



# THE INFLUENCE OF PEER CONFORMITY AND SELF-CONTROL ON TRUANCY BEHAVIOR AMONG 11TH GRADE STUDENTS AT SMA NEGERI 2 TUBAN

Reynard Dhiyaul Islam<sup>1</sup>, Rafa Almareta Putri Arya<sup>2</sup>, Zamroni<sup>3</sup>, Yayuk Kasmawati<sup>4</sup>

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

\*Author of correspondence, Email: [zamroni.fip@um.ac.id](mailto:zamroni.fip@um.ac.id)

## Abstract

This study aims to examine the influence of peer conformity and self-control on truancy behavior among Grade XI students at SMA Negeri 2 Tuban. The research employed a quantitative approach with a correlational design. The sample consisted of 100 students randomly selected from a population of 321 students using a simple random sampling technique. Data were collected using three instruments that had been tested for validity and reliability: the Peer Conformity Scale (12 items), the Self-Control Scale (15 items), and the Truancy Behavior Scale (12 items). Data analysis was conducted using multiple linear regression with SPSS 25.0 and met the assumptions for classical tests (normality, heteroscedasticity, and multicollinearity). The results indicated that peer conformity and self-control simultaneously had a significant effect on truancy behavior, accounting for 80.8% of the variance. Partially, peer conformity had a positive and significant influence, while self-control had a negative and significant influence on truancy behavior.

**Keywords:** Peer Conformity; Self-Control; Truancy Behavior

## 1. Introduction

Education is a vital foundation for a nation's progress. At the Senior High School (SMA) level, students are expected to demonstrate discipline and responsibility in participating in the learning process (Dewi, et al., 2024). However, not all students feel comfortable and happy in the school environment. Some may show signs of discomfort and boredom while at school. This is closely related to the adolescent phase they are going through—a period of identity exploration marked by heightened emotions, changing interests, shifting roles, and evolving behavior patterns. In line with Hurlock's (2004) view, adolescence is characterized by a series of universal changes, such as increased emotional intensity, physical changes, shifting interests and roles, changes in behavior patterns, values, and an ambivalent attitude toward the various changes occurring. All of these changes influence students' attitudes and behaviors within the school environment (Nugraha, et al., 2022).

One of the common issues often encountered in the school environment is truancy. Truancy is defined as a student's absence from school without a valid reason or without the school's knowledge. Currently, there are still quite a number of students who frequently miss school without a clear explanation. This behavior is driven by various reasons. Truancy can have negative impacts on students' academic achievement, social-emotional development, and their future. The habit of skipping school may lead to a loss of motivation to learn and a reluctance to attend school, which ultimately can affect their overall future (Setiawati, 2020). Previous studies have identified various factors that influence truancy behavior. One significant external factor is peer conformity. Adolescence is a stage during which individuals are highly vulnerable to peer influence. The pressure to be accepted and become part of a group can encourage students to imitate their peers' behavior, including negative actions such as

skipping school. Conversely, if a peer group upholds positive norms regarding school attendance, truancy behavior tends to be lower (Meilani & Tobing, 2023).

In addition to external factors, internal factors also play a crucial role in truancy behavior, one of which is self-control. Self-control refers to an individual's ability to regulate and direct their own behavior, especially when faced with temptations or desires that may conflict with long-term goals (Juliawati, et al., 2020). Students with low self-control are more likely to give in to impulsive urges or the temptation to engage in more enjoyable activities instead of attending class, thereby increasing the likelihood of truancy. On the other hand, students with high self-control are able to manage their impulses and prioritize important tasks, including attending school regularly (Putri, et al., 2023).

SMA Negeri 2 Tuban, as one of the educational institutions in Tuban, is not exempt from the issue of student truancy. Although specific data on truancy rates at this school are not publicly available, preliminary observations and reports from school counselors indicate that truancy remains a significant problem that requires attention. An initial study conducted through observations and interviews revealed the presence of truancy behavior among 11th grade students. Several students admitted that they sometimes skip school because they are influenced by their peers or feel bored with the lessons and prefer to engage in more enjoyable activities. This indicates that high peer conformity and low self-control are believed to be the main contributing factors to truancy behavior at the school.

Based on the above explanation, this study aims to empirically examine the influence of peer conformity and self-control on truancy behavior among 11th grade students at SMA Negeri 2 Tuban. This research is expected to provide a deeper understanding of the factors that contribute to truancy and serve as a foundation for developing intervention programs through school guidance and counseling services. The hypothesis of this study is that peer conformity and self-control simultaneously have a significant influence on truancy behavior among 11th grade students at SMA Negeri 2 Tuban.

