TIKTOK SEBAGAI EKOLOGI MEDIA UNTUK EDUKASI PENCEGAHAN PMO: STUDI PADA AKUN @NOFAPS.ID

TIKTOK AS A MEDIA ECOLOGY FOR PMO PREVENTION EDUCATION: A STUDY ON THE @NOFAPS.ID ACCOUNT

Muhammad Newton Dilan Salman Haqillah[1], Dwi Kartikawati[2*]

[1]National University, Email: newtondilan@gmail.com
[2*]National University, Email: dwi.kartikawati@civitas.unas.ac.id

*email koresponden: dwi.kartikawati@civitas.unas.ac.id

Abstract

Increasing exposure to digital content related to sexual behavior has heightened the need for education on preventing Pornography, Masturbation, and Orgasm (PMO) on platforms popular among adolescents, such as TikTok. This study aims to explain how the TikTok account @nofaps.id functions as an educational platform for PMO prevention through the lens of Media Ecology theory. A qualitative approach was employed, including in-depth interviews with the account administrator and several followers, alongside observations of PMO educational content. Findings indicate that TikTok provides a digital environment facilitating the gradual development of knowledge, awareness, and behavioral change. This occurs through short-form content, engaging visuals, and interactive features, which strengthen users' motivation, self-control, and cognitive processes throughout PMO prevention stages. Additionally, interactions between the admin and followers via comments and consultative services create a social support space that reinforces experiential learning. The study concludes that Media Ecology theory is effective in understanding how TikTok shapes an educational ecosystem around sensitive issues such as PMO addiction. Limitations include the small number of informants and focus on a single account; future research should examine multiple platforms and adopt more diverse methodologies.

Keywords : TikTok; PMO Prevention; Media Ecology Theory.

Abstrak

Fenomena meningkatnya paparan konten digital terkait perilaku seksual mendorong kebutuhan akan edukasi pencegahan Pornografi, Masturbasi, dan Orgasme (PMO) di platform yang dekat dengan remaja, salah satunya TikTok. Penelitian ini bertujuan menjelaskan bagaimana akun TikTok @nofaps.id berfungsi sebagai ekologi media mikro yang mendukung proses edukasi tersebut. Metode penelitian menggunakan pendekatan kualitatif melalui wawancara mendalam dengan pengelola akun dan beberapa pengikut, serta observasi terhadap konten edukasi PMO. Hasil penelitian menunjukkan bahwa TikTok menyediakan lingkungan digital yang memfasilitasi pembentukan pengetahuan, kesadaran, dan perubahan perilaku secara bertahap melalui konten singkat, visual menarik, dan fitur interaktivitas. Elemen-elemen tersebut berperan sebagai stimulus ekologis yang memperkuat motivasi, kontrol diri, serta proses kognitif pengguna dalam menjalani fase-fase pencegahan PMO. Selain itu, interaksi antara admin dan pengikut melalui komentar dan layanan konsultatif menciptakan ruang dukungan sosial yang memperkuat pembelajaran berbasis pengalaman. Penelitian ini menyimpulkan

bahwa pendekatan Ekologi Media efektif untuk memahami bagaimana TikTok membentuk ekosistem edukasi pada isu sensitif seperti kecanduan PMO. Keterbatasan penelitian terletak pada jumlah informan dan fokus pada satu akun, sehingga studi lanjutan disarankan menjangkau lebih banyak platform dan metode yang lebih beragam.

Kata Kunci : TikTok; Pencegahan PMO; Ecology Media Theory.

1. INTRODUCTION

In the digital age, social media has become an important part of the lives of the younger generation. TikTok, as one of the rapidly growing platforms, is not only used for entertainment, but also serves as an educational space. The short, visual, and easy-to-understand format of short videos allows for the rapid and widespread dissemination of information (Rahmana et al., 2022). This aligns with McLuhan's (1964) view in Media Ecology Theory that each medium has characteristics that shape the way humans think, behave, and receive information.

