

Adolescent Conformity Assessed from the Residence: Comparative Research on Student Conformity of Two Muhammadiyah Junior High Schools

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ABSTRACT

This study aims to determine the conformity of adolescents in SMP Muhammadiyah 2 Galur and SMP Muhammadiyah Al Manar Boarding School and to analyze the differences there. This research is survey research using a quantitative approach with a comparative study method. The population in this study was 171 students, while the sample size was 120 students. The data analysis technique used the Mann Withney test to see the results of differences in adolescent conformity. The final results of this study indicated that (1) the level of conformity of the students of SMP Muhammadiyah 2 Galur was medium; (2) the conformity level of the students of SMP Muhammadiyah Al Manar Boarding School was medium and high; (3) there was no significant difference regarding the level of adolescent conformity between students of SMP Muhammadiyah 2 Galur and students of SMP Muhammadiyah Al Manar Boarding School as evidenced by the results of the Mann Withney test with the Sig. 0.129 > 0.05.

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INTRODUCTION

Adolescence is generally recognized as a time of psychological change (Daniel & Weisman, 2018) and a transition period from childhood to adulthood in human development. This period is usually synonymous with puberty, which is a period of physical changes, both externally and internally, affecting their psychology (Amanda & Tobing, 2017). The meaning of adolescence is also called the start of puberty in the view of Islamic law. The puberty period is a time for a child who is considered sufficient to carry out the mission of life (Wekke et al., 2018). Even so, a teenager still must be under the guidance and control of their parents in doing something. There are several rules that teenagers may or may not do, for example, such as not leaving prayer, sleeping separately from their parents, covering their bodies while at home, and having ethics in friendship (Jannah, 2016).

In adolescence, ideally, an individual is required to try to form his identity and experience adjustment, for example, like a teenager who starts thinking about his future or career. They will gradually expand their view of the world to concentrate on their future goals and understand the meaning of their daily experiences (Jadidi et al., 2019). However, many teenagers still experience an identity crisis (role confusion). Adolescence is the first time in life when a person intensely contemplates the question, "Who am I?" (Upreti, 2017). They question themselves about who and what roles they will play. Adolescents are often fickle and are easily influenced. Erik Erikson, in his theory, explains that the goal of adolescence is the achievement of self-identity or ego identity (Repi et al., 2018). Human psychosocial development in the adolescent stage enters the discovery of self-identity both in the social sphere and the world of work. The conflict in this period is between identity and role confusion (Nurhayati, 2019). According to Erikson, the identity crisis is a stage for making decisions on problems related to his identity. Some of the youth identity crises are going well. Some are not doing well, some pass through this phase quickly, and some are slow (Cote & Levine, 1987). Teens want recognition. If fulfilled, then they will build self-identity. Otherwise, it will confuse identity. The influential environment at this time is peers.

Some adolescents consider the role of parents and family as a barrier to their freedom and perspective. Therefore, adolescence is mainly spent at school and in an environment that involves interaction with peers. In general, a teenager becomes a member of a peer group to expand relationships with peers. According to Ramasamy, "A peer group is a social group whose members have interests, social positions, and age in common. This phase is where children can escape supervision and learn to form relationships independently (Boundless Sociology). The influence of the peer group typically peaks during adolescence" (Ramasamy et al., 2020). The manifestation of adolescence in this social environment is doing what the group does (the cliques). This behavior in the

psychological language is called peer conformity. Peer conformity is an attitude that a person follows to adjust to peers in the group with the reasons to be accepted and recognized by the group (Mahrunnisya et al., 2018). Conformity arises due to the pressure that individuals get when they imitate the attitudes or behavior of others (Nurfaidah & Yulianti, 2017).

According to Sears et al. (2005), the aspects of peer conformity are divided into three. First, solidarity is the amount of strength that causes attraction inside a group (Muflihah & Widyana, 2019). A good team aspect indicates the close relationship between individuals and groups, willingness to be members of the group, and adaptation. Second, an agreement is deliberations to adjust the rules in the group. The indicator of the agreement changes the opinion and belief in the group. Third, obedience, or pressures within the group, is willing to take action and obey group rules even though it does not follow individual wishes. The indicator of the obedience aspect is the willingness to do a group norm, obey the rules, and imitate the behavior in the group.

