

RELATIONSHIP BETWEEN PEOPLE'S CONFORMITY AND SELF-CONCEPT WITH ATTITUDES TOWARD CIGARETTE IN XI CLASS STUDENTS OF 87 NEGERI HIGH SCHOOL, JAKARTA

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ABSTRACT

This study aims to determine the relationship between peer conformity and self-concept with attitudes toward smoking in class XI students at SMA Negeri 87 Jakarta. The data were obtained by distributing questionnaires to class XI students, so that 152 respondents were obtained. In this study, attitudes towards smoking are the dependent variable, while peer conformity and self-concept are independent variables. The sampling method used was Proportional Random Sampling. The results of the validity and reliability used SPSS version 15.00 for windows. Measurements using the attitude scale towards smoking 24 items, 16 items peer conformity scale, and 24 items self-concept scale. Methods of data analysis using bivariate and multivariate techniques assisted by SPSS version 15.00 for windows. Based on the results of the analysis of $R = 0.448$ and $p = 0.000$ ($p < 0.05$), this shows that H_0 is rejected and H_a is accepted, which means that there is a relationship between peer conformity and self-concept with attitudes towards smoking in XI grade students at SMA Negeri 87 Jakarta. Then we get $R^2 = 0.212$, which means that peer conformity and self-concept contribute 21.2% in influencing attitudes towards smoking and 78.8% are other factors.

Keywords: Peer conformity, self-concept, attitudes towards smoking.

PRELIMINARY

Smoking is a familiar thing and has become a habit that is very common in people in the world. In Indonesia, smoking has long been known among the public. According to Poetra (2012), the smoking habit in Indonesia is estimated to have started in the early 19th century, starting from the city of Kudus, Central Java, where the noble cultural heritage of the Indonesian nation is kretek cigarettes. Kretek cigarettes are cigarettes that use real tobacco which is dried, combined with cloves and when smoked a 'kretek' sound.

In Indonesia, cigarette consumption has increased from year to year. The prevalence of smoking in Indonesia is very high in various levels of society, especially in men ranging from children, adolescents and adults. The tendency to smoke continues to increase from year to year for both men and women. National Socio-Economic Survey (Susenas) and Riskesdas data show that the prevalence of smoking for all ages has increased. Based on RISKESDA 2013, population smokers 15 years and over have not yet decreased from 2007 to 2013, it tends to increase from 34.2% in 2007 to 36.3% in 2013. As many as 64.9% are male and 2.1% women still smoked cigarettes in 2013. It was found that 1.4% of smokers aged 10-14 years, 9.9% of smokers in the unemployed group, and 32.3% in the lowest ownership index quintile group.

This is in line with what was conveyed by Rahmat Nazillah (2015), based on an interview he conducted with one of the former employees of the largest cigarette factory in the world,

according to his admission that in Indonesia, the cigarette company targets are teenagers aged 18 years and over. However, it does not rule out that 14 year olds are also among the target market for cigarette companies in Indonesia. This is certainly a concern for us as people who care about the fate and morals of teenagers in Indonesia.

Even though there is a government regulation in the form of Law Number 32 of 2010 concerning the prohibition of smoking, the smoking phenomenon among school-aged ramaja is still widely encountered. In addition, there are still many students who smoke in schools, either secretly or openly, such as in toilets, canteens, stalls around the school, and others. This is also reinforced by the fact that there are still many stalls or kiosks that sell and buy cigarettes to school students.

This regulation is stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 64 of 2015 concerning smoke-free areas in school environments. In Jakarta itself, there are regulations on smoking prohibition as stated in the governor's regulation number 75 of 2005 regarding smoking prohibition areas. In each school also clearly prohibits each student from smoking. However, this has not been able to reduce the number of students who smoke in Indonesia.

The teenage phase is one of the periods in the student's life span. According to Hurlock (1999) Adolescence itself is a transitional period from children to adulthood which includes mental, emotional, social and physical maturity. According to Erickson (in Komasari and Helmi, 2000) smoking is related to a period of seeking identity in adolescents. In line with that, Laventhal and Cleary (in Muhammad Widiensyah, 2014) argue that there are many reasons behind the attitude and behavior of smoking by adolescents. Smoking in adolescents generally increases over time according to the stage of development which is marked by the increasing frequency and intensity of smoking, and often results in them experiencing nicotine dependence.

