFSV are classified into eight categories (see **Table 1**).

## Table 1. Indicators of ICTFSV

| Indicators | Definition | Action |
|---|---|---|
| **RSOB** | Behavior that involves potentially-negative consequences. The behavior can be in the forms of exchanging intimate information and sexual tease with someone known on the internet. | 1. I ever searched for someone on the internet to talk about sex.<br>2. I ever searched for someone on the internet to have sexual intercourse with.<br>3. I ever sent nude/half-nude pictures to someone known on the internet.<br>4. I ever shared my cell phone number and home address with others I know on the internet. |
| **PSOR** | The behavior of someone assuming that their activities (sexually related) contain little risk so that they want to take the risk. | 1. Saya tidak ingin seseorang membicarakan seks secara *online*.<br>2. Saya tidak ingin seseorang melakukan tindakan seksual secara *online* kepada saya.<br>3. Saya pernah berbicara tentang seks secara online kepada seseorang ketika mereka tidak menginginkannya.<br>4. Saya pernah bertanya kepada seseorang secara *online* tentang informasi seksual yang intim ketika mereka tidak menginginkannya.<br>5. Saya pernah meminta seseorang untuk melakukan tindakan seksual secara *online* ketika mereka tidak menginginkannya.<br>6. Saya pernah mem-*posting* pesan atau gambar yang mengimbau tindakan seksual pada salah satu profil di media sosial (seperti Facebook, Instagram, Twitter, atau WhatsApp).<br>7. Seseorang pernah memaksa saya untuk mengirimkan pesan erotis atau seksual tanpa sepengetahuan saya.<br>8. Saya pernah dipaksa untuk mengungkapkan informasi erotis atau seksual tentang diri saya sendiri tanpa perhatian saya.<br>9. Saya pernah dipaksa melakukan tindakan seksual secara *online* (melalui *webcam* atau media sosial) tanpa sepengetahuan saya.<br>10. Saya pernah dipaksa melakukan hubungan seksual secara *offline* (di |

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| Indicators | Definition | Action |
|---|---|---|
| | | dunia nyata) tanpa sepengetahuan saya setelah mengenal seseorang di internet. |
| **PSOB** | Behaviour possessed by an individual assuming that sexually-related activities that they do will give them benefit. | 1. In my opinion, the behavior of seeking someone on the internet to talk about sex is beneficial to me.<br>2. In my opinion, the behavior of looking for someone on the internet to have sexual intercourse is beneficial to me.<br>3. I think sharing nude/half-nude pictures/videos with someone I know from the internet is beneficial.<br>In my opinion, giving my cell phone number and home address to someone whom I know from the internet is beneficial behavior to me. |
| **OSH** | Unwanted behavior that explicitly communicates a sexual desire to other individuals through comments, oral communication, or graphic images by using internet-based information-technology devices (email, mobile phone, messenger, and website). | 1. I don't want someone to talk about sex online.<br>2. I don't want someone to do sexual acts online to me.<br>3. I have ever talked about sex online to someone when they didn't want it.<br>4. I had ever asked someone online about intimate sexual information when they didn't want it.<br>5. I had ever asked someone to do a sexual act online when they didn't want it.<br>6. I ever posted a message or picture which appeals to a sexual act on one profile on social media (such as Facebook, Instagram, Twitter, or WhatsApp).<br>7. Someone ever forced me to send an erotic or sexual message without my concern.<br>8. I was ever forced to reveal erotic or sexual information about myself without my concern.<br>9. I was ever forced to commit a sexual act online (through a webcam or social media) without my concern.<br>10. I was ever forced to commit a sexual act offline (in the real world) without my concern after knowing someone on the internet. |

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| Indicators | Definition | Action |
|---|---|---|
| **GSBH** | Harmful and complicated behavior due to sex and sexual orientation is committed by someone or a group of people. Examples: gender and sexuality-based hate speech, rape threat, reputation disruption, imitating someone, false accusations of sexual violence, and virtual rape. | 1. I was ever threatened to send an erotic or sexual message without my concern.<br>2. I was ever threatened to reveal erotic or sexual information about myself without my concern.<br>3. I was ever threatened to commit a sexual act online (via webcam, live social media, etc.) without my concern.<br>4. I was ever threatened to have sexual relations offline (in the real world) without my concern.<br>5. Someone who was attracted to me ever disrupted my reputation in the school environment by spreading false rumors to obtain a sexual advantage. |
| **CST** | Harmful and complicated behavior due to sex and sexual orientation committed by someone or a group cause fear and anxiety that something bad will happen. | 1. Someone who was attracted to me exposed my intimate information to others through information-technology devices (social media and email).<br>2. Someone attracted to me took over my social media, email, or WhatsApp accounts and pretended to be me to obtain a sexual advantage.<br>Someone has ever taken my laptop or cell phone by force and retrieved my intimate information.<br>3. Someone stalked me after I talked about sex with someone else online.<br>4. Someone ever sent pornographic short messages repeatedly so that I felt bothered. |
| **IBSE** | The utilization of pictures or graphics to force someone to commit sexual behavior beyond their progress, for instance, forced sexting and the spreading of a naked picture of a certain person without their concern. | 1. I ever sent a picture/video with sexual content about me to my girlfriend/boyfriend.<br>2. I ever sent a written message online (WhatsApp, Messenger, or SMS) with sexual content to my girlfriend/boyfriend.<br>3. I ever sent a picture/video with erotic sexual content about me to my friend.<br>4. I ever sent a written message (via WhatsApp, Messenger, or SMS) with erotic sexual content about me to my friend.<br>5. I ever sent a picture/video with erotic |

