THE ROLE OF SELF-CONTROL AND CONFORMITY TOWARDS ADOLESCENT AGGRESSIVENESS IN DENPASAR CITY

I Gede Widharma Saskara Putra[1], David Hizkia Tobing[2]

Universitas Udayana Kuta Selatan Indonesia
davidhizkia@unud.ac.id

ABSTRACT

Teenagers are always associated with social problems because of several changes in them, one of which is physical changes. When adolescents' physical and emotional changes have not reached maturity like adults, adolescents tend to have difficulties in facing these challenges, so feelings of depression will arise within adolescents. Feelings of pressure tend to lead adolescents to aggressive actions. The purpose of this study is to determine the relationship between self-control and conformity to adolescents' aggressiveness in the city of Denpasar. The subjects of this study were 104 students who attended SMA Negeri 6 Denpasar. Measuring tools used in this study are the aggressiveness scale, self-control scale and conformity scale. The analysis technique used in this study is multiple regression. The results of the multiple regression test showed a regression coefficient of 0.610, a coefficient of determination of 0.373 with a significance level of 0.000 (p <0.05), thereby proving that there is a role between self-control and conformity to adolescent aggressiveness in Denpasar City. The standardized beta coefficient value for self-control was 0.393 with a t-value of 4,656 and a significance level of 0.000 (p <0.05), so it can be said that the self-control variable plays a positive role in increasing aggressiveness. The conformity variable has a standardized beta coefficient of 0.348, with a t value of 4,122 and a significance level of 0.000 (p <0.05), so it can be said that conformity plays a positive role in increasing aggressiveness. The value of the standardized beta coefficient of self-control rather than conformity indicates that the self-control variable is more dominant in influencing adolescent aggressiveness.

INTRODUCTION

In recent years, society in Indonesia has often been shocked by the rampant acts of violence that lead to criminal acts committed by teenagers. These actions range from bullying, brawling between students, rape, wild racing, burglary, and molestation to the worst of murder (Syarif Nurhidayat, 2020). reported a clash involving one of the high schools in Denpasar. The incident occurred when the high school students were about to head to Serangan to celebrate graduation. In front of SMA Negeri 5 Denpasar, one of the high school students plugged his motorcycle gas as loud as possible, causing a noisy exhaust sound. The sound provoked a commotion among the students. The students pulled each other on the motorbikes, causing most of the students who were members of the convoy to fall. This commotion was finally resolved through mediation supervised directly by the school and the police. This Aggressive behaviour is based on the emotional turmoil often experienced by individuals in their teens (Onik Pratidina et al., 2022).

Adolescence is prone to social problems because there are usually several changes experienced by adolescents, namely physical and psychic changes. Adolescent psychic changes occur because adolescents are required to be able to fulfil responsibilities like adults. When the physical and psychic functions have not reached maturity like adults, the adolescent will experience feelings to make all the social demands he faces, which will cause failure and cause feelings of oppression in himself (Hurlock, 1980). This pressure on him tends to cause frustration in adolescents, even sometimes teenagers often vent their emotions through violent behaviour towards people around them (Schlomer et al., 2015). In this case, the behaviour of hurting others is closely related to the term violence. This is because the act is related to the behaviour of bullying and the behaviour of hurting others. Violence can be interpreted as a behaviour carried out to physically and verbally harm someone. Individuals who are objects of violence have a weak stature, so the abuser has the freedom to hurt the person (Amanda & Tobing, 2017).

Koeswara (1988) states that internal and external factors can influence adolescent aggressiveness. Internal factors include factors that originate within the individual related to poor emotional development in adolescents. Emotions such as anger, frustration and envy arise when the external stimulus does not correspond to the perception that the individual creates (Raviyoga & Marheni, 2019). External factors that influence adolescent aggressiveness are the presence of provocations and influences from peers, and the pressure to follow peer behaviour is very strong in adolescence (Santrock, 2007).

Adolescent life will mostly coexist with peers compared to family, so the teenager's activities will be influenced by his peers (Prawira, 2014). Adolescents in the psychosocial development stage will have a lot of interaction with the surrounding environment, so adolescents often get influences from the surrounding environment that impact the teenager's behaviour. This influence in psychological theory is called conformity (Yuliani et al., 2018).

Conformity is a person's tendency to change their beliefs to match the behaviour of others, as well as to change life patterns so that they are in harmony with the surrounding environment (Amanda & Tobing, 2017). In addition, Sears, D.O, Free, & Peplau (2002) argues that conformity is an individual's tendency to change their behaviour and beliefs to suit others. Behaviour changes are carried out aimed at adjusting to their environment. Sears, D.O, Free, & Peplau (2002) states that conformity has two aligned elements: unity and movement. Congruent means having similarities between the response and the individual, whereas movement means a change in response to social standards. The relationship between conformity and adolescent aggressiveness is that adolescents tend to choose to follow along and are more affected by the social environment and their peers without thinking about their true desires because the main focus of conformity is the behaviour of joining, succumbing to peer pressure and not daring to take different risks (Myers, 2012). Individuals conform based on a desire to be accepted, or other terms are called normative influences. The emergence of normative influence occurs when a person changes behaviour to conform to the tendencies of an existing group or group standard (Amanda & Tobing, 2017).

