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Attention to : *Veronica Tannur, Roswiyani*

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We are pleased to inform you that your submission is **Accepted** for presentation in **International Conference on Economics, Business, Social, and Humanities (ICEBSH) 2021**. This Paper will be electronically published in ICEBSH 2021 Proceeding, after being reviewed and approved by our Publisher (Atlantis Press Publisher).

Thank you very much for your attention.

Sincerely,

Dr. Eng. Titin Fatimah, M.Eng.
Chair

The Correlation Between Conformity and Self-Confidence Among Late Adolescents in Jakarta

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ABSTRACT

Conformity is a form of behavior that may affect someone's action to correspond to what their social environment desires. Meanwhile self-confidence is the belief in oneself to think, act, and make decisions. Conformity may affect self-confidence in that conformity is expected in a friend circle. This research aims to understand the correlation between conformity and self-confidence in late adolescents in Jakarta. The choice of adolescents as participants of this research is based on the fact that they are still in the phase of discovering their identity and in an unstable condition. This research recruits 112 adolescents in *Jabodetabek* and there are only 82 participants who met the criteria of this research. A correlational research design is used to discover the correlation between conformity and self-confidence. By using Pearson's correlation test, it is found that there is a negative correlation between variables ($r = -104$; $p > 0.01$). This indicates that there is no significant correlation between conformity and self-confidence.

Keywords: Conformity, self-confidence, adolescents

1. INTRODUCTION

1.1. *Background*

Adolescence is a period of transition between childhood and adulthood with the age range of 18-25 years old (Santrock, 2011). This transitional period is characterized by finding identity, and instability. Generally, individuals will reach physical maturity in between 19 and 26 years old. This stage is called late adolescence (Ariani et al., 2019). Based on Piaget's theory of cognitive development, adolescents begin to enter the formal operational stage of development (Solichah & Dewi, 2019). At this stage, adolescents are expected to develop the ability to formulate strategic plans or make decisions. Moreover, they are expected to be able to accept their strengths and weaknesses (Andini, Widiastuti, & Pratama, 2019). Adolescents' stage of development includes physical, cognitive, emotional, and social aspects (Papalia & Martorell, 2014). Based on Piaget's theory of cognitive development, adolescents enter the stage of formal operational development (Solichah & Dewi, 2019). At these time adolescents are expected to be able to develop the ability to formulate strategic planning or make decisions. In addition, adolescents are considered capable of accepting their strengths and weaknesses (Andini, Widiastuti, & Pratama, 2019). Furthermore, on the physical aspect, there will be rapid physical growth and development, such as the growth of muscles and the maturation of reproduction organs which often causes adolescents to feel uncomfortable with their own body (Fatmawaty, 2017). In the emotional aspect, according to

Stenley Hall (2015), adolescence is a period full of problems, storm and stress, and uncertainty caused by the change in psychological aspect (Aida, 2020). Next, on a social aspect, adolescents are expected to be capable of understanding others, as a unique individual, whether it be their personal traits, interest, values, or their feelings. This social understanding encourages adolescents to form a closer social relationship with their peers (Fatmawaty, 2017). In their social environment, adolescents tend to interact with their group of friends rather than to their parents (Aida, 2020). This indicates that friendship is the social environment that dominates adolescents (Aida, 2020). Adolescents tend to place peers as an important part of their development (Aida, 2020).

Therefore, there are changes in attitudes and behavior patterns among adolescents towards their social environment (Aida, 2020). Adolescents will try to compare themselves with their peers in terms of clothing, behavior, and lifestyle (Nurfadiah & Yulianti, 2017). The desire to be accepted and fear of being mocked, encourages adolescents to act the same as their peers (Khafida & NRH, 2020). The desire to be the same as peers is an example of conformity. Conformity is a form of social influence where individuals change their behaviors and attitude to adjust to social expectations (Mayara et al., 2016). Conformity occurs when individuals adopt other people's attitudes or behaviors caused by the pressure of others. According to Baron dan Byrne (2005), an individual conforms to their group if the individual's behavior is based on a group or society's expectation (as cited in Haryani & Herwanto, 2015). The more the conformity, the more pressure an individual feel

(Mayara et al., 2016). An individual who is in a group tends to follow whatever the group mates do (Anjani & Astuti, 2020).