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| Indicators | Definition | Action |
|---|---|---|
| | | sexual content to someone I knew from the internet and had never seen in the real world.<br>6. I ever sent a written message (via WhatsApp, Messenger, or SMS) with erotic sexual content to someone I knew from the internet but had never seen in the real world.<br>I ever disseminated/uploaded an erotic picture/video of someone to the internet without their concern.<br>7. I ever disseminated a fake sexually-embarrassing picture/video of someone through information-technology devices (such as email and social media)<br>8. I have ever uploaded a private picture/video of someone to a porn website or social media. |
| **TFUSE** | The utilization of technological appliances for:<br>a. Forcing someone to commit a sexual act through blackmailing.<br>b. Searching the violence victims.<br>c. Searching the third party to attack other people sexually. | 1. Someone through the internet (social media, email, WhatsApp) ever pretended to become me and then asked someone else to commit a sexual act.<br>2. I ever knew someone from the internet (social media, email, WhatsApp), and then the person stalked me wherever I went.<br>I ever knew someone through online media, and then the person threatened to rape me in the real world. |

Sources: Henry & Powell (2016) and Baumgartner et al. (2010)

## 3.3. Measures

The data were collected through a survey, in-depth interviews, guided focus group discussion, and document studies. The survey was carried out using online questionnaires. The URL was informed to the respondents, and then they accessed it through the school computer or their smartphones. The result was directly confirmed to the school principals using in-depth interviews followed by a guided focus group discussion with the counseling teachers. This study also collects secondary data on students' sexual violence at school. The secondary data are collected to reinforce the study result.

## 3.4. Analysis

The data were analyzed using a sequential mixed-method approach. At first, the quantitative procedure was applied, then followed by the qualitative one. Mann-Whitney U test

was performed to test the perception differences between the groups. The test is used because the data is not normally distributed. The test was conducted seven times in accordance to the different groups (i) different perceptions of ICTFSV based on sexes; (ii) different perceptions of ICTFSV based on school type; (iii) different perceptions of ICTFSV based on sexes in SHS; (iv) different perceptions of ICTFSV based on sexes in VHS; (v) male students' perception on ICTFSV and (vi) female student's perception on ICTFSV. The test on each group was based on ICTFSV indicators described in **Table 2**. After finishing the quantitative stage, a further qualitative procedure was used to gain a deeper understanding of ICTFSV at high school.

The qualitative analysis was done after the web-based survey data were collected, and the result was clarified to the school principal and counseling teachers. The data were then condensed and displayed as described in the interactive analysis model (Miles et al., 2014). The conclusion was taken using a content analysis approach. Words or phrases with similar meanings were grouped and interpreted based on a similar theme. This procedure is also known as thematic analysis.

## 4. Results and Discussion
### 4.1. Results
#### 4.1.1. The Quantitative Data
1) **The difference in perception of ICTFSV on SHS and VH students based on sexes**

### Table 2. Perception of ICTFSV based on sexes

|  | RSOB | PSOR | PSOB | OSH | GSBH | CST | IBSE | TFUSE |
|---|---|---|---|---|---|---|---|---|
| **Mann-Whitney U** | 47726.000 | 52366.000 | 44208.500 | 51300.500 | 48577.500 | 51403.500 | 42412.000 | 49971.500 |
| **Wilcoxon W** | 125147.000 | 105667.000 | 121629.500 | 128721.500 | 125998.500 | 128824.500 | 119833.000 | 127392.500 |
| **Z Score** | -6.023 | -4.272 | -7.371 | -4.702 | -6.276 | -4.764 | -8.492 | -5.895 |
| **Asymp. Sig. (2-tailed)** | .000* | .000* | .000* | .000* | .000* | .000* | .000* | .000* |
| **Test result** | Ho rejected | Ho rejected | Ho rejected | Ho rejected | Ho rejected | Ho rejected | Ho rejected | Ho rejected |

Note: * p-value= .000<.05, Ho should be rejected

A significant two-sided Z test shows a significant difference between men's and women's perceptions of ICTFSV. This is evident because the p-value of all indicators of ICTFSV is calculated as .000, which is less than the level of significance α=.05. It concludes that Ho should be rejected. The alternative hypothesis (Ha) should be accepted at the significance level of 95%.