## 2. Method

This study employs a quantitative approach with a correlational design, aiming to examine the influence of the independent variables—Peer Conformity (X1) and Self-Control (X2)—on the dependent variable, Truancy Behavior (Y). The research sample consisted of 100 students selected from the population of 11th grade students at SMA Negeri 2 Tuban using simple random sampling. Data were collected using three instruments that have been tested for validity and reliability, namely:

1. **Peer Conformity Scale:** This scale measures the extent to which students tend to follow the behavior or opinions of their peer group. The scale is based on the conformity theory by Baron & Byrne (2005), which includes three aspects: compliance, identification, and internalization. The scale consists of 12 statements.
2. **Self-Control Scale:** This scale measures the extent of students' ability to direct and regulate their conditions, emotions, and actions in a positive manner. It is based on the theory of Tangney, Baumeister, & Boone (2004), which includes five aspects: impulse control, emotional control, perseverance, self-discipline, and resistance to temptation. The scale consists of 15 statements.
3. **Truancy Behavior Scale:** This scale measures students' truancy behavior. It is developed based on dimensions of truancy behavior relevant to the context of high school students, using Reid's (2005) theory of absenteeism. The scale includes the following aspects: frequency of truancy, motivation or reasons for truancy, methods of truancy, and attitudes

toward truancy. The scale consists of 12 statements.

The data collection procedure involved distributing questionnaires to respondents with assurances of confidentiality regarding their identities and responses. The instruments used had undergone validity and reliability testing to ensure the accuracy of the data collected. The data were then analyzed using the SPSS statistical software version 25.0, with the primary analysis technique being multiple linear regression. Prior to conducting the regression analysis, a series of classical assumption tests were performed to ensure the validity of the statistical model. Residual normality was tested using the One-Sample Kolmogorov-Smirnov Test, along with visualizations such as the Histogram of Standardized Residuals and the Normal P-P Plot of Regression Standardized Residuals. Heteroscedasticity was examined using a scatterplot between the Regression Studentized Residual and the Regression Standardized Predicted Value. Multicollinearity was assessed by examining the Tolerance and Variance Inflation Factor (VIF) values from the Collinearity Statistics (Ghozali, 2012).

Once all classical assumptions were met, the multiple linear regression analysis was conducted. The F-test was used to assess the significance of the joint influence of Peer Conformity and Self-Control on Truancy Behavior. Meanwhile, the t-test was applied to determine the significance of each independent variable individually. To measure the proportion of variance in the dependent variable that can be explained by the independent variables, the coefficient of determination ( $R^2$ ) from the Model Summary table was used. Finally, the relative strength of influence between the independent variables was compared using the standardized Beta coefficients (Ghozali, 2012).

### 3. Results and Discussion

#### 3.1 Result

Before further interpreting the regression results, classical assumption tests were first conducted to ensure the validity of the model:

##### 1. Uji Normalitas

The residual normality test aims to examine whether the residuals of the regression model are normally distributed, which is essential for the validity of coefficient significance tests. Although this test is not conducted on each independent variable individually, the output provides indicators of how the residuals behave in relation to the model involving Peer Conformity and Self-Control. The Histogram of Standardized Residuals (Figure 1) shows a frequency distribution resembling a bell curve, indicating a tendency toward normality. The Normal P-P Plot of Regression Standardized Residuals (Figure 2) displays data points that lie close to the diagonal line, supporting the assumption of residual normality. Statistically, the One-Sample Kolmogorov-Smirnov Test produced an Asymp. Sig. value of 0.200. Since this significance value is greater than 0.05, it can be concluded that the residuals are normally distributed, meaning that the model errors resulting from the influence of both independent variables on Truancy Behavior follow a normal distribution.

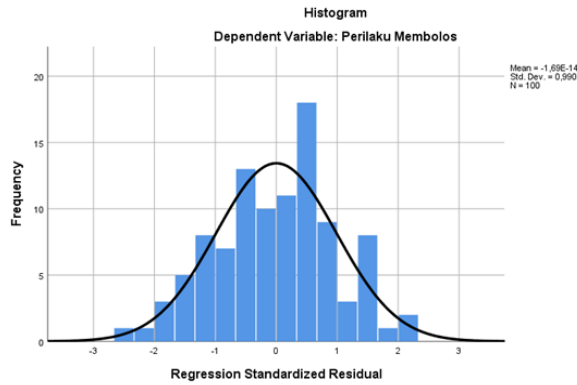


Figure 1. Histogram Standardized Residual

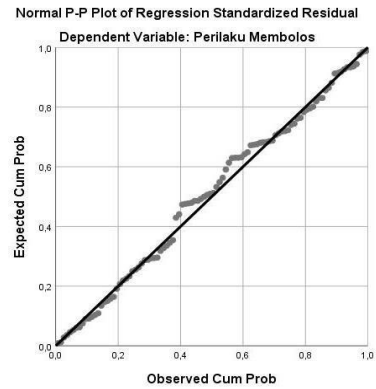


Figure 2. Normal P-P Plot of Regression Standardized Residual

## 2. Uji Heteroskedastisitas

The heteroscedasticity test aims to ensure that there is no unequal variance of residuals across all levels of predicted values of the dependent variable, where the expected assumption is homoscedasticity. This test is also not performed on each independent variable individually, but rather on the model residuals against the predicted values of the dependent variable. A scatterplot between the Regression Studentized Residuals (Y-axis) and the Regression Standardized Predicted Values (X-axis), as shown in Figure 3, is used to detect patterns of heteroscedasticity. In the output, the data points appear to be randomly scattered without forming any specific pattern such as a funnel shape widening or narrowing, indicating the absence of heteroscedasticity. This suggests that the residual variance remains constant across the range of predicted values of Truancy Behavior generated by the combination of Peer Conformity and Self-Control.

