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Research Article

THE IMPACT OF PEER CONFORMITY ON SELF ADJUSTMENT IN SMA ANGKASA I HALIM PERDANA KUSUMA JAKARTA

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ABSTRACT

The purpose of this study is to provide empirical data about how much influence peer peer conformity has on adjustment at Angkasa I High School Jakarta. Self-adjustment ability is increasingly important when entering the school environment, especially for students who are entering the transition to move from middle school to high school where they begin to enter the atmosphere, environment and new friends. In this case, self-adjustment is very important in order to make it easier for students to learn optimally so that later they will achieve maximum learning achievement.

For this study the researcher took samples by probability sampling by using purposive random sampling. The sample used was students of the Jakarta class X Angkasa I SMA, with 135 respondents. The results of data analysis show that peer conformity has a significant influence on self-adjustment.

Based on the test results, the value of B is -0.664 with significant peer conformity variables of 0,000 <0.05, because the Sig value is smaller than 0.05, where the results of the test can be concluded that there is an influence on the negative direction of peer conformity towards the adjustment of students of SMA Angkasa 1 Jakarta. Peer conformity contributed 19.7% to self-adjustment, while the remaining 80.3% was influenced by other variables not examined in this study.

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INTRODUCTION

According to the Population and Family Planning Agency (BKKBN) said that in 2016, the population of adolescents in Indonesia reached 66.3 million from a total population of 258.7 million, so that one out of four residents was teenagers. This is a large number of millennial generations and is a nation's asset to be able to make generations that have the potential to advance a better Indonesia in the future.

Adolescence can also be said to be a tumultuous period, where the mood can change rapidly. Mood changes quickly or swing can be caused due to the burden of homework, school work, daily activities and the surrounding environment. While the indicators of success of Education if someone is able to integrate between what is learned and is able to apply and adjust the needs of life and the demands of the surrounding environment.

Self-adjustment is a process and the main characteristic of a mentally healthy personality that has the ability to make harmonious adjustments to both himself and his environment. According to Sunarto and Hartono (2013) states that self-

adjustment means adaptation, can maintain itself or can survive and obtain physical and spiritual well-being, and can hold satisfying relationships with social demands. Self-adjustment is also an important factor in the success of the learning process in school. This is in accordance with the opinion of Ahmadi (2005) which mentions the factors of student learning success including certain personality elements such as attitudes, personality, interests, needs, achievement motivation, emotions and self-adjustment.

Self-adjustment abilities are increasingly important when entering the school environment. Especially for students who are entering the transition to move from middle school to high school where they start entering new environments, new environments and new friends. They are required to be able to make adjustments to various kinds of rules in schools, curricula, relationships with teachers and new friends.

High school is still a phase of adolescence where according to Hurlock (2011) they spend more time with their friends or social environment outside their family environment. The social environment is more directed to their peers. The

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existence of peers makes adolescents consider that peer evaluation is very important, so that teens are under pressure to be able to behave in accordance with the norms recognized in the group. This pressure causes adolescents to conform to peers. Conformity is formed when a number of people in a group say and do something, there is a tendency for members to say and do the same thing (Rachmat, 2011).

While Santrock (2010) says that peer group conformity can be defined as behavior that occurs when individuals adopt the attitudes or behavior of others because they feel pushed by others (either real pressure or just shadow). Still according to Santrock (2010) that the role of peer groups provides an opportunity to learn about how to interact with others, control social behavior and develop interests that are relevant to their age.

Peer groups have a positive contribution to the development of each individual, but on the other hand there are not a few deviant behaviors that result from peer influence. As Sarlito W. Sarwono (2005) said that the strong influence of peers is often regarded as the culprit of bad individual behavior. But in essence the last factor that determines how individual actions are the individual itself.

Research conducted by Suryani et al. (2013) found that adolescents entering puberty experienced problems in self-adjustment, especially psychological changes in emotional and behavioral problems which reached 35.47%. refute other people's words that they don't like and prefer to gather with peers they like.

Whereas Kusdiyati et al (2011) in their research found that students who were not affected by peers caused them to be able to adjust to the school environment well and vice versa if they were easily influenced by peers, students had poor self-adjustments with the school environment.

