The Influence of Group Conformity to Behavior Deviate Student

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Abstract: Some problems that occur in students related to conformity or join in related to the influence of groups or other parties, conformity related to high risk relationships, such as deviating and discussing the law, this research seeks to find an acceptable fix in a group that is categorized as an appropriate action (part of it). the purpose of this study is to determine the relationship of group conformity to the distorted discussion of students looking at the forms of group conformity in students, how to deviate obtained from conformity including bullying, extortion, smoking, beating and canceled cheating during exams, this study uses quantitative research methods in terms of the level of explanation, this study also uses associative forms of causal relations with other objectives to apply the process of confrement to group variables. There are independent and variable variables el in this study are: 1) group conformity 2) deviant motivation, data collection techniques using questionnaires, data collection methods are done by giving separate questions, or asking for help, respondents respond, loosen in the form of data, data analysis of this study is a technique simple linear regression analysis with the help of the SPSS program. based on the results of the analysis of data techniques with the simple linear regression analysis method the conformity to complaints contributes to 0.069 at the significance level ($p < 0.05$). between group conformity to deviate, in other words the hypothesis is accepted.

Keywords: conformity, deviant behavior, students

Introduction

Deviant behavior or so-called social deviance is behavior that is contrary to norms and laws and is not following decency or fall, both viewed from humanity individually or its justification as part of social beings. Deviant behavior is considered as a source of problems because it can endanger the rigidity of the social system. Behavior concept deviates containing mean that there pounder r standard that must be taken. (Susanti, 2015) The behavior of students who do not appropriate the path Means has been distorted or has

to occur irregularities student. Normative deviations are defined as deviations from norms and laws, where deviations are prohibited if known and sanctioned.

Some forms of deviation in society are relatively dependent on the magnitude of the difference. Deviations can usually be seen from the perspective of people who are not perverts. A full understanding of the deviation requires an understanding of the deviation for perverts. how to find out the deviation is by understanding, not agreeing what is understood by perverts. How to perverts face rejection or stigma of non-perverts called regulation techniques. Not no one any technique that can guarantee that perverts can live in a world who rejects it, the strategies used perverts are secrecy, manipulation of the physical environment, rationalization, participation in culture that is distorted and turned into not deviate.

The ocialization process so in life through various forms of social interaction by using a certain med she and social environment. Therefore, environmental life conditions would be very coloring and affect the input and knowledge are absorbed by each student. Because of that in discussing behavioral aberrations students, the authors focus on the systems approach, namely individual behavior as a social problem that originates from the social system, especially because of social disorganization as a source of problems. It was explained that generally the students who experience symptoms of social disorganization in the family, for example, meaning norms and social values into a loss of power that binds. social control becomes weak, to the point that it allows various forms of behavior deviation. deviant behavior carried out by students is closely related to the daily interaction of life through social interaction between students, group influence also plays a role in the formation of student behavior, for example, such as some student behavior varieting type one of which is deviant behavior carried out by students today, forms of deviations that are often done by students such as truant during class hours, cheating during exams, bullying, extortion.

Although this type of deviation is considered normal to be done by students in general, the impact resulting from deviant behavior can be detrimental to others and themselves. Other types of deviant behavior of students which lead to crime, for example, such as drug abuse committed by students, is one of the forms of deviant behavior of students, resulting from the behavior of group conformity. Conformity is a form of behavior adjusting to the behavior of others so that it becomes more or less the same and identical to achieve certain purposes. Conformity against pressure groups on the student can be positive or negative. Conformity is negative among others participates along with friends who do behaviors negatively as smoking (Sears et al., 2013). Someone who has high conformity depends a lot on the rules and norms that apply in the group, including behavior. Similarly, smoking behavior yes often done by adolescence is one result of the conformity of it as of the group that aims so that it can be recognized and accepted in the association (Rahmah, 2018).

Method

Methods research used is research quantitatively. According to (Sugiyono, 2013), the research uses a quantitative approach because the data obtained are in the form of numbers and analyzed using statistical analysis. In this research, discussing about the interaction done by groups to the interaction done by students, and what forms of conformity are done by students, as well as what conformity is most done by students. Therefore, the method used by researchers to answer this problem is the quantitative method. Researchers use studies with opinions (correlational studies). The study discusses the interrelationships between the variables investigated. Cause and effect relationship shows one variable against another variable. In this study, researchers looked at the relationship between variables X variable (group conformity) and Y variable (deviant relationship) whether the variable was positively or negatively correlated.

The research sample sam ples were taken a number of 127 students bond, sex Men and women, aged between 18-22 years, sampling technique this study use purposive sample technique is sampling to be based on the purpose of the population that has been known its characteristics (Sugiyono, 2013).

