

A CASE STUDY: FRAMEWORK OF THE SEXUAL DEVIANT BEHAVIOR IN CHILDREN

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Abstract

Child sexuality issues in Indonesia are increasingly complex, especially for unrestrained sex problems. In terms of development, children are not meant to show desire and sexual behavior. Children who engage in unrestrained sex behavior are complicated, varied and not always obvious. Child as a subject learning about sexuality is a very sensitive issue. Therefore people tend to avoid the issue of sex. Regardless of its sensitive issues, child sexuality is exigencies that require effective prevention and appropriate intervention. It is important to comprehend the factors that influence sex behavior in children viewed from various backgrounds.

The objective of the study is to understand and analyze unrestrained sex behavior in children comprehensively based on the influencing factors. The method used is qualitative study with study case design, involving two children (1 male age 13 and 1 female age 14) who had committed sexual intercourse. Data collection method used was curriculum vitae, in-depth interviews (3-5 meeting) and observation. Furthermore, the data were analyzed according to Miles and Huberman's data reduction, data display and conclusion verification process.

The findings of this study indicate five factors underlying unrestrained sex behavior problems at perpetrators children. Subject 1 and 2 commit sexual behavior due to four factors; less fulfilled needs of affection, peer's influences, lack of morality understanding and religiosity and lack of parental supervision and guidance. Moreover, large additional contribution factor on the subject 1, is exposure to pornography. All of these factors influence each subject based on their life backgrounds.

Keywords: unrestrained sex, sexual behavior, children, factor.

1 INTRODUCTION

Child sexuality issues become special concern and getting real response from many issues that occur in Indonesia. Indonesia as one of the developing countries that adheres to eastern culture still regards sex as taboo. According to KPAI (Komisi Perlindungan Anak Indonesia/ Commission for the Protection of Indonesian Children) data, crimes towards children keep increasing every year. In 2015 (January-August); 58% of crimes against children are sexual crime cases (metrotvnews.com, 2015). Sex behavior in children is pathological behavior; in addition to sexual deviation, also contradict with child growth theory. At righteously age, children not yet reached on sexual mature and showing interest in sexual behavior.

Children who engage in sex behavior are in a complicated situation, complex and variegated. They have not been able to comprehend sexual desire and sexual behavior thoroughly, and it could have a massive negative impact. Some children that do unrestrained sex not necessarily know the effect from their behavior, while several other children may still perform unrestrained sex behavior even though they know the consequence. Moreover, situation faced by the children involved in sex behavior also could not escape from the personal life of the very child. Some of them have been abused emotionally, sexually or physically, while others may have witnessed physical and emotional abuse at home. Among them, there might be several that attained sexual information explicitly from movies, video games or other vague information that is not clear. It is possible there are children who are deliberately doing unrestrained sex to other. This intention makes issues of sex in children more complicated.

Examination of children development holistically according to issues existed is needed to understand those sex behaviors. Urie Bronfenbrenner ecological approach to the development submitted a context where the ongoing individual development, whether cognitive, socio-emotional, motivational capacity and characteristics, as well as active participation are elements for the development changes (Seifert & Hoffnung, in Desmita 2012). Discussion about sexual related problems in children is a sensitive issue. Many feel it is taboo to be discussed. Therefore people tend to dismiss or even feel ashamed when asked about sexuality.

Sex behavior problem in children is an urgency which needs preventive measures and effective intervention. As a basis for making efforts, an understanding of the factors that influence sex behavior in children, evaluated from a various framework, is required. Existing theories provide contributions and better understanding for understanding sex behavior in children.

The researcher interested to do a case study of unrestrained sex in which a child is an offender. Offender here means individual that actively doing some unrestrained sex behavior. Research needs to be done to understand and analyze the problems of unrestrained sex behavior in children but more practical comprehensively reviewed from various background available, with restrictions on data mining research of mesosystem and microsystem based Ecological Theory (Bronfenbrenner,1994). The research is conduct at Kendal, Kutoarjo, and Boyolali cities in Central Java province based on where the subject located.

2 THEORY PRESPECTIVE

2.1 Unrestrained Sex Behavior

Sexual behavior is all behavior driven by sexual desire, for both with the opposite sex or the same sex (Sarwono, 2012). Unrestrained sex is a form of sexual perversion / sexual deviation. That sexual deviation includes sexual behaviors or sexual fantasies directed at achieving orgasm through relation outside heterosexual relationships, with the same sex, or with minor partners, and contrary to the norms of sexual behavior in society broadly acceptable (Kartono, 2009).