2) **Different perceptions of ICTFSV among students based on school type (SHS and VHS)**

### Table 3. Perception of ICTFSV among students based on School Type

|  | RSOB | PSOR | PSOB | OSH | GSBH | CST | IBSE | TFUSE |
|---|---|---|---|---|---|---|---|---|
| **Mann-Whitney U** | 62616.000 | 59607.000 | 63072.000 | 63778.000 | 59174.500 | 56188.500 | 63334.500 | 57137.500 |
| **Wilcoxon W** | 129046.000 | 122797.000 | 126262.000 | 130208.000 | 125604.500 | 122618.500 | 129764.500 | 123567.500 |
| **Z Score** | -.732 | -1.820 | -.569 | -.305 | -2.194 | -3.157 | -.498 | -3.113 |
| **Asymp. Sig. (2-tailed)** | .464** | .069** | .570** | .760** | .028* | .002* | .618** | .002* |
| **Test result** | Ho accepted | Ho accepted | Ho accepted | Ho accepted | Ho rejected | Ho rejected | Ho accepted | Ho rejected |

Note: * p-value <.05, Ho should be rejected
** p-value >.05, Ho should be accepted

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A significant two-sided Z test shows a significant difference between students of SHS and VHS on ICTFSV, especially on GSBH, CST, and TFUSE, at the significance level of 95%. This is evident because the p-value is calculated less than the level of significance α=.05. Meanwhile, there is no significant difference in Perception of ICTFSV based on school type, especially on RSOB, PSOR, PSOB, OSH, and IBSE at significance level 95t because the p-value was calculated is more than the level of significance α=.05.

### 3) Different perceptions of ICTFSV between male and female students of SHS

**Table 4. Different perceptions of ICTFSV between male and female students of SHS**

|  | RSOB | PSOR | PSOB | OSH | GSBH | CST | IBSE | TFUSE |
|---|---|---|---|---|---|---|---|---|
| **Mann-Whitney U** | 11745.500 | 13652.500 | 11399.000 | 13995.500 | 12788.000 | 13571.000 | 11147.500 | 12812.000 |
| **Wilcoxon W** | 29136.500 | 29583.500 | 28790.000 | 31386.500 | 30179.000 | 30962.000 | 28538.500 | 30203.000 |
| **Z Score** | -4.898 | -2.932 | -5.290 | -2.618 | -4.335 | -3.161 | -5.893 | -4.527 |
| **Asymp. Sig. (2-tailed)** | .000* | .003* | .000* | .009* | .000* | .002* | .000* | .000* |
| **Test result** | Ho rejected | Ho rejected | Ho rejected | Ho rejected | Ho rejected | Ho rejected | Ho rejected | Ho rejected |

Note: * p-value <.05, Ho should be rejected

A significant two-sided Z test shows a significantly different perception of ICTFSV between male and female students of SHS. This is evident because the p-value of all indicators of ICTFSV is calculated as .000, which is less than the significance α=.05. The result concludes that Ho should be rejected. Ha should be accepted at the significance level of 95%.

### 4) Different perceptions of ICTFSV between male and female students of VHS

**Table 5. Different Perceptions of ICTFSV at VHS based on Sex**

|  | RSOB | PSOR | PSOB | OSH | GSBH | CST | IBSE | TFUSE |
|---|---|---|---|---|---|---|---|---|
| **Mann-Whitney U** | 11830.000 | 12134.000 | 10631.000 | 11485.500 | 11182.500 | 11701.500 | 9860.500 | 11647.500 |
| **Wilcoxon W** | 33358.000 | 23160.000 | 32159.000 | 33013.500 | 32710.500 | 33229.500 | 31388.500 | 33175.500 |
| **Z Score** | -3.745 | -3.381 | -5.062 | -4.090 | -4.763 | -3.904 | -6.194 | -4.308 |
| **Asymp. Sig. (2-tailed)** | .000* | .001* | .000* | .000* | .000* | .000* | .000* | .000* |
| **Test result** | Ho rejected | Ho rejected | Ho rejected | Ho rejected | Ho rejected | Ho rejected | Ho rejected | Ho rejected |

Note: * p-value <.05, Ho should be rejected

A significant two-sided Z test shows a significantly different perception of ICTFSV between male and female students of VHS. This is evident because the p-value is calculated as .000, which is less than the level of significance α=.05.

