

# The Relationship between Peer Conformity and Aggressiveness Tendencies in Vocational Students

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## Abstract

This research is motivated by the problem of student aggressiveness at school such as the number of students who follow their friends in insulting and hitting other students who have problems with their group of friends. Peer conformity is one of the factors that influence the tendency of aggressiveness. The purpose of this study is to describe the relationship between peer conformity and aggressiveness tendencies in vocational students. This study uses quantitative methods with descriptive correlational research. The study population was 393 students enrolled in class XI of SMK Negeri 5 Padang in the July-December semester of the 2024/2025 academic year with a sample of 199 students determined by Proportional Random Sampling technique. Data collection using a Likert model scale. Data were analyzed using descriptive statistical techniques and Pearson Product Moment correlation techniques. The results of this study indicate that: (1) peer conformity is in the moderate category, (2) aggressiveness tendencies are in the low category, and (3) there is a positive and significant relationship between peer conformity and aggressiveness tendencies with a correlation coefficient of 0.411 and a significant level of 0.001. The implications of the research results for Guidance and Counseling are by providing information services, individual counseling services, and group guidance services.

**Keywords:** Peer Conformity, Aggression Tendency, Vocational students, Adolescent behavior, Social influence.

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## Introduction

Adolescence is a transitional period in the human life span that bridges childhood with adulthood. Teenagers in thinking still always prioritize the emotional side in making every decision and still do not think about how the impact arises from the actions taken. During adolescence, there is a process that must be passed, namely a period where adolescents are faced with turmoil arising from the environment, so that when they want to achieve their adult life patterns, adolescents must be able to adjust to the social environment and peers (Hurlock, 1991). Adolescents' adjustment period with their social life is often involved in conflicts, conflicts and social deviations in the environment such as

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acts of aggressiveness, problems with parents, drunkenness and various other juvenile delinquencies which are a process of adapting and gaining acceptance by their social environment (Santrock, 2012).

Aggressive behavior is behavior that is intentionally carried out to hurt or harm others both physically and mentally (Ma'ruf, 2015: 19). High school students or equivalent often feel offended when given an insult in a joking context which causes students to feel angry and behave aggressively (Mahathir, 2019). According to Ghufon & Risnawati (2011: 22) there are several factors that influence the emergence of aggressiveness behavior tendencies, one of which is self-control. Ghufon & Risnawati (2011: 22) state that self-control is defined as the ability to arrange, guide, regulate, and direct behavior towards a positive direction. Good self-control is very important for every individual, especially adolescents, to avoid negative behavior. Teenagers who do not have good self-control are worried that they will experience an identity crisis which will lead to negative behavior, namely aggressive behavior (Aisyah Rahmawati, 2023).

In addition to self-control, aggressiveness can also be influenced by external factors, one of which is peer conformity (Taylor et al., 2009: 253). Conformity can be a factor that influences the creation of aggressiveness behavior in accordance with what Taylor, Peplau and Sears (2006) say that one of the factors that cause aggressiveness is cohesiveness with friends or groups. According to Santrock (2007) explains that conformity is a condition that arises because of changes in behavior or behavior carried out by someone caused by pressure obtained either in real or imaginary terms. This is what makes most students think of changing their behavior to be accepted when they are in their peer group even though these actions are not in accordance with their personal and internal values such as the behavior of following friends in carrying out aggressiveness (Raviyoga & Marheni, 2019: 45).

Research conducted by Puspitasari and Sutejo (2017) found that high school students who have an active peer group role have a tendency to commit acts of aggressiveness so that many of them take action together because of the desire to be accepted and recognized by their friendship group in the school environment, for example, such as conforming to some behaviors such as participating in beatings or fights between students in order to be accepted in their friendship group at school. Santrock (2007) said that the inability of high school students or equivalent in getting along and placing themselves in their social environment will result in difficulty in making friends and discomfort because they do not have a friendship or play group. According to Mahathir (2019) one of the easiest and most influential ways for students is conformity. This is in accordance with what Baron and Byrne (2003) said that conformity is a type of social influence in which individuals change their attitudes and behaviors to conform to existing social norms. The pressure to conform stems from the existence of rules that have been agreed upon in the group, both written and unwritten, which force individuals to behave as they should or ought to (Baron & Byrne, 2005).

