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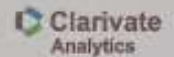
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Influence of Peer Group Conformity on Moral Identity and Penchant for Watching Violent Television Shows on Aggressive Behavior in University Christian Indonesia

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Abstract—This research aims to prove the influence of variable moral identity, peer group conformity, and the avocation of watching violence on television on aggressive behavior. The research population is University Christian Indonesian (UKI). This research uses quantitative research method. The type of statistics that used is parametric, to be descriptive using the mean standard deviation, correlation and reliability. The formulation of hypothesis is (1) there is a negative and significant influence between moral identity on students 'aggressive behavior, (2) there is a significant negative influence between peer group conformity that negatively affects students' aggressive behavior, (3) there is a significant positive influence between avocation of watching violence on television on students' aggressive behavior. This research uses the measuring instrument that was compiled in accordance with Agusto Blasi's theory, then tested, consisting of ten aggressive behaviors (alpha = 0.67), twelve moral identities (alpha = 0.74), peer conformity had a positive impact on four items (alpha = 0.87) and five items for peer group conformity which had a negative impact (alpha = 0.69), as well as an avocation of watching violence on television seven items (alpha = 0.490).

Keyword—*aggressive behavior; moral identity; peer group conformity*

I. INTRODUCTION

Humans in their daily lives need help from others through social interaction as a social being. The effect from this relationship behavior is formed to achieve a goal. When the desired goal is not achieved, the behavior appears to harm people or damage objects, which is called aggressive behavior in psychology. These behaviors involve aggression against school property and that of others classmates, as well as aggression against teachers and peers themselves [1,2].

Aggressive behavior can occur when the desired goal is not achieved.

The role of mass media in influencing aggressive behavior is very large for people's lives today. The community will be inspired to behave and act criminally. Crimes watched through television add to the idea for people to commit criminal acts.

Samilvalli noted that aggression is an often a risk taking behavior and individuals must have a certain degree of courage and confidence that they will be successful in an aggressive encounter which would be more typical of individuals with high rather than low self esteem [3].

When a child enters adolescence, the social scope becomes wider. Teenagers who will be accepted in their peer group are those who can follow and adapt themselves and are able to behave according to the demands of their peers. For adolescents who have difficulty in adaptation will feel the conformity, if adolescents do not comply, they will be rejected and leave their peers. Thus it can be said that peer group conformity has a positive and negative impact on adolescents.

With friendship also moral sensitivity is growing and developing so that it is capable of carrying out moral actions.

A. Aggressive Behavior

According to Baron and Byrne aggressive is a behavior that hurts directed towards living beings who do not like the behavior [4]. According to Berkowitz there are two types of aggressive behavior, they are (1) physical aggressive behavior and (2) verbal aggressive behavior [5]. Whereas O'sears said that type (1) aggressive instrumental behavior and (2) direct aggressive behavior [6]. Furthermore, Freedman and Peplau divided aggressive behavior into three forms, namely: (1) hurt and intentions to hurt (2) proportional aggressive behavior and anti-social behavior (3) aggressive behavior and feelings [7]. According to Berkowitz as a measuring tool that is physical aggressive behavior and verbal aggressive behavior [5].

Conformity (conformity) is the attitude of imitating the behavior of others due to real or imagined pressure by them [8]. Kieslerand Kiesler say that conformity is a pressure in groups that can change a person's behavior and beliefs [9]. According to Santrock peers are children, adolescents and adults of the same age level [8].

B. Moral Identity

Moral identity is defined as a self-schema organized around a set of moral trait associations (e.g., honest caring, compassionate) [7]. Moral identity has been described as one kind of self-regulatory mechanism that motivates moral action [10,11]. For same consumers, moral identity is both the antecedent and the outcome of the need for self-consistency between who a person thinks he or she is and how he or she acts in the world [12].

C. Peer Group Conformity

According to black Peer group provide a forum where teens construct and reconstruct their identities [13]. According to castrogiovani A peer group is defined as a small group of similarly age fairly close friends, sharing the same activities [14]. Scully and Moital added individual is influenced by others, but they also try to influence others [15].

II. RESEARCH METHODS

The study population was students of UKI whose numbers were not yet ascertained. The assessment subjects were taken from seven faculties. The sampling technique is accidental. Characteristics of subjects used in this study were first and third semester students. Considering that students in the semester are still in their late teens and have been able to make their own decisions and choose to carry out social adjustment with peers and adults outside the family environment and try to find identity through various forms of behavior including the most prominent behaviors namely aggressive [8].

The data collection tool uses a scale that follows the summated rating method of Likert by using five alternative answers namely strongly agree (SS), agree (S), neutral / doubtful (N / R), disagree (TS), strongly disagree (STS).

A. Aggressive Behavior Scale

The scale in this study was arranged with the scope of aggressive physical and verbal behavior.

1) Instrument trial: Test the validity and reliability of the aggressiveness gauge obtained an alpha value of 0.545 (N of items = 12) by considering the results in the column of alpha is item deleted, then 2 (two) items, namely items number 4 and 10 need to be removed. After the number is omitted, the alpha value increases to 0.674.

