

CONTRIBUTION OF SELF-CONTROL AND CONFORMITY TO AGRESSION BEHAVIOR OF SMK BINA KARYA 1 KARAWANG STUDENTS

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Abstract---This research aims to determine the contribution of self-control and conformity to aggression behavior of SMK Bina Karya 1 Karawang students. The research methods use quantitative research methods with the type of correlational study. The subjects in this study is 274 male students, was taken using stratified random sampling technique. Method of collecting the data is using scale or questionnaire consisting of scale of self-control, conformity, and aggression behavior with Likert scale model. Data analysis techniques use simple correlation tests using the Pearson Product Moment correlation formula of double and multiple tests with the help of SPSS program version 24.00 for Windows. The results of the study using double correlation test show that between self-control and conformity with the aggression behavior acquired $f_{calculate}$ value of 28 833 > F_{table} 3:02 with significance value of 0.000 > 0.05 which means there are significant relationship between self-control and conformity with aggression behavior. This analysis shows the value of the coefficient of determinant (R square) of 0.175 meaning the magnitude of the contribution given by the variables of self-control and conformity to aggression behavior is 17.5%, while the remainder of 82.5% is contributed by other factors not examined in this study.

Keywords---Self-control, conformity, and aggression behavior

I. PRELIMINARY

The emergence of the movement of modernization and globalization bring great impact to human life, which is the blurring of moral values in society, especially among teenagers. Moral crisis followed by a consumptive lifestyle, materialistic, hedonist, and others led to the removal of humanity, solidarity, and social solidarity (Jahro, 2017). The attitude often make teenagers show deviant behavior. Aziz & Mangestuti (2006) revealed that the social problem of moral experienced by adolescents has characteristics that arrogant, has a concern that low towards others, increasing premarital relationships, mutual slander and dropped among their peers, lack of respect and honor a person who should be respected as people and teachers,

Berkowitz (in Sarwono & Meinarno, 2014) revealed that aggression is an act of deliberate wounding by a person or institution against another person or institution who actually intentional. Opinion was also reinforced by Myers (2014) who

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stated that aggression as physical or verbal behavior that is intended to harm others. Buss and Perry (in Rahayu, 2018) revealed that the general form of aggressive behavior include: physical aggression, verbal aggression, anger, and hostility. While Medinus and Johnson (in Dayakisni and Hudaniah, 2015) classifies aggression into four categories, namely physical attack, striking an object, not verbally attack, infringement of property rights and attacked the others.

The behavior of teenage aggression is a behavior that is socially occur in children and adolescents aged 13 to 21 years, which is caused by a form of social neglect so that they develop a form of deviant behavior (Kartono, 2011). More pointedly, it is said that the behavior of aggression committed by juveniles associated with adolescent emotions can be said to fluctuate (up and down) related to hormones and increasing negative emotions that cause adolescents to be difficult to control his emotions (Santrock, 2013). While Dedeh (2015) revealed that the emotional upheaval that occurs in adolescents can not be separated from the activities done together with peers in everyday life,

Aggressive behavior among teenagers shows the trend is quite alarming for parents, teachers, and the community. Many print media such as newspapers or television news program that broadcast news of the violence committed by juveniles as a form of aggressive behavior by an individual or bulk. Of the many cases of violence perpetrated by adolescents in Indonesia, which is often the case, and most alarming news and much happened until now is fighting between students.

UNICEF data from 2016 indicate that violence on fellow teens in Indonesia is estimated to reach 50 percent (Iron, 2018). KPAI Commissioner for Education, Retno Lastyarti reveal child abuse cases in the field of education occupies the position of the top 4 after the case of pornography and cyber crime (Pramata, 2018). KPAI also documented cases of clashes in Indonesia increased by 1.1% during 2018. The Lastyarti Retno said in 2017 riot case rate was only 12.9%, but in 2018 to 14% (Firmansyah & Anwar, 2018).