With the widespread use of social media platforms, one emerging issue is the growing exposure to pornography-related content (Lindenberg et al., 2025).Exposure to pornography can strongly stimulate individuals, leading to masturbatory behavior and orgasm, commonly referred to as PMO (Porn, Masturbation, Orgasm). In the midst of massive digital media use, PMO has become a behavioral concern that requires serious attention. Various reports indicate increased adolescent exposure to online pornography, which can lead to addictive habits and negatively affect mental health and self-control control (Owens et al., 2012);(Kohut et al., 2021).This is particularly concerning given that adolescence is a critical period of identity development and emotional stability.

TikTok, with its comments, live streaming, and two-way interaction features, enables interpersonal communication and creates a supportive environment for users. These features make the platform a potential tool for mental health education and behavioral guidance (Ardiansyah, I., 2020).This makes the platform a potential tool for mental health and behavioral education.

One account that actively provides education on PMO prevention is @nofaps.id. This account leverages TikTok's features, such as short-form messages, engaging visuals, and easy interaction, to deliver information about the effects of PMO, strategies to avoid addictive behavior, and motivation for recovery. This content is particularly relevant to a teenage audience, who prefer concise and visually appealing information(Ghosh & Ghosh, 2021).

The selection of the @nofaps.id account as the research object is based on its consistency in presenting educational content on PMO, as well as its ability to attract attention and raise awareness among its followers. Through qualitative analysis, this study aims to reveal how TikTok functions as an educational medium, how teenagers perceive the content, and how the platform itself contributes to shaping the learning process regarding PMO. Guided by Media Ecology Theory, the study seeks to examine how TikTok's platform characteristics influence message delivery and drive changes in user behavior.

The phenomenon of Porn–Masturbation–Orgasm (PMO) is increasingly prevalent among adolescents, particularly due to the ease of access to digital content in the era of social media. Previous studies have examined PMO from psychological and behavioral perspectives, addressing issues such as feelings of guilt, anxiety, learning concentration disorders, and the impact of pornography consumption on the adolescent brain. These studies generally employ psychological, phenomenological, or behavioral analysis approaches and focus on individual-level impacts without considering the broader role of digital media. While some research has explored the use of TikTok as an educational medium, most studies have focused on general health issues, including mental health education, nutritional literacy, sexuality education, or the prevention of gender-based violence. For instance, McNabney, Hevesi, and Rowland examined the relationship between pornography use and sexual response among adult women from a behavioral perspective (Lindenberg et al., 2025). While Li *et al.*, (2025) investigated the impact of cyberporn use on mental health by emphasizing the underlying motives for pornography consumption among Chinese college students. Research on addictive behavior education has also begun to develop, though it primarily highlights gaming addiction, gadget addiction, or risky adolescent behaviors in general. To date, no study has specifically examined how TikTok is utilized as an educational medium for PMO prevention, particularly through accounts that consistently build educational communities such as @nofaps.id.

Studies have primarily focused on general health issues, such as mental health education, nutritional literacy, sexuality education, and the prevention of gender-based violence. Research on addictive behavior education is also emerging, though it mainly addresses gaming addiction, gadget addiction, or risky behaviors among adolescents in general. To date, no study has specifically examined how TikTok is utilized as an educational medium for PMO (Porn–Masturbation–Orgasm) prevention, particularly through accounts that consistently build educational communities such as @nofaps.id. Previous research has largely prioritized content analysis, while the subjective experiences of followers specifically how they interpret messages, respond to prevention stages (1–120 days), and perceive behavioral changes have not been extensively investigated. Thus, this study aims to address three major gaps:

1. The lack of research specifically examining PMO prevention education on TikTok, particularly through community-based accounts such as @nofaps.id.
2. The limited application of the Media Ecology approach in explaining how TikTok functions as an educational environment that shapes interaction patterns and influences behavioral change.
3. The absence of studies that explore user experiences in depth, specifically how PMO educational content supports their understanding of the process of gradual self-change.