It can be said that conformity is categorized as an external factor in the emergence of adolescent aggressiveness since it relates to the relationship between the individual and his environment (Raviyoga & Marheni, 2019). Sears, D.O, Free, & Peplau (2002) states several

aspects that influence the emergence of conformity: cohesion, agreement and obedience. Adolescents with a low level of conformity tend to have low self-confidence in doing things involving the group. On the contrary, adolescents with a high level of conformity tend to have high self-confidence in doing things and follow every decision the group makes.

The theory above is in line with research conducted by Raviyoga & Marheni (2019), which states that there is a relationship between emotional maturity and peer conformity towards adolescents at SMAN 3 Denpasar, there is a relationship between peer conformity to adolescent aggressiveness at SMAN 3 Denpasar, adolescent emotional maturity level at SMAN 3 Denpasar is relatively high, the level of aggressiveness and peer conformity in adolescents at SMAN 3 Denpasar is relatively low. Conformity at SMAN 3 Denpasar occurs due to the feeling of wanting to be accepted by the social group. The higher the desire of the individual to be accepted by the social group, the higher the conformity experienced by the individual. Some students argue that conformity is natural in adolescent life due to demands and associations. At this stage of development, adolescents must adjust effectively to the social environment in which adolescents interact both individually, in groups and the environment.

Adolescents' aggressiveness is also described as a failure to control self-control behaviour. Most adolescents understand the difference between acceptable and unacceptable behaviour, but adolescents who often engage in adolescent aggressiveness are less likely to understand the difference. Adolescents tend to fail to distinguish behaviours that are accepted in society and those not accepted in society. Still, it is possible that adolescents can distinguish these differences in behavior, but cannot develop self-control in themselves, so they easily fall into aggressive behaviour (Onik Pratidina et al., 2022).

The above presentation is in line with Sentana & Kumala (2017) research, which states that there is a relationship between adolescent aggressiveness and self-control in Banda Aceh. The study's results showed a negative relationship between adolescent aggressiveness and self-control, so it can be concluded that the higher the self-control in adolescents, the lower the aggressiveness. On the contrary, the lower the self-control in adolescents, the higher the aggressiveness. When the impulse of aggression occurs, self-control can help the individual override his desire to be aggressive and respond per the rules in society and personal desires, which can be used to minimize the appearance of aggressive behaviour. Another finding from this study is that factors influence self-control, namely the environment, family and emotional maturity.

Based on the explanation above, it can be said that the appearance of adolescent aggressiveness is caused by two factors, namely self-control and conformity. Self-control is chosen because the emergence of aggressive behaviour is strongly influenced by self-control and an internal factor causing the appearance of adolescent aggressiveness. In contrast, conformity is chosen because adolescent aggressiveness tends to be influenced by conformity, and conformity is an external factor in adolescents' emergence of aggressive behaviour.

METHOD RESEARCH

Operational Variables and Definitions

The bound variables studied in this study are aggressiveness, while the free variables are self-control and conformity.

Aggressiveness

Aggressiveness is a behaviour that arises within individuals who have a purpose in hurting others, whether physically or psychologically. The level of aggressiveness in this study is measured based on aspects of aggressiveness in theory initiated by Buss & Perry (1992), consisting of physical aggression, verbal aggression, anger, and hostility. The higher the score obtained, the higher the level of aggressiveness. On the contrary, the lower the score obtained, the lower the aggressiveness.

Self-Control

Self-control is the individual's ability to regulate and manage emotions and actions arising from within him, the regulation and management of emotions and these actions aim to achieve what the individual wants. The level of self-control in this study was measured based on aspects of self-control in theory initiated by Averill (1973), consisting of behavioural control, cognitive control, and decisional control. The higher the score obtained, the higher the level of self-control. On the contrary, the lower the score obtained, the lower the self-control.

Conformity

Conformity is an individual's tendency to change his beliefs to suit the behaviour of others and their group and his lifestyle to suit the surrounding environment. The level of conformity in this study is measured based on aspects of conformity in theory initiated by (Sears, D.O, Free, & Peplau, 2002), consisting of informational and normative influence. The higher the score obtained, the higher the level of conformity that appears. On the contrary, the lower the score obtained, the lower the conformity that appears.

Respondents

The respondents of this study were high school students who attended state high schools in Denpasar City. Based on the respondents' presentation, it was determined that the location of this study was divided into two schools, namely SMA Negeri 3 Denpasar, to conduct scale trials while SMA Negeri 6 Denpasar for the data collection process.

The sampling process in this study used a non-probability sampling technique of purposive sampling type. Purposive sampling is a non-random sampling technique. In its application, the researcher reassures the citation of illustrations through a method of determining a unique identity per the purpose of the study so that it is by the purpose of the study (Lenaini, 2021). The reason for using this sampling is that researchers have determined the subject and location of the study based on the results of observations in the field regarding schools in Denpasar that tend to have a high level of aggressiveness.

Research Grounds

The research was carried out on Wednesday, November 25, 2022, at SMA Negeri 6 Denpasar. In its implementation, researchers spread the scale of research in the form of google forms online to all students of classes X, XI, and XII. The scale distributed consists of informed consent, self-identity, research clues, Aggressiveness Scale, Self-Control Scale, and

Conformity Scale. Through this, researchers obtained as many as 104 research samples on google form for analysis.