According to Kandel (in, Muhammad Widiensyah, 2014), the effect of nicotine in smoking can make a person addicted to or dependent on cigarettes. Teenagers who are addicted to smoking generally cannot resist the urge to not smoke, they tend to be sensitive to the effects of nicotine. Another reason put forward by Sitepoe (2000) is that the main thing that makes a person smoker is because of the invitation from friends who are difficult to refuse, besides that, there are also male students who say that men become smokers after seeing cigarette advertisements. This means that the act of smoking begins with an attitude, namely the tendency of a person to accept or reject, agree or disagree with the response that comes from outside, in this case, smoking.

Based on the results of a short interview that was conducted with a counseling teacher at SMA Negeri 87 Jakarta, it was known that the most prominent delinquency among students was smoking. The number of students who enter the Counseling Guidance Teacher's room is related to smoking cases that occur inside and outside the school environment. The factors that caused students to smoke were because there were several students who had smoked before entering this school, there was also the influence of friends' invitations, and most often students imitated their own parents.

According to Subanada (2004) Smoking is a habit that can provide pleasure for the smoker, but on the other hand it can have a bad impact on both the smoker himself and the people around him. From this understanding, it can be concluded that the attitude towards smoking is the degree of positive affect or negative affect that is carried out by a person on cigarettes which

when smoked can have a bad impact on both the smoker himself and the people around him. Attitudes towards smoking in adolescents are related to various variables, including those related to peer conformity and self-concept.

Azwar (2007) explains that there are six factors that influence attitudes, namely, personal experience, the influence of other people who are considered important (such as parents, siblings, friends, etc.), cultural influences, mass media, educational institutions and religious institutions, and emotional factors. Judging from the second factor, namely the influence of other people who are considered important, it can be concluded that peer conformity affects one's attitude. In general, individuals tend to have conformist attitudes or in line with the attitudes of people who are considered important. This tendency is motivated, among other things, by a desire for affiliation and a desire to avoid conflict with such an important person.

Baron & Byrne (in Yunitasari, 2016) also define peer conformity as a change in the attitude and behavior of an individual due to social influence to conform to existing social norms. Rizki Ayu Candra (2015) states that adolescents who have a high level of conformity will depend more on the rules and norms that apply in their group, so that adolescents tend to attribute each activity to a group effort, not their own business. According to Musdalifah (2011) the influence of friends increases the likelihood of a person smoking compared to the absence of peer influence.

Rakhmat (in Mutia and Ni'matuzahroh, 2013) said that conformity occurs because it is influenced by situational factors and personal factors. Pudjijogyanti (in Mutia Andriani and Ni'matuzahroh, 2013) states, personality or personal factors are internal factors that play an important role in determining a person's behavior, while according to Hurlock (1980), the essence of personality patterns is self-concept. According to Hurlock (1980), self-concept is an assumption or self-scheme regarding personal qualities which includes physical appearance (tall, short, heavy, light, etc.), traits / psychological conditions (shy, calm, anxious, etc.) and sometimes -Sometimes also related to the main purpose and motive. Self-concept stabilizes in the teenage period. A stable self-concept is very important for adolescents because it is one proof of success in adolescents in efforts to improve their personality. From the above explanation, it can be concluded that self-concept is part of personal or personality factors that influence the formation of peer conformity.

Based on the description of the background of the problem above, it will be examined about the relationship between peer conformity and self-concept with attitudes towards smoking in class XI SMA Negeri 87 Jakarta.