According to Sears (2004), four factors influence conformity, among others (Priyanti & Silaen, 2018): First, fear of social reproach. The main reason is to gain approval or avoid group reproach. The second is fear of deviance. The fear of being seen as a deviant is a fundamental factor in almost all social situations. Every individual occupies a position, and the individual realizes that it is not correct. Each individual has distorted his mind, making him feel restless, and his emotions sometimes become uncontrollable. Individuals tend to act according to group values regardless of the consequences later. The third is solidarity. High solidarity leads to higher conformity. The main reason is that when people feel close to other group members, the more pleasing it is for them to admit and the more painful it is when they criticize. The fourth is attachment to free judgment. Attachment is a total force that makes a person have difficulty releasing an opinion. People who are openly and seriously bound by the free judgment will be more reluctant to adjust to the assessment of the opposing group.

Conformity behavior in adolescents usually consists of a desire to be involved in the world of peers (Ulfa, 2017). Group members will usually follow the same rules, procedures, habits, and pleasures (Aisyah et al., 2020; Rouzi et al., 2020). Due to group pressures, an adolescent sometimes modifies his attitudes, opinions, and behavior to adjust himself/herself in the group (Kaur, 2018). There are positive adolescent conformity behaviors. Some are negative (Repi et al., 2018). Positive teen conformity, for example, is like dressing the same as his friends and spending time with members of organizational associations (Wibowo, 2018). Negative adolescent conformity can easily lead adolescents to bad behavior, such as smoking, stealing, using illegal drugs, skipping school, using obscene language, all of which can endanger development in adolescence (Ginting, 2016).

Hurlock (2004) stated that peer conformity appears in two phases of age (Perdana & Mujiasih, 2017). The first appears in early adolescence (ranging from 13 to 16 years old), and the second appears in late adolescence (from 17 to 18 years old). Conformity tends to be much more potent during early adolescence (junior high school), declines, and stabilize during high school because the suitability between parents and peers begins to increase. Besides, adolescents have begun to develop a more independent decision style from the influence of parents and peers (Diananda, 2018). Adolescents usually carry out conformity to peer groups and still have volatile emotions to quickly decide against existing norms (Reinita et al., 2020).

Interaction with peers is dominant during adolescence as an impact on the behavior patterns. If a teenager associates with others with a good influence, it will cause positive behavior for their personality and future. Conversely, if adolescents hang out with those with a terrible impact, it will cause negative behavior that hurts their personality and will ultimately disturb the surrounding community. A harmful friendship can stimulate bad emotional reactions in adolescents (Rais & Marjohan, 2020). The dominant interaction with peers will also affect the level of conformity behavior.

The phenomenon of adolescent conformity has occurred often. Therefore, the researchers made preliminary observations about adolescent conformity in regular and boarding schools of junior high. Based on interviews with the principals from regular junior high school and boarding school on September 23, 2020, the researchers saw that many students committed to positive and negative conformity behaviors. Positive adolescent conformity includes the habit of leaving for school early, praying Duha, and cultural literacy. The negative adolescent conformity includes going to the cafeteria as the new class starts, so teachers have to call them in. Also, students do not obey uniform rules, such as socks with colors that do not match the rules and missing belts. Positive adolescent conformity for junior boarding school involves reading the Koran or doing other certain traditions to feel at home while in the dorm. Also, the most prominent positive conformity is dressing etiquette, which becomes more closed to adjust to others over time. The negative adolescent conformity by junior boarding school includes smoking, skipping classes (running away from the dorm), and not being disciplined.

The counseling teachers of both junior high schools (regular and boarding schools) said some cases of student conformity as follows.