Test the validity and reliability of the moral identity measurement tool obtained an alpha value of 0.533 (N of items = 15) by considering the results in the column of alpha is item deleted, then 3 (three) items, namely items number 3.5 and 6 need to be removed. After the number is omitted, the alpha value increases to 0.747.

Test the validity and reliability of measuring instruments of peer group conformity with a positive impact obtained an alpha value of 0.754 (N of items = 4) taking into account the results of the column alpha are deleted items, then 2 (two) items, namely item number 3 needs to be removed. After the number is omitted, the alpha value increases to 0.876.

Test the validity and reliability of measuring instruments of peer group conformity with a negative impact obtained an alpha value of 0.694 (N of items = 6) taking into account the results in the column alpha is item deleted, then there is no item that is dropped.

Test the validity and reliability of the favorite measuring instrument to watch violent shows on television obtained an alpha value of 0.453 (N of items = 8) by considering the results in the column of alpha is deleted, then 1 (one) item, namely item number 3 needs to be removed. After the number is omitted, the alpha value increases to 0.480 (N of items = 7) by considering the results in the column alpha is item deleted, then 1 (one) item, item number 7 needs to be removed. After the number is omitted, the alpha value increases to 0.495 (N of item = 6).

2) Data analysis method: The calculation uses the SPSS program (statistical package for social science) version 16.0 for window, with a significance level of $P < 0.05$. Research preparation is carried out by providing a research measuring instrument based on indicators of each variable. The measuring instrument consists of four scales, namely the scale of aggressiveness, the scale of moral identity, the scale of peer group conformity and the scale of watching television shows. The data collection was carried out in turn to students in the Faculty of Engineering (Civil, Mechanical, Electrical and Architecture), Social Sciences students, Faculty of Law, Economics, Literature and the Teaching and Education Faculty. The samples used in this research were first and third semester students. Based on student sex, this research was attended by 75 men and 85 women.

The theoretical median is 3, the average score of aggressiveness is 2.04 below the median, the moral identity is 4.00, the peer group conformity has a positive impact of 3, 80, peer group conformity which had a negative impact of 3.09, the three variables had a score above the median, while watching interest was 1q, 14 was enough at 4.00. Dependent Variable: AGRE

Based on the table above, the contribution of the influence of Adjusted R Square changes on moral identity, peer group conformity and the penchant for watching violent television shows on aggressive behavior of 0.036. This shows that the percentage of the contribution of the influence of the independent variables used in this study is able to explain the 3.6% dependent variable.

III. RESULTS AND DISCUSSIONS

Moral identity is the values of good or bad right or wrong that are formed in the individual. These values will appear through responsible actions by accepting all risks, it also appears through good self-structure through self-awareness and high consistency. Based on the average value of a moral identity of 4.00 it can be said that some students have good self-consistency, and can be responsible in accepting all risks to their actions, and have a strong self-structure in moral behavior. The low average value of aggressive behavior is 2.04 with a correlation of 0.01 and the amount of the variant contribution is insignificant at 0.286 (p> 0.05) causing the test

of the first hypothesis that says there is a positive and significant influence between moral identity on aggressive behavior, rejected.

A. Peer Group Conformity That Has a Positive Impact

Peer group conformity that has a positive impact shows the meaning that attitudes adhering to group behavior that have been formed to achieve certain behavioral uniformity can have a positive impact such as meeting the invitation of friends to visit sick people, visiting orphanages and conducting social services for people who experience natural disasters. In other words, it can be said that the lower the p with a high enough average value of 3.80 and a correlation of -0.01 and the magnitude of the significant variance contribution of 0.912 (p> 0.05) the second hypothesis that reads there is a significant negative influence between peer group conformity that has a positive impact on student's aggressive behavior, rejected.

B. Peer Group Conformity That Has a Negative Impact

Peer group conformity that has a negative impact is obeying the invitation of friends to brawl, invite friends to smoke, invite friends to insult others. Said has a negative impact because it will cause behavior that hurts both ourselves and others. With a high enough average value of 3.16 and a correlation with a number of - 0.09 and the amount of the variant contribution that is not significant that is equal to (p> 0.05) the third hypothesis which reads there is a significant positive influence between peer group conformity negative impact on students' aggressive behavior, rejected.

C. A Penchant for Watching Violent Shows on Television

Based on the results of statistical tests conducted showed the fourth hypothesis which states that there is a significant positive relationship between the penchant for watching violence on television with the amount of free time determined by the audience as well as the forms of violence that aired, affecting the aggressive behavior of students. With a high enough average value of 3.29 and a correlation of 0.04 as well as a significant contribution that is equal to (p> 0.05), then the fourth hypothesis is accepted. This means that students who are highly interested in watching violent shows on television also increase their aggressive behavior.

The results of this study were also caused by the sample used in the study were students who had low aggressive behavior and prominent with an average value of 2.04 which was below the theoretical average value. And these factors are not used as indicator variables in research.

IV. CONCLUSION

Future researchers need to take research methods that focus more on tertiary institutions/faculties whose aggressive behavior is very prominent, such as institutions that oven have brawls. It is better for further research to add other factor s such as parenting, interpersonal communication and emotional intelligence.

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