Adolescents who have a positive conformity will support each other in their group to increase their motivation to study, whereas adolescents who have negative conformity will tend to persuade their group members to do harmful activities (Laila & Ilyas, 2019), such as street racing and gang attacks which are reported to cause 60 deaths each year in Jakarta (Damayanti, Sovitriana, Nilawati, & Widyayani, 2018). Based on the research by Kosasi (2018), female adolescents are considered to conform more to their friends because they tend to be unstable and uncertain of their identities compared to female adults who are mature and stable. Pressures such as persuasion and force cause adolescents to be unable to decline their friends' invitation (Kosasi, 2018). As an example, to be accepted by their group, adolescents will try drinking alcohols, taking drugs, smoking without considering their health, and the smoking behavior tends to be contagious in a group (Kosasi, 2018).

In addition, an invitation from social networks is also an example of conformity done mostly by female adolescents. Approximately, 50,6% of social networking site users are female adolescents, whereas the male users are 24% (Wibowo, 2018). The research conducted by Partosudiro & Indriana (2018) reported that 115 female students (92%) have a high level of conformity. This may cause conflicts with parents, eating disorders, and troubles with body image (Partosudiro & Indriana, 2018). The characteristics of adolescents with a high level of conformity are a) agreement, that is a form of social influence that includes a direct request from an individual to another; b) obedience, that is a form of social influence where an individual can order one or more individuals to do one or more actions; c) intensive indoctrination, that is a process that an individual has to pass in order to be a part of a group and accept their beliefs and rules without question; d) a rule that indicates how an individual has to behave in a specific situation (Damayanti et al., 2018). Based on Cahyaningsih and Dewi (2019), the higher the desire to be liked, the higher the urge to conform. Conformity is caused by pessimism, the lack of self-confidence, and the fear of appearing different from the individual's group members, therefore the individual follows the people who they believe are able to increase their self-confidence. On the contrary, the lower the conformity, the higher the self-confidence. Moreover, Mayara et al. (2016) argue that there are factors that affect the conformity in adolescents, one of them is self-confidence.

According to Mayara et al. (2016), there are factors that affect conformity in adolescents, one of them are self-confidence. Self-confidence is one of personality aspects, which is a belief in one's abilities so that the individual is not affected by others. Self-confidence is a positive attitude from an individual that enables them to develop a positive judgement towards themselves and towards their environment or based on the situation they are in. Where an individual feels that they have competence, certainty, capability, and believes that they are capable as they supported by their experience, actual potential,

achievement, and realistic hopes of themselves (Andini, Widiastuti, & Pratama, 2019). Self-confidence is an important aspect of personality in adolescents' developmental period.

There is research that explained the relationship between conformity and self-confidence, which was conducted by Mayara, Yuniarrahmah, & Mayangsari (2016) who stated self-confidence and conformity are correlated as self-confidence can affect the level of conformity. Low self-confidence is one of the factors that can cause someone to conform. In this case, especially among early adolescents, they are prone to get involved in conformity since they are in a phase where they begin to understand their environment, and do more activities outside of their house with their friends. This is what causes them to do uncontrollable actions that may be negative. As for late adolescents, they are more mature in making decisions and choosing their friends. As they have passed the periods where they can do whatever they want, and that behavior includes positive and negative actions, late adolescents will have realized and understood which actions are good and which are bad for them and they will learn to become better. There are factors that cause adolescents to be unconfident, they are an influence from their environment where they often get underestimated and isolated by their peers, a parenting where parents often forbid and limit their child's activities, parents who always scold their teen whenever they did wrong, but never appreciate them when the teen did something positive, lack of love, appreciation or compliments from family, trauma of past failures, trauma of being humiliated or insulted in public (Fitri et al., 2018).

Self-confidence is one of personality aspects that refers to the belief in one's abilities. According to Lauster (2002), adolescents who have low self-confidence will think negatively towards themselves, doubt their abilities, depend on others in making decisions, be afraid to express their thoughts in public, and be afraid of trying something new (as cited in Monnalisza et al., 2018). Concurrently adolescents with high self-confidence will be more independent, decisive, feel worthy, be humble, has the courage to act, feel happy, be optimistic, tolerant, and responsible (Hermayanti, 2015). Consequently, when adolescents conform and act accordingly to the group's desire, it can be concluded that they have a problem with low self-confidence (Mayara et al., 2016).

In their development process, late adolescents are expected to be capable of conforming to positive things (Sumadiyo & Fauziah, 2018). However, they are often burdened with expectations from their surroundings, which are oftentimes difficult to fulfill. Most of the times, adolescents fail to meet the expectations, which causes them to be unconfident (Aida, 2020). Those expectations include: (a) accepting their physique; (b) achieving emotional independence from parents or figures of authority, (c) developing interpersonal communication skills and socialize with peers, individually and in a group; (d) finding other individuals as a model for their personal identity; (e) accepting themselves and believe in their own abilities; (f) enhancing their self-control based on value and principal scales (g) is able to withdraw

themselves from reactions of childish behaviors (Putro, 2017).