This study aims to address this gap by viewing TikTok not only as a channel, but also as a medium that reshapes the relationship between educators and their audience, influences patterns of attention, fosters engagement, and affects PMO prevention behavior. McLuhan's Media Ecology Theory McLuhan, (1964) serves as the theoretical foundation, as it considers media not merely as neutral channels, but as environments that shape interaction patterns,

perception, and behavior (Khalid et al., 2025) Through the concept of "the medium is the message," McLuhan emphasizes that the technical characteristics of media exert greater influence than the content itself (McLuhan, 1964). TikTok, as a short-form video-based platform with specific visual and algorithmic structures, has the potential to shape teenagers' information consumption habits, including their understanding of PMO prevention education. To date, no research has analyzed PMO from a Media Ecology perspective, particularly using the educational account @nofaps.id as the object of study, making this research both a theoretical and empirical contribution.

2. RESEARCH METHOD

This study uses a descriptive qualitative approach to gain an in-depth understanding of how TikTok functions as an educational medium in the prevention of Porn, Masturbation, Orgasm (PMO) through a case study of the @nofaps.id account. This approach was chosen because it allows researchers to explore the subjective experiences, perceptions, and meanings constructed by informants regarding the use of educational content about PMO. Data collection was conducted through in-depth interviews with two groups of informants, namely the owner of the @nofaps.id account as the content creator, and users or followers of the account who have benefited from the educational content presented. Informants were selected using purposive sampling, which is a technique of selecting participants who are considered to be the most knowledgeable, understanding, and have direct experience related to the phenomenon being studied.

In addition to interviews, this study also used content observation on the TikTok account @nofaps.id to examine the patterns of message delivery, communication style, and media characteristics that appeared in each post. The observation was conducted by recording the type of content, video duration, use of visuals, form of interaction, and audience response. Data analysis was conducted using thematic analysis techniques, namely identifying patterns, categories, and themes that emerged from the interviews and observations. The entire analysis process was based on Marshall McLuhan's Media Ecology Theory framework, which emphasizes that technological characteristics, in this case, TikTok, shape the way users think, behave, and consume information.

To ensure data validity, the study applied source triangulation techniques, comparing data from account creators and account users, as well as triangulating data through content observation. The results of the study were then presented in the form of a descriptive narrative that described the informants' interpretations of PMO prevention content and how TikTok, with its visual and algorithmic nature, played a role in the education process.

3. RESULT AND DISCUSSION
a. The use of TikTok as an educational medium

This study identified three main ways in which TikTok is utilized as an educational medium on the @nofaps.id account for PMO prevention:

✓ Short and Concise Content

The @nofaps.id account presents educational videos that are less than one minute long, with concise explanations that are easy to understand. Messages are delivered directly and to the point. The core objective is to enable the audience to quickly grasp information regarding the dangers of PMO and strategies for prevention.

✓ Attractive and Consistent Visuals

The content is presented in a dark visual style with a bold black, white, and orange color scheme, enhanced by on-screen text, sound effects, and background music to make the educational message more engaging and memorable. These visual elements emphasize the seriousness of the issues addressed, particularly the impact of PMO.

✓ Interactive and Accessible Features

The account utilizes TikTok's comment features, Q&A sessions, and algorithmic reach to engage a wider audience. Two-way interaction occurs when followers share experiences or ask questions, and the admin frequently responds directly, even creating special content based on recurring queries.

b. Using TikTok Features for Education by @nofaps.id

✓ Comment Feature

The comment feature serves as a discussion space where young men can share their concerns about PMO. The high level of interaction indicates that the content has successfully engaged an audience actively struggling to overcome this habit.