According to Steinberg (2002), because adolescents spend more time with peers than parents or other family members, resulting in changes in the mindset of adolescents, namely they consider the opinions of peers more true than the opinions of parents. Teenagers consider the values that apply are not values set by adults but by their own friends. Here they begin to be oriented to their peers and try to adjust to the rules and desires of their groups so that they can be accepted into the group.

Meanwhile, according to Mapiare (1982) self-adjustment is an attempt made to be accepted by the group by following the wishes of the group. An individual in making adjustments ignores his personal interests more in the interest of the group so that he is not excluded from his group. Ali and Asrori (2010) add by classifying that the definition of adjustment into three perspectives namely: adaptation, conformity and mastery efforts.

Based on interviews conducted by the author to the teacher of guidance and counseling of Angkasa I SMA Halim PerdanaKusuma in East Jakarta. It was found that almost every class there were students who experienced problems in self-adjustments, ranging from frequent chatting and joking while studying, skipping with classmates and not even doing the assignments given by the teacher. While the failure of self-improvement can be seen from the violation of school discipline by students. According to Walgito (2010) this is

influenced by two factors, namely internal factors which originate from the student's own personality and external factors, namely the community, family and school environment including peers.

LITERATURE REVIEW

Self-Adjustment

One of the main characteristics of his mental health personality is having the ability to make adjustments or adjustments harmoniously, both to himself and to his environment (Kartono, 2000: 259). It can be directly said that self-adjustment is an individual effort to achieve harmony in oneself and their environment.

According to Runyon and Haber (2008) Adjustment as a condition or process that continues in the lives of individuals. Self-adjustment as a process shows how effective adjustment can be measured how the ability of individuals to face changes in their environment. In facing changes in themselves and the surrounding environment, individuals must be able to adjust to these changes.

While Fatimah (2010) said that the form of positive self-adjustment is able to direct and regulate the impulses in the mind, habits, emotions, attitudes and behavior of individuals in facing their demands and all needs perfectly and naturally. While individuals with negative self-adjustments are not able to direct and regulate impulses in thoughts, habits, emotions, attitudes and behaviors of individuals in facing the demands of themselves and society, and are unable to find benefits from new situations in fulfilling all needs perfectly and fairly.

Factors that influence self-adjustment

According to Schnider (1999) there are five factors that can influence the conformity process, namely:

Physical condition

Often physical conditions have a strong influence on one's adjustment, aspects that affect physical conditions include: heredity or physical constitution, the main system of the body and physical health.

Personality

Elements of personality that are important in self-adjustment are: solving a problem with the ability and willingness to change, having self-regulation, self-realization, intelligence and education obtained through the process of learning, experience and practice.

Environment

Environmental factors that can affect self-adjustment include: family, school and community environment.

Religion and culture

Religion is closely related to culture. Religion contributes values, beliefs, practices that give deep meaning to the balance and stability of human life. Whereas religion consistently and continuously continuously reminds people of the intricate and human values created by God.

Aspects of self-adjustment

Siswanto (2007) says that individuals who are able to adapt well, generally have the following characteristics:

1. Having an accurate perception of reality. Individual understanding or perception of reality varies, even though the reality faced is the same.
2. The ability to adapt to stressful stress and anxiety. Basically every individual is not happy when experiencing pressure and anxiety. Generally, individuals avoid things that cause pressure and anxiety by enjoying fulfilling satisfaction that is done immediately. But individuals who are able to adjust, do not always avoid the emergence of pressure and anxiety.
3. Have a positive self-image about him. The individual's view of himself can be an indicator of the quality of self-adjustment he has.
4. d.The ability to express himself. Individuals who can adjust well are characterized as having a healthy emotional life
5. Good interpersonal relations. Individuals who have good adaptation are able to reach the right level of intimacy in a social relationship and are able to behave differently towards different individuals because of the interpersonal relationship closeness.

Peer Conformity

During high school, it can still be categorized as a teenage phase. Where identical teenagers spend more time with peers as a group. hence it can be understood that the influence of peers on attitudes, interests, appearance and behavior has more influence than the family.