Measuring Instruments

The measuring instruments used in this study are the Aggressiveness Scale which is compiled based on the theory of Buss & Perry (1992), the Self-Control Scale, compiled based on Averill (1973) and the Conformity Scale, which is compiled based on the theory of Sears, D.O, Free, & Peplau (2002).

The process of compiling the Aggressiveness Scale is based on aspects contained in the theory of Buss & Perry (1992) consisting of physical aggressiveness (physical aggression), verbal aggressiveness (verbal aggression), anger (anger), and hostility (hostility). The total number of items on this scale is 48 item distributions. The process of compiling the Self-Control Scale is based on aspects contained in Averill (1973) consisting of behavioural control, cognitive control, and decision control. The total number of items on this scale is 21 item distributions. The process of compiling the Conformity Scale is based on aspects contained in the theory of Sears, D.O, Free, & Peplau (2002), consisting of informational influence and normative influence. The total number of items on this scale is 22 distributions of items. All the scales used in this study consisted of favourable and unfavourable questions, with five answers, namely strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS).

Azwar (2015) argues that the validity of the contents describes the extent to which the elements of the measuring instrument are appropriate and relevant, as well as being a depiction of conformity with the construct and purpose of measurement. In this case, the validity of the contents proves the extent to which the items in a measuring instrument represent the problem to be measured. The measurement of the validity of the content used in this study is by using professional judgement techniques to obtain subjective judgments rationally related to the representation of the item When it comes to measuring the attributes to be measured. Professional judgement in this research will be carried out by supervisors, with the criteria of social psychology lecturers and most of their scientific publications related to social problems.

Aitem discrimination power is one technique used to increase test scores' reliability (Azwar, 2015). In measuring the discrimination power of the item, an item of the research instrument is valid if it meets the correlation coefficient of discrimination power of 0.30. If each dimension in the research instrument has a different comparison, then the value of the total item correlation coefficient is lowered to 0.25 (Azwar, 2015). If in the item there is an item that does not meet the correlation coefficient, a corrected item correlation technique will be carried out, which eliminates the correlation coefficient of an item discrimination power whose value is below 0.30

Reliability is one of the requirements for creating a good measuring instrument. Reliability refers to consistency or confidence in measuring results. In this case, the reliability score moves from 0-1. A score of 1 indicates that the measuring instrument has a test result consistency value of 100%, while a score of 0 indicates that the measuring instrument has a value of 0. A good scale has a consistency of 0.9, a scale of 0.8 is considered quite good, and a scale of 0.7 is acceptable in a study (Periantalo, 2015).

The trial process of the research measuring instrument was carried out on September 14, 2022, at SMA Negeri 3 Denpasar. The research subjects used in the scale trial process were 100 active students of classes X, XI, and XII at SMA Negeri 3 Denpasar.

The results of the Effectiveness Scale validity test are that there are 12 items declared dead with a correlation coefficient below 0.25, so there are 36 items of the Aggressiveness Scale that have met the limit of the correlation coefficient, with details of 19 favourable items and 17 unfavourable items. The reliability test of the Aggressiveness Scale showed that the Aggressiveness scale described 88.5 % of the subject's pure score variation.

The results of the validity test of the Self-Control Scale are that five items are declared dead with a correlation coefficient below 0.3, so 16 items of the Self-Control Scale have met the limit of the correlation coefficient, with details of 9 favourable items and seven unfavourable items. The Self-Control Scale reliability test results showed that the Self-Control Scale described 81.8 % of the subject's pure score variation.

The Conformity Scale validity test results showed that seven items were declared dead with a correlation coefficient below 0.25, so 15 items of the Conformity Scale met the limits of the correlation coefficient, with details of 8 favourable items and seven unfavourable items. The Conformity Scale reliability test results showed that the Conformity Scale described 77.7 % of the subject's pure score variation.

Data Analysis Techniques

The data analysis technique used in this study is inferential statistical. This technique is related to the data analysis process, which analyses data samples, and the results are intended for the population. The inferential statistical tests used in this study are multiple linear regression tests and one sample t-test. The multiple linear regression test process will pass several tests as a condition in the multiple linear regression test, namely the normality test, linearity test and multicollinearity test.

RESULT AND DISCUSSION

Subject Characteristics

Based on the categorization of subjects, it was found that the total number of study subjects whose data could be analyzed amounted to 104 people, which was dominated by male subjects with a breakdown of 58 people with a percentage of 55.8%, and women with a total of 46 people with a percentage of 44.2%. The results of the description by age showed that most of the subjects involved in the study were around 16 years old, which amounted to 34 people. The results of the description by class proved that the majority of the subjects involved in this study came from class XI which amounted to 38 people with a percentage of 36.5%.

Description of Research Data

The results of the study description of the variables of aggressiveness, self-control and conformity can be seen in table 1 (attached).

The results of the description of the categorization of aggressiveness variables that can be seen in table 1 show that the empirical mean values differ significantly from its theoretical mean. This is in terms of the probability value of 0.000, which is smaller than the level of significance used, which is 53% or 53,162 (p<α). The result t count proves that the value is positive, which means that the empirical mean of the variable aggressiveness is more than its theoretical mean. The results of the one-sample test showed that the empirical mean of the aggressiveness variable had a significant difference from its theoretical mean of 108.288.