Baron and Byrne (2003) say that conformity can make individuals display certain behaviors and behaviors. There are two behaviors that can be caused by conformity to the group, namely positive and negative. Conformity that is positive is like doing social services, working together in terms of goodness. While the negative ones are beating, attacking, stealing together, destroying public facilities, drinking alcohol, making problems with parents or teachers at school (Santrock, 2007).

Based on the results of observations, it was found that there were several students who would voluntarily help friends who were having problems with other people or with their own schoolmates, the form of assistance they had done so far was to give insults or reproaches and sometimes also participated in beating students who had problems with their friends and when reprimanded by the teacher it was not uncommon for them to fight the teacher. Students commit acts of aggressiveness not solely based on personal interests so that they can be accepted in the group but rather on their own desire to help each other and a sense of dependence on friends who are experiencing difficulties, because having strong friendship bonds encourages them to provide support in any form when it is needed, this contributes to the occurrence of acts of aggressiveness

## Method

This study uses quantitative methods with descriptive correlational research which aims to solve the problems being studied by describing or describing the state of the object of research at the present time based on the facts and as they are which are then sought for their relationship (Arikunto, 2010). The population of this study were 393 students enrolled in class XI of SMK Negeri 5 Padang in the July-December semester of the 2024/2025 academic year with a sample of 199 students determined by *Proportional Random Sampling* technique. Data collection in the study used instruments (questionnaires) peer conformity and aggressiveness tendencies with *Likert* model scales. The data processing technique uses descriptive statistical analysis with data grouping using a percentage of the ideal score and maximum score (Ardi, Daharnis, Yuca & Ifdil, 2021).

## Results and Discussion

### 1. Peer Conformity

Based on the results of data processing that has been carried out, the peer conformity variable in students at SMK Negeri 5 Padang is described as follows:

**Table 1. Description of Peer Conformity (n=199)**

Indicator	Score							Ket
	Ideal	Highest	Lowest	Total	Average	% Average	SD	
<i>Normative</i> Social Influence (16 items)	80	61	16	7909	39,74	49,68	8,07	R
<i>Informative</i> Social Influence (11 items)	55	47	16	6717	33,75	61,37	5,86	S
<b>Overall</b>	<b>135</b>	<b>106</b>	<b>33</b>	<b>14626</b>	<b>73.50</b>	<b>54.44</b>	<b>11,74</b>	<b>S</b>

Based on Table 1 above, it can be concluded that overall peer conformity is in the moderate category with an average score of 73.50 with a percentage of 54.44% of the ideal score. In detail, the results of the analysis of each sub-variable, namely: 1) *normative* aspects are in the low category with an average of 39.74 and a percentage of 49.68% of the ideal score 2) *informative* aspects are in the medium category with an average of 33.75 and a percentage of 61.37% of the ideal score.

Baron and Byrne (2003) say that conformity becomes a social influence where individuals change attitudes and behaviors to conform to existing social norms. Based on this, students will try to make adjustments to the environment of their peers, which in this case is conformity in order to easily gain recognition with their peers. The tendency to conform does not always mean only following in negative things. Humans can also conform to positive forms of behavior such as doing social services, working together in terms of goodness (Sarwono and Meinarno, 2009).

According to Santrock (2007) explains that conformity is a condition that arises because of changes in behavior or behavior carried out by a person caused by pressure obtained either in real or imaginary terms. This is what makes most students think of changing their behavior or behavior to be accepted and appreciated when they are in an environment or group of peers. Research conducted by Puspitasari and Sutejo (2017) found that high school students who have an active

peer group role have a tendency to commit acts of aggressiveness so that many of them take action together because of the desire to be accepted and recognized by their friendship group.