Baron and Byrne (2012) define conformity as a change in attitudes and behavior of an individual due to social influences to conform to existing social norms. Another notion of conformity also stated by Myers (2012), is a change in behavior and belief or belief that is caused by the presence of group pressure that is felt in real or only as an imagination of the individual. Similarly, with Davidoff (1991) defining conformity as a change in behavior and attitudes as a result of pressure (real or not real).

Santrock (2010) defines peers as children or adolescents who have more or less the same age or maturity who have an important role in the lives of adolescents. Buhrmester, Gecas&Seff, and Laursen (Papalia, Old & Feldman, 2014) mention that peer groups are a source of affection, sympathy, understanding and moral guidance.

Factors that affect conformity

Baron and Byrne (2012), argue that the main factors affecting conformity are:

1. Cohesiveness, the higher the degree of group cohesiveness. Then it will give influence to individuals to make adjustments.
2. The size of the group, the number of large groups that agree on something will affect the individual's assessment towards group assessment.
3. Types of social norms that apply to certain situations.

Aspects of conformity

Sears,etall.,(2012)mengatakan bahwa konformitas ditandai dengan adanya tiga hal, yaitu:

1. Solidarity, the strength that groups have causes people to be interested and want to remain members of the group. The greater the likes of one member towards the other members, and the greater the expectation to benefit from group membership and the greater their loyalty, the more compact the group will be.
2. Agreement, the opinion of the group that has been made has strong pressure so that its members must be loyal and adjust their opinions to the opinions of the group.
3. Obedience, pressure or group demands on its members make them do unwanted actions. If obedience is high, the conformity will be high too.

METHODOLOGY

The technique used in sampling is probability sampling by using purposive random sampling where sampling provides equal opportunities to each member in a population to be sampled (SyofianSiregar, 2014). The population is class X students of Halim PerdanaKusuma 1 Angakasa High School, which consists of 7 classes with a total of 220 students. Given the large population, limited funding, time and ability of researchers, the researchers set the students as research samples as much as 135 people by using the Harry King Monogram table with a significance level of 5%.

In this study, the authors measured self-adjustment and peer conformity instruments, measured using a Likert scale with a range of 1-5: (1) Strongly agree, (2) Agree, (3) Disagree, (4) Strongly disagree and (5)) Absolutely disagree.

To find out whether the scale that has been made is able to produce accurate data in accordance with the objectives of measurement, validity measurement is needed. Therefore, to test the validity of the scale that has been made using the Pearson Product Moment correlational technique ', the calculation is done by statistical analysis through the calculation of SPSS version 17.

RESULTS AND DISCUSSION

Based on the results of the study, it was found that there was the influence of peer conformity on the adjustment of SMA Angkasa 1 Jakarta students. Based on the test results, the B value is -0,644 with Sig TemanSebaya Conformity variable of 0,000 <0.05, because the Sig value is smaller than 0.05, it is decided Ho = rejected and Ha = accepted. So based on the results of the test it can be concluded that there is an influence with the negative direction of peer conformity towards the adjustment of SMA Angkasa 1 Jakarta students accepted. While the results of regression analysis using the stepwise method of peer conformity accounted for 19.7% of adjustment. According to Sarlito W. Sarwono (2005) states that the strong influence of peers is often regarded as the culprit of bad individual behavior. But in essence the last factor determines how individuals are individuals themselves. In the study of Kusdiyati et al (2011) also found that students who were not affected by peers caused them to be able to adjust well and vice versa if they were easily influenced by peers, students had poor

self-adjustments in the school environment. Basically peer conformity can have a positive and negative impact. All return to each individual. If the individual is conformity with a group that carries good behavior, then his behavior will be good, but on the contrary if it turns out that conformity with the group brings bad behavior, it will easily be affected by negative behavior.

CONCLUSION

This study examines the effect of peer conformity on the adjustment of the students of Angkasa I High School Halim PerdanaKusuma Jakarta. Based on the results of the analysis, this study concludes that there is the influence of peer conformity on self-adjusting with negative direction in class X students at Halim Jakarta Angkasa 1 High School, meaning that students who are able to adjust will not do conformity with peers as well as students who do not can adjust yourself to easily do conformity with peers.

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