Empirical mean values greater than the theoretical mean indicate that the degree of aggressiveness of the sample is high. In addition, based on the categorization of the variable level of aggressiveness, most of the subjects were in high categorization, totalling 48 people with a percentage of 46.2%.

The results of the description of the categorization of self-control variables, which can be seen in table 1, show that the values of the empirical mean differ significantly from its theoretical mean. This is in terms of the probability value of 0.000, which is smaller than the level of significance used, 79% or 79,171 (p<α). The result t count proves that the value is positive, which means that the empirical mean of the self-control variable is more than its theoretical mean. The results of the one-sample test showed that the empirical mean of the variable aggressiveness had a significant difference from its theoretical mean of 51.317. Empirical mean values greater than the theoretical mean indicate a high sample self-control rate. The results of the categorization of the level of self-control can be seen in the table below. In addition, based on the categorization of the variable level of self-control, most subjects were in high categorization, totalling 69 people with a percentage of 66.3%.

The results of the description of the categorization of conformity variables, which can be seen in table 1, show that it has empirical mean values that differ significantly from its theoretical mean. This is in terms of the probability value of 0.000, which is smaller than the level of significance used, which is 85% or 85,881 (p<α). The result t count proves that the value is positive, which means that the empirical mean of the conformity variable is more than its theoretical mean. The results of the one-sample test showed that the empirical mean of the aggressiveness variable had a significant difference from its theoretical mean of 44,587. Empirical mean values greater than theoretical mean indicate that the degree of conformity of the sample tends to be high. In addition, based on the categorization of the conformity variable level, most subjects were in moderate categorization, totalling 61 people with a percentage of 58.7%.

Test assumptions

The normality test process in this study used Kolmogorov-Smirnov analysis, which is a researcher to see the significant value of Kolmogorov-Smirnov. The distribution of research data that can be said to be normally distributed is greater than 0.05 (p>0.05) (Azwar, 2015). Table 2 shows that the data distribution of the aggressiveness variable has a significance value of 0.200, so it can be said that the data distribution of the aggressiveness variable is normally distributed. The data distribution of self-control variables has a significance value of 0.200, so it can be said that the distribution of data of self-control variables is normally distributed. The data distribution of conformity variables has a significance value of 0.69, so it can be said that the distribution of conformity variable data is normally distributed.

After conducting the first stage of the multiple linear regression test, the normality test, it will enter the linearity test. A linearity test was performed to review whether there was a significant relationship between free and bound variables (Azwar, 2015). The process is carried out using compare mean analysis, then continued with a test of linearity analysis. The process of its interpretation takes into account the value of its significance. That is, if the value is less than 0.05 (p<0.05), Then the variable is said to be linear. On the contrary, if its significance value is greater than 0.05 (p>0.05). Table 3 proves that there is a linear relationship between the aggressiveness variable and the self-control variable with a linearity signification value of 0.000 (p<0,05) serta=" nilai=" signifikansi=" deviation=" from=" linearity=" sebesar=" 0,245=" (p=">0.05). The results of the linearity test of self-control variables proved that there is a linear relationship between the aggressiveness variable and the conformity variable with a linearity significance value of 0.000 (p<0,05), serta=" nilai=" deviation=" from=" linearity=" sebesar=" 0,341(p=">0.05). Linearity test results can be seen

in table 3 (attached)</0,05),></0,05)>

A multicollinearity test is performed to determine whether there is a correlation between free variables in the regression model. The existence of multicollinearity can be seen from the tolerance value or variance inflation factor (VIF) value. If the VIF value ≤ 10 and the tolerance value ≥ 0.1, it is stated that multicollinearity does not occur (Yudiaatmaja, 2013). Based on the results of the multicollinearity test in the table above, it can be concluded that the two research variables of self-control and conformity do not occur in multicollinearity or have no correlation. This is evidenced by the results of multicollinearity in the self-control and conformity variables, both showing a tolerance value of 0.837 (Tolerance>0.1) and a Variance Inflation Factor (VIF) value of 1.145 (VIF<10). The results of the multicollinearity test can be seen in table 4 (attached).

Based on the assumption test that has been carried out consisting of normality test, linearity test and multicollinearity test, it can be concluded that this study has a normal distribution of data, has a linear relationship and does not occur multicollinearity so that on some of the points mentioned earlier, this study will use multiple linear regression hypothesis tests.

Hypothesis Test

Based on the assumption test that has been carried out consisting of normality test, linearity test and multicollinearity test, it can be concluded that this study has a normal distribution of data, has a linear relationship and does not occur multicollinearity so that on some of the points mentioned earlier, this study will use multiple linear regression hypothesis tests.

Table 5 shows that F counts 29,978 with a significance value of 0.000 (p>0.05), so it can be concluded that H0 is rejected and Ha in the major hypothesis in this study is accepted, so there is a relationship between self-control and conformity to adolescent aggressiveness in Denpasar City. So it can be concluded that H0 is rejected and Ha on the major hypothesis in this study is accepted, so there is a relationship between self-control and conformity to the adolescents' aggressiveness in Denpasar City. In addition, the value of R is 0.610, which proves that there is a strong relationship between the free variable self-control and conformity to the bound variable aggressiveness. The determination (R square) value of 0.373 proves that the free variable plays a role of 37.3% against the bound variable, while the unstudied variable has a role of 62.7%.

