

The relationship of religiosity and peer conformity with students' attitude toward prosocial behavior

Nur Hafiza¹, Neviyarni², Yarmis Syukur³

¹²³Universitas Negeri Padang, Padang - Indonesia, (nurhafiza.fz@gmail.com)

Abstract

The depletion of students' prosocial behavior is one of the problems associated with how students' religiosity level and how students conform to behavior of peers. The aims of this study were to reveal the relationship between religiosity, peer conformity with students' attitude toward prosocial behavior. The method used was quantitative, descriptive correlational type. The population was 332 students and 62 students were taken as the sample by using proportional stratified random sampling technique. The instruments are religiosity scale (17 valid items, $\alpha=0,806$), peer conformity scale (15 valid items, $\alpha=0,732$) and students' attitude toward prosocial behavior scale (53 valid items, $\alpha=0,944$). The data were analyzed by multiple regression. The result showed a correlation coefficient $R = 0,638$ and $p = 0,000$ ($p < 0,05$). That result indicated there is a positive and significant relationship between religiosity and peer conformity with students' attitude toward prosocial behavior. The implication of this study could be used as need assessment to guidance and counseling services.

Keywords: religiosity, peer conformity, students' attitude, prosocial behavior



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2018 by author and Faculty of education, Universitas Negeri Padang.

Introduction

In high school, ideally the development of prosocial behavior of students has increased, as proposed Eisenberg, Carlo, Murphy, and Court (1995), they also said that elementary school children behave prosocial to gain social acceptance and improve interpersonal relationships, so the children will try to behave well with social, when entering adolescence or high school, students have been more rational and able to use the cognitive maturity to socialize.

The problem is prosocial behavior becomes thin and rare. Daniprawiro (2009) revealed that depletion of prosocial behavior as a form of moral concerns emerged in the community, both among adults and adolescents. Traditional culture known as mutual aid that was once the pride of Indonesia, now quickly have turned into a nature egoistic, individualistic and indifferent, not any more concerned with what happens around it. Andeli and Noor (2015) in his study examined the relationship of religiosity with prosocial behavior on KORSA volunteer members, and showed that there were 11 people from 32 members KORSA have medium prosocial behavior.

Many factors influence students to behave prosocially, such as religiosity. Pismawenzi, Jamaidi and Andini (2015) explains that religiosity is an aspect of appreciation or internalization of the values

of religion by individuals who participated in the underlying act to live. Desmita (2009) revealed that religion is a factor that also affects a person's development of prosocial behavior.

Saroglou, Pichon, Trompette, Verschueren and Dernelle (2005) explained that most psychological theories conclude that religiosity contributes to prosocial. Furthermore, Saroglou (2006) concluded that the more one appreciates God and religion, less likely to react in an aggressive way when faced with the possibility of disputes in everyday life in interpersonal relations. In addition, Ahmed (2009) showed that students who have high religiosity is significantly more cooperative in the games publicand significantly more generous in the dictator game than other students. It can be concluded that religiosity contributes to the high and low prosocial students.

Another factor that also can shape prosocial behavior is conformity peers. As revealed Dayakisni and Hudaniah (2009) that the factors behind someone being prosocial, one of which personal values and norms. Bradley research results, Giletta, Cohen, and Prinstein (2015) explained that the effect of peer influence demonstrates the potential internalization of norms friends who behave prosocial. So that it can help students to develop positive attitudes and behavior with slight positive influence of peers. Gommans, Sandstrom, Stevens, Bogt and Cilleseen (2017) revealed that adolescents are more likely to conform to friends that higher social status than the friends of lower social classes. It can be concluded that students or teenagers in his time undergoing a process of identification search will tend to adjust their attitudes and behavior with others who liked or popular in the neighborhood.

Research conducted Yantiek (2014) at 3 SMA renowned in Gresik data showed that almost every year as many as 20% of students in the school are less concerned about the troubles of others, such as when there is one student who was crying because received a phone call that the family of the unfortunate accident , but friends around him become silent without caring her. Research conducted Zhixu, Xinyuan, Xiaoxia and Yichen (2017) against materialism and prosocial behavior of adolescents suggests that adolescents tend to interact with peers or others on the basis of materialism high, which means that the tendency of teenagers to relate socially with friends based on the presence or absence her benefit, which means that there is still a teenage student who prosocial behavior because they expect something or see whether it is advantageous or not.