### 5) Different perceptions of ICTFSV of male students between SHS and VHS

**Table 6. Different Perceptions of ICTFSV of male students based on the school type**

|  | RSOB | PSOR | PSOB | OSH | GSBH | CST | IBSE | TFUSE |
|---|---|---|---|---|---|---|---|---|
| **Mann-Whitney U** | 12995.000 | 11511.000 | 13148.500 | 11894.000 | 11522.500 | 11110.500 | 12309.000 | 11221.000 |
| **Wilcoxon W** | 28926.000 | 22537.000 | 24174.500 | 27825.000 | 27453.500 | 27041.500 | 28240.000 | 27152.000 |
| **Z Score** | -.212 | -1.977 | -.028 | -1.522 | -2.059 | -2.502 | -1.052 | -2.495 |

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|---|---|---|---|---|---|---|---|---|
| **Asymp. Sig. (2-tailed)** | .832** | .048* | .978** | .128** | .039* | .012* | .293** | .013* |
| **Test result** | Ho accepted | Ho rejected | Ho accepted | Ho accepted | Ho rejected | Ho rejected | Ho accepted | Ho rejected |

Note: * p-value<.05, Ho should be rejected

** p-value>.05, Ho should be accepted

A two-sided Z test shows a significantly different perception of ICTFSV of male students based on the school type, especially on PSOR, GSBH, CST, and TFUSE. This is evident because the p-value is calculated as PSOR=.048; GSBH=.039; CST =.012; and TFUSE =.013; which is less than the level of significance α=.05.

Meanwhile, there is no significant difference in the perception of ICTFSV of male students based on the school type, especially on RSOB, PSOB, OSH, and IBSE. This is evident because the p-value was calculated as RSOB=.832; PSOB=.978; OSH=.128; and IBSE=.293, which is more than the level of significance α=.05.

6) **Different perceptions of ICTFSV of female students between SHS and VHS**

**Table 7. Different Perceptions of ICTFSV of female students based on the school type**

| | RSOB | PSOR | PSOB | OSH | GSBH | CST | IBSE | TFUSE |
|---|---|---|---|---|---|---|---|---|
| **Mann-Whitney U** | 17541.500 | 17829.500 | 19096.000 | 18733.500 | 17706.000 | 16548.000 | 18560.500 | 16776.500 |
| **Wilcoxon W** | 34932.500 | 39357.500 | 36487.000 | 40261.500 | 35097.000 | 33939.000 | 35951.500 | 34167.500 |
| **Z Score** | -1.569 | -1.288 | -.145 | -.479 | -1.686 | -2.550 | -.724 | -2.800 |
| **Asymp. Sig. (2-tailed)** | .117** | .198** | .885** | .632** | .092** | .011* | .469** | .005* |
| **Test result** | Ho Accepted | Ho Accepted | Ho Accepted | Ho Accepted | Ho Accepted | Ho Rejected | Ho Accepted | Ho Rejected |

Note: * p-value <.05, Ho should be rejected

   ** p value>.05, Ho should be accepted

A significant two-sided Z test shows a significantly different perception of ICTFSV among female students according to the school types, particularly CST and TFUSE. This is evident because the p-value is calculated as CST=.011; and TFUSE=.005, which is less than the significance level α=.05.

Meanwhile, there is no significant difference in perception of ICTFSV among female students according to the school types, especially on RSOB, PSOR, PSOB, OSH, GSBH, and IBSE. This is evident because the calculated p-value is more than the significance level α=.05.

7) **The difference in courage between male and female students of SHS and VHS in committing or rejecting sexual violence**

In this research, the courage to commit or resist sexual violence in adolescents is classified into two, i.e., PSOR and PSOB, and each consists of four statements. Furthermore, the respondents were asked whether the ICT-based sexual behavior has a small risk so that they dared to risk it or conversely, it is considered too risky that they do not want to take the risk. The research result is presented in Table 9.

A. **Perception of male and female students of SHS and VHS on whether Sexual Online Risks are dangerous/not, disadvantageous/not, daring/rejecting**

### Table 8. PSOR is dangerous/not based on sex

| Perception | Dangerous | | Not Dangerous | | Total | |
|---|---|---|---|---|---|---|
| | M | F | M | F | M | F |
| **Seeking someone on the internet to talk about sex** | 227 | 294 | 63 | 71 | 290 | 365 |
| **Seeking someone on the internet to have sex** | 264 | 330 | 42 | 51 | 306 | 381 |
| **Sending naked photos/videos to strangers on the internet** | 250 | 330 | 51 | 55 | 301 | 385 |
| **Giving off cell phone numbers or home addresses to strangers on the internet** | 182 | 253 | 69 | 55 | 251 | 308 |

Note: M= Male; F=Female

The research result reveals that men and women tend to say that online-based sexual violence constitutes dangerous behavior. Seen from its category, online-based sexual behavior in the form of searching for a stranger on the internet to have sex with and sending nude photos/videos to a stranger on the internet are considered dangerous behavior by most male and female respondents. Interestingly, several students still thought online sexual behavior was common and dared to take the risk. From the four questions of PSOR, the least risky thing to be considered by male students is giving off cell phone numbers and home addresses to strangers on the internet. According to female students, it is seeking a stranger on the internet to talk about sex. Besides, some female students still consider seeking a stranger on the internet to discuss sex tolerable. Moreover, surprisingly some male and female students still consider that seeking a stranger on the internet to have sex with and sending nude photos/videos to a stranger on the internet are not dangerous.