Table 6 proves that the self-control variable has a standardized beta coefficient of 0.393, a t value of 4.656, and a significance level of 0.000 (p<0.05), so it can be said that the self-control variable plays a positive role in increasing aggressiveness. Furthermore, the conformity variable has a standardized beta coefficient of 0.348, a t value of 4.122, and a significance level of 0.000 (p<0.05), so it can be said that it plays a positive role in increasing aggressiveness. The self-control variable has a standardized beta coefficient value of 0.393, while the conformity variable has a standardized beta coefficient of 0.348. The beta coefficient is intended to compare the measured free variables to determine which free variables are more dominantly active against bound variables. A positive value on the beta coefficient indicates that the free variable has a role in increasing the rate of the bound variable. In addition, conformity variables have a greater coefficient value than self-control variables, so it can be concluded that they have a stronger role in influencing bound variables, that is, aggressiveness.

The results of multiple regression tests in table 6 can also predict the degree of self-control and conformity by reviewing the regression line equations. In this regard, the regression line equation can be seen as follows:

Y= -15.877 + 0.393 (X1) + 0.348 (X2), with captions:

Y = Aggressiveness

X1 = Self-Control

X2 = Conformity

The meaning of the regression line equation is:

a. The constant of – 15,877 indicates that if the variables of self-control and conformity are valued at 0 (zero), then the value of aggressiveness is -15,877.

b. The regression coefficient X1 is valued at 0.393. A positively valued result means that free variables play a role in increasing the rate of bound variables. This means that every time there is an increase in the unit value of the self-control variable, the value of the aggressiveness variable will increase by 0.393.

c. The regression coefficient X2 is valued at 0.348. A positive result means that free variables play a role in increasing the rate of bound variables. This means that every time there is an increase in the unit value of the conformity variable, the value of the aggressiveness variable will increase by 0.348.

Based on hypothesis tests that have been carried out using multiple regression techniques, it proves that the major hypotheses in this study are accepted: self-control and conformity affect adolescents' aggressiveness in Denpasar City. The major hypothesis in this study was accepted based on the results of multiple regression analysis showing a significance coefficient of 0.000 which had a value of less than 0.05 (P<0.05). The variables of self-control and conformity significantly influence the degree of aggressiveness in the subject or adolescents. The results of multiple regression analysis showed an R-value of 0.610, meaning there is a strong relationship between free variables, self-control and conformity to bound variables, in this case, aggressiveness.

The analysis results are per the theory proposed by Koeswara (1988), which states that aggressiveness in adolescents is formed based on two factors, namely internal and external factors. Internal factors influencing adolescents' aggressiveness are self-control, emotional maturity, and emotional regulation. In addition, Koeswara (1988) revealed external factors that influence aggressiveness in adolescents, namely the influence of peers, group tendencies and provocations by the group. Some of the character-building of adolescents occurs in their social environment, especially peers, families and groups, so adolescents tend to be easily influenced by invitations from their peers (Santrock, 2007). Adolescents who cannot adjust to their environment tend to easily feel angry and disappointed in themselves. Later the appearance of this feeling of anger will be vented into aggressive actions that refer to aggressive behaviour (Raviyoga & Marheni, 2019). In addition, adolescence tends to be considered a period of susceptibility to acts of aggression. This is because adolescence is synonymous with the emotional state of individuals who are still unstable. Peer factors and the social environment also support adolescents' emergence of aggressive behaviours (Sarwono, 2005). High and low levels of aggression are influenced by factors from within the individual, such as anger, frustration, gaps, environmental generalizations, and the ability to interact with the individual (Davidoff, L. L., & Juniati, 1991). Bandura states that aggressive behaviour comes from the individual's learning process towards their environment, the individual behaves aggression based on the desire to understand as well as imitate the conditions of his social environment, or in this case, it is often said to be a modelling process (Hanurawan, 2010).

Freud (Sears, D.O, Free, & Peplau, 2002) argues that every individual desire to behave aggressively. According to the theory of the death instinct (Thanatos) proposed by Freud, aggressiveness may be directed at oneself and others. Besides, aggression can be controlled by each individual but cannot be eliminated because aggressive behaviour is a natural thing within each individual. Some scientists largely opposed some of the theories proposed by Freud because some disagreed with Freud's theory which stated that aggressiveness comes

from the instinct of individual death. Still, some researchers believe that aggressiveness comes from tendencies possessed by other individuals.

When viewed from a sociobiological perspective, aggressive behaviour comes from social behaviour that arises from its social environment Buss & Perry (1992). Individuals with a tendency to high aggression are used in the search for a partner and to protect family members from each individual (Sears, D.O, Free, & Peplau, 2002). Most social psychology scientists accept the assumption presented by (Sears, D.O, Free, & Peplau, 2002). Still, several other social psychology scientists say that the sociobiological perspective is limited in explaining human aggressiveness. This is because sociobiological theory likens human aggressiveness to animals. Besides that, it also often has no connection with social norms contained in the community environment. The impact given of this theory is that it can provide a basic understanding of human aggressiveness, but not as a theory suitable for use as a reference in explaining the behaviour of aggression in humans. However, this is not why the sociobiological perspective plays a small role in the formation of individual aggression (Sears, D.O, Free, & Peplau, 2002). physical aggressiveness tends to be influenced by the male testosterone hormone. It may also be influenced by other biochemical factors, such as the neurotransmitter serotonin (Sears, D.O, Free, & Peplau, 2002). Aggression behaviour tends to be stable within an individual's lifespan. However, the individual has a low level of aggressiveness, but aggressive behaviour will continue to be inherent and become the identity of each individual, whether male or female (Sears, D.O, Free, & Peplau, 2002).

