

The Influence of Peer Conformity on the Student's Agreeableness Personality SMP IT Nurul Ilmi

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ABSTRACT

Personality is a form of behavior that displayed by an individual when interacting with others. How he reacts and interacts will be influenced by his personality type. An individual who has an Agreeableness personality will display an attitude of empathy, helpfulness, gentleness, forgiveness, cooperation and submissiveness. Many factors that forming personality and one of them is formed by peer conformity. As the research conducted at SMP IT Nurul Ilmi where the research conducted aims to describe the personality forming factors of agreeableness. The research sample consisted of 60 students who were taken with Simple Random Sampling techniques from all classes. This research is a quantitative descriptive research that is to find out the value of variables independently with correlation techniques. The instruments that used in this study were the big five scale and the peer conformity scale. The results of the study using multiple linear regression analysis showed that peer conformity had a positive influence on agreeableness personality. It means that peer conformity contributes effectively to the formation of agreeableness personalities. It can be concluded that peer conformity can enhance student's agreeableness personality.

Keywords

Agreeableness Personality, Peer Conformity, Behavior, Educational Psychology

Introduction

Students are the learners who take lessons in school with the aim of becoming human with knowledge, skill, personality, independence and noble moral. Students can also be said as pupils or learners both at the elementary, junior high or high school level. However, there are differences between the three groups according to their age stages and developmental tasks (Suud et al., 2020). In middle school students whose age ranges from 12-15 years, they are categorized as early adolescence. Mappiare (2000) explains that early adolescence is those who is in junior high school. Usually adolescent who are at this time have characteristics: (1) emotional instability, (2) full of problem, (3) a critical period, (4) begins to be attracted to the opposite sex, (5) the emergence of a lack of confidence and (6) likes to develop new thoughts, anxiety, delusional and aloof (Zamakhsari, Z., et al., 2020). At this time, adolescents have the tendency to identity confusion. This desire is to show self-identity that

affects the attitude and behavior of adolescent so that they often appear extreme and excessive. This makes the neighborhood see them as a deviant, dissident and mischievous individual (Erikson, 1968; Abdulkarim, K.A., & Suud, F.M.).

It is common for students' problems at school to be related to the attitude and behavior that they display. Age in the stage of transition to adulthood sometimes influences the attitude, behavior and reaction when they are interacting with the neighborhood. There are students who are easy to adapt to the neighborhood. Their attitude is friendly, humble, helpful, empathy, forgiving, obedient and cooperative. But, there are also students who lack empathy and care for others. They are rude, like to put down friends, uncooperative and manipulative (Yusri, N. A., et al., 2020). The characteristics that are seen in individual self are often referred to as personality. The personality tends to describe how a person

interacts, so personality is often equated with one's social skills and effectiveness in establishing relationships with others.

Personality is the ability of someone to get a response or reaction from others when interacting. Personality describes how the form of one's self expression that is displayed when dealing with others, how a person reacts and expresses himself will be influenced by the personality he has. Feist & Feist (2002) states that personality is a relatively stable trait with tendencies or traits that individuals maintain to display a behavior to a certain extent (Maddahi, 2012).

Allport argues that personality is the dynamic organization of the psychophysical system in individual self that determines their unique adaptation to the neighborhood. He explained that each individual behaves in his own way because each individual has his own personality and it would not be possible to have the same personality (Djaali, 2007). According to Cattell (1950) personality allows to predict what someone will do in certain situations. He views that personality is a structure of traits (traits) that are complex, differentiable and largely dependent on one of the dynamic traits.

The agreeableness personality is one of the personality dimension of the Big Five Personality Model based on factor analysis' Costa and McCrae (Feist & Feist, 2010). Costa & McCrae argues that nature and personality are bipolar and follow the bell distribution. A high agreeableness personality is shown by someone who is able to value others compared to themselves and trust in others (Cloninger, 2009).

Meta analysis conducted by Riek & Mania (2012) says that agreeableness personality is strongly correlated with forgiveness and this is also supported by research conducted by Rey & Extremera (2016) who found the results that agreeableness personality is one of the personality dimensions that is relevant determinants from the forgiveness process.

Personality does not form on its own. Many factors can shape the individual personality, especially students who are in junior high school.

In accordance with the development tasks that want to be independent and develop interpersonal skills, peers can be agreeableness personality shaper. Gaspar & Matos (2008) explained that peers and family have an important role in improving health during adolescence and they will have quality of life and subjective well-being (Gina, 2012 :Moshagen, M., Zettler, I., Horsten, L. K., & Hilbig, B. E. (2020). In making friendships, they depend on each other based on rules and mutual understanding. (Forgas & Fitness, 2008).