According to Kinsey et al. (1965), there are four stages of sexual behavior, which are:

1. Touching. Starting from holding hands toward hugging.
2. Kissing. Starting from a brief kiss to kissing with tongue involved.
3. Petting. By touching the sensitive part of the partner body and lead to the trigger of sexual arousal.
4. Intercoursing.

Sex behavior in children is sexual relations with the same sex or the opposite sex which drove by a sexual desire of the children themselves. The basis for understanding the sex behavior in children is the development of life and record (history) of their unrestrained sex case.

Sexual desire will be very influential when people have matured sexually, after puberty in adolescents in the exact. Sexual behavior in children is based on sex drive or sexual pleasure activities through a variety of manners. Oftentimes the sexual drive led confusion to reveal. Many of deviant behavior that encourages children in doing unrestrained sex came from uncontrolled dating trend. Sex behavior in children can be start from the activities of curiosity trial (i. e. masturbation). Starting from searching for more information (pornography), until completely doing unrestrained sex with other people. However that chronology is not always the case, there also another possibility that the child is a victim of sexual abuse. Glasser (2001) conducted a study on the cycle of sexual abuse in children. The result shows a positive relation of men becoming perpetrators after experiencing sexual harassment.

Holistic comprehension of psychological theory is needed to apprehend the underlying factors unrestrained sex in children

2.1.1 Ecological Theory

The ecological theory was initiated by Urie Bronfenbrenner (1917-2005). Bronfenbrenner stated, for understanding the development of a man in holistic, consideration of the whole ecological system where individuals develop must be made. In this system, there is five environmental subsystem state which supports and guides the development of a man, namely microsystem, mesosystem, exosystem, macrosystem and chronosystem (Bronfenbrenner, 1994).

2.1.2 Social Learning Theory

Mahoney (1983) describes anything that we learned (both sexual and others) are derived from two basic factors: (1) the natural condition of our residence; (2) specific learning experience derived from the social environment where we stay. Bandura (1977) explains that people learn social behaviors through modeling, imitation, and reinforcement (Lips, 2008). The four stages of observational learning are (1) attentional, (2) retention, (3) reproduction, and (4) motivational.

Social learning theory does not emphasize at the age of the children, but underlined the first sexual experiences, until the child reaches orgasm during puberty and adolescence. At first, the child is a passive learner; then they evolve as a complex process of socialization, cognitive development, and interactive engagement (Lips 2008).

2.1.3 Psychoanalysis Theory

Freud is an Austrian psychiatrist and psychoanalyst who laid out that the shape of the human mind is akin to an iceberg. A small portion of the iceberg on the surface and within reach is called conscious. This section contains human thoughts and feelings. While the larger and invisible part is called unconscious, this section contains ideas, encouragement, also fantasy and undefined feelings (Lips, 2008). In the early childhood experiences, many are believed to be sexually laden, threatening and pressuring enough for us to overcome it consciously (Santrock, 2003). Freud (1905) proposed that psychological development in childhood take place in a series of fixed stages: (1) Oral Stage; (2) Anal Stage; (3) Phallic Stage; (4) Latency Stage; (5) Genital Stage.

3 METHODOLOGY

3.1 Research Design

The research design of this study is descriptive qualitative research with case study approach. The study case approach design used is a design approach that emphasizes the exploration of "limited system" in one or several cases in detail, accompanied with in-depth data mining that involves a variety of resources that are rich context (Creswell, in Herdiansyah 2014). The research technique used is a case history interview (Kaplan & Saccuzzo, 2009).

3.2 Study Focus

This study focused on the framework of the case studies and the factors that affect children sex behavior. This approach centralizes on the cases that are abundant with information because it displays special characteristics in certain aspects. Operationalization of children are individuals in the developing stage of age 2 to 14 years (before puberty) (Hurlock, 2013). Researcher was limiting the subject by selecting a child in their late development stage as a factor of inclusion.

Record indicator of unrestrained sex issues include a description of unrestrained sex problem, onset, change in frequency, intensity and duration, antecedent sex behavior, the consequence of unrestrained sex behavior, early treatment, formal efforts, and legal means.