The phenomenon of aggression in adolescent behavior reflects that the behavior of teenagers today much harm themselves and others, to the problems in adolescents should be followed up immediately to avoid more and more teenagers who perform aggressive behavior. Aggressive behavior in general also can be triggered by the emotion of anger. Feelings of anger continued in the desire to take it in a condition on a specific object. Anger can make a person lose control and act of aggression (Sarwono & Meinarno, 2014). It is also supported by the opinion Kartono (2011) which states that one of the causes of aggression in adolescents is a personal condition of adolescence itself, namely the lack of self-control to environmental influences, are less able to adapt to the environment, and the lack of religious grounds.

Hurlock (in Ghuftron & Risnawati, 2017) found self-control deals with how people control their emotions and impulses from within himself. The opinion is also in line with Papalia, Olds, & Feldman (2004) which states that self-control is the ability of individuals to control their behavior with what is considered socially acceptable by society. The same opinion was also expressed by Goldfried and Merbaum (in Ghuftron and Risnawati, 2017) which defines self-control as an ability to organize, lead, organize, and direct the behavior of which can lead individuals towards positive consequences.

The research result DeWall, Finkel, and Denson (2011) states that the failure of self-control can contribute to the actions of the most aggression that includes violence, when aggressive behavior appear self-control can help a person to respond in accordance with the standards of personal or social that can withstand the emergence of aggressive behavior ,

In addition to self-control there are other factors that can affect a person's behavior, aggression that is conformity. Dayakisni & Hudaniah (2015) states that one of the causes of aggressive behavior is power and obedience. Compliance is part of conformity that has a sense of pressure or demands that make someone an individual willing to act even if individuals do not want it (Sears et al, 2004). The opinion is in line with Baron & Byrne (2016), which revealed that one of the aspects that make individuals perform aggressive behavior dikarekan their appeal in the group resulting in individuals

feel they have in common with other members of the group (in the group) and tend to be viewed differently to other members (out group),

Conformity develop in adolescence is the tendency to follow the opinion, opinions, values, habits, interests, or desires of others such as peers or group. The development of conformity in adolescent attitude can have a positive impact or negative. It depends on how a group of peers who followed or diimitasinya it displays an attitude and positive or negative behavior (Joseph, 2014). Based on a national survey of teenagers in America, found that teens have a strong tendency to perform conformity (Joseph, 2014).

The existence of a relationship between conformity and aggressive behavior shown by the research results Saputri (2015) about the relationship between conformity and aggressive behavior in teenagers, suggesting that conformity with aggressive behavior has a positive relationship which means that the higher conformity, the higher the aggressive behavior in adolescents.

The phenomenon of teenagers who committed acts of aggression occurred in the city of Khanewal. Fights between students and between schools or brawl into problems that arise in the city of Khanewal. In August 2018, there are two groups of school students SMK Bina Karya 1 Karawang with other private Vocational High School in the city of Karachi involved in a brawl in the streets. Based on the results of field surveys, data showed that SMK Bina Karya 1 Karawang famous for its history that often involved in fights with other private Vocational High School in the city of Karachi. Results of interviews with two high school students revealed that the incident occurred brawl begins taunted each other with each other. Meanwhile the results of a brief interview with BK teachers and school Student acknowledges that students are often involved brawl. In the opinion of BK teachers, children are often involved brawl are children who often deliberately did not go to school and prefer to gather in the street stalls which are located around the school. In addition, the number of students involved brawl for their sense of belonging to the group. Based on this background that the rationale of researchers to conduct research on the contribution of self-control and conformity to aggressive behavior in students of SMK Bina Karya 1 Karawang. children are often involved brawl are children who often deliberately did not go to school and prefer to gather in the street stalls which are located around the school. In addition, the number of students involved brawl for their sense of belonging to the group. Based on this background that the rationale of researchers to conduct research on the contribution of self-control and conformity to aggressive behavior in students of SMK Bina Karya 1 Karawang. children are often involved brawl are children who often deliberately did not go to school and prefer to gather in the street stalls which are located around the school. In addition, the number of students involved brawl for their sense of belonging to the group. Based on this background that the rationale of researchers to conduct research on the contribution of self-control and conformity to aggressive behavior in students of SMK Bina Karya 1 Karawang.