These problems were revealed when researchers conducted a preliminary study through interviews with teachers BK in SMA Muhammadiyah 4 Babalan in March 2017, shows that there are students who demonstrate an attitude insensitive to provide assistance to a friend who looks often do not eat at playtime, lack of concern for came to visit a sick friend, a lack of willingness of students to contribute to saving deeds performed each Friday, the lack of sharing knowledge with friends who need an explanation of the lesson, selectively providing help (likely to help a friend who likes or is derived from the same village), often lied to friends and teachers, taking out the trash is not in place, the lack of awareness to cooperate with friends in class and are reluctant to give you a ride bike to a friend who walk after school. If the behavior continues to be left without treatment is given, it will be detrimental to students, inhibiting the process of socialization with peers and learning in schools.

The attitude of students who accept to behave prosocial still need to spotlight important for teachers, parents, the community and even the students themselves who are expected not to be ignored without any maintenance and development, as it will result in reduced environmental conditions prosocial behavior in school. Students should be prepared to be an active pro social actors, if not, the environment will also provide feedback on the attitudes and behaviors that have displays. Thus, it will cause problems for life. The problem will not be separated from students throughout the process of interaction with the environment.

Method

This study uses a quantitative approach with descriptive correlational. The study population was all students of SMA Muhammadiyah 4 Babalan langkat North Sumatra which includes class X, XI and

XII are listed in the Academic Year 2016/2017, amounting to 322 people and sample in this study as many as 62 people were taken by using stratified random sampling technique. The instruments used were the scale of religiosity, conformity peers, and students' attitudes toward prosocial behavior.

Results and Discussion

The relationship of religiosity and peer conformity with students' attitudes toward prosocial behavior partially and simultaneously is significant and positive. This is shown by the significance 0.000 less than 0.05. It means that there is a significant relationship between religiosity and peer conformity with students' attitudes toward prosocial behavior partially and simultaneously. Results of regression coefficients between the variables religiosity and peer conformity with students' attitudes toward prosocial behavior individually and collectively have been summarized in chart form in Figure 1 which also looked at the relationship between variables. The highest relationship is between religiosity and attitudes of students toward prosocial behavior.

Figure 1. Relationships between variables Religiosity and Conformity Peers with Student Attitudes toward Prosocial Behavior.

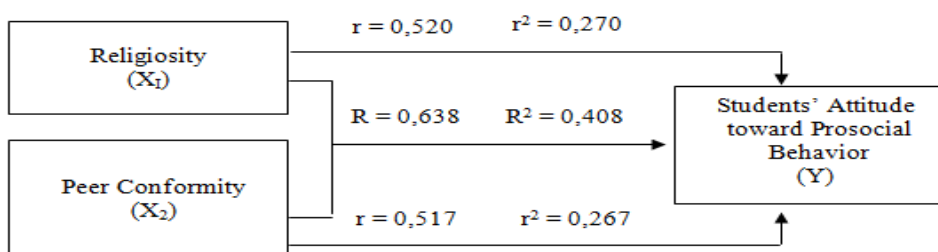


Figure 2 describes that students' attitudes toward prosocial behavior can be influenced by two variables, religiosity and conformity peers. Regression coefficient of religiosity with students' attitudes toward prosocial behavior is 0,520, while regression coefficient of the peer conformity with students' attitudes toward prosocial behavior is 0,517. If seen the relationship of religiosity and peer conformity simultaneously with the students' attitudes toward prosocial behavior, regression coefficient values obtained 0,638.

1. Relationship of Religiosity with Student Attitudes toward Prosocial Behavior

The result shows there is a positive and significant relationship between religiosity and attitudes of students toward prosocial behavior. Based on a series of data analysis showed that the correlation of religiosity with students' attitudes toward prosocial behavior by 0520. The results of this study are supported by research Andelia and Noor (without years) revealed that the correlation values religiosity and prosocial behavior amounted to 0,253.