Based on the analysis above, the researcher assumes that conformity and self-confidence have a correlation in affecting adolescents' behavior. Hence, this research aims to find the correlation between conformity and self-confidence in late adolescents who live in Jakarta.

1.2. Research Question

The research question: "is there any correlation between conformity and self-confidence in late adolescents in Jakarta?"

2. BACKGROUND

2.1. The Definition of Conformity

According to Myers (2010), conformity is adjusting our behavior or thoughts to a group's standard. Ulfa (2017) states that there are five aspects of conformity, they are (a) imitation, as in the individual's desire to become similar as someone else whether it be because of the individual's choice or external pressure (real or imaginary) which cause conformity to occur; (b) adjustment, that is the individual's desire to be accepted by others which cause the individual to conform. Individuals usually adjust to the norms in their group; (c) trust, that is the higher the individual's belief in the validity of information they receive from others, the higher the validity of information that causes the individual to conform; (d) agreement, where group decisions create a social strength that causes conformity and (e) compliance, that is a response to an individual's loyalty or obedience to a certain authority, so that the authority may cause the individual to conform to what they say.

2.1.1. Factors and aspects that affecting conformity

According to Ulfa (2017), there are five aspects of conformity, namely (a) imitation, such as the desire of individuals to be the same with others either openly or under pressure (real or imagined) to cause conformity; (b) adjustment, namely the desire of the individual to be accepted by others causing the individual to conform to others. Individuals usually make adjustments to existing norms in the group; (c) trust, namely the greater the individual's belief in the correct information from others, the greater the accuracy of information that chooses to conform to others; (d) agreement, which is something that has become a collective decision to make social forces capable of causing conformity and (e) obedience, namely a response that arises as a result of individual loyalty or submission to certain authorities, so that authority can make people conform to things.

2.2. The Definition of Self-Confidence

According to Raharjo & Marwanto (2015), self-confidence is an individual's behavior and confidence in confronting a task or a job. The factors affecting an individual are the concept of self, self-esteem, experience, and education. In addition, appearance, speech style, body language, also affect an individual's self-confidence (Syam & Amri, 2017).

2.2.1. Factors that affecting self-confidence

Self-confidence is influence by several factors, they are self-concept, self-esteem, experience and education. Several factors that affecting self-confidence are: (a) appearance; (b) speaking style; (c) style of behavior / body language; and (e) the correct place and time (Syam & Amri, 2017).

According to Lauster (quoted in Rizky, 2020) the impact of positive self-confidence are optimistic, objective, responsible, rational and realistic as well as self-confidence. Self-confidence is a positive attitude that a person has about themselves and believes in their ability.

2.2.2. The definition of adolescents

According to Santrock (quoted in Agustriyana & Suwanto, 2017), adolescence is one of the stages of human development with these human characteristics often experiencing periods of identity crisis and ambiguity. This causes adolescents to become unstable, aggressive, conflict between attitudes and behaviors, emotional and sensitive unsteadiness, too fast and reckless to take extreme actions.

According to Erickson (in Agustriyana & Suwanto, 2017) divides adolescence into three stages, they are early adolescence, middle adolescence and late adolescence. The criteria for early adolescence in women are 13-15 year old and in boys, 15-17 year old. The criteria for middle adolescence in women are 15-18 year old and in boys are 17-19 year old, while the criteria for late adolescence for women are 18-21 year old and in boys 19-21 year old.

Erikson (in Agustriyana & Suwanto, 2017) said that the most important task of adolescent development is the formation of self-identity. During this time adolescents begin to feel a sense of self-identity, a feeling that they are a unique human being. Self-confidence towards ourselves according to developmental task which needs to be accepting themselves and having confidence in their own abilities and leaving childish adjustment reactions (attitudes / behavior) (Agustriyona & Suwanto, 2017).

3. METHODS

3.1. Participants

The participants in this research are female and male late adolescents who are 18-21 years of age, are studying or

working, and have a group of friends and close friends. The participants live in *Jabodetabek*.

3.2. Research Design

This research uses quantitative method with a correlational research design. The data are analyzed using Pearson's correlation test technique to discover the correlation between conformity and self-confidence in late adolescents in Jakarta.

3.3. Research Setting

This research is conducted by recruiting participants using Facebook, Instagram, LINE, and WhatsApp and using Google Form to share questionnaires.

3.4. Measurements

Conformity was measured by the conformity questionnaire from Indonesian population adapted by Sugianto (2017). The conformity questioner is a 14-item scale rated on a 5-point scale (from strongly agree to strongly disagree). The Cronbach's alpha for this questioner is 0.749.