II. LITERATURE REVIEW

Self-control

Self-control is an individual's ability to read the sensitivity of the situation themselves and their surroundings (Ghufron & Risnawati, 2017). Ghufron & Risnawita (2017) adds that self-control is the ability to control and manage behavioral factors in accordance with the conditions to present themselves in socializing ability to control behavior, tendency to attract attention, the desire to change the behavior to conform to other people, fun people others, always conform to others and conceal his feelings.

Calhoun and Acocella (Ghufron & Risnawati, 2017) defines self-control as the setting processes of physical, psychological, and behavioral. There are two reasons that require individuals perform continuous self control. First, individuals living together in a group so desires people have to control their behavior so as not to disturb the comfort of others. Second, the community encourages individuals to constantly set the standards were better for him.

Goldfried & Merbaum (Ghufron & Risnawati, 2017) suggests that self-control is the ability to organize, guide, and direct forms of behavior that can lead individuals towards positive consequences. Further Mahoney & Thoresen (Ghufron & Risnawati, 2017) added their view that self-control is the fabric of the whole (integrative) by individuals to their environment. Individuals with high self-control very concerned about the proper ways to behave under varying circumstances. Individuals tend to change their behavior according to demand social situations can then set the impression made, more responsive to user behavior situational, more flexible, seeks to facilitate social interaction, being warm and open.

Averill (Ghufron & Risnawati, 2017) mentions self-control as a personal control consists of three aspects, namely the control of behavior (behavioral control), cognitive control (cognitive control), and control of decisions (decisions control).

1. Behavioral Control

Behavior control is available for a response readiness that can directly affect or modify an unpleasant circumstances. The ability to control the behavior is broken down into two components, namely manage the implementation and the ability to modify the stimulus. The ability to manage the implementation of an individual's ability to determine who controls the situation or circumstances while the ability to regulate the stimulus is the ability to know how and when an unwanted stimulus faced.

2. Cognitive Control

Cognitive control an individual's ability to process information that is undesirable to how to interpret, assess, or connect an event within a cognitive framework as psychological adaptations or reducing the pressure. Aspects of cognitive control consists of two components, namely obtaining information (informasi gain) and assessment (appraisal). Obtaining information is where the individual information about an unpleasant circumstances will help people to be able to anticipate the situation by various considerations. Assessing means people trying to assess and interpret a situation or event by looking at the positive aspects subjectively.

3. Decisions Control

Decisions control is a person's ability to choose the outcome or an action based on something that is believed or approval. Self-control in determining how it will work, either in the presence of an opportunity, freedom, or the possibility of the individual to choose a wide range of possible actions.

Conformity

Cialdini & Goldstein (in Taylor et al, 2018) explains that conformity is the tendency to change one's belief or behavior to conform to the behavior of others. This is supported by the opinion of Myers (2014), which defines conformity as changes in behavior or belief as a result of the pressure group of real or just imagination. Furthermore Sears, Freedman, & Peplau (2004) expresses conformity are circumstances when a person displays behavior because everyone else to show the behavior.

Wade and Tavis (2016) explains that conformity is any action or adopting an attitude as a result of the pressure group of real or perceived. Wade and Travis (2016) adds that sometimes people do conformity to feel part of a group and

sometimes conformity carried out to show his individuality. This is in line with the opinion of Feldman (2012) defines conformity is a change in behavior or attitude taken by the desire to follow the beliefs or standards of others.

According to Sears, Freedman, & Peplau (2004) reveals there are some aspects of conformity, namely:

1. Compactness

The strength of a group causes a person interested in becoming a member of the group with the strength of the group it will be beneficial to teenagers. The greater hope to benefit from the larger group membership and loyalty they will increasingly compact groups.

2. Deal

Group agreements already made a reference in the group and has a strong role in the delivery of pressure on members of the group and group members should follow and faithful to the agreement of the group that has been made.

3. Obedience

When a person has chosen to be in a group then it will follow the rules that exist in the group even though he disagrees with the rule. This happens because of pressure or demands on the individual groups so that people are willing to do something that does not want them to do. The process of any individual to follow the existing rules is called to obedience.