The questionnaire is a technique in data collection which is done by giving a set of questions or statements aimed at respondents to answer. The questionnaire is part of an efficient data collection technique when researchers know for sure the variables to be measured and know what can be expected from respondents.

Results and Discussion

The following are the results of the research I made using the questionnaire data collection technique for 127 respondents.

Table 1. Crosstabs Test

	Cases					
	Valid		**Missing**		**Total**	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**
Category Of Group Levels * Category Of Level Behavior	127	100.0%	0	0.0%	127	100

Source: SPSS Primary Data

From table 127 respondents stated valid or true about the relationship between group-level categories and 100% deviant behavior level categories of students.

Table 2. Crosstabs Test

		Category	
		High	**Total**
Category Of Group Levels High	Count	127	127
	% Within Group Level Category	100.0%	100.0%
	% Within Category Of Dead Behavior	100.0%	100.0%
	% Of Total	100.0%	100.0%
Total	Count	127	127
	% Within Group Level Category	100.0%	100.0%
	% Within Category Of Dead Behavior	100.0%	100.0%
	% Of Total	100.0%	100.0%

Source: SPSS Primary Data

There are 2 respondents the majority of the categories achieving the highest scores the majority came from the group level category and the category of the level of deviant behavior of students by 100%. Of the 127 respondents the majority of the categories achieving the highest scores the majority came from the group level category and the category of student deviant behavior level by 100%. So in conclusion, the higher the level of the group, the lower the level of deviant behavior of students.

Table 3. Chi-Square

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1349,274 [a]	1332	.365
Likelihood Ratio	346,768	1332	1,000
Linear-by-Linear Association	12,792	1	.000
N of Valid Cases	59		

HO: There is no relationship between groups on the level of student deviation behavior.

HA: There is a relationship between groups on the level of deviant behavior of students.

Significant alpha is known as 0.00 <0.05, so HO is rejected.

From the results of the chi-square test output of 0.00, which means it is smaller than 0.05 then ho is rejected and ha is accepted, so there is a relationship between groups with changes in the level of deviant behavior of students.

Table 4. Correlation Table and Regression Test

		Category of group levels	Category
Category Of Group Levels	Pearson Correlation	1	, 690 **
	Sig. (2-tailed)		, 000
	N	127	127
Category Of Taruna Behavior Level	Pearson Correlation	, 690 **	1
	Sig. (2-tailed)	, 000	
	N	127	127

**. Correlation is significant at the 0.01 level (2-tailed).

1. Hypothesis

   Ho: There is no relationship between the level of the group with the level of deviant behavior of students

   Ha: there is a relationship between the level of the group with the level of deviant behavior of students

2. Decision Making

   If the alpha significance is less than 0.05 then Ho is rejected.

   It is known from the output that the significance of alpha is 0.00, then Ho is rejected. So there is a significant relationship between the level of the group with the level of deviant behavior of students

3. Relationship Strength (R)

   From the results of the output, it shows that 0.690 means that the strength of the relationship between the level of groups towards the level of deviant behavior of students is strong.

4. Relationship direction

   The direction of the relationship is positive, then X goes up Y goes up. Conversely, if X goes down, Y goes down. The direction of the relationship is negative, then X goes up Y goes down. Conversely, if X goes down, Y goes up from the results of the output, it shows that the direction of the relationship is negative that is equal to -0.690 which means that if the level of the group is high then the deviant behavior of students is low or if the level of the group is low then the level of deviant behavior of students is high. Specified: GIS (2-TAILED) = 0,000 <0.005 THEN Ho is rejected.

   The strength of the correlation between group-level categories and the level of deviant behavior of students 0.690x 100% = 69%. So the correlation between IV and DV is strong. This is the highest of the level of deviant behavior of the students. The output shows that the independent variable is a group level category and the dependent variable is the level of student deviant behavior.

Table 5. Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	, 690 [a]	, 476	, 472	11,497
A. Predictors: (constant), category of group levels				

R square (r2) = coefficient of determination (functions how much the contribution of variable X causes the Y variable. So the group-level variable contributes 0.476x100% = 47.6% to explain the occurrence of the level of deviant behavior of students, and 52.4% is explained by other variables

The output shows:

1. R or Correlation Strength is 0.690, which means that the strength of the relationship between group level and the level of deviant behavior of students is strong.

2. R Square or the coefficient of determination or R2 is 47.6% means that the group-level variable accounts for a variable level of deviant behavior of students by 47.6% and the rest is explained by other variables by 52.4%.