Padilla, Walker & Bean (2009); Tomé, Matos & Diniz (2008) describe that peers can determine preferences in how to dress, talk, use illicit substances, sexual behavior, adopt and accept violence, adopt criminal and anti-social behavior and in many other areas of adolescent life (Gina, 2012). Conformity is a type of social influence where individuals change their attitudes and behavior to match existing social norms (Baron & Byrne, 2005).

The existence of peers give a strong dominance to the life of a child or teenager, meaning that if students spend a lot of time with children who are easy to socialize then the children will also tend to be easy to socialize. This agreeableness personality will be formed in the individual when the individual is also surrounded by people who show such attitudes. Students who conform to peers who have agreeableness personalities will tend to have the same personality (Henslin, 2007). This is in line with what was said by Rubin et al that peers functionate as an anchor in a person's social, psychological and academic development (Konsten, 2012). In addition, peers also play a central role in the way a person imagines and practices social relationships, as well as creating ways to be able to maintain social bonds that are full of affection (Collins, 2003).

Peers are aspect which are included in students' social lives. Therefore, socialization outside the home that occurs in peer groups become an important determinant in the development of individual personalities (Reitz et al, 2014). Glaser, Shelton & Bree (2010) find that in peer groups, there is a type of friendship and their close friends

have a greater influence on his behavior (Gina,

2012).

THEORETICAL STUDY

Agreeableness Personality

Personality is a predictive agent that will tell what someone will do in certain circumstances and include all behaviors that are displayed or hidden in his actions (Cattel, 1950). In addition, personality is a complex organization of cognitions, feelings and behaviors that provide direction and pattern for one's life (Pervin, 1996). John (2002) explains that agreeableness personality shows the behavior of the desire to empathize, do good, confident, obedient and make sacrifices (Maddahi, 2012). The agreeableness personality reflects the individual differences related to cooperation and harmony of social relations. Individual values contain in agreeableness personality are friendly with others, that's why people who have this personality tend to be considerate, friendly, generous, helpful and willing to compromise with the interests of other people. Individual self with agreeableness personality also has an optimistic view of human nature, they believe that humans are basically honest (Fitriah, M., & Madjid, A. (2020), polite and trustworthy people (Savitha, 2016). The agreeableness personality is one of the five personality factors proposed by Costa and McCrae. Among these five factors, human has a tendency to be one of the dominant factors in themselves (Pervin, Cervone, & John, 2010).

Peer Conformity

Conformity is the willingness of individual to follow social rules or group norms (Konsten, 2012). Conformity occurs when an individual adopts certain actions that are agreed to by his group of peers (Santor, Messervey, & Kusumakar,

2000). Brown, Lohr & McClenahan (1986) use the term willingness to approve peer pressure in interpreting peer conformity (Konsten, 2012). Berndt (1979) states that conformity is a form of behavioral disposition that represents a form of compliance or vulnerability to peer influence (Sim & Koh, 2003). Peers are individual who have almost the same age and mindset. Peers are meant as social groups consisting of people with the same age and social status (Blazevic, 2016). Peers involve many people in one's social life such as classmates, community, work colleagues or sport teams that are followed (Reitz 2014). Conformity makes someone do the same thing and behave in accordance with what is done by his friend. The distinctive features of conformity are characterized by cohesiveness, agreement and obedience (Sears, 1991).

Methodology

This research uses a quantitative approach with multiple linear regression analysis. The population in this research are students of SMP IT Nurul Ilmi Medan. The sample consists of 60 people consisting of 33 male students and 27 female students. Sampling is done randomly by taking into account the strata that are in the population and taking representatives from each grade level in SMP IT Nurul Ilmi. The agreeableness personality scale in this research refers to the big five personality scale from Costa and McCrae (1989) consisting of 9 items. Peer conformity scale developed by the researchers based on the theory of David O'Sears (1985) which consists of 24 items. The aspect is compactness, agreement and obedience.

Results

Table 1
Descriptive statistics of demographic and research variables

Variable	M/%	SD
Gender		
Male	55,0	
Female	45,0	
Age		
12 years old	5,0	
13 years old	48,3	
14 years old	45,0	
15 years old	1,7	
Agreeableness personality	3,07	0,40
Peer Conformity	36,18	5,12

This research included 60 students consisting of 55% (33 male students) and 45% (27 female students). The age range about 12 to 15 years with details of 12 year old students is about 3 students (5.0%), 13 years is about 29 students (48.3%), 14 years is about 27 students (45%), and 15 years is about 1 students (1.7%). Agreeableness personality value has an average of 3.07 with a range of values 1 - 5 and a standard deviation of 0.40. In peer conformity, with a range of values 12 - 60, the mean value is 36.18 with a standard deviation of 5.12.