Aggression Behavior

Aggression by Baron and Byrne (2016) is a behavior that is directed to the goal harm other living beings who want to avoid that kind of treatment. Baron definition of aggressive behavior includes four factors: behavior, the purpose to injure or harm (including disabling or killing), the individual victim, and the unwillingness of the victim accepts the offender's behavior (Dayakisni & Hudaniah, 2015). This is in line with the opinion of Taylor, et al (2018) who argued that aggression is any action that is intended to harm or injure another person.

Myers (2012) states that aggressive behavior is physical or verbal behavior intended to hurt anyone else. While Berkowitz (Sarwono & Meinarno, 2014) revealed that aggression is an act of deliberate wounding by a person or institution against another person or institution who actually intentional.

This opinion is reinforced by Krahe (2005) which states that aggressive behavior is any form of behavior that is intended to harm or hurt another living being who is motivated to avoid the treatment. Krahe (2005) also added that there are two main motivations aggressive behavior that is contradictory to defend themselves and to make a profit by making a helpless opponent. The behavior of teenage aggression is a behavior that is socially occur in children and adolescents aged 13 to 21 years, so they developed a form of deviant behavior (Kartono, 2011).

Medinus and Johnson (Dayakisni & Hudaniah, 2015) classifies aggression into four categories, namely:

1. Physically attacked, which is included in it is hitting, pushing, spitting, kicking, biting, punching, scolding, and plunder.
2. Striking an object, namely to attack inanimate objects and animals.
3. Attacking verbal and symbolic, are included in it are threatened verbally vilify others, threatening and demanding.
4. Infringement of property rights or attacking others areas.

III. RESEARCH METHODS

This study uses a quantitative method with jenis correlational research. Population and sample in this study were all male students of SMK Bina Karya 1 Karawang, amounting to 869 students. The technique is done in determining the sample is proportionate stratified random sampling technique, which is used when the population has members / elements that are not homogeneous and stratified proportional (Sugiyono, 2017). The number of samples in this study were 274 students. Data analysis techniques used in this research is to use multiple correlation analysis method with SPSS version 24.00 for windows. Before analyzing the data, first performed classical assumption test including normality test and linearity test.

IV. RESULTS

Multiple correlation test was conducted to see the degree or strength of the relationship between self-control variable (X1) and conformity (X2) and aggressive behavior (Y). Tests carried out simultaneous multiple correlation with SPSS version 24.00 for windows. If the value SigFchange $< \alpha = 0.05$, then Ho is rejected and Ha accepted means there is a significant relationship between the variables X1 and X2 with Y. Based on the results of multiple correlation test has been done, the value of SigFchange (0,000) < 0.05 indicates that Ho rejected and Ha accepted means there is a significant relationship between self-control and conformity with aggressive behavior. As for the relationship between the variables of self-control and conformity with aggressive behavior amounted to 0.419 indicates that there is a fairly strong relationship.

Aggressive behavior is physical or verbal behavior intended to hurt another person (Myers, 2012). An aggressive behavior can be said if the behavior is done with the intention of hurting others. Aggressive behavior can be influenced by several factors such as self-control and conformity. Low self-control that can affect a person's act of aggression so that self-control is necessary to reduce the level of aggression in adolescents, with their self-control in adolescents can withstand the emergence of acts of aggression in adolescents by directing their behavior in a positive direction in accordance with the personal and social standards. While high conformity can affect a person's act of aggression.

The magnitude of the effective contribution given by the control variable itself to aggressive behavior by 7% and the effective contribution given conformity to the aggressive behavior of 10.5%. While the magnitude of the contribution made self-control variable (X1) and conformity (X2) on aggressive behavior (Y) at 17.5%. While the remaining 82.5% is influenced by other variables not examined in this study.

V. CONCLUSION

Based on the results of data analysis can be concluded that there is a relationship which is quite a significant correlation between self-control and conformity with aggressive behavior in students of SMK Bina Karya 1 Karawang. The amount of the contributions made by the variable self-control and conformity to aggressive behavior amounted to 17.5%. While the other 82.5% is influenced by other variables not examined in this study.

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