## B. Whether or not PSOB is beneficial

### Table 9. PSOB is advantageous

| Perception | Advantageous | | Disadvantageous | | Total | |
|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female |
| **The behavior of seeking someone on the internet to talk about sex is advantageous to me** | 16 | 3 | 262 | 375 | 278 | 378 |
| **The behavior of seeking someone on the internet to have sex is advantageous to me** | 11 | 3 | 289 | 385 | 300 | 388 |
| **The behavior of sending nude photos/videos to other people known on the internet is advantageous to me** | 8 | 3 | 291 | 380 | 299 | 302 |
| **The behavior of giving off cell phone numbers and home addresses to other people known** | 27 | 21 | 203 | 284 | 230 | 305 |

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| Perception | Advantageous | | Disadvantageous | | Total | |
|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female |
| **on the internet is advantageous to me** | | | | | | |

The research result shows that men and women tend to say that online sexual behavior is not advantageous behavior. If seen from its classification, the sexual behavior of seeking someone on the internet to have sex is the most disadvantageous behavior to women. Whereas to men, the most disadvantageous behavior is sending nude photos/videos to someone known on the internet. Moreover, men and women consider online-based sexual behavior advantageous, particularly in informing cell phone numbers and home addresses to other people on the internet.

Based on the respondents' answers to the questions about courage to do or not engage in online sexual violence, men and women tend not to dare to commit sexual violence online. Based on the existing classification, disseminating one's photos/ videos to pornographic/social media sites is a behavior that most men and women do not dare to do. For women, the behavior of asking someone to do sexual acts online when they do not want is also an action that they do not dare to do. However, there are still men and women who dare to be engaged in online sexual behavior by giving their cellphone numbers or home addresses to strangers known on the internet.

The respondents' answers imply that men and women tend not to dare to commit sexual violence online. If seen based on the existing classification, the behavior of disseminating one's photos/videos to pornographic/social media sites is the behavior that most men and women do not dare to do, and for women, the behavior of asking someone to do sexual acts online when they do not want it is also actions that they did not dare to do. However, there are still men and women who dare to get engaged in sexual behavior online, namely by telling cellphone numbers or home addresses to others that are known online.

**Table 10. The difference in courage between male and female students of SHS and VHS to commit or reject sexual violence**

| | Courage to commit | Courage to reject |
|---|---|---|
| Mann-Whitney U | 39034.000 | 45489.500 |
| Wilcoxon W | 116455.000 | 98790.500 |
| Z Score | -9.084 | -7.246 |
| Asymp. Sig. (2-tailed) | .000* | .000* |
| Test result | Ho rejected | Ho rejected |

Note: * p-value <.05, Ho should be rejected

A significant two-sided Z test shows a significant difference between male and female students' courage to commit or reject sexual violence. This is evident because the p-value is calculated as .000, which is less than the level of significance α=.05.

#### 4.1.2. The Qualitative Data
#### 1) The different perceptions of ICTFSV based on gender

The research result discovers a different perception of ICTFSV between male and female students of SHS and VHS at a significance level of 95%. Based on the interview, the principal

said female students tend to be more vulnerable than male students in encountering ICTFSV. Based on the interview with the counseling teacher, it is stated:

> *"There used to be a female student whose boyfriend forced her to send her nude pictures, and if this was not fulfilled, she was threatened psychologically to spread out her nude pictures to other people. The psychological threat made her afraid"* (Interview with A, a counseling teacher at a VHS, 2018).

The interview result with another counseling teacher:

> *"One of our students was ever caught watching a porn video by a man, the attendant of an internet rental. He threatened the female student to report what she did to her school if she did not want to have sex with him. Since she was afraid of being expelled from school, she finally wanted to have sexual intercourse with him. Eventually, the case could be solved after the student reported the case to school"* (Interview result with B, a counseling teacher at one of VHS, 2018).

Online-based sexual violence, followed by sexual harassment, occurred at one of the VHS.

> *"We ever found one of our female students sexually objectified by a student from another school. He initiated collecting money from his friends (male students) to be awarded to that who can squeeze her breast"* (Interview result with C, a counseling teacher at one of the VHS, 2018).

Students of VHS underwent the cases. The data indicate that the female students of VHS are more vulnerable to becoming victims of sexual violence both online and offline as the continuity of ICTFSV. Among the students of SHS, there was no one perpetrating sexual violence. At most, they merely access porn pictures due to their curiosity.
One of the counseling teachers at SHS said:

> *"All our students focused on their studies to get their best university for their future. So far, we merely found (female) students' nude pictures on their cellphones and a collection of other nude pictures of others."* (Interview result with D, a counseling teacher at one of the SHS, 2018).

Another teacher at SHS informed me:

> *"We have never found our students perpetrating sexual violence by using ICT. At most, we found a couple of students having intimacy and showing it before their friends. Since there was a student who felt bothered, then she reported that to the counseling teacher."* (Interview result with E, a counseling teacher at one of the SHS, 2018).

Based on the analysis of the counseling teachers' diaries, some similarities and varieties exist in SHS and VHS cases.