Table 1. Positive and Negative Student Conformity

Regular Junior High School (regular)		Junior Boarding School	
Positive Conformity	Negative Conformity	Positive Conformity	Negative Conformity
- Study Group	<ul style="list-style-type: none"> - Dyeing hair - Bringing cosmetics - Bringing vape - Skipping classes - Bullying - Ignoring uniform etiquette - Riding motorcycle to school - Bringing cell phone - Playing mobile game - Using swearing words - Being late for school - Being late in submitting the assignment 	<ul style="list-style-type: none"> - Study Group - Motivating others to memorize Koran 	<ul style="list-style-type: none"> - Playing mobile game - Bullying - Applying nail polish - Skipping classes or running away from the dorm - Not joining memorizing Koran class when others also aren't

Based on this data, the school's role in handling these matters includes giving a warning, home visit, and finally calling parents to school. According to the counseling teachers in both schools, conformity factors because they want to get recognition.

The conformity behavior of adolescents who usually live with their parents and grow up with their friends in dormitories must be different. Therefore, the researchers wanted to compare the conformity behavior seen from their homes by comparing regular junior high school students who live with their parents with junior high school students who get used to growing up with their friends. The researchers chose Junior High School/*Sekolah Menengah Pertama* (SMP) Muhammadiyah 2 Galur (regular school) and SMP Muhammadiyah Al Manar (boarding school) due to their strategic location. Hence, conformity behavior is not much different. Also, these two schools are commonly referred to as the last choice schools, and the stigma built up in the community is that many students behave poorly.

From the above statement, the researchers are interested in seeing the differences in conformity between the students of the two schools with the following formulations: first, how is the conformity of students at SMP Muhammadiyah 2 Galur ?; second, how is the conformity of students at SMP Muhammadiyah Al

Manar Boarding School; and third, is there a difference between the conformity of students from both schools? Based on previous studies, the novelty side of this study is comparisons with other variables. Therefore, this study examines the conformity of these students and no previous research concerning this issue. This research can complement previous studies and a reference for further analysis.

METHODOLOGY

This research is a survey research using a quantitative approach with a comparative study method. Research with comparative studies is research conducted by comparing both similarities or differences in a phenomenon (Prawiro et al., 2020). Respondents in this study were junior high school students because their ages are early adolescents. They start spending more time with their peers and adapting independently to the outside world so that adolescent conformity tends to be much stronger. Specifically, the respondents were students at SMP Muhammadiyah 2 Galur (regular junior high school) and SMP Muhammadiyah Al Manar (junior boarding school). These two schools are located in Galur District, Kulon Progo Regency, Special Region of Yogyakarta. This research was conducted for three months, starting from the initial observation on September 23, 2020, to December 12, 2020.

The population in this study were 171 students of SMP Muhammadiyah 2 Galur and SMP Muhammadiyah Al Manar Boarding School. They were still actively registered as students during the first semester of the 2020/2021 academic year with the following details.

Table 2. Details of the Respondents

SMP Muhammadiyah 2 Galur	
Grade VII	47 students
Grade VIII	37 students
Grade IX	18 students
Total	102 students
SMP Muhammadiyah Al Manar Boarding School	
Grade VII	17 students
Grade VIII	32 students
Grade IX	20 students
Total	69 students

The sampling technique used probability sampling with simple random sampling. The minimum sample size was calculated using the Slovin formula resulting in 120 students. Determination of the sample for each school used the proportionate stratified random sampling technique to obtain samples for each school, which were 72 students for SMP Muhammadiyah 2 Galur and 48 students for SMP Muhammadiyah Al Manar Boarding School.

The data analysis technique in this study was divided into pre-research using the validity-reliability test and the normality-comparative test. The validity-reliability test was used to test the questionnaire. The purpose of the questionnaire trial was to improve the questionnaire made, such as (a) whether specific questions need to be changed, eliminated, or added; (b) whether the respondents well understand each question; (c) whether the order of the questions needs to be changed; (d) whether sensitive questions need to be tempered, and (e) how long filling in the answers takes time (Nizamuddin, 2020). The validity test in this study used the Pearson product-moment test. The item would be valid if $r_{\text{count}} > r_{\text{table}}$. The R_{table} in this study was 0.344 ($N = 33$, with a significant level of 5%). Based on the validity test results, 25 valid items were in for research. The reliability test in this study used the internal consistency reliability test (alpha formula). The questionnaire would be reliable if the Cronbach's Alpha value were > 0.7 . Based on the reliability test results, the results obtained from Cronbach's Alpha = 0.911 (> 0.7) so that the questionnaire would be reliable or consistent.

