

STUDY OF CONFORMITY BEHAVIOUR AND SELF-CONFIDENCE FROM SELF CONTROL PERSPECTIVE

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Abstract—Conformity behaviour and self-confidence are important in the lives of students, both among schools and communities. The tendency of individuals to experience high conformity when someone is in an emergency situation. Conformity behaviour and self-confidence can not be separated from the aspects of peer relationships, so the role of peers greatly affect to the student behavior. Various studies have been conducted, Conformity behaviour and self-confidence does not always cause positive behavior or negative behavior. The ability of students to control themselves (self control) in thinking, acting and taking decisions will certainly provide a normative behavior. Conformity behavior and low self-esteem have an impact on non normative behavior that will disturb the students life. Self control is studied from three aspects, namely thoughts, actions and decisions. Students ability to control the above three aspects will result in a normative behavior. The aim of this article is to explain students conformity behaviour and self-confidence from a self control perspective.

Keywords—*Conformity Behavior, Self- confidence, self control*

I. INTRODUCTION

Human nature is as a social being. The content of this matter is that humans always need other people that are obtained from aspects such as: association, friendship and in meeting needs. Teenagers are individuals who are developing, their development continues to need others. However, from the psychological aspect, the emotional maturity of adolescents is generally unstable. Therefore intervening the needs of others is needed. Emotional instability possessed by teenagers will lead to various kinds of behaviors that are sometimes controlled but sometimes uncontrolled. The form of controlled behavior will certainly create a normative behavior. On the contrary, uncontrolled behavior will create non-normative behaviour.

Based on the results of research [1] showed that children are very likely to adjust to negative behavior from a colleague when the colleague has a high social status. Next, [2] individuals tend to choose behaviors that strengthen group norms, then will strengthen the individual. Adolescent behavior can not be separated from

the aspects of confidence. Self-confidence is very important for every student, but self-confidence does not always have a positive impact but sometimes can have a negative impact. The form of positive self-confidence is creating normative behavior. Otherwise, over self-confidence or uncontrolled will create non-normative behavior, such as feeling himself more powerful than others.

II. THE OBJECTIVES OF THE STUDY

The purpose of this study is to explore and understand the behaviors related to conformity and self-confidence that are viewed from the perspective of self-control. Because of the lives of adolescents or students are not independent of the behavior of confidence and confidence, then these two things are always related and cannot be separated from the ability of individuals to control himself.

III. CONFORMITY BEHAVIOR

A. Definition of Conformity Behaviour

Conformity is a change in actions or attitudes caused by pressure from several groups, Myers 2010 [3]. Conformity is an important part of individual life. Because in essence humans cannot live alone, but always need others. But conformity is not as good as it is, but sometimes bad. The way of thinking that or responding to a stimulus will certainly give birth to a behavior that is not good. Conformity behavior is a form of the results of responding to a stimulus. Conformist behavior is often criticized as a human weakness in the formation of trust. The tendency of adolescents to adjust to society is so strong that they are smart enough to distinguish between good and bad, [4].

Based on the theory above, it can be concluded that group pressure is the most important part in changing human behavior. Apart from behavioral change, it also affects the occurrence of changes in human mindset. This happens because that teenagers are in the phase of development of peer relationships. So that the tendency of teenagers to continue to adapt to their environment.

B. The occurrence of conformity behavior

Interaction is important in human life. In interaction there is a dynamics of perception in responding to a stimulus or information. The ability of students to extract

information in interaction will give birth to a behavior. There are two aspects of conformity behavior, namely positive and negative conformity behavior. Negative negative conformity behavior occurs due to an individual's perspective on a stimulus.

Based on the results of [5] shows prosocial strength of conformity shows that group norms inspire people to help. [3] conformity occurs when the subject shows the same object of behavior. the subject is an individual who adapts. Objects can be individual groups, organizations, politics, rules and regulations, or subject experience or natural instincts. Conformity occurs as a social influence in which an individual changes his behavior to suit the behavior of others [6]. The influence of group information as a valid source of information, that a person believes in a decision and can be changed and internalized group decisions, [7]. [8] claim that people are more likely to adjust themselves when faced with a situation that produces neutral emotions compared to those that produce positive or negative emotions.[9] differences in complex sociopsychological mechanisms is an important thing someone has a strong tendency to adjust to behavior in groups.

Based on the theory above, it can be concluded that the behavior of conflict occurs, in addition to group pressure due to group norms that cannot be recognized or accepted by everyone, but only the group receives it. Psychologically, individuals who are in a group will create a sense of pride and confidence to carry out group norms on the basis of group interests.