✓ Educational Gmail Link Feature

The admin provides a Gmail link in the account bio for users who wish to participate in more intensive education. Through this link, users can register, and the admin sends emails containing educational materials and reminders to maintain consistency in quitting PMO. In an interview, the admin explained the motivation behind creating this feature: "I created this link because after a year of running the account, more and more followers wanted to break free from PMO. Finally, I created a community so that they could support each other, and I could send reminders via email." This feature strengthens TikTok's role as a sustainable educational medium that can be accessed anytime and anywhere.

The study's findings indicate that the educational content on the TikTok account @nofaps.id has a positive impact on followers seeking to prevent PMO behavior. Interviews with two informants (M and F) revealed that the content delivered through short videos, compelling visuals, and motivational messages influenced both awareness and behavioral change. Informant M reported that after regularly engaging with @nofaps.id content, he experienced increased focus, greater self-awareness, and improved control over sexual urges. He noted that the concise educational messages, combined with motivational music, enhanced his drive to change. Moreover, he felt more confident, emotionally relaxed, and no longer experienced the negative symptoms that had previously emerged when he was still struggling with PMO behavior.

Meanwhile, informant F emphasized that the process of preventing PMO begins with the ability to manage and filter social media consumption. The content on @nofaps.id helped him understand the importance of blocking access to PMO triggers and replacing free time with productive activities, such as learning new skills, working, or engaging in physical exercise. When facing difficult moments or urges to return to PMO, informant F reported that he would reread the educational posts presented by the account to reinforce his awareness and self-control.

He also noted positive impacts on his social and academic life, including increased focus on managing his business and fulfilling his responsibilities as a student. Informant F further stated that successfully avoiding PMO made him feel "reborn," more confident, and capable of building healthy romantic relationships.

Table 1. Educational Content on the @nofaps.id Account

Education Category	Main Message Focus	Content / Explanation
1. Mental & Psychological Education	Prevention of mental illness caused by PMO (anxiety, depression, loss of self-confidence)	The content explains that PMO generates illusory pleasure that undermines self-confidence. Educational materials aim to raise followers' awareness of how PMO contributes to feelings of shame, self-doubt, and emotional instability.
2. Education on Brain / Cognitive Damage	The impact of PMO on brain function (PFC), focus, motivation, and thinking ability	The admin presents research findings on the effects of PMO, including prefrontal cortex damage, decreased gray matter volume, difficulty in stopping behavior (similar to drug addiction), loss of motivation, increased stress, and a decline in cognitive clarity.
3. Physical Health Education	Decline in fitness, fatigue, and an unhealthy lifestyle due to PMO	The content illustrates that individuals struggling with PMO are prone to physical weakness, poor nutrition, and lack of exercise, often choosing "five-finger exercises" instead of engaging in productive activities. It also highlights the relationship between excessive PMO and low testosterone levels
4. Education on Social Impact	Prevention of antisocial behavior, emotional instability, and poor social relationships	The admin explains that PMO can trigger antisocial behavior, difficulty moving on from past experiences, a reliance on instant dopamine, heightened emotional sensitivity, and behaviors that make others particularly women feel uncomfortable. Educational materials emphasize the importance of self-control and fostering healthy social relationships.

Table 2. Benefits of Following the @nofaps.id Account Based on Informants' Experiences

Informant	Benefit Category	Summary of Findings	Illustrative Statement (Short Quote)
D	Improved focus & performance	The informant reported increased focus during presentations and	"After I reduced PMO, my presentations became more

		greater confidence in public speaking after reducing PMO.	confident, and I felt braver and more focused."
I	Improved perception & social relations	He experienced an improvement in his perception of women, became more comfortable socializing, and developed a greater understanding of the dangers of PMO after engaging with the educational content.	"I used to see women as objects of lust… now I perceive them as human beings and feel more comfortable socializing."
M	Stronger cognition & self-confidence	Focus increased, cognitive processing became faster, and self-confidence improved after engaging with the educational content.	"My focus has improved significantly, I process information faster… and my confidence is higher compared to when I was addicted to PMO."
F	Better self-control & productivity	Became more focused on business, made more mature decisions, and experienced overall life improvements after quitting PMO.	"Quitting PMO allowed me to concentrate more on running my business… I make decisions more thoughtfully and maturely."