The normality test in this study used the Kolmogorov-Smirnov test. The research data is usually distributed if the significant value (Sig.) > 0.05 . The comparative test (difference) in this study used the Mann Withney test to see the differences in conformity between SMP Muhammadiyah 2 Galur and SMP Muhammadiyah Al Manar Boarding School students. The basis for decision making in the Mann Withney test includes (a) if the value is significant or Sig. (2-tailed) > 0.05 , so there is no significant difference between the conformity level of students from regular and boarding schools; (b) if the value is significant or Sig. (2-tailed) < 0.05 , then there is a considerable difference between the conformity level.

RESULT AND DISCUSSION

The Level of Conformity of SMP Muhammadiyah 2 Galur Students

The decision-making for the conformity level of SMP Muhammadiyah 2 Galur (regular) students was based on empirical data using the Range formula and then divided into three categories: low, medium, and high. The formula explanation is as follows.

Regular Junior High School Students

$$X_{\text{min}} = 66$$

$$X_{\text{max}} = 91$$

$$\text{Range} = \frac{X_{\text{max}} - X_{\text{min}}}{3}$$

$$\text{Range} = \frac{91 - 66}{3}$$

$$\text{Range} = 8$$

Description: Xmax: highest value

Xmin: smallest value

Therefore,

- Low Category = $66 \leq x \leq 74$
- Medium Category = $74 < x \leq 82$
- High Category = $82 < x \leq 90$

The conformity of regular junior high school students is seen from the questionnaire results, with 72 questionnaires distributed to SMP Muhammadiyah 2 Galur grades 7, 8, and 9. The conformity level of students at SMP Muhammadiyah 2 Galur was 72 students; 13 students got low scores, 41 students got average scores, and 18 students got high scores. The researchers concluded that the level of conformity in adolescent regular junior high school students at SMP Muhammadiyah 2 Galur was in the medium category through these data.

The following is the distribution table of the frequency categorization of conformity for students of SMP Muhammadiyah 2 Galur.

Table 3. Distribution of the conformity frequency of the SMP Muhammadiyah 2 Galur students

No.	Score	Frequency	Percentage	Category
1	$66 \leq x \leq 74$	13	18,06 %	Low
2	$74 < x \leq 82$	41	56,94 %	Medium
3	$82 < x \leq 90$	18	25%	High
Total		72	100%	

The results indicate that the level of conformity of the students of SMP Muhammadiyah 2 Galur is in the medium category, inseparable from several factors. They are fear of reproach, deviance, lack of information, and group size. Then, the researchers also analyzed based on critical reviews related to this research.

Mayara et al., in 2017, in their study *Hubungan Kepercayaan Diri Dengan Konformitas pada Remaja*, showed a significant relationship between self-confidence and conformity in adolescents (Mayara et al., 2016). Adolescents do more activities outside their homes with their peers, which creates an attitude called conformity. Individuals try to be the same as their group. This study showed that self-confidence in adolescents is associated with conformity and factors affecting conformity, such as lack of information, trust in groups, fear of social reproach, deviance, group solidarity, group agreement, attachment to independent judgments, and attachment to non-conformity.

Nisrina Syadza and Inhasuti Sugiasih had a study in 2017 entitled *Cyberbullying pada Remaja SMP X di Kota Pekalongan Ditinjau dari Konformitas dan Kematangan*

Emosi regarding conformity and emotional maturity. The results showed a significant relationship between conformity and cyberbullying in X junior high school adolescents in Pekalongan City (Syadza & Sugiasih, 2017). The higher the individual's conformity, the higher the cyberbullying behavior in junior high school students of X in Pekalongan. On the other hand, the lower the conformity, the lower the cyberbullying behavior of SMP X's students. One of the main factors is the environment. Peers have a dominant influence on adolescent behavior because they spend much time interacting with their peers. Therefore, a teenager within a circle of deviant behavior will be more likely to conform to such behavior as cyberbullying.