## Table 11. Content Analysis of Counselling Teachers' Diaries

| SHS | VHS |
|---|---|
| 1. Students accessed adult sites and watched nude pictures (case 1 at SHS 1) | 1. Some students accessed porn pictures on the internet (case 1 at VHS1, case 2 at VHS2) |
| 2. A female student was raped more than five times. Then she reported to the school and had assistance from an NGO. The perpetrator was imprisoned for eight years (case 2 at SHS 2) | 2. A female student got a tease leading to sexual violence from a male student (case 3 at VHS 2) |
| 3. A female student got sexually violence after she was caught accessing porn sites at an internet rental (case 3 at SHS 2) | 3. A student kept porn contents of homo sex and lesbians (case 4 at VHS 2) |
| 4. A female student had an unwanted pregnancy (case 4 at SHS 3) | 4. A female student kept her half-naked pictures |
| 5. A female student was forced to upload her nude picture, and her boyfriend uploaded it to Facebook (case 5 at SHS 3) | 5. A female student had an unwanted pregnancy |
| | 6. A male student uploaded his girlfriend's naked picture to social media (case 7 at VHS 5) |

Source: Extracted from the diaries of the counseling teachers

The research finds that accessing, keeping, and disseminating porn pictures using cell phones occur in male and female students. However, female students tend to be more vulnerable to being exploited, even this frequently continues to the offline relationship in the forms of sexual harassment and forced-sexual intercourse ending up with unwanted pregnancy.

**2) The different perceptions of ICTFSV based on school type**

The research result reveals a different perception of ICTFSV between male and female students of SHS and VHS. This occurs in the sub-indicator of GSBH, CST, and TFUSE.

Based on the Focus Group Discussion with the counseling teachers, it was discovered that VHS students were more vulnerable to undergoing the threats of ICTFSV compared to that SHS.

The research result finds that there is a different perception between senior high school and vocational high school students on CST, namely behavior which can endanger and have difficulty due to sex and their sexual orientation, which is done by someone or a group of people that cause fear and anxiety about bad things. The manifestation of the different perceptions is in the forms of (1) exposing their intimate information to another person through information-technological media (social media, email, WhatsApp); (2) taking over one's accounts of social media, email or WhatsApp and pretending to become the person to obtain a sexual benefit; (3) taking over one's laptop/ smartphone by force and retrieving their intimate information; (4) stalking the person after they talked about sex with the person; (5) sending pornographic-short text messages to the person repeatedly, so that they feel disturbed.

The research result finds that there is a different perception between students of SHS and VHS about TFUSE, namely the utilization of technological devices to force someone to have a sexual act through blackmailing, searching for a victim, and a third party to assault a person sexually.

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The school has made various regulations to prevent ICTFSV at school, i.e.:

1. Suppose a student keeps and or disseminates pornographic content. In that case, the school will invite their parents and give sanctions to the student following the level of their mistakes, such as a point deduction or being banned from classes for two weeks up to one semester, returned to their parents, or expelled from school.

2. If a female student gets pregnant or married, she will be expelled. Although the school regulation has strictly regulated punishment mechanisms for students perpetrating sexual violence, its contents still reflect gender bias. They tend to give more advantages to one of the sexes. A female student who has unwanted pregnancy is demanded to resign from school, while the male student who makes the female student get pregnant is not equally penalized as the female student.

Another teacher at SHS informed:

> *"We have never found our students perpetrating sexual violence by using ICT. At most, we found a couple of students having intimacy and showing it before their friends." (Interview result with E, a counseling teacher at one of the SHS, 2018).*

## 4.2. Discussions
### 4.2.1. Gender Inequality and the Perception of ICTFSV

The research result discovers that there is a different perception of ICT-facilitated sexual violence between male and female students of SHS and VHS at a significance level of 95%. The research result is in line with Vyas & Jansen (2018) and Pflugradt et al. (2018), stating that violence towards females is frequently framed within the context of gender inequality and unequal power allocation between men and women. The research result also agrees with McAuslan et al. (2018), stating that media mediated the relation between one's experiences and accepting/rejecting attitudes towards violence while dating. It was also supported by Backe et al. (2018), who argued that global internet dissemination, social media platform, and smartphones have also produced new mechanisms to commit violence. This was reinforced by the research of Maas & Dewey (2018), arguing that the high frequency of pornographic use is closely related to the high support for the rape myth, which influences women's negative attitudes. According to Cubellis et al. (2016), anti-social characteristics and behavior fully mediated the occurrence of intimate partners' violent acts toward women. However, that merely mediated little of the violent acts on intimate partners physically on men. Thus, it can be concluded that the unequal gender relation and unequal power allocation caused different perceptions about ICTFSV.

To prevent and/or handle ICTFSV, Balahadia & Bawica (2017) suggest developing a mobile application to build public awareness of sexual violence towards women. With a mobile application, various benefits will be available to the victims of sexual violence to send the violent case to the institutions in charge of managing sexual violence, to learn the law as a learning media, to send notifications to the family, or to send an emergency message related to the location of the event. Thus, the violent case will be more easily monitored and coped with.