The results of the coefficient of determination (R square) showed that the value of the R square of this study was 0.373, which proves that the free variables used in this study, in this case, self-control and conformity, have a 37.3% relationship to bound variables in this case aggressiveness. In comparison, 62.7% are influenced by other variables not studied in this study. Other variables that influence aggressiveness include emotional intelligence and the effective communication of parents. The variable is attached to a study conducted by (Amanda & Tobing, 2017) that states that emotional intelligence has a relationship in negative in lowering aggressiveness. Further research conducted by (Onik Pratidina et al., 2022) states that there is a negative role of effective parental communication in reducing aggressiveness.

Based on the results of subsequent analysis, it is known that the self-control variable has a standardized beta coefficient of 0.393 and a significance level of 0.000, so it can be concluded that the self-control variable plays a positive role in increasing adolescent aggressiveness. The value of the standardized beta coefficient that has a positive value means that the free variable under study influences the bound variable, so self-control has a role in increasing aggressiveness. The higher the level of self-control of the individual, the higher the level of aggressiveness of the individual.

Based on the results of multiple regression tests, it can be said that self-control plays a positive role in increasing aggressiveness. When viewed based on its role, the self-control variable has a role in aggressiveness, judging from the significance level of 0.000 (p<0.05). The results of this study are per the research that Rahayu (2018) stated that there is a positive relationship between self-control and aggressiveness, which indicates that the higher the level of self-control, the higher the level of aggressiveness. In this case, self-control influences the adolescent's decisions in taking action, so the adolescent tends to be easily influenced by negative actions, specifically aggressiveness.

Hurlock (1980) stated that self-control arises because of differences in managing emotions, overcoming problems, high motivation and the ability to manage potential and develop competencies. Concerning the management of individual emotions, self-control in individuals sometimes gives both positive and negative encouragement in managing emotions. Individuals have high self-control, but such self-control tends to be used in

controlling or restraining positive behaviours, so individuals tend to have the desire to behave negatively. Self-control plays a role in reviewing situations in which the individual engages in behaviours designed to resist or receive the response that the individual receives. Such as restraining behaviour from interfering in aggressive behaviour, which ends up engaging in aggressive behaviour. Self-control refers to the internal resources available to inhibit and alter habits that arise from the aftermath of physiological processes.

Related to this, if it is associated with aggressiveness, self-control tends to give rise to two types: aggressiveness is less controlled, and aggressiveness is strictly controlled. A less controlled aggressiveness personality type indicates that there are prohibitions that have less to do with aggressive behaviour and tend to be frustrated with aggressive behaviour. Individuals with uncontrolled aggressiveness may be easier to engage in aggressive behaviour or criminal acts because they have no guilt in committing them. Meanwhile, the type of aggressiveness that is always controlled is related to extreme control over the implementation of aggressive behaviour based on the conditions in the field. For example, aggressiveness in competition is related to sportsmanship, in addition to aggressiveness related to the context of jokes that are allowed and determined by disciplinary rules (Piepiora et al., 2016).

Based on the results of research that has been carried out, there are differences in the research that researchers have carried out. Namely, previous studies have stated that self-control decreases aggressiveness, but this study states that self-control variables increase aggressiveness, so this study is a new finding in a study. These positive results lead to positive self-control behaviours, for which self-control behaviours usually focus on controlling negative behaviours (Santoso, 2010). However, the findings of this study tend to focus on positive behavioural self-control behaviours. This means that the respondent involved in this study tends to use control within himself to act aggressively. In addition, it was explained earlier that self-control tends to give rise to two types of aggressiveness: uncontrolled and controlled. Thus, the subjects in this study tend to have controlled aggressiveness. This is due to the self-control used in controlling aggressiveness and tending to increase aggressiveness. For example, committing acts of verbal aggressiveness but in the context of joking and not intending to insult and vilify. Examples of this behaviour include inserting the word "jancuk" when joking with friends, and usually in Balinese associations, often inserting the word "kleng nok", but do not mean insulting or cursing.

The results of the analysis and categorization were carried out. It can be said that the level of self-control in this study tends to be high. Averill (1973) states that the high or low self-control of the individual is caused by two factors, namely internal and external factors. The internal factor that affects an individual's self-control is the age factor. As individuals get older, so does the individual's ability to respond to the desires contained in them, which tends to add to the social experience experienced by the individual. Individuals tend to learn to respond to failures, control emotions and control themselves in certain situations. In addition, according to Baumeister, Smart & Boden (1996), cognitive factors are related to an individual's ability to process using his thoughts and knowledge to respond to something. This cognitive factor is related to preparing an individual's mature plan for dealing with problems related to their social environment. Individuals who can use this ability tend to manipulate their behaviour about the ability to control themselves. External factors that affect individual self-control are environmental and family factors. Parents are a critical factor in determining an individual's self-control ability. One example is applying a disciplined life that positively impacts individual behaviour control. The provision of early disciplinary education tends to increase individual self-directions and develop self-control within the individual (Dwi Marsela & Supriatna, 2019).