3.3 Research Subject

Participants of this study are individual with characteristics of:

1. Two children in the age range of 6 to 14 years by Hurlock (2013).
2. Consist of one male and one female.
3. The subject has been doing unrestrained sex to intercourse, where the subject acts as active

agents and without obtaining material rewards.

4. Willing to be a subject of this study by filling inform consent from a parent / guardian.

In addition to the main subject, data collecting also taken from their significant others to ensure the validity and triangulation of resources. Subject guardians / significant others selected based on the needs of research.

3.4 Procedures

The methods of data collection in this study include observation, case record interviews, and literature study. The blueprint of the Checklist for an assessment interview and case history based on the guidelines of Handbook of Psychological Assessment 5th ed. (Marnat & Gary, 2010).

Table 1. Checklist for an assessment interview and case history

Case History		
History Explanation	First Onset	Frequency
Antecedents / consequences	Intensity and duration	Early treatment
Efforts to overcome	Formal Effort	
Family Background		
Socioeconomic	Parents job	Emotional/medical record
Married/Divorce	Family constellation	Cultural background
Parents health condition	Kinship	Raised in town/village
Individual Development Record		
Infant development record	Early childhood development record	Adolescent development record
Early adult development record	Adult development record	
Others		
<i>Self-concept</i>	Most happy / sad memories	Earliest memories
Fears	Somatik concerns	The happiest / most sad Event
Repeated dreams		

Source: Handbook of Psychological Assessment 5th ed. (Marnat & Gary, 2010).

3.5 Data Analysis Technique

The researcher uses Huberman and Miles (1992) technique to analyze the data. The data analysis consists of three flow of activities occurred simultaneously, namely: data reduction, data presentation, and verification Or conclusion.

4 STUDY RESULT

The study conducted from October 2016 to December 2016. Research with subject 1 (CU) held for five times of meetings and interviews as for the subject 2 (HGP) held twice of meetings and interviews. Below are the identities of subjects participate in this study:

Table 2. Subject Identities

No.	Identities	Subject 1 (initial CU)	Subject 2 (initial GA)
1	Gender	Male	Female
2	Ethnic	Javanese	Javanese
3	Age	13 th	14 th
4	Religion	Moslem	Moslem
5	Education	Elementary School	Junior High School
6	Health Record	TBC in the 14 months.	Anemia; hospitalized for 3 days at August 2016.
7	Birth order	3 rd children of 3 siblings	2 nd children of 3 siblings
9	Number of siblings	Oldest brother (23 years old), and Older sister (21 years old).	Older brother (20 years old) and Younger Sister (4 years old).
10	Current Condition	The subject is currently in juvenile prison (LPKA) of Kutoarjo for violation of Article 82 / UU 35 / 2014 sentenced for 3 years 6 months and 2 months subsidiary imprisonment.	The subject is in Boyolali, living her life as a student Junior High School PGRI Ampel.

After interpreting the research result, we found that there are two systems that can be analyzed according to Bronfenbrenner theory, namely microsystem and mesosystem. Child development based microsystem described as physical development, cognitive development, emotional development, social development, moral development, interests development and sexual development. Child development in mesosystem consists of components of family, school, peers, playground, neighbors, and media information & technology. All of them are inter-related.

4.1 Subject Personal Description based on microsystem theory

a) Physical development

Both subjects developed well towards puberty. Each has a long and slender ectomorph body shape. Subject 1 has a history of TBC causing he does not easily get fat. Subject 1 physical development is support by well-developed fine and gross motor skills for many sports and play activities. Subject 2 does not develop her ability and did not do an in-depth exploring of her motor skills.

b) Cognitive development

At the cognitive development stage, both subjects are in the transitional period between the concrete operational stages and toward the formal operational stage. Both subjects have a big curiosity. Subject 1 curiosity exploring comes from his peers, whereas subject 2 fills her curiosity with social media and asking her peers. In regards to academic skills, subject 2 is more superior because she can master her school subjects. In the case of restricted information (pornography), subject 1 seeks the information from the internet along with his friends.

c) Social development

In the smallest scope, subject 1 indicates closeness with his mother while the subject 2 to her grandma. Both subjects is not close to their father. Various emotions were poured out to their respective friends (dating friends). That fact is parallel with their social developments that are closer to their friends. Both subjects has been dating since elementary school. Subject 1 dated one of his school friends and broke up after graduating. While subject 2 have been dating with 4 different boyfriends in 5 times.