This table summarizes the PMO-prevention pathway as taught by the @nofaps.id account, combined with the real experiences of the informants (D, I, M, F), each of whom is positioned at a different phase.

Table 3.: Phases of PMO Recovery and Corresponding Educational Interventions on @nofaps.id

Stage	Day Range	Educational Focus in @nofaps.id Content	Common User Challenges	Strategies & Support Provided by Content	Interview Excerpts
Initial Stage	Day 1–7	- Introduction to PMO triggers (VPN, websites, sexual content). - Building positive routines. - Short motivational content.- Early habit formation.	- temptation from TikTok's visual stimuli. - Boredom and dopamine craving. - Relapse risk in the early days.	- Short motivational content. - Strengthening self-control strategies - Moral support from the community.	"@nofaps.id kept appearing on my For You Page (FYP), reminding me… those messages helped me stay focused." (Informant D)
Withdrawal Stage	Day 7–21	- Education on the 'urge peak' and relapse risks. - Channeling energy into alternative	- Increased urge and cravings. - Desire to return to PMO. - Need for	- Reminder content to manage urges. - Redirection of urges toward physical or productive	"On Day 18, I almost relapsed… but the content reminded me to stay mindful."

		activities (e.g., sports).	emotional release.	activities - Strengthening self-control.	(Informant I)
Transition Stage	Day 21–30	- Education on early brain recovery. - Reinforcing consistency and developing replacement habits.	- occasional urges (though lighter).	- Redirecting dopamine toward positive activities, such as hobbies - Providing education on how the brain begins to recover	"I channel my dopamine into hobbies… gradually, my mind feels clearer after quitting PMO." (Informant M)
Stopping Stage	Day 30–60	- Education on cognitive, physical, social, and mental improvements after quitting PMO. - Positive reinforcement.	- Maintaining consistency and positive routines.	- Reminder content highlighting the benefits of remaining PMO-free - Encouragement to enhance productivity and self-confidence	"My mind feels clearer, I am physically stronger, and socially more confident. I have even started improving my business skills." (Informant F)
Liberation Stage	Day 60–120	- Education on the long-term benefits of PMO freedom. - Motivation to build a more directed life.	- Maintaining new habits and identity.	- Formation of a healthier personal identity. - Strengthening long-term commitment. - Encouragement to live with purpose and value.	"My mind feels clearer, I am physically stronger, and socially more confident. I have even begun improving my business skills." (Informant F)

Overall, the findings indicate that the educational content on the @nofaps.id account plays a significant role in shaping awareness, enhancing self-control, and strengthening followers' motivation to avoid PMO behaviors. Its use of visual approaches, motivational narratives, and two-way interactions through comments and direct messages positions the account as a relevant digital educational resource for young men seeking to overcome addictive PMO behaviors.

c. Interpretation and Discussion from a Media Ecology Perspective

This discussion interprets the research findings through the lens of Media Ecology, which emphasizes how the technical and environmental characteristics of media shape the way people think, behave, and interact. In the context of the TikTok account @nofaps.id, the platform functions not merely as a channel for delivering messages but as an environment that

structures how adolescents interpret, consume, and respond to PMO-related educational content.

1) TikTok as a New Cognitive Environment

The analysis indicates that TikTok creates a fast-paced, visual, and impulsive cognitive environment, making short, concise, and easily processed PMO-prevention messages the most effective. Media Ecology posits that every medium produces its own "cognitive bias," and in this case, TikTok promotes quick learning rather than deep reading. From the author's interpretation, the one-minute videos, striking text design, and dark visual tone are not merely aesthetic choices; they represent ecological adaptations to TikTok's consumption patterns. In other words, the content is designed to align with the cognitive habits and attention spans fostered by the platform itself.

2) Media as an "Extension of Man."