(Averill, 1973) argues that self-control is an individual's ability to control themselves, modify behaviour, and manage unwanted information by interpreting and choosing actions based on what is believed. In addition, self-control is related to the individual's ability to control emotions, behaviours and actions contained in the individual. According to Berndt (1982), when an individual with a tendency for high self-control is faced with two behaviours that both produce certain consequences, then the individual tends to choose behaviours that he thinks have a positive impact on him.

In theory, proposed by Averill (1973), in the aspect of self-control, namely behavioural control, some components regulate implementation (regulated administration) and the ability to modify stimulus (stimulus modifiability). With the presence of behavioural control, individuals tend to be consciously able to give positive behaviours related to situations related to negative situations. The ability to modify a stimulus is an ability related to the ability to carry out the desire to be carried out.

The results of data analysis in this study show that the conformity variable has a standardized beta coefficient of 0.348, with a t coefficient of 4,122 and a significance level of 0.000 ($p < 0.05$), so it can be said that the conformity variable plays a significant role in increasing the aggressiveness of adolescents in Denpasar City. The positive value in the standardized beta coefficient on the conformity variable means that the conformity variable plays a role in increasing adolescents' aggressiveness in Denpasar City. The higher the conformity in the individual, the greater the degree of aggressiveness of the individual. The results of this study are per a study conducted by (Raviyoga & Marheni, 2019), which states that there is a relationship between conformity and adolescent aggressiveness at SMA Negeri 3 Denpasar, besides that this study states that the level of conformity and aggressiveness of SMA Negeri 3 Denpasar tends to be low, based on the item categorization value with a frequency of 10.46%. In line with the study, research conducted (Amanda & Tobing, 2017) stated a positive relationship between conformity and adolescent aggressiveness at SMA Negeri 7 Denpasar. A positive relationship means that the higher the level of student conformity, the higher the aggressiveness experienced by students of SMA Negeri 7 Denpasar. In addition, research conducted by Nurudin et al., (2021) states that there is a positive relationship between conformity and aggressiveness, which means that the greater the level of conformity experienced by the subject, the higher the aggressiveness experienced by the subject.

Based on the hypothesis and categorization test results, it can be said that the level of conformity of adolescents studied in this study tends to be moderate. According to Sears, D.O, Free, & Peplau (2002), the causes of conformity are the lack of information received by the group related to the behaviour to be carried out by the group, the trust in the information provided by the group, low confidence in self-assessment, fear of differences that occur in their social environment and fear of deviation from the group. In addition, (Sears, D.O, Free, & Peplau, 2002) group the causes of conformity into two factors, namely internal and external factors. Internal factors include low self-assessment, fear of deviance and not fitting into the group, and fear of social reproach. External factors causing conformity are lack of group information, individual relationships with groups, an agreement between groups, and individual agreement with groups. The tendency of conformity behaviour experienced by the subjects in this study is due to the subject's dependence on the decisions determined by the group. Besides that, most of the subjects involved in this study are members of a group of students called STF (STUPID, FRUIT). All decisions made by the group are commands that the subject must carry out. Another finding from this study, some subjects stated that if the subjects did not follow the group's orders, then the group was likely to give punishments in the form of fines, reprimands and even violence.

Conformity in everyday life is formed from a context called culture (Kim & Markus,

1999). Speaking of culture in conformity, in Bali, there is one tradition related to conformity behaviour: mearakan or liquor. The selection of mearakan and drinking behaviour is carried out because the behaviour of mearakan and drinking is always synonymous with violent behaviour. When individuals drink excessively, they tend to get out of control in controlling their behaviour, leading to acts of violence. This is because the side effects of consuming excess liquor will have an impact on hallucinations.

Traditions related to drinking liquor during Balinese life have been converging for quite a long time. Even arak, tuak and berm are mandatory in religious ceremonies in Bali. In addition, arak is also often used as a souvenir given by the Balinese people, especially at weddings. The tradition of drinking in Bali has become a phenomenon during Balinese life, for example, the mearakan tradition, which is easy to find in the corners of stalls in rural areas (Ardyanti & Tobing, 2017). Some Balinese people carry out the tendency of drinking behaviour, usually dominated by Balinese people who are male, in early adolescence to late adulthood towards the elderly. Drinking behaviour in Bali has always been associated with the term menyama bray, or in the sense of following the tendencies carried out by the group. In addition, due to the tendency of groups to require their members to drink, individuals who do not have the desire to carry out drinking behaviours tend to find it difficult to refuse the invitation, so they choose to participate in these activities (Ardyanti & Tobing, 2017).

Sukmawati (2009) states that drinking behaviour related to group activity is a form of conformity behaviour. (Ardyanti & Tobing, 2017) states that one of the things that affect adolescents in drinking liquor is the group. Deutch & Gerrad (Sarwono, 2005) states that there are two reasons for conformity behaviour: the influence of norms and the influence of information. The influence of norms relates to the individual's desire to fulfil the group's desire to be accepted by the group. When individuals do not follow group orders, individuals will assume that individuals will be kept away and left behind by the group. The influence of information is caused by the presence of information related to group activities. When the individual can behave according to the activities carried out by the group, the individual will receive positive feedback from the group. This happens because individuals believe that what the group does matches their beliefs (Surya, 1997).