The correlation between media use, gender-power relation, anti-social, and sexual violence can be depicted as follows:
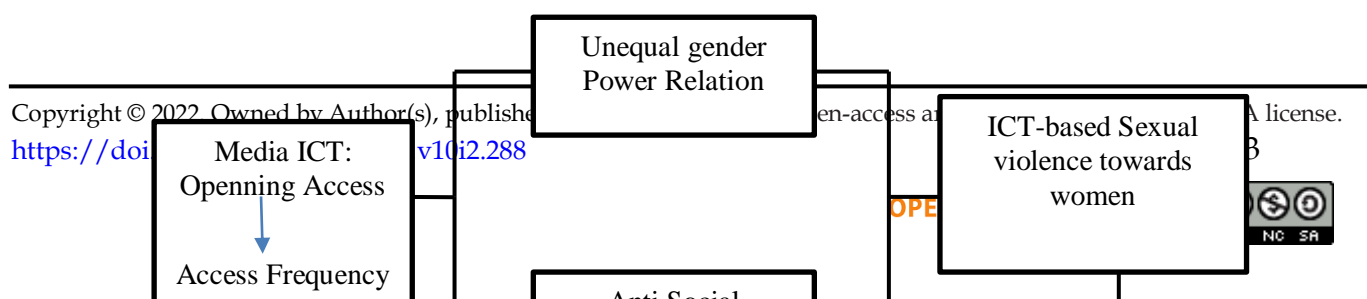
The correlation between ICT media use, unequal gender relation, and adolescents' anti-social behavior towards ICT-based sexual violence of female adolescents bring an implication to developing a mobile application, "STOP Sexual Violence." The existence of the application makes adolescents easily access content about incident reports (both to the victim's aid institution and her family) and request legal assistance by sending the incident location. The application is necessarily followed by school policy which students and parents should know and simulate to ensure they know how to use it when needed.

### 4.2.2. The School Type and Perception of ICTFSV

The research result reveals a different perception of ICTFSV between male and female students of SHS and VHS. This occurs in the sub-indicator of GSBH, CST, and TFUSE. Widayana & Kustono (2019) and Ling (2015) state, "the vocational school students come from the low socio-economic community and the society's stigma stating that students admitted to VHS are those who cannot be admitted to SHS. Thus, the environment of VHS is considered to transmit bad values since the students are mostly exiles potentially.

The problem is what should be done to make school input (students with a disadvantaged socio-economic background at VHS) can be hindered from ICTFSV and how to create students' positive perception to make them use ICT properly.

One's perception depends on their knowledge and experience (Bernstein et al., 2018). Baumgartner et al. (2010) assert that there is a significant correlation between adolescents' perception of whether online-based sexual behavior is dangerous. Theories of decision-making also suggest that adolescents' perception about whether a certain behavior potentially influences adolescents in deciding to commit or not to commit risky behavior. Adolescents who perceive online-based sexual behavior as not dangerous have a higher possibility of having online-based sexual behavior than those who perceive such behavior as dangerous. The ease of accessing information through the internet gives male and female adolescents an equal chance to obtain additional knowledge and experience on whether online-based sexual behavior is

dangerous (Santrock, 2014; Döring, 2009). Technological advancement enables male and female adolescents to access sex education, particularly on whether online-based sexual behavior is advantageous and whether they have equal opportunity to obtain new sex experiences online.

The perception about whether online-based sexual behavior is dangerous also implicates the difference in courage in committing or rejecting sexual violence to adolescents according to sex. Courage is one's willingness to take risks and face difficulties. Courage can be meant to respond to danger or fear (Jang et al., 2010). There is different courage in committing or rejecting sexual violence on adolescents according to sex because of different social construction about men and women. Women tend to be feminine, emotional, doubted, passive and weak. At the same time, men tend to be masculine, rational, assertive, aggressive, and strong (Nurhaeni, 2012).

Wahyuni (2016) states that one of the factors endorsing adolescents' courage to commit sexual violence is exposure to pornographic content. There is a significantly different tendency of behavior in accessing pornographic content between male and female adolescents. Male adolescents tend to have a higher tendency to access pornographic content than female adolescents (Rahmawati et al., 2002). Thus, male adolescents tend to have more courage in committing online-based sexual violence than females.