Influence of Conformity on Agreeableness Personality

The analysis using linear regression is performed to answer the research hypothesis, namely there is a significant influence of Islamic school culture on the agreeableness personality of children in a way. Before conducting the analysis, the collected data is processed to be tested for the classical assumptions of simple linear regression. The assumption test result is as follows:

Residual Normality

Residual normality test is carried out to ensure the model created in the regression is not overestimation or underestimation (Field, 2009). The result of the analysis can be seen in Table 1.

Table 2
Test result for residual normality assumptions

Variable	Statistic Test	Sig. (2-tailed)
Residue	0,058	0,20

The result shows the Kolmogorov-Smirnov statistic test values of 0.058 with p above 0.05. This means that the residual data distribution is normal so that the model to be analyzed is not overestimated or underestimated.

Linearity

Linearity test is done to ensure the relationship that occurs in the two variables are linear in order to be made in a straight line equation (Field, 2009). The result of the linearity test is set out in Table 3.

Table 3
Linearity assumption test result

Predictor	Linearity		Deviation from Linearity			
	F	df	Sig.	F	df	Sig
Peer	7,382	1, 18	0,01	1,2	17, 18	0,28

The result of the analysis show the F value (1, 28) of 19.86 ($p < 0.01$) in linearity which the value indicates that the relationship between the

two variables is linear. Thus, this assumption is fulfilled.

Homoscedasticity

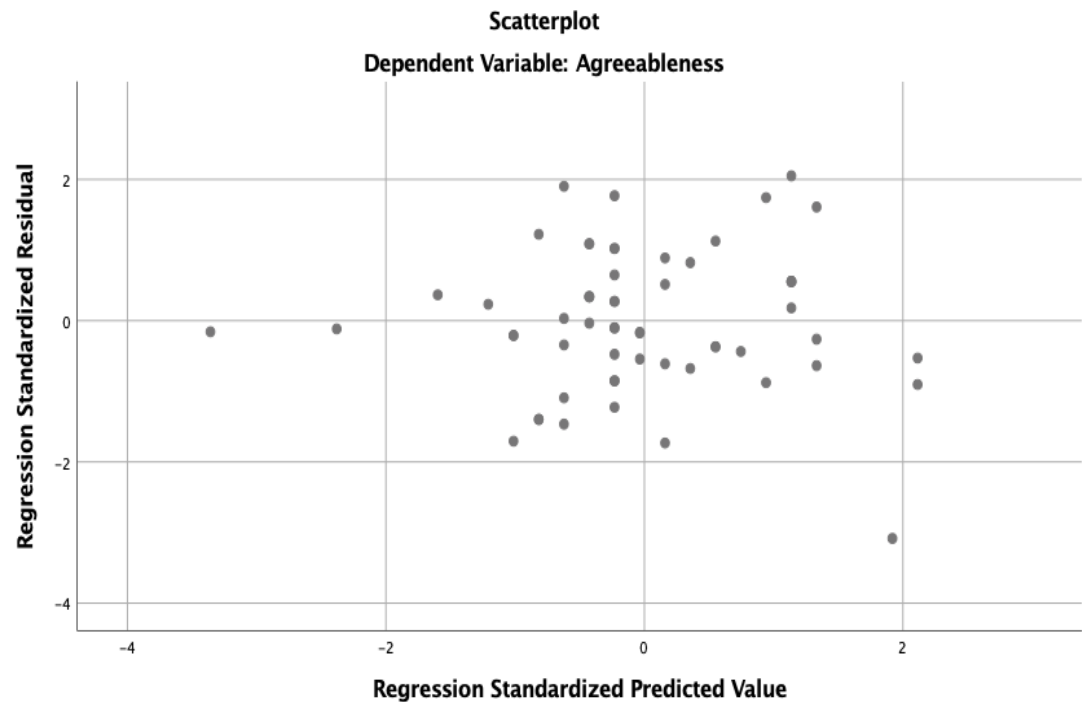


Figure 1. Heteroscedasticity plot

Field (2009) states that there is no standard for determining heteroscedasticity, but this can be seen from the distribution that does not form a pattern or is random in nature. In Figure 1, the points are scattered irregularly both vertically and horizontally. Thus, it can be said that the assumption of heteroscedasticity is fulfilled.

After all assumptions are met. Hypothesis test is done by using simple linear regression analysis techniques. The result of the analysis is shown in Table 4.

Table 4
The result of a simple linear regression analysis

Predictor	Model			Parameter				
	F	df	Sig	Effective Donations	B	SE	Beta	Sig
Peer	6,901	1, 58	0,011	10,6%	0,026	0,01	0,326	0,011

The result of analysis showed that peer conformity had a significant influence on the child's agreeableness personality ($F(1, 58) = 6.901$; $p < 0.01$). The influence given by peer conformity is a positive influence ($\beta = 0.326$; $p < 0.01$) which increases conformity with peers will increasingly form the agreeableness personality of the child. In addition, conformity with peers can explain 10.6% variation in the child's agreeableness personality variable.