LITERATURE REVIEW

1. Attitude Against Cigarettes

- a. Understanding Attitudes Toward Cigarettes According to Baron & and Byrne (2006), attitude is an evaluation of several aspects of social speech. According to Sarlito (1976), attitude is a person's readiness to act on certain things. This attitude can be positive and it can also be negative. Thurstone (in Azwar, 2007). Defines attitude as the degree of positive or negative affect on a psychological object. As for the definition of cigarettes according to Heryani (2014) Cigarettes are packaged processed tobacco products, produced from *Nicotiana Tabacum*, *Nicotiana Rustica* and other species or synthetics that contain nicotine and tar with or without additives. According to Subanada (2004) Smoking is a habit that can provide pleasure for the smoker, but on the other hand it can have a bad impact on both the smoker himself and the people around him. In line with

that Nasution (2007) states that smoking is an activity or act of smoking tobacco rolls rolled up in paper that have been burned and blowing them out so that they can cause smoke that can be inhaled by people around them and can cause bad effects both for the smoker himself and the people around him.

Based on the opinions expressed by the figures above, it can be concluded that the attitude towards smoking is a negative or positive reaction by an individual to smoking which is a process of thinking, belief and knowledge of the individual himself.

- b. Components of Attitudes towards Cigarettes According to Azwar (2007) the structure of attitudes is divided into 3 components that support each other, namely the cognitive component (containing belief in stereotypes, which means the view or perspective on something), the affective component (feelings that involve emotional aspects) and the conative component, (a certain tendency to behave in accordance with the attitudes possessed by someone).
- c. Attitude Levels Towards Cigarettes The level of attitude according to Notoatmodjo (2003) is accepting (willing and maintaining a given stimulus), responding (doing and completing a given task is an indication of attitude), respect (inviting others to work on or discuss a problem) and responsible (responsible for everything he has chosen with all risks).
- d. Factors that influence attitudes towards smoking According to Azwar (2007) there are 6 factors that influence attitudes, namely personal experience, influence of other people who are considered important, cultural influence, mass media, educational institutions and religious institutions, the influence of emotional factors.

2. Peer Conformity

- a. Definition of Peer Conformity.

According to Stanley Milgram (1975) conformity is behavior that follows a group that is driven by the desire of the individual itself, where the group does not have a special right to direct the individual's behavior.

According to Cialdini & Goldstein (Taylor, et al, 2009), conformity is the tendency to change one's beliefs or behavior to match the behavior of others. In line with that Myers (1999) argues that conformity is subject to group pressure even though there is no direct request to follow what the group has done.

From some of the above definitions, it can be concluded that peer conformity is the behavior of students to follow a group of peers which is driven by the student's desire to be accepted in the group, because of social influence to conform to existing social norms and is owned by peer groups.

- b. Aspects of Peer Conformity.

According to Baron and Bryne (2005), conformity aspects are divided into 2, namely normative and informative aspects. This normative aspect reveals that there are differences or adjustments in perceptions, beliefs, or individual actions as a result of fulfilling the group's positive rewards in order to gain approval, favor and avoid rejection. The informative aspect reveals that there are changes or adjustments in perceptions, beliefs and behavior of individuals as a result of the belief in information that is considered useful from the group.

- c. Types of conformity.

According to Nail & et al (in Myers, 1999) there are three types of conformity, namely: compliance, obedience, acceptance. a) Compliance (fulfillment) the individual behaves in accordance with group pressure, while personally he does not approve of the behavior.

b) Obedience (compliance) Compliance with direct orders. c) Acceptance Believing in and also doing what social pressure wants.

d. Types of Peer Conformity.

According to Prayitno (2009), the type of conformity between a person and those who influence it varies depending on who and how the social influence process is carried out. There are several types of conformity, namely the blind conformity type (colored in ignorance in the sense of imitating or following what other people want without understanding), the conformity type identification (colored by the charisma of the influencing person so that someone who is influenced believes, acknowledges, accepts, without fear of sanctions) and the type of internalization conformity (colored in the attitude of freedom to determine conformity or non-conformity based on considerations of ratio, feeling, experience, conscience, and spirit).

3. Self Concept

a. Definition of Self Concept.

Calhoun and Acocella (1990) explain that self-concept is an individual's mental picture of himself which consists of an individual's knowledge of himself, self-expectations, and self-assessment.