The Personality Evaluation Inventory is specifically designed to measure beliefs and abilities across a wide range of important domains for students (Stankov, et. Al.,

2014). Shrauger (in Robinson, 2013) introduces Personality Evaluation Inventory as a measuring tool that measures self-confidence, which aims to evaluate a person's ability to perceive one's limits, competencies, abilities and abilities to face various situations (Daeli & Kurnianingtis, 2016). It consists of 54-item self-report with Cronbach's alpha of 0.816.

3.5. Statistical Analysis

The Pearson correlation was utilized to look at the correlation between conformity and self-confidence.

4. RESULTS

The data are tested on 2 research variables, they are conformity variable and self-confidence variable. The result shows that the residue data are distributed normally. The data normality test uses One Sample Kolmogorov-Smirnov Test. The test result for conformity dimension indicates that the value of Kolomogorov-Smirnov $Z = 1.214$ and $p = 0.105$ (> 0.05), which means the data are distributed normally. The test result for self-confidence dimension displays the value of Kolomogorov-Smirnov $Z = 0.994$ dan $p = 0.276$ (> 0.05), which means the data are distributed normally. The test results show that both variables are distributed normally.

Table 1. Data normality test results
One-Sample Kolmogorov-Smirnov Test

		Conformity	Self-Confidence
N		82	82
Normal Parameters[a]	Mean	2.3526	2.8345
	Std. Deviation	.69482	.35027
Most Extreme Differences	Absolute	.134	.110
	Positive	.134	.063
	Negative	-.062	-.110
Kolmogorov-Smirnov Z		1.214	.994
Asymp. Sig. (2-tailed)		.105	.276

a.   Test distribution is Normal.

The correlation test result using Pearson's correlation shows that r = -104, p = 0.351. This indicates that there is no significant correlation between conformity and self-confidence.

5. DISCUSSION

Based on the data analysis result, it is found that there is an insignificant correlation between conformity and self-confidence because the significance value is higher than 0.005. The result also explains that there is a negative but insignificant correlation between conformity and self-confidence. This is in accordance to the research done by Cahyaningsih & Dewi (2019) which states that conformity is caused by pessimism, the lack of self-confidence, and the

fear of appearing different from the individual's group members, thus, the individual follows their social environment to increase their self-confidence. The results in the research conducted by Cahyaningsih dan Dewi (2019) convey that there is a correlation between the concept of self and conformity. It can be noted that when someone who tends to have the concept of self, they are more capable of coping with or control their confidence. Meanwhile someone who has no concept of self will show emotions towards oneself such as excessive worrying caused by fear. Saputro (2017); Calista & Garvin (2018) mention that early adolescence is a stage where adolescents are in senior high school. Furthermore, in accordance to psychological factor, early adolescents have behavior and thoughts that enable them to act and might cause them some consequences.

Psychologically, adolescents will have unstable emotions which tend to make them act emotionally such as acting before thinking because it may cause a negative impact. Subsequently, early adolescents will enter the stage where they become psychologically mature that is late adolescence stage. At this stage, late adolescents will have more knowledge or insight gained from previous experience which makes them more capable to control their emotions and solve problems in a composed manner. In accordance to psychological and physical aspects, late adolescents start to enter adulthood stage. For that reason, the subjects suitable for this research are early adolescents because they are in a stage where they begin to develop in a new environment. This is the reason why early adolescents are more involved in conformity because according to Hurlock (2011), adolescents have the most important part of themselves, that is friends of the same age. This is what may cause adolescents to act accordingly to their friends and social environment because early adolescents are acknowledged and accepted by their friends (Partosudiro & Indriana, 2018).

The strength of this research is that it shows the idea of conformity and self-confidence in adolescents in *Jabodetabek*. There is a detailed idea of conformity and self-confidence. The instruments of conformity and self-confidence in this research are classified as valid and reliable. There is an understanding of adolescents' self-confidence which is regarded as important to discover their identity and develop their abilities in their environment. The weakness of this research is that there are some criteria of participants which are not explained in a detail, such as occupation and school, cultural background, religion, and domicile. The choice of late adolescents as participants is considered to be inappropriate in regard to conformity. Generally, conformity happens in early adolescents, not in late adolescents. The instruments used in this research need to be reexamined so that the results may be according to expectation.

6. CONCLUSIONS

There is no significant correlation between conformity and self-confidence. The result also reveals that there is a negative correlation that is insignificant to the self-confidence variable. This illustrates that if the conformity is high, the self-confidence of the participants in this research is low.

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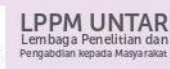
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