According to the researchers' analysis, the level of conformity of the students of SMP Muhammadiyah 2 Galur, who fell into the moderate category, is due to several aspects: trust in his group of friends, belief in the group's opinion, and fear of social reproach.

Based on the explanation from previous studies and the researchers' analysis results, there is a relationship between the factors influencing adolescent conformity to the high level at SMP Muhammadiyah 2 Galur (regular school). The trust factor in the group is closely related to the high level of conformity of the students of SMP Muhammadiyah 2 Galur (regular). This result dramatically affects the conformity level of the students of SMP Muhammadiyah 2 Galur (regular).

The Level of Conformity of Students at SMP Muhammadiyah Al Manar Boarding School

The decision-making for the conformity level of SMP Muhammadiyah Al Manar Boarding School is based on empirical data using the range formula and then divided into three categories: low, medium, and high with the following explanation.

Junior Boarding School Students

$$X_{\min} = 56$$

$$X_{\max} = 89$$

$$\text{Range} = \frac{X_{\max} - X_{\min}}{3}$$

$$\text{Range} = \frac{89 - 56}{3}$$

$$\text{Range} = 11$$

Description: X_{\max} : highest value

X_{\min} : smallest value

Therefore,

- Low Category = $56 \leq x \leq 66$
- Medium Category = $66 < x \leq 77$
- High Category = $77 < x \leq 88$

The conformity of junior boarding school students is seen from the 48 questionnaires distributed to SMP Muhammadiyah Al Manar Boarding School for grades 8 and 9. The results came from 48 students. Two students got low scores, 23 students got medium scores, and 23 students got high scores. Hence, the researchers concluded that the level of conformity in adolescent students of SMP Boarding School at SMP Muhammadiyah Al Manar Boarding School was in the medium and high categories.

The following is the distribution table for the conformity category for SMP Muhammadiyah Al Manar Boarding School students.

Table 4. Distribution of the frequency conformity category for SMP Muhammadiyah Al Manar Boarding School students

No.	Score	Frequency	Percentage	Category
1	$56 \leq x \leq 66$	2	4,16 %	Low
2	$66 < x \leq 77$	23	47,92 %	Medium
3	$77 < x \leq 88$	23	47,92%	High
Total		48	100%	

The results indicate that the level of conformity of SMP Muhammadiyah Al Manar Boarding School students is in the medium and high categories. The factors that influence the level of conformity include fear of reproach, fear of deviance, lack of information, and group size. This result is closely related to the level of conformity of junior boarding school students. Then, the researchers also analyzed based on critical reviews related to this research.

Upik Khoirul Abidin's research in 2017 entitled *Fenomena Geng Santri (Pengaruh Konformitas Kelompok Teman Sebaya Terhadap Perilaku Positif Dan Negatif Geng Santri Di Pondok Pesantren)* showed a significant influence between peer conformity on the positive and negative behavior of students in Islamic boarding schools (Abidin, 2017; Suud, F. M., et al., 2020). The factor influencing conformity behavior in this study was the thicker group friendship in the dormitory.

Roziana Amalia's research in 2020 entitled *Hubungan Konformitas dengan Motivasi Belajar (Studi Analisis Santri Puteri di Pondok Pesantren Nurul Islam Karang Cempaka Bluto Sumenep)* found a significant relationship between conformity and learning motivation (Amalia, 2020). The higher the peer conformity was, the lower the level of motivation to learn would be. Conformity with peer pressure during adolescence can be positive or negative. During adolescence, teenagers follow peer standards. Conformity significantly affects adolescent behavior, such as

habits, pleasures, hobbies, and appearance. This study states that factors influencing conformity state that adolescents fear being considered not solid and disloyal to friends.

Based on the results of adolescent conformity, most factors of the high level of conformity towards individuals are influenced by peer influence. As reflected in the junior boarding school students, they are accustomed to living with their friends, strict education rules, and enormous responsibilities causing high conformity.

According to the analysis, the level of conformity of SMP Muhammadiyah Al Manar Boarding School students was in the medium category due to several aspects. First, students are used to living in Islamic boarding schools with their friends. Second, they fear social reproach if they do not follow the trends within the group what the group is doing. Third, they have trust in groups.