Subject 1 grows and develops in a family with a permissive parenting style. In contrast to the subject 1, subject 2 authoritative parenting is visible from her parent regulations. Both subjects have a strong bond with their peers. Most of their time is spend with their peers. Subject 1 has varied playing pattern, in addition to sports activities, the subject also had several times brawling between groups, drinking, motor racing, and smoke. Contrast from that, subject 2 playing group consists of her class friends who motivate each other to study and exploring social media.

d) Moral Development

At the stage of moral development, both subjects are at the stage of conventional moral development where children begin to understand social rules and gain a more objective perspective of what is right and wrong. In the aspect of spiritual understanding, they are both on the level of reality and have not had a deep understanding of the religion professed.

e) Interest Development

Subject 1 the development of interest is fixed on the symbol and the status of his playing group. He is pleased and proud to be in that group. Subject 2 shows a development of interest in the academic achievements also a status symbol of friendship with her playing group.

f) Sexual Development

Both subject psychosexual developments are at the stage of latency, and now they have entered puberty. They showed no rejection of the changes from their secondary sex growth and also never masturbate. Orientation to opposite sex is already visible since they were in elementary school (before puberty). Both subject started showing of understanding to the role of gender with certain accessories.

4.2 Subject Personal Description based on mesosystem theory

a) Family Overview

The smallest scope of the subject is family. Subject 1 is the last child and has a fair distance of age with his siblings. Subject 2 is the second of three siblings, where she showed her closeness to her brother. They grew in a complete nuclear family with adequate economic conditions. Both parents work outside the home till evening. Supervision and closeness both with their parents are considered low. Also, both subjects had been left by their mother to work abroad at childhood. There are indications of bond vacancy between the child and the mother. Both subjects also not close to their father. There is no specific teaching about the traditions and culture of origin of the both subjects.

b) School Overview

School as one if place where subjects learn and develop has important affect to subjects. Subject 1 showed that he is less able to master academic subjects in his school and also prone to violate some of the school rules. Subject 1 gets more experience bonding with his peers. In contrast to subject 1, subject 2 can master academic subjects well. She had violated several rules of school because of boredom. Subject 2 also shows closeness to her classmates.

c) Peers Overview

The relationship between each subject to their peer is very close. Subject 1 has a lot of friends and group play well-respected. Most of subject 2 friends are from her neighborhood and school. Both subjects also spent many time together and shared stories and information with their peers.

d) Media Information and Technology Overview

Each subject understands how to use information technology devices. The device is of course filled with applications and information obtained by the subjects. Also, both subjects is active in using social media accounts which later became a sense of pride for them. They also keep abreast of current trend and show it off to their friend.

4.3 Unrestrained Sex Behavior Profile

Sexual behavior is a behavior that is based on sexual desire or activities of pleasuring sexual organs through a variety of manners. Subject 1 had done sex four times, while the Subject 2 had only done once. Both subjects doing intercourse at age under 14 years old (subject 1 - 12th and subject 2 -14th). Each subject has a different sex partner. The partner or sexual abuse victim of subject 1 is (D), his female cousin who is eight years old. He threatened her partners that if refuses to obey his will, he would not be friends with her. Subject 2 sex partner is her 16-year-old boyfriend. Subject 2's boyfriend was persuading her to do sex with a guarantee of being his date. Both subjects did not fully perform the sex according to sexual behavior stages (intercourse) (Kinsey et al., 1965). Subject 1 doing sex because of his friend's invitation, but on the second and fourth events, he did so because he wants it. Subject 2 does not clearly show a desire to do sex, but the subject also did not reject doing sex with her boyfriend. She showed helplessness and being swept up in the atmosphere with her boyfriend.

On the first event subject 1 inserts his little finger into the vagina of his sexual partner. He performs sexual behavior beyond that stage (Kinsey et al., 1965) yet felt the pleasure of doing it. On the second event, Subject 1 inserted a pencil into the vagina of his partner. Then in the third event subject 1 inserted his penis, and the fourth event he asked his partner to perform oral. Subject 2 performed sexual behavior gradually, start from hand holding until finally having sex (intercourse). Subject 2 follow step by step in harmony with her boyfriend.