Table 6. ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14999,881	1	14999,881	113,472	, 000 [b]
	Residual	16523,789	125	132,190		
	Total	31523,669	126			

H0: The regression equation cannot be made

HA: The regression equation can be made

Conclusion: if sig <0.05 then it is rejected from the output value of 0,000 <0.005 then Ho is rejected and Ha is accepted so that the regression equation can be made.

Table 7. Coefficients

	Model	Unstandarized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	63,792	9,173		6,954	, 000
	Category Of Group Levels	, 567	, 053	, 690	10,652	, 000

a. Dependent Variable: Category Of Level Of Behavior To Dead Students

Source: SPSS Primary Data

Y: a + bx

Y: 63,792 + 0,567 (x)

X1: 100 then Y = 63,792 +0,567 (100) = 63,792 + 56.7 = 120,492

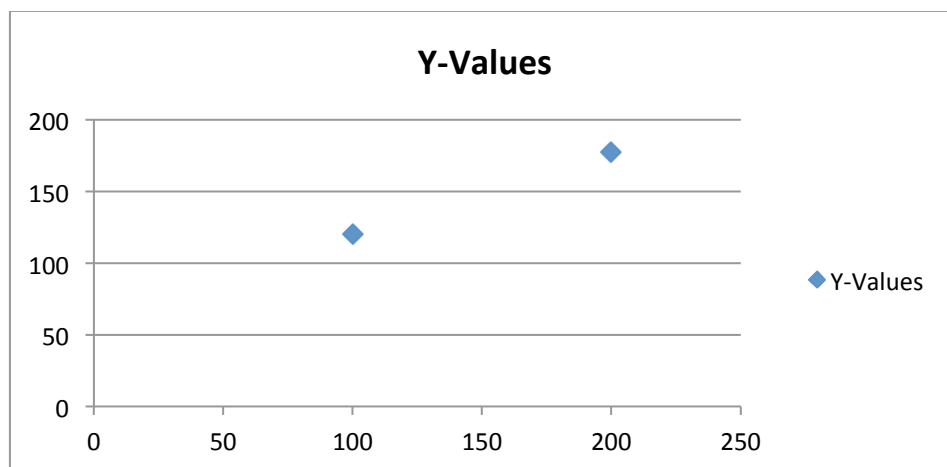X2: 200 then Y = 63,792 +0,567 (200) = 63,792 + 113.4 = 177,192

Fig. 1 Regresi Plots

So it is unidirectional, the higher the level of the group, the higher the level of behavior deviates students. Social influence (social influence) is an effort made by a person or group to change the attitudes, beliefs, perceptions. The study of journals and books related to the title of the study. This results study is related with the fiew recent study as follows:

Study about influence of Criminology on Criminal Law: Evaluating Arrests for Misdemeanor Domestic Violence (Sherman, 1992). Noth thats both evaluations, by the basic sciences of biochemistry and criminology, respectively, had an apparently strong influence on the respective professional practices. Unfortunately, both treatments were shown, only to reduce the suffering associated with the target problems, but not to cure those problems. A final parallel is less obvious. Both experiments raised basic questions about the relationship between science and professional practice, generating intense controversy. Both of them led to clear recommendations to change the standard procedures governing scientific influences on policy-making. Both of them led to charges that scientists were morally insensitive to the interests and suffering of victims. The irony of this final parallel is that the two respective controversies went in opposite directions.

A few of recents study about Conformity At Schoolas the tendency of individuals to adjust their views and behavior to others (Cialdini & Goldstein, 2004). Rejection and violations of group norms can then be characterized as nonconformity (Tuma & Pratt, 1982). In accordance with Merton (in Murphy & Robinson, 2008) school conformity can be defined as adaptation to cultural objectives and the institutionalized means to achieve these objectives (Whelen, 2011). School nonconformity is perceived as a type of dynamic role behavior which relates to a student's specific social role as well as situations occurring within the institution of school. To connect nonconformity with the student's role, we use the term student nonconformity. Student nonconformity is defined as a student's deviation from school norms. The focus is not on the nonconforming students, but rather on student's acts of nonconformity that represent partial non-adaptation, mainly to norms or the teacher who represents those norms. Student nonconformity is understood as a specific social practice.Childhood can be characterized as a battle between old and new rules (Flandrin & Flandrin, 2019), and it is therefore a period that opens up vast space for nonconformity.