The figure describes the correlation among ICT, perception, school type, gender, and courage to perpetrate ICTFSV and policy implications towards education.
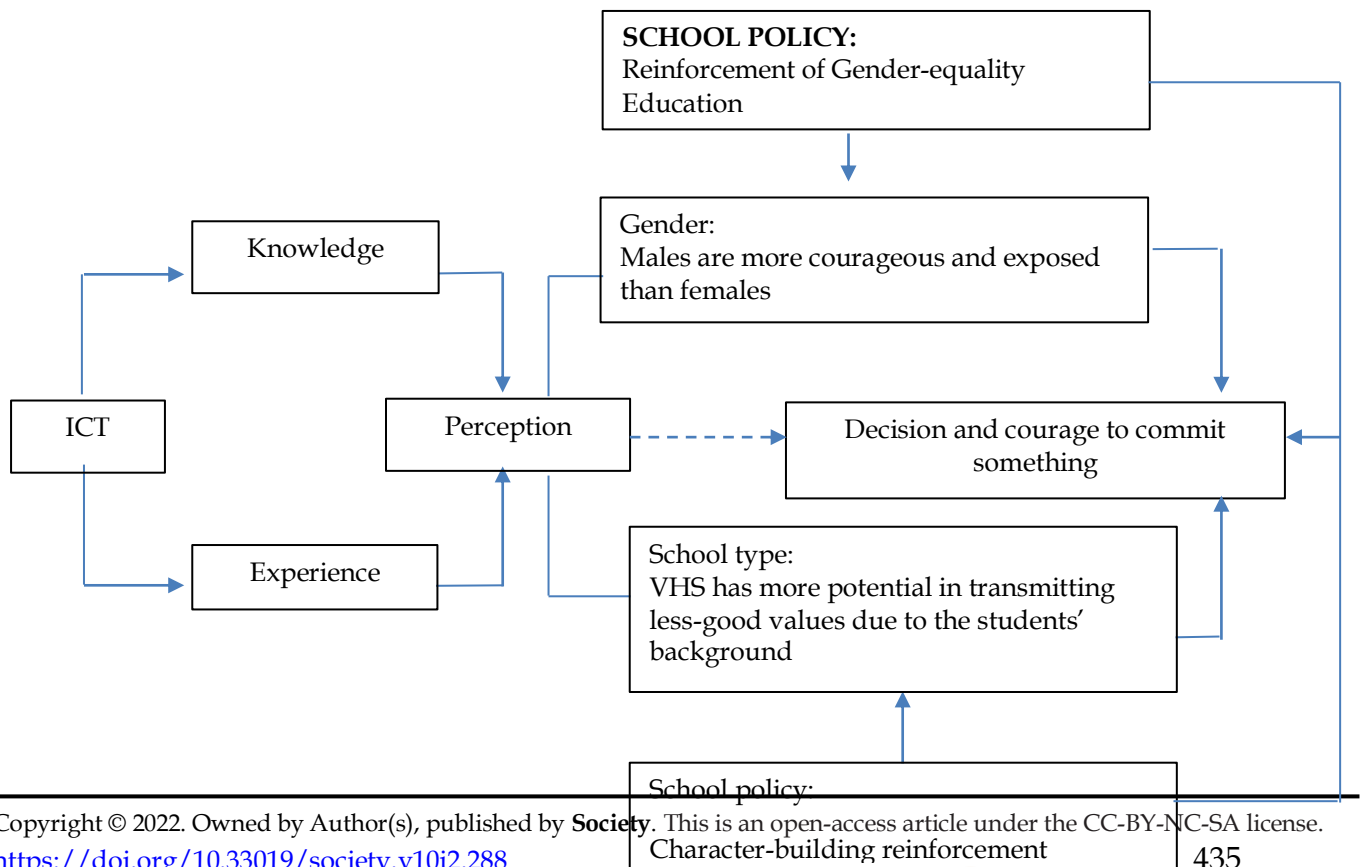
**Figure 2. The correlation among ICT, perception, school type, gender, and courage to perpetrate ICTFSV and policy implication towards education**

The school policy, reinforcement of gender-equality education for students of SHS and VHS, is highly expected to prevent negative behaviors of male and female adolescents since they are in a harmonious environment where people respect and appreciate each other. Moreover, students can terminate gender discrimination by increasing gender-equal bargaining power (Sahin, 2014; Nurhaeni & Kurniawan, 2018). Meanwhile, school policy (reinforcement character education to students of SHS and VHS) is highly expected to improve the students' soft skills so that they will have highly-qualified personalities and they will not easily have negative character (Zurqoni et al., 2018; Sari, 2013; Hariyono, 2016; Kurniawan et al., 2010). The two school policies are expected to drive the students to filter the information and use it to make the best decision, not making it perpetrate sexual violence (Sahin, 2014; Nurhaeni & Kurniawan, 2018).

## 5. Conclusion

This study finds the different perceptions of ICTFSV based on gender at SHS and VHS. Moreover, it also finds the different perceptions of ICTFSV among students of SHS and VHS. The result provides a new understanding of the importance of gender-perspective integration and character-building in developing school policies. Therefore, further research on whether integrating gender equality and character-building into education policy can decrease the number of ICTFSV cases in adolescents can be carried out to favorite and non-favorite SHS and VHS.

## 6. Acknowledgment

The authors would like to thank those willing to cooperate profusely during this research.

## 7. Declaration of Conflicting Interests

The authors have declared no potential conflicts of interest concerning this article's research, authorship, and/or publication.

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