Subject 1's sexual behavior was inadvertently revealed as the sibling of his sexual partner saw them doing it. Then after seeing that, the sister of Subject 1's sexual partners asked her father about it. Afterward, their family finally knew that Subject 1 had done sexual intercourse to his cousin. In contrast to the subject 2, Subject 2's emotions were so screwed up making her became silent and aloof. Then the next day, Subject 2 was forced to tell her consulting teacher. After that, her parent were called to the school and told them the story.

The next step was pursuing it by legal means. Subject 1 was sentenced to three years and six months and secondary 2 months imprisonment in Juvenile Detention Centers for Child (LPKA) Kutoarjo. As for Subject 2, a legal standpoint said that she was a victim. However her boyfriend was sentenced of parole for eight months. Subject 2 herself got suspended two weeks of school.

5 DISCUSSION

From various backgrounds of each subject, the researcher found several categories of issues that led to the subjects doing sex. After assessed comprehensively, factors that influence sex behavior in children were obtained, there are :

5.1 Unfulfilled Affection Needs

Both subject 1 and 2 grow with the whole family. Most of the attention and affection were received from their mother. And in the case of Subject 2, her grandmother was the one giving her the attention she needed the most. Both subjects do not have a close relationship with his father. A father who held an important role in the family does not indicate the closeness with his child in this particular case. The lack of affection was also due to their parents spend many time working.

Affection also called love, feelings, and emotions are one of the important factors in a child's development. Parental or caregivers affections during the first few years of life are the key to a child's social development, increasing the likelihood of children having the social competence and a good adjustment (Desmita, 2012). Family relationships affect children's social adjustment outside the house. Children adjust socially better when their family relationships are enjoyable, than when their family relationships are strained. If the relationship between the families is warm and affectionate, though sometimes there is a conflict and punishment when a child behaves wrongly, the child will feel that their family love and treat them fairly (Hurlock, 2004). According to the psychoanalysis flow (in Sarwono, 2012), people who in the childhood do not have a harmonious relationship with their parents, most likely will not develop a super-ego that is strong enough so then they would often violate social norms. The more prominent their bad attitudes and behaviors are, the more deteriorated their family relations. Lack of affection given by the family encourages children to behave socially deviant. It is also supported by several previous studies which researched by Damarsih et al. (2011), Soetjningsin (2008) and Amalia (2015).

5.2 Peers Influence

Subject 1 had a great friendship scope. Most of his daily activities are done by playing with friends who mostly are male. He also joined a group that has a certain characteristic. Not all the activities Subject 1 do with his friends held positive values. Among those activities are fighting, smoking, watching street motor racing and watching porn. Subject 2 has fewer friends than subjects 1, but from her friends, she learned a variety of things, such as following the trends in social media, hanging out in public places to associating with the opposite sex. Until now Subject 2 have been dating for five times since her elementary school.

Children receive feedback about their capabilities from the peer group (Desmita, 2012). The role of peers is to increase the influence of the child's self-image. Kids tend to make friends with the same-sex. The socialization process to join a children gang affected by some factors, there are (1) self-adjustments to the behavior pattern, (2) values and (3) attitudes of the group members. Therefore, children will be easily affected by social. Nowadays children association with their peer demanding more active interaction and tend to be more open. Each child has a different background and experience, so it will affect the information shared and the behavior they displayed. It is inevitable that peer pressure to do something with a reason to be accepted by the group can have a good and bad impact. Based on Sudirman (2015), the role of negative peers is associated with teen sexual behavior. Similar results were found by Soetjningsih (2008) and Amaliya (2015).

5.3 Low Understanding of Morality and Religiosity

Subject 1 have done some irregularities and deviant to the social norms. At the age of 14-years-old he dared to consume alcohol, smoking and do sex with other children. Subject 1 is not discipline in conducting compulsory worship. He often skipping doing a religion routine (Praying). While Subject 2 had violated some of the existing rules at home and school several times, Subject 2 does not show the attitude defying the norm, but she also has not internalization the moral values itself. Moral includes knowledge and insights concerning the manners and civilization of mankind. One part of moral is a religious, namely a belief in the power of a substance that governs the universe. In actual moral arranged all the works that are considered good and necessary, as well as acts considered not good and should be avoided. According to Sarwono (2012) religion set good and bad behavior.