Study about deviant behavior are the unorthodox traits that do not conform to officially established generally accepted social norms. Aberrant behavior causes negative evaluations e.g. crimes, to be committed by people. Deviant behavior has a destructive or self-destructive orientation characterized by persistence and repetition. Signs of deviant behavior include social exclusion and self-identification as deviant in terms of age and gender. It is very important to differentiate aberrant behavior (wrongful and immoral) from character traits like strangeness, eccentricity, eccentricities, available individuality, which are not harmful (Goode, 2015). Deviant behavior poses a real threat to the physical and social survival of an individual within certain social environments or collective settings. Deviations are marked by violation of social norms, moral norms, cultural values, the process of assimilation, and in the reproduction of values and norms. It may stem from a single action by an individual that does not meet set out social norms. E.g. the criminalization of society, divorce, corruption of officials etc. The concepts of „norm" and „deviation" are socially defined (Miller et al., 1966). In medicine, aberrant behavior relates to deviation from generally

accepted norms that guide interpersonal interactions. Within the framework of mental health and frontier state, these actions, acts, statements describe forms of neuropsychiatric pathology (Goode, 2015). In psychology, deviant behavior is defined as a deviation from socio-psychological and moral norms. Deviations are characterized by violation of socially accepted norms that cause damage to individuals themselves, public welfare, and their surroundings

Other study to description of conformity in a junior high school student who has high fashion involvement. The results show that these students have a high interest in fashion because of the conformity with her peers in school. The conformity of the subject and group of friends is due to the presence of a high cohesiveness in the group and the number of members in the group consists of considerable members. The conformity factors found in this study are similar to the theory put forward (Hitlin & Andersson, 2015). These factors are divided into three types: cohesiveness, group size and descriptive social norms injunctive social norms. Cohesiveness is defined as the level of interest that individuals perceive to a certain group. The second factor is group size associated with number of member in a group. The more members joined in the group will increase conformity. The latter is a descriptive social norm and an injunctive social norm. Descriptive norms describe what most people do in certain situations. These norms influence behavior by telling us what is generally considered effective or adaptive to the situation. Instead, the injunctive norm determines what to do, what behavior is accepted or not accepted in a particular situation. Based on the results of interviews with the participants, it is found that factor that creates conformity in the group is group cohesiveness number of members in their group of friends. Participants state that they are always interested in the group when they discuss the latest information about fashion, discuss about the latest clothing models, discuss fashion show events featuring favorite models of participants and their friends. The conversation makes participants more pleased and interested in being member of the group. According the theory (Henry et al., 2007; Levine & Hogg, 2012), there are three aspects of the existing conformity. These aspects are cohesiveness, agreement and obedience. The cohesiveness aspect concerned with adjustment and attention to the group. The agreement aspect is the opinion of the reference group that has been made to have strong pressure so that the teenager should be loyal and adjust his opinion with the opinion of the group. The agreements themselves relate to beliefs, shared opinions, and deviations from group opinions. The last aspect of conformity is that of obedience. The pressure or demands of the benchmark group on teens make it willing to take action even when the teenagers do not want it. If obedience is higher than the conformity will be high as well. Self-obedience is linked to pressure due to rewards, threats, or punishments and expectations of others. Conformity aspects that exist on the subject and friends of a group is the cohesiveness that materialized with the behavior of subjects and friends of a group who both love to buy new clothes and find out the latest fashion developments that make the cohesiveness of the subject and the group becomes more and more tightly. The second aspect is an agreement whereby the subject and his group have unwritten agreements about their likes in fashion. The last aspect is obedience where the subject obeys all things in his group not out of fear of threat or punishment, but the subject does so because of his own wishes and wants to meet the expectations of other members in his group.

Conclusion

Based on research and analysis results that have been done about the influence of groups on the level of student behavior, the following conclusions are obtained; (1) The product correlation obtained by the moment that was carried out in this study, a coefficient of 0.690 was obtained. Then the product moment correlation results are compared with r table, where r table with n = 127 is 690. So, the result is 0,000 <0.005, meaning that h0 is not accepted and ha is accepted, which means there is a relationship between group influence on the level of student behavior. There is a relationship or not, seen in the product moment correlation table, there is a significance value of 0.690 which means that h0 is rejected and ha is accepted, and (2) There is a significant effect either or not between groups with the level of student behavior, the researchers used a simple correlation test (t-test), where the value of t count <t table, 0.690 <0.567 and p value 0.690> 113.4 then h0 is rejected and ha accepted, meaning that it can be concluded that the influence of the group greatly influences the level of behavior of a student both mentally and psychologically.

Suggestions from researchers for the results of this study for students to be more in accordance with the norms of the existing rules, it needs more attention to relationships, cooperation, togetherness on campus, with this it will make it easier for students to improve / behave in accordance with the norms in them In accordance with the group .

b) In addition to the role of groups on campus, it also needs to be considered and developed the attitude of students on campus so that it is more optimal in terms of uses and benefits.

c) Students in groups in order to interact with students who can control themselves well, who can control them.

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