## 2. Aggressiveness Tendency

Based on the results of data processing that has been carried out, the peer conformity variable in students at SMK Negeri 5 Padang is described as follows:

**Table 2. Description of Aggressiveness Tendencies (n = 99)**

Indicator	Score							Ket
	Ideal	Highest	Lowest	Total	Average	% Average	SD	
<i>Physical Aggression</i> (10 items)	50	36	10	4082	20,51	41,03	5,33	R
<i>Verbal Aggression</i> (11 items)	55	43	13	5115	25,70	46,73	6,58	R
<i>Anger</i> (7 items)	35	28	7	2832	14,23	40,66	4,84	R
<i>Hostility</i> (7 items)	35	32	7	3363	16,90	48,28	3,99	R
<b>Overall</b>	<b>175</b>	<b>43</b>	<b>7</b>	<b>15392</b>	<b>77.35</b>	<b>44.20</b>	<b>16,54</b>	<b>R</b>

Based on Table 2 above, it can be concluded that overall the tendency of aggressiveness is in the low category with an average score of 77.35 with a percentage of 44.20% of the ideal score. In detail, the results of the analysis of each sub variable, namely: 1) aspects of physical aggression are in the low category with an average of 20.51 and a percentage of 41.03% of the ideal score 2) aspects of verbal aggression are in the low category with an average of 25.70 and a percentage of 46.73% of the ideal score 3) aspects of anger are in the low category with an average of 14.23 and a percentage of 40.66% of the ideal score 4) aspects of hostility are in the low category with an average of 16.90 and a percentage of 48.28% of the ideal score.

Aggressiveness is a behavior or behavioral tendency that intends to harm people both physically and psychologically to express their negative feelings so that they can achieve their desired goals (Hidayat and Bashori, 2016). Some research results show that conformity has a positive relationship with aggressiveness, namely research conducted by Polinoan (2015) regarding the relationship between conformity and aggressive behavior of motorcycle gang groups in Samarinda. Based on this explanation, it can be seen that conformity can be a factor that influences the creation of aggressiveness behavior in accordance with what Taylor, Peplau and Sears (2006) say that one of the factors that cause aggressiveness is cohesiveness with friends or groups.

## Implications of Research Results for Guidance and Counseling

Based on the research results found, the services that can be provided are as follows:

### a. Information Services

Information services are very important to be given to students to increase knowledge and insight about conformity, so that students are able to regulate and manage themselves in behaving in a peer environment (Neviyarni and Firman, 2018).

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### b. Individual Counseling Service

Individual counseling services, is one of the services in guidance and counseling to alleviate personal problems experienced by students. This service is carried out directly between the counseling teacher and the student. With individual counseling services, students can control themselves so that they are not affected by negative peer conformity such as aggressive behavior. Based on research conducted by Nanik (2022) which reveals that in individual counseling, of course, a strategy is needed in its implementation, one of the strategies in the implementation of individual counseling used is the *punishment* technique.

### c. Group Guidance Service

Group guidance services are one of the guidance and counseling services provided to a group of people by utilizing group dynamics that aim to discuss topics in the group (Prayitno, 2004). The topics given are task topics, where students are asked to take part in group guidance with predetermined topics such as the importance of choosing friendships. Based on research conducted by Sartika & Yandri (2019), it is revealed that the implementation of group guidance service activities will use task topics, namely discussing topics related to factors included in peer conformity so that it is expected to prevent peer conformity among adolescents, especially in schools.

## Conclusion

Based on the results of research conducted at SMK Negeri 5 Padang regarding the relationship between peer conformity and aggressiveness tendencies in students, it is concluded as follows: (1) The results of the study describe the peer conformity of students at SMK Negeri 5 Padang is in the moderate category with an average score of 73.50 and a percentage of 54.44% of the ideal score. (2) The results of the study describe the tendency of student aggressiveness in SMK Negeri 5 Padang is in the low category with an average score of 77.35 and a percentage of 44.20% of the ideal score. (3) There is a significant positive relationship between peer conformity and the tendency of aggressiveness in students of SMK Negeri 5 Padang. This means that the higher the peer conformity, the higher the tendency of aggressiveness in students. conversely, the lower the peer conformity, the lower the tendency of aggressiveness in students.

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