Meanwhile, Centi (in Widiyanti, 2007) says that the self-concept is the idea of oneself which contains how individuals see themselves as individuals, how individuals feel.

Shavelson, Hubner, & Stanton (Setiawan, 2013) state that self-concept is a person's perception of himself, where this perception is formed through one's experiences and interpretations of himself.

From some of the above definitions, it can be concluded that the self-concept is a complex view or perception of oneself that is related to characteristics, physical, social, psychological and principles in life.

b. Self Concept Dimensions.

Calhoun revealed (1995) that self-concept has 3 dimensions, namely the dimension of knowledge (we know about ourselves or a description of information about himself, such as age), the dimension of expectation (an individual's idea of what he wants to be and what it is likely to be in the future) and assessment dimensions (measuring whether what we do contrary to expectations of ourselves and self-standards).

c. The Role of Self-Concept.

According to Felker (in Desmita, 2010) there are three important roles of self-concept in determining one's behavior, namely Self Concept as Maintainer of Inner Consistency, Self Concept as an Interpretation of Experience (Self-concept as an interpretation of experience), and Self Concept as Set of Expectation.

d. Forms of Self-Concept.

The form of self-concept according to Stuart and Sudeen cited by Salbiah (2008) consists of self-image, ideal self, self-esteem and identity.

Research Result

Retrieval of data by means of Proposional Random Sampling. Each subject was given a scale containing instructions for filling the scale, a scale of attitudes towards smoking consisting of 22 items, a peer conformity scale consisting of 13 items and a self-concept scale consisting of 18 items. Based on the analysis of the research data, the following results were obtained:

1. Based on the data analysis, there is a relationship and indicated by the correlation coefficient (r) of -0.166 and $p < 0.05$, namely 0.041 . It means that H_0 which reads there is no relationship between peer conformity and attitudes towards smoking in class XI students of 87 Jakarta State High School is rejected and H_a which says there is a relationship between peer conformity and attitudes towards smoking in class XI students of 87 Jakarta State High School is accepted.

2. Based on the data analysis, there is a relationship and it is indicated by the correlation coefficient (r) of 0.448 and $p < 0.5$, which is 0.000. It means that H_0 which reads that there is no relationship between self-concept and attitudes towards smoking in class XI students of 87 Jakarta State High School is rejected and H_a which says there is a relationship between self-concept and attitudes towards smoking in class XI students of 87 Jakarta State High School is accepted.
3. Based on the results obtained from the output model summary, the results of the third hypothesis have a value of $R = 0.460$ and $p < 0.05$, which is 0.000, this means (H_0) which says there is no relationship between peer conformity and self-concept with attitudes towards smoking in students class XI SMA Negeri 87 Jakarta is rejected and (H_a) which says there is a relationship between peer conformity and self-concept with attitudes towards smoking in class XI students of SMA Negeri 87 Jakarta is accepted.
4. Based on the results of the normality test using the Kolmogorov-Smirnov table, attitudes towards smoking have data that are not normally distributed because $p = 0.001$ which means $p < 0.05$. Likewise, peer conformity has data that is not normally distributed with $p = 0.002$ which means $p < 0.05$. For self-concept, data is not normally distributed with $p = 0.008$ which means $p < 0.05$.

CONCLUSION

From the results of the data analysis previously described, conclusions can be drawn, namely:

1. There is a significant negative relationship between peer conformity and attitudes towards smoking in XI grade students at SMA Negeri 87 Jakarta. This means that the higher the peer conformity, the lower the student's attitude towards smoking and vice versa, the lower the peer conformity, the higher the student's attitude towards smoking.
2. There is a significant positive relationship between self-concept and attitudes towards smoking in XI grade students at SMA Negeri 87 Jakarta. This means that the higher the self-concept, the higher the student's attitude towards smoking and conversely the lower the self-concept, the lower the students' attitude towards smoking.
3. There is a significant positive relationship between peer conformity and self-concept with attitudes towards smoking in class XI students at SMA Negeri 87 Jakarta. This means that there is a significant relationship between the self-concept variable and the dependent variable on attitudes towards smoking.

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