From a cultural perspective, the tendency towards conformity is emphasized more in groups that are perceived to pose a harmful threat to the uniqueness of the individual. In addition, conformity is considered to harm the context of autonomy and personal control of each individual. In contrast to the context of cohesiveness, conformity emphasizes the importance of bonding with social groups. From a cultural perspective, the positive aspects of conformity are emphasized, besides conformity is not considered a response to social pressure but rather a way used to establish positive relationships together with the group to meet the moral needs of each individual (Sears, D.O, Free, & Peplau, 2002). Based on the theory previously presented, it is said that the conformity experienced by the subject impacts the culture contained in his social group, in this case, the STF group. Every new STF group member must follow the orders submitted by its administrators, such as the sale of bazaar coupons, the purchase of clothes and jackets and the organization's donations every week. Making bazaars, clothes, and donations is one of the cultural forms inherent in the organization, and is passed down to each generation.

Sears, D.O, Free, & Peplau (2002) argue that each individual performs conformity for several reasons, one of which is wanting to do what the group considers right. To influence each group member, it is necessary to have persuasive communication between experienced and inexperienced people so the information will be easy to trust and implement later. In addition, individuals prefer to adjust to a group with the same tendencies of fate, goals and commitment as the individual, making it easier for individuals to adapt to the group. The

subjects in this study tended to follow every command their group gave, arguing that what the group said was true. For example, the organization's management revealed that "the conduct of the bazaar was carried out to increase the popularity and electability of the group", which is believed by every member of the group.

Deindividuation is the most prominent thing in the process of conformity formation (Myers, 2012). Deindividuation is a form of anti-social and pro-social behaviour whose application is related to the identity, responsibility and behaviour of individuals in general influenced into groups and crowds (Madhavi, K., & Gebriel/Okbit, 2017). Nevertheless, deindividuation is more influenced by external factors, but the emergence of deindividuation behaviour tends to be influenced by the individual's internal factors, namely the individual's mindset. This leads to the loss of normal boundaries when acting within the social group and impacts aggression and impulsive behaviour (Aronson et al., 2013). Deindividuation can have the effect of losing self-awareness and reduce the inability to assess the situation around the individual. That will impact the violation of norms in the individual's social environment (Myers, 2012). (Mukhoyyaroh, 2020) also argue that deindividuation causes individual self-awareness to be significantly reduced, in addition to causing individuals to tend to be more responsive to events contained within their group, both anti-socially and pro-socially.

Based on the results of multiple regression tests, it was found that the standardized beta coefficient of self-control is higher than the value of the standardized beta coefficient of conformity, so it can be concluded that self-control has a greater role in increasing aggressiveness compared to conformity. In addition, based on the categorization of aggressiveness variables, empirical mean values greater than the theoretical mean indicate that the degree of aggressiveness of the sample is high, so it can be concluded that the subject has a degree of aggressiveness in the category high towards the medium. This means that the subject under study has a high aggressiveness to moderate tendency. The aggressiveness that tends to be high leads to being influenced by the individual's self-control and conformity. This is seen from the results of multiple regression analysis, which states that self-control and conformity are related to adolescent aggressiveness.

This research still has some shortcomings and limitations, such as licensing to agencies tends to be difficult, bureaucracy tends to be slow, dense teaching and learning activities and lack of cooperation of research respondents to fill out research questionnaires. This is because the provision of questionnaires is carried out outside of class hours. In addition, the subjectivity of the answers from respondents in this study tends to impact the results of the statistical test, one of the variables studied in this study, namely the self-control variable. The impact given from the subjectivity of this respondent's answer on the variable of self-control is a positive relationship between the variables of self-control and aggressiveness. This can happen because, during the study, researchers did not supervise the subjects in filling out the questionnaire and chose to spread the questionnaire through the student council president, which later the student council president would distribute to the class apparatus. This positive relationship makes it difficult for researchers to associate this research with previous theories and research, reducing the study's credibility.

CONCLUSION

Based on the research data analysis, it can be concluded that self-control and conformity together play a role in increasing the level of aggressiveness of adolescents in Denpasar City. In addition, self-control plays a positive role in increasing the level of aggressiveness of adolescents in Denpasar City, and conformity positively increases the aggressiveness of adolescents in Denpasar City. 46.2% of the subjects in this study had a high level of aggressiveness, 66.3% had a high level of self-control, and 58.7% had a moderate level of conformity. The results of this study prove that adolescents in Denpasar

City have a high level of aggressiveness, with a high category influenced by high and moderate self-control and conformity. These findings are expected to educate adolescents about the ways or techniques used to control aggressive behaviour. Parents are expected to be able to provide supervision of their children's behaviour, especially when interacting with their social environment. Besides, parents can also encourage children to have more confidence in their abilities and decisions so as not to always depend on group decisions. The school is expected to be able to provide supervision and training related to aggressive behaviour among adolescents. Training can be provided by providing education and understanding of the impact of aggressive behaviour for the good of students. Furthermore, researchers are expected to be able to accompany respondents when collecting data in the field. This assistance aims to minimize the subjectivity of respondents' answers, which impacts the results of statistical analysis. In addition, researchers can add new variables related to this research topic. The new variables include emotional regulation, deindividuation and culture. This new variable aims to expand research studies on psychological science, especially social and developmental psychology.

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308