The @nofaps.id account functions as an "extension of awareness" for followers attempting to overcome PMO addiction. Many informants reported relapsing when alone, and the sudden appearance of @nofaps.id content on their For You Page (FYP) acted as an immediate cue to regain control over urges. From the author's perspective, within the framework of Media Ecology, media shape behavioral habitats. TikTok serves as an ecological reminder that operates automatically through its algorithmic system (FYP), extending users' self-control functions and influencing their behavioral rhythms. In this sense, the platform does not merely deliver information it actively participates in regulating user behavior by embedding reminders into their daily digital environment.

3) Algorithms as Ecological Agents

Contemporary Media Ecology views algorithms as active "new environments." The findings indicate that @nofaps.id content frequently reappears to users through the For You Page (FYP). The algorithm creates a loop of positive reinforcement, where users feel "reminded" and perceive a sense of community support. This suggests that TikTok's algorithm functions as an artificial social environment that guides behavior and strengthens the intention to quit PMO through repeated exposure. The algorithm does not merely distribute content; it shapes behavioral patterns by embedding motivational cues into users' everyday media consumption.

4) Media Reshaping Social Structures and Support Relations

The Ecological Framework emphasizes that media create new forms of social interaction. The interactivity provided through comments, community links, and educational email access forms a digital support ecosystem for young male users. Thus, TikTok functions not merely as a content platform but as a social ecosystem that offers:

- ✓ Emotional support
- ✓ A space for sharing experiences
- ✓ A recovery-oriented community
- ✓ Access to personalized education, such as email reminders

This aligns with a central principle of Media Ecology, which views media as environments that reorganize social relations. In this context, TikTok reshapes how support, learning, and behavioral reinforcement occur within the digital lives of adolescents and young men.

5) PMO Stages as Users' "Ecological Adaptations: The Five Stages of Overcoming PMO and Digital Environmental Reconfiguration

✓ Redirect dopamine away from negative digital stimuli toward new, healthier activities, such as gaming, sports, or productive routines

✓ Replace the former digital environment (e.g., VPNs, triggering websites) with a new one, including educational content and supportive digital communities

This suggests that the process of overcoming PMO is essentially a reconfiguration of one's digital environment, consistent with the Media Ecology perspective that behavioral change occurs when the surrounding media environment is altered. Users adapt ecologically by reconstructing their digital habitat, which in turn shapes their impulses, routines, and cognitive triggers, facilitating gradual self-control and long-term behavioral change.

6) TikTok as a Technology That "Shapes New Consciousness."

Media Ecology asserts that "media shape how we think." Interview findings indicate that users:

✓ Are aided by strong visuals and concise motivational texts

✓ Use the content as an alternative source of dopamine

✓ Experience shifts in their thinking patterns after consistently engaging with the content

These findings suggest that TikTok helps shape a new mental framework for users, fostering a growing critical awareness of the dangers of PMO. The platform thus becomes a space where digital interactions and content consumption actively contribute to cognitive and behavioral transformation. Cognitive restructuring occurs through repeated exposure to motivational and educational content.

The @nofaps.id TikTok account does more than provide information about PMO; it creates a new media environment that facilitates behavioral change. Through short-form formats, strong visual cues, algorithm-driven reinforcement, and a supportive digital community, TikTok functions as both an educational and recovery ecosystem for adolescents seeking to quit PMO. From a Media Ecology perspective, users' transformations are influenced not merely by the content of messages but by the technological environment of TikTok itself, which shapes how they think, feel, and act.

4. CONCLUSION

This study concludes that the TikTok account @nofaps.id functions as a micro-media ecology that provides a digital environment for adolescents and young men to build knowledge, awareness, and behaviors related to PMO prevention. Through short-form content, engaging visuals, and easily accessible interactive features, the account creates a niche media space that supports a gradual behavioral change process—from the initial stage, withdrawal, transition, stopping, and finally the liberation stage from PMO. Within TikTok's fast-paced and

algorithm-driven ecosystem, the platform's light and digestible educational content serves as an "ecological stimulus" that strengthens users' cognitive processes, motivation, and self-discipline.