From the analysis, both subjects showed that the development of their religiosity is at the level of reality, where the concept of God interpreted from the reality of everyday experience (Harns, in Jalaluddin 2009). Poor understanding of morality is not only about manners, etiquette, and norms of society, but also religion and religiosity. Morale in human beings will be formed from teachings presented and internalization. The vulnerable foundation of religion as a part of moral code makes children perform deviant behaviors. Religiosity education in the early childhood is important. Implementation of religious lesson would be appropriate when tailored to the child's cognitive stage so that the child can understand the reason for understanding religion and not just as a routine (Rahmawati, 2015). Damarsih et al. (2011) found a significant effect between the levels of understanding of religion (religiosity) against premarital sexual behavior in high school adolescents in Surakarta. Also, Soetjningsih (2008) also strengthen the findings by showing a strong positive relationship between religiosity premarital sexual behaviors.

5.4 Pornography Exposure

Subject 1 claimed that he have seen a porn movie with his friend in a cybercafe. He also studied a variety of sexual behavior of porn. Not only that, subject 1 also claimed to have viewed pornography from the gadgets he has. Sarwono (2012) mentions one factor contributing to the issue of sexuality in teenagers is the increasing violation because of the continuous information widespread and sexual stimulation through the mass media with advanced technology. Coupled with the parents who stricting the talks about sex with children, and even tends to make the distance with children about this issue. As a result knowledge about sexuality are less conveyed to children.

According to Cline (in Supeno, 2010), there are four stages of the development of addiction: (1) addiction; (2) the escalation of quality improvement from hooked into deviant sexual behavior; (3) desensitization, namely the reduction in the sensitivity of sexual-offender increasingly massive and does not care with sexual crimes, considered something taboo as something ordinary; (4) acting out, pornographer began practicing what they see in daily sex daily. Pornography will make someone believe all the lies offered by pornography itself. Research on pornography lot done. The core of the research conducted by Amalia (2015), Damarsih, et al (2011), and Soetjningsih (2008) showed significant effect between the media access pornography on premarital sexual behavior (You have said this before). Similarly obtained research results show the higher

the intensity a child accessing sex site, the higher the permissiveness of sexual behavior (Amaliyasari, 2008).

5.5 Lack of Supervision and Guidance from Parents

The busyness of both subjects parents led them consuming much time outdoors. Subject 1 rarely get supervision from their parents in a daily activity. Various activities carried out by Subject 1 never questioned in detail by his parents and never get guidance on sexuality education. In contrast to the subject 2, her parents did provide sufficient oversight and guidance. However, due to time constraints, Subject 2 parent's can not provide it to the fullest.

Parents as the main control holder in the family naturally have to meet their children daily needs. Poverty and materialistic values pressure in the low socio-economic conditions can lead to lack of oversight and attention to children. Parents do not realize the need to provide more supervision to children. This will influence to uncontrolled behavior. Indifference has become one of the external factors that implicitly shape children's behavior. Children will reflect themselves from their family, then they will find a social environment that does not differ much from their family. Children from families with low socio-economic background show a lack of knowledge about sexuality. (Gordon et al., in Sandford & Rademakers, 2000). Therefore, parents need to provide guidance on sexuality education. If it is not accompanied by parental guidance, it will be difficult for children to distinguish the correct behavior or deviant.

6 CONCLUSION

Based on the analysis and discussion, it was shown five factors underlying the problem of unrestrained sex in children, among other things:

1. Lack of affection
2. Peers influence
3. Low understanding of morality and religiosity
4. Pornography Exposure
5. Lack of supervision and guidance from parents

From the description above there are practical steps that can be doing in the future.

For Society

Prevention can certainly be done by see, report, protect. Actions that could be taken by the public when knowing the case is to immediately report it. Reporting should be addressed to the authorities or children practitioners. Protecting children is a shared task.

For Further Research

For further research, this research results can be used as a reference, judgment, comparison, and the basis for other similar research about unrestrained sex in children. It is expected that future researchers can develop a study of sex behavior in children with methods that are more varied and a deeper understanding of the phenomenon. Paying attention of picking the subject, so the child's age can be more representative. It should be noted, the legal means in case of unrestrained sex case should be put into a separate variable affecting the dynamics of the child. Future researchers are expected to find a subject that has not been or is not involved in the legal process in order to get a different dynamic. The research method can also be developed using a variety of techniques involving psychological tests in order to support the research. The researcher hopes this study can be developed further by taking into account the circumstances of the child involved.

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