Based on Stamatoulakis's study (2013) revealed that religiosity correlates positively with prosocial and religion consciously and directly affects the religious people to invite others to behave prosocial. In addition, Haryati research (2013) religiosity has a positive and significant relationship with prosocial behavior Bunda Hospital nurse in Surabaya. Based on these results can be interpreted religiosity is one of the factors associated with students' attitudes toward prosocial behavior. The value of the correlation of the results of this study also indicate that religiosity is not a major factor directly related to the students' attitudes toward prosocial behavior. Furthermore, it can be interpreted by the higher level of religiosity of the students, the higher the attitude toward prosocial behavior of the student. So if religiosity on students is high then the students will tend to bring a positive attitude in life.

2. Relationship of Conformity Peer with Students Attitudes toward Prosocial Behavior

The result shows that there is a positive and significant correlation between peer conformity with students' attitudes toward prosocial behavior. This study was supported by research Abdullah and Handayani (2015), which is based on the results of the study revealed that there is a positive and significant relationship between the variables of variable conformity with prosocial behavior. Thus, it is understood that the emergence of the tendency of students to prosocial behavior can occur with the influence of peers who make the students act and behave the same with peers. However, conformity and peer based research findings only slightly affect students' attitudes toward prosocial behavior.

Research conducted Buhmester (in Santrock, 2012) show that in adolescence close relationship with peers students increased dramatically, and at the same time close relationship with parents teens dramatically decreased. Peers or *peers* are children with a level of maturity or less the same age. One of the most important functions of the peer group is to provide resources and comparisons about the world outside the family. Through peer groups of children to receive feedback from their peers about their capabilities. Children rate anything they do, whether he is better than his friends, the same, or worse than what other children do. It thus would be difficult to do in the family because siblings are usually older or younger (not peer) (Santrock, 2012).

3. Relationship of Religiosity and Peer conformity with Students' Attitude toward Prosocial Behavior

The result of data analysis that has been done showed that there is a significant relationship between religiosity and peer conformity with students' attitudes toward prosocial behavior with regression coefficient R 0.638 and R^2 0.408. However, if seen from the results of multiple regression significance test was not a significant correlation between peer conformity with students' attitudes toward prosocial behavior. Then, when seen religiosity relationship with students' attitudes toward prosocial behavior of a significant relationship. If the comparison between the two, then religiosity slightly higher correlation with students' attitudes toward conformity prosocial behavior compared to peers.

Referring to Azwar (2011) several factors that influence the formation of students' attitudes toward prosocial behavior could from personal experience, the influence of others that are considered important, the influence of culture, mass media, educational institutions and religious institutions, as well as the influence of emotional factors. When referring to Sears, Freedman, and Peplau (2005) that there are other factors that influence prosocial behavior is derived from characteristic factors of the situation, such as the presence of others, the physical environment, which is derived from factor characteristics of people who need help, such as helping people he feels worthy of help, just help people like, and the factor of the characteristics of the auxiliary itself, the helper personality, mood, guilt, *distress* selfand empathy. Additionally, Desmita (2009) also described some of the factors that can affect the appearance of prosocial behavior and these factors are seen from socialization factors, ie parents, teachers, peers and television.

Conclusions

Based on the findings obtained in this study by statistical analysis and hypothesis testing which is studied and described in the discussion, it can be concluded as follows.

1. Students' religiosity have a positive and significant relationship with students' attitudes toward prosocial behavior, it means that if religiosity of students increased to be higher, then the students' attitudes toward prosocial behavior will increase well.
2. Students' peer conformity have a positive and significant relationship with students' attitudes toward prosocial behavior, which means that if conformity to peer students increases, the students' attitudes toward prosocial behavior would be increased well.
3. Religiosity and peer conformity simultaneously have a significant relationship with students' attitudes toward prosocial behavior, it means that the level of students' attitudes toward

prosocial behavior is not only related to one variable, but dealing simultaneously with religiosity and peer conformity.

Acknowledgments

The completion of this scientific article got a lot of guidance from various parties. Researchers would like to thank the thesis supervisor team: Prof. Dr. Neviyarni S., M.S., Kons. dan Dr. Yarmis Syukur, M. Pd., Kons., and contributors team: Dr. Marjohan, M.Pd., Kons., Dr. Alwen Bentri, M.Pd., dan Dr. Netrawati, M.Pd., Kons.