The findings also show that the effectiveness of the educational process is not solely supported by the content itself but also by the ecological relationship between the admin and followers, facilitated through the comment section and educational Gmail links that together form a space for social support. These interactions create an experiential learning environment that enables users to receive continuous reminders, motivation, and self-regulation in dealing with PMO temptations.

From these results, it becomes evident that the media ecology approach is highly relevant for understanding how platforms like TikTok shape digital behaviors and youth mental health. Nevertheless, this study is limited by its reliance on interviews with only a few informants and observations of a single educational account. Therefore, future researchers are encouraged to:

a. Examine a wider range of similar educational accounts to capture broader patterns of media ecologies.
b. Employ quantitative or mixed-method approaches to measure educational effectiveness more systematically;
c. Compare the role of TikTok as an educational ecosystem with other platforms such as Instagram Reels or YouTube Shorts.

In this way, the study is expected to serve as an initial reference point for subsequent research exploring how social media creates new digital environments for health-related education, particularly on sensitive issues such as PMO addiction.

5. REFERENCES

Ardiansyah, I., & M. (2020). *Optimalisasi Instagram Sebagai Media Marketing:Potret Penggunaan Instagram Sebagai Media Pemasaran Online pada Industri UKM* (A. Kamsyach (ed.); 1st ed.). CV Cendekian Press.

Ghosh, P., & Ghosh, A. (2021). An Unusual Case Of Video App Addiction Presenting As Withdrawal Psychosis. *International Journal of Recent Scientific Research*, *12*(01), 40455–40457. https://doi.org/10.24327/IJRSR

Khalid, F., Riaz, M., & Farooq, Q. U. A. (2025). The Concept of Media Ecology from Birth till Date: A Discourse Analysis of Articles, Books and Seminal Monographs. *Journal of Social Sciences Review*, *5*(1), 578–587. https://doi.org/10.62843/jssr.v5i1.522

Kohut, T., Dobson, K. A., Balzarini, R. N., Rogge, R. D., Shaw, A. M., McNulty, J. K., Russell, V. M., Fisher, W. A., & Campbell, L. (2021). But What's Your Partner Up to? Associations Between Relationship Quality and Pornography Use Depend on Contextual Patterns of Use Within the Couple. *Frontiers in Psychology*, *12*(July), 1–29. https://doi.org/10.3389/fpsyg.2021.661347

Li, L., Feng, R., Yang, L., Lang, R., Ince, C., Liu, C., Ren, L., Feng, Z., & Li, K. (2025).

Unraveling the impact of cyberporn motivations on mental health: insights from Chinese college students. *BMC Psychology*, *13*(1). https://doi.org/10.1186/s40359-025-02901-y

Lindenberg, K., Petersen, K. U., Brandhorst, I., Müller, K. W., Spahn, M., Wölfling, K., Wartberg, L., Wirtz, M., Bischof, A., & Rumpf, H. J. (2025). Guideline on Early Interventions for Internet Use Disorders. *Sucht*, *71*(2), 123–129. https://doi.org/10.1024/0939-5911/a000917

McLuhan, M. (1964). *Understanding Media: The Extensions of Man.* McGraw-Hill.

Owens, E. W., Behun, R. J., Manning, J. C., &, & Reid, R. C. (2012). The impact of internet pornography on adolescents: A review of the research. Sexual Addiction & Compulsivity: *Journal of Treatment & Prevention,* *19*(1–2), 99–122. https://doi.org/https://psycnet.apa.org/doi/10.1080/10720162.2012.660431

Rahmana, P. N., Putri, D. A., & Damariswara, R. (2022). PEMANFAATAN APLIKASI TIKTOK SEBAGAI MEDIA EDUKASI DI ERA GENERASI Z. Universitas Nusantara PGRI Kediri. *Akademika*, *11*(02), 401–410.