DISCUSSION

The purpose of this research is to prove the influence of peer conformity on child's agreeableness personality. The result showed that peer conformity has a positive effect on child's agreeableness personality. That is, enhancing peer conformity can increase the score of child's agreeableness personality. Costa, McCrae, and Dye (1991) say that the high agreeableness personality of a child can help shape his attitude towards the surrounding social neighborhood. In addition, the high personality agreeableness of individual self will make him able to give his trust to others, easy to be frank, happy to help, honest and gentle (Masyhuri, S., et al., 2020). These characters allow him to socialize easily in his social neighborhood.

The agreeableness personality also has a close relationship with individual social pro-behaviors (Xie, Chen, Lei, Xing, & Zhang, 2016) and is inversely proportional to the level of aggressiveness or negative individual behavior (Dåderman & Ragnestål-Impola, 2019; Xie et al., 2016). This makes a child who has a high agreeableness score to be happy to help others so that he easily socializes with that person. In addition, this also makes the child tend not to be aggressive when he is socializing with other people so that they feel comfortable when do dynamic with the child. Moreover, twelve-to-fifteen-year-old adolescents and children are

trying to find their true identity (Erikson, 1968). Then, at this time adolescents have the task of development in the form of a relationship with social adjustment (Rahmayanthi, 2017), which makes teenagers want to have a desire to connect with others. Not only related, adolescents will make adjustments to be accepted in relation to other individual at the group level. Rahmayanthi (2017) explains that adolescents tend to spend a lot of time with their peers and form a group by adjusting existing norms. To part of this group, of course, shall foster trust first and then try to help the individual in the group so that he can be accepted. The effort made by individual to adjust their behavior to groups is called conformity (Cialdini & Goldstein, 2004). Song, Ma, Wu, and Li, (2012) explain that conformity makes individual change their behavior to be accepted in a group. The desire to be part of a positive group makes children tend to engage in positive behavior such as telling the truth, being gentle, and not doing bad behavior so that other individual feel comfortable and are not disturbed by their behavior. In addition, children will try to forgive which things are very closely related to the personality agreeableness (Rey & Extremera, 2016: Fong, M., Zhao, K., & Smillie, L. D. (2021) so that he remains accepted in his group.

On the other hand, when adolescents are unable to make social adjustments they will tend to withdraw, feel dissatisfied and experience conflict with their peers. Wang, Hartl, Laursen, & Rubin (2017) asserted that low score of agreeableness in individual is closely related to individual withdrawal by other individual or group and feeling of dissatisfaction when establishing social relationship. That is, the inability of individual to conform with their peers have a relationship with their poor agreeableness personality. In addition, Wang, Hartl, Laursen, & Rubin (2017) in their research found that withdrawal and dissatisfaction

with social relation have an association with sensitivity to rejection (Wahyuna, A. H., & Fitriana, S: 2020). This means that individual who is sensitive to rejection by others have a relationship with their behavior that withdraws and feels dissatisfied with others. In addition, sensitivity to rejection has a negative relationship with agreeableness personality, which means a low agreeableness personality, so the sensitivity to rejection is high. That is, people who do not establish social relation properly will have a high sensitivity to rejection, which individual tends to have a low agreeableness personality.

Conclusion

The agreeableness personality is determined by two factors. Internal factors are traits inherited by parents and external factors obtained by individual as a result of their interaction with the surrounding neighborhood. Junior high school students who are in the adolescent category with a range of ages 12-15 years trying to find their true identity by building social relationships especially at this time adolescents have a developmental task in the form of a desire to relate to others. Adolescent with personality agreeableness will show friendly

behavior, cooperative, easy to believe, warm, easy to succumb, avoid conflict and helpful. The agreeableness personality shows one's social skills and effectiveness in establishing relationships with others.

As adolescent who undergoes developmental tasks to relate to others, the presence of peers has a fairly positive influence on agreeableness personality. This can be seen from the positive influence given by peer conformity with result ($\beta = 0.326$; $p < 0.01$) which the increasing conformity with peers will increasingly form the child 's agreeableness personality. In addition, conformity with peers can explain 10.6% variation in student personality agreeableness variable.

Peers provide strong dominance over the lives of adolescents. If students spend a lot of time with sociable children then these students will also tend to be easy to socialize. This agreeableness personality will form on the individual when this individual is surrounded by people who show such attitudes. Students will tend to have the same personality if they conform to peers who have agreeableness personalities.

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