References

- Abdullah, A. & Handayani, S. W. R. I. (2015). Hubungan Konformitas dan Perilaku Prosoial pada Pedagang Kaki Lima Pasar Besar Malang. *Jurnal Psikowidya*, 19(1), 2502-6925.
- Ahmed, A. M. (2009). Are Religious People More Prosocial? A Quasi-Experimental Study with Madrasah Pupils in a Rural Community in India. *Journal for the Scientific Study of Religion*, 48(2), 368-374.
- Andelia, B. & Noor, H. (tanpa tahun). Hubungan Religiusitas dengan Perilaku Prosoial pada Relawan Korsia (Korps Relawan Salman ITB). *Jurnal Prosiding Psikologi*, ISSN: 2460-6448.
- Ayudhia, R. R. & Kristiana, I. F. (2016). Hubungan antara Hardiness dengan Perilaku Prosoial pada Siswa Kelas XI SMA Islam Hidayatullah Semarang. *Jurnal Empati*, 5(2), 205-210.
- Azwar, S. (2011). *Sikap Manusia: Teori dan Pengukurannya*. Yogyakarta: Pustaka Pelajar.
- Bradley, S. C., Giletta, M., Cohen, G. L., dan Prinstein, M. J. (2015). Peer Influence, Peer Status, and Prosocial Behavior: An Experimental Investigation of Peer Socialization of Adolescents' Intentions to Volunteer. *Journal of Youth and Adolescence*, 22(12), 2197-2210.
- Daniprawiro, M. (2009). Menipisnya Budaya Tradisional. *Gemari Edisi 96/Tahun IX/Januari 2009*, 78-79.
- Dayakisni, T. & Hudaniah. (2003). *Psikologi Sosial*. Malang: UMM Press.
- Desmita. (2009). *Psikologi Perkembangan*. Bandung: Remaja Rosdakarya.
- Eisenberg, N. & Mussen, P. H. (2003). *The Roots of Prosocial Behavior in Children*. Cambridge: Cambridge University Press.
- Eisenberg, N., Carlo, G., Murphy, B., & Court, P. (1995). Prosocial Development in Late Adolescence: A Longitudinal Study. *Child Development*, 66, 1179-1197.
- Gommans, R., Sandstrom, M. J., Stevens, G. W. J. M., Bogt, T. F. M., & Cillessen, A. H. N. (2017). Popularity, Likeability, and Peer Conformity: Four Field Experiments. *Journal of Experimental Social Psychology*, 73, 279-289.
- Haryati, T. D. (2013). Kematangan Emosi, Religiusitas, dan Perilaku Prosoial Perawat di Rumah Sakit. *Jurnal Psikologi Indonesia*, 2(2), 162-172.
- Lestari, K. A. & Fauziah, N. (2016). Hubungan antara Konformitas dengan Motivasi Belajar pada Siswa di SMA Muhammadiyah Kudus. *Jurnal Empati*, 5(4), 717-720.
- Pismawenzi, Jamaldi, & Andini, D. S. (2015). Hubungan Religiusitas dengan Ketahanan Mental. *Laporan Penelitian*. Padang: Lembaga Penelitian dan Penerbitan IAIN Imam Bonjol.
- Santrock, J.W.. (2012). *Life Span Development: Perkembangan Masa Hidup Jilid 1 Edisi ke-13* (Benedictine Widiasinta & Novietha I. Sallama, Penerjemah.). Jakarta : Erlangga.
- Saroglou, V. (2006). Religion's Role in Prosocial Behavior: Myth or Reality?. *Psychology of Religion Newsletter-AP Division 36*, 31(2), 1-16.
- Saroglou, V., Pichon, I., Trompette, L., Verschueren, M., & Dernelle, R. (2005). Prosocial Behavior and Religion: New Evidence Based on Projective Measures and Peer Ratings. *Journal for the Scientific Study of Religion*, 44, 323-348.
- Sears, D. O., Peplau, L. A., & Taylor, S. E. (2009). *Psikologi Sosial Edisi Kedua Belas* (Wibowo, Penerjemah.). Jakarta: Kencana Prenada Media Group.

- Stamatoulakis, K. K. (2013). Religiosity and Prosociality. *Procedia, Social and Behavioral Sciences*, 82, 830-834.
- Zhixu, Y., Xinyuan, F., Xiaoxia, Y., & Yichen, L. (2017). Longitudinal relations between adolescents' materialism and prosocial behavior toward family, friends, and strangers. *Journal of Adolescence*, 62, 162-170.