Based on the explanation above, these factors are closely related to the level of conformity of junior boarding school students because environmental factors are dominant. After all, they live in dormitories and grow with their friends. Education is also a dominant factor because boarding school junior high school students must comprehensively master various religious subjects. These aspects significantly affect the level of conformity of junior boarding school students.

Differences in Conformity Levels of Students of SMP Muhammadiyah 2 Galur and SMP Muhammadiyah Al Manar Boarding School

Before doing the difference test, the researchers first carried out a normality test to assess the distribution of the data obtained. The results are as follows.

Table 5. Normality Test Output

One-Sample Kolmogorov-Smirnov Test

		SMP Muhammadiyah 2 Galur	SMP Muhammadiyah Al Manar
N		72	48
Normal Parameters ^{a,b}	Mean	78.71	76.52
	Std. Deviation	5.161	5.885
Most Extreme Differences	Absolute	.130	.111
	Positive	.130	.060
	Negative	-.084	-.111
Test Statistic		.130	.111
Asymp. Sig. (2-tailed)		.004 ^c	.189 ^c

Based on the normality test results, on SMP Muhammadiyah 2 Galur, the significance value is 0.004 < 0.05, and for SMP Muhammadiyah Al Manar

boarding school, the significance value is $0.189 > 0.05$. According to the decision-making in the normality test, the data in the differences in the conformity level for SMP Muhammadiyah 2 Galur does not have a normal distribution because the significance value is less than 0.05 and normally distributed for SMP Muhammadiyah Al Manar Boarding School because the significance value is more than 0.05.

After the normality test, the researchers continued doing the Mann-Whitney test due to abnormal data distribution. The Mann-Whitney test results proposed in this study are as follows.

Table 6. Mann Whitney Test

Ranks				
School		N	Mean Rank	Sum of Ranks
Adolescent Level of Conformity	SMP Muhammadiyah 2 Galur	72	64.42	4638.50
	SMP Muhammadiyah Al Manar	48	54.61	2621.50
	Total	120		

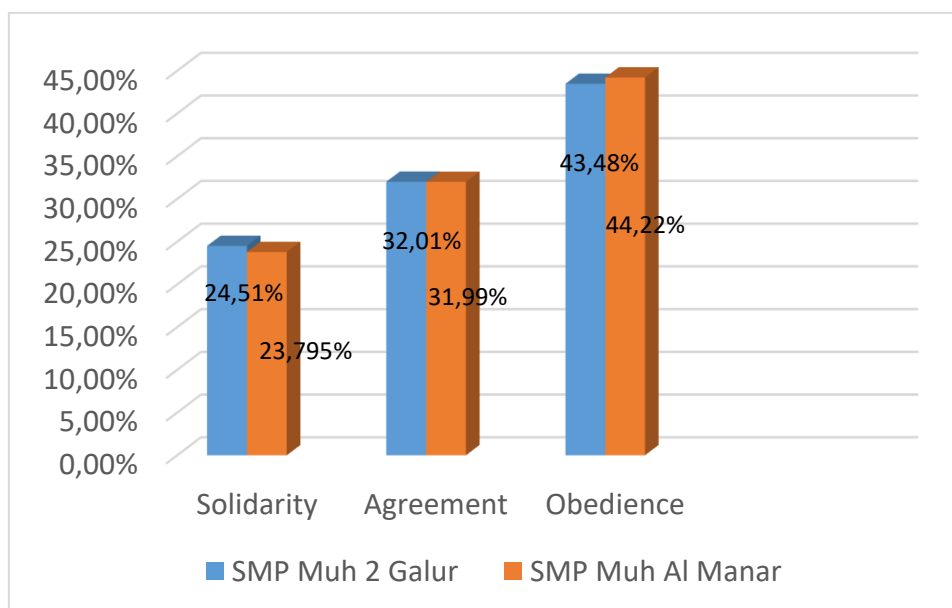
Table 7. Mann Whitney Test Output

Test Statistics	
	Adolescent Level of Conformity
Mann-Whitney U	1445.500
Wilcoxon W	2621.500
Z	-1.517
Asymp. Sig. (2-tailed)	.129

Based on the Mann-Whitney test output from this study, the researchers obtained the Sig. (2-tailed) $0.129 > 0.05$. According to the decision-making in the Mann Whitney test, there was no significant difference between the conformity level of students of both schools.