C. *Motivation factors in groups*

According to [6] three motivational factors are believed in group conformity; First, the goal of accuracy motivates individuals to adjust according to the desire to act appropriately certain situations that result in behavioral dependence. Second, the purpose of affiliation motivates individuals to adjust based on needs included in the group and get social approval. Individuals may fulfill this need deliberately engage in behaviors that are consistent with group norms [10], Third, self-enhancing goals motivate individuals to adjust because their self-concept is based on the way they believe others see them. Individuals can adjust because acceptance by a group of people often depends on adherence to established group norms.

IV. SELF CONFIDENCE

Self confidence is an individual characteristic (a self-construction) that allows a person to have a positive or realistic view of themselves or the situation they face,[10]. This refers to people's expectations of their ability to achieve goals in certain situations and is very influential factors to ensure one's potential is realized,[2] Thus, someone who has high self-confidence will have a realistic view of themselves and the abilities that make them survive to keep working.

[11] revealed the characteristics of people who are confident are: independent, selfless, quite tolerant, ambitious, optimistic, not shy, confident in their own opinions and not low. Confidence, is not only owned by adults but also children, [12] Children, adolescents, and

even adults may appear less weak when they become discouraged or lose confidence.

According to [13] ,self-esteem and self-efficacy are a combination of self-confidence. [13]defines self-esteem or self-value as general feelings. A person with low self-esteem believes that he is worthless, when someone has high self-esteem believes that people. Self-efficacy according to [13]can be general or specific where self-efficacy is a belief in a person's capacity to handle tasks according to ability.

Self-confidence is an important part of student life, to achieve an achievement. But over confidence will create the individual to be arrogant. The results of the research by [14] show that there is an improvement in self-confidence, social ability, and communicative in student identity.[15] that a person's confidence in the social world, and self-confidence as a learner are two things relating to the learning experience.

V. SELF CONTROL

[16] committed to an action in a form of self-control. [17] Self-control is an essential function to life's success. One of the first psychologists to highlight the importance of self-control for adaptive functions. However, his paradox is skeptical (lack of trust) of the individual's ability to override problematic behavior. [18] the power of self-control has been conceptualized in terms of self-control. [19] self-control is a change in behavior that is regulated by oneself in response to a stimulus.

Self-control refers to the capacity to change a person's response, especially as ideals, values, morals, and social expectations, to support long-term goals. The ability of individuals to realize good behaviors, is part of good self-control, and on the contrary when individuals give birth to behavior that is not good then it is part of the inability to control themselves. Low self-control will prefer negative life events, [20].

[21]states that self-control is an important part of self-direction that will help channel their energy and make it possible to guide their own lives. Healthy self-control based on good internal communication, the communication in question is when individuals control their minds by changing threats into opportunities. So that they can choose good decisions and display behaviors that produce positive consequences. [22] interpreted self-control on choices of actions that would provide benefit by delaying momentary satisfaction.

VI. CONFORMITY BEHAVIOR AND SELF CONFIDENCE FORM SELF CONTROL PERSPECTIVE

Self control covers three aspects, namely cognitive aspects, behavior and actions. In line with human confidence can not be separated from the perspective of a stimulus. Thus, self-confidence and self-control are related to cognitive aspects. this is in line, [23]. there is a relationship between confidence and cognitive abilities. Confidence is a personality trait, which underlies the properties, See [24]. Thus, self-confidence in relation to

self-control cannot be separated from the human personality.

Based on the results of the study, [25] that low self-control greatly affects the behavior and emotional behavior of adolescent boys and girls. Children who have high self-control cannot be separated from the role or intervention of parents. Thus, self-confidence and conformity behavior and self-control are interrelated on cognitive aspects, behavior and decisions or actions, these aspects are not independent of the role or intervention of parents. [18] adolescents who have low self-control are more likely to cause problematic behavior both men and women.

VII. CONCLUSION

The age of adolescents is the age of taking care of themselves that is inseparable from peer interaction. Communication skills in groups is an indicator of adolescents in adapting to peers. Individuals who have low self-control greatly affect emotional and behavioral causes of problematic behavior. But individuals who have high self-control are not free from parental intervention.

[2] individuals tend to choose behaviors that strengthen group norms, and thstrengthen individuals. Adolescent behavior is strongly related to aspects of self-confidence. Someone who has high self-confidence will have a realistic view of themselves and the abilities that make them survive to keep working.

Conformity and self-confidence behavior do not always negative but there is also a positive side. The ability of individuals to sort out these behaviors is a good indicator of self-control. Self-control is very important in thinking, acting up to conclusions. If it's done maximally, this is a good indicator of self-control. Self-control refers to the capacity to change a person's response, especially as ideals, values, morals, and social expectations, to support long-term goals.

Thus in thinking, to achieve good result the way to behave until decision making is needed in self-control. [16] argue that commitment to an action is a form of self-control.

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