The following is the percentage acquisition of each aspect of adolescent conformity assessed by their residence.

Figure 1. Acquisition diagram for each aspect of conformity



In the diagram, there is no significant difference. There are 24.51% for SMP Muhammadiyah 2 Galur students and 23.795% for SMP Muhammadiyah Al Manar Boarding School students in the aspect of solidarity. The aspect of the agreement is 32.01% for SMP Muhammadiyah 2 Galur students and 31.99% for SMP Muhammadiyah Al Manar Boarding School students. There are 43.48% for SMP Muhammadiyah 2 Galur students and 44.22% for SMP Muhammadiyah Al Manar Boarding School students in the obedience aspect.

The researchers found no significant difference regarding the level of conformity between the students of SMP Muhammadiyah 2 Galur and SMP Muhammadiyah Al Manar Boarding School. The results showed that the level of conformity of the students of SMP Muhammadiyah 2 Galur and SMP Muhammadiyah Al Manar Boarding School was in the medium category. However, theoretically, there was a difference in adolescent conformity between regular junior high school and boarding school students. Still, it was not significant. The junior boarding school appeared to be higher.

Factors affecting the conformity level of regular junior high school students and boarding school junior high school students are fear of reproach, fear of deviance, lack of information, and group size. They, of course, are closely related to the conformity level of students from regular and boarding schools as described. The researchers also analyzed based on critical reviews related to this research. In previous research, many internal factors, such as task interest, self-esteem, personality factors, commitment and self-engagement, cognitive hardiness, and self-control, affected conformity (Takjoo et al., 2018).

Ranni Rahmayanthi's research in 2017 entitled *Konformitas Teman Sebaya Dalam Perspektif Multikultural* showed no difference in conformity between groups of

male students and groups of female students (Rahmayanthi, 2017). The factors causing conformity included curiosity, perception, the community in which they live, and others. Curiosity can lead to negative conformities. Teenagers' perceptions of the environment can significantly influence their behavior. If students see school as a positive place, then they will follow good actions. The local community and environment have rules to obey for children who wish to enter a school or local community. These three factors influence conformity in adolescence.

Betriyeni, Said Suhil Achmad, and Wilson's research in 2020 entitled *Konformitas Remaja pada Asrama Panti Asuhan Putri Aisyiyah Daerah Kampar* showed five aspects of adolescent conformity behavior that emerged, such as solidarity, adjustment, obedience, equality of opinion, and deviation from groups (Betriyeni et al., 2020). Meanwhile, the factors that influenced adolescents to conform included respect for their peers, tolerance, and self-adjustment.

Based on the results of several studies above, of course, all the factors described above are related to the level of conformity of SMP Muhammadiyah 2 Galur (regular) and SMP Muhammadiyah Al Manar Boarding School students. For example, the solidarity factor describes conformity towards individuals, especially students from both schools. Therefore, the level of conformity of students belonged to the medium to the high category because the factors are almost similar.

Based on the explanation of the journals above, the factors that influence conformity were closely related to the level of conformity of students of SMP Muhammadiyah 2 Galur (regular) and SMP Muhammadiyah Al Manar students Boarding School. A difference in conformity between students from both schools was not significant that SMP Muhammadiyah Al Manar Boarding School was higher.

CONCLUSION

Based on the results regarding the differences in the conformity level of regular junior high school students who live with their parents with junior boarding school students, the conformity level of students from regular one belonged to the medium category. The level of conformity of students of SMP Muhammadiyah Al Manar Boarding School was medium and high. Based on the results of the Mann-Whitney test, there was no significant difference regarding the level of adolescent conformity in both schools. However, seen from the two conclusions above and several theories, there was a difference in conformity between the students from both schools. Still, it was not significant with higher information of the junior boarding school compared to the regular one. This study showed that the level of conformity of students living in dormitories was higher than that of students who did not. Thus, this study suggests that parents consider choosing a boarding school as an option for their sons and daughters.

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