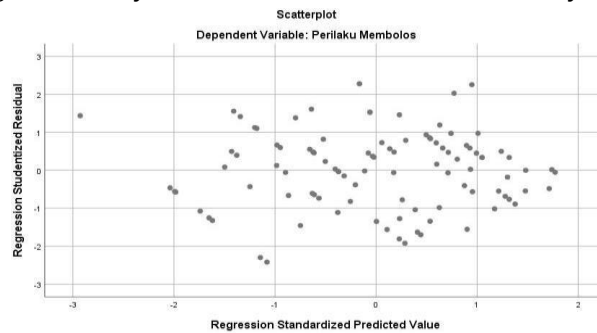


Figure 3. Scatterplot Dependent Variable

## 3. Uji Multikolinearitas

Finally, the multicollinearity test was conducted to detect the presence of strong linear relationships between the independent variables—Peer Conformity and Self-Control—in the regression model. High multicollinearity can lead to unstable regression coefficient estimates. This test specifically examines the relationship between the independent variables. The Tolerance values for Peer Conformity and Self-Control were 0.279. Since both Tolerance values are greater than 0.1, this indicates that there is no serious multicollinearity between Peer Conformity and Self-Control. Similarly, the Variance Inflation Factor (VIF) values for both variables were 3.580. As both VIF values

are less than 10, it can be concluded that there is no significant multicollinearity issue between Peer Conformity and Self-Control in predicting Truancy Behavior. Overall, the output indicates that the regression model involving Peer Conformity and Self-Control as predictors of Truancy Behavior has met the required classical assumptions, thus the results of the regression analysis can be considered valid and reliable.

The Model Summary results show that the multiple correlation coefficient (R) is 0.899, indicating a very strong relationship between the predictor variables and the dependent variable. The  $R^2$  (R Square) value is 0.808, meaning that 80.8% of the variation in Truancy Behavior can be explained by the regression model involving Peer Conformity and Self-Control. Meanwhile, the Adjusted  $R^2$  value of 0.804 reflects the model's ability to explain the variation in the dependent variable more accurately at the population level. The Standard Error of the Estimate is 1.846.

The ANOVA table indicates that the regression model is statistically significant, as evidenced by an F-value of 203.766 with a significance level (p) of  $0.000 < 0.001$ . A significance value below 0.05 suggests that at least one of the independent variables (Self-Control or Peer Conformity) has a significant effect on Truancy Behavior. Furthermore, the Coefficients table details the influence of each independent variable. For Peer Conformity, the coefficient value is  $B = 1.944$ , with a t-value of 16.643 and a p-value of  $0.000 < 0.001$ , indicating that Peer Conformity has a positive and significant effect on Truancy Behavior. This means that the higher the level of Peer Conformity, the higher the tendency for Truancy Behavior. On the other hand, Self-Control has a coefficient value of  $B = -2.000$ , with a t-value of -20.167 and a p-value of  $0.000 < 0.001$ . This indicates that Self-Control has a negative and significant effect on Truancy Behavior; in other words, the higher the level of Self-Control, the lower the tendency for Truancy Behavior.

### 3.2 Discussion

The results of this study indicate that there is a significant influence of peer conformity and self-control on truancy behavior among 11th grade students at SMA Negeri 2 Tuban. Collectively, Peer Conformity and Self-Control were found to be highly significant in explaining Truancy Behavior, accounting for 80.8% of the total variance explained by the two variables. This figure suggests that both variables are strong and relevant predictors for understanding why individuals—particularly in the context of adolescence—engage in truancy behavior.

The first hypothesis, which states that Peer Conformity has a positive and significant influence on Truancy Behavior, is supported by the findings of a positive and highly significant regression coefficient ( $B = 1.944$ ,  $t = 16.643$ ,  $p < 0.001$ ). This result is consistent with a broad body of literature on the influence of peer groups on adolescent behavior. Adolescents are in a developmental stage where the need for affiliation and social acceptance is particularly prominent. As a result, they tend to conform to the norms and behaviors exhibited by their peer group—even when those behaviors conflict with school rules or their personal values. A previous study by Mardison (2016) also found a positive correlation between peer conformity and deviant behavior in adolescents, including truancy, which further strengthens the validity of these findings. When peers engage in truancy, the pressure to participate can become very strong, prompting individuals to neglect their academic responsibilities in order to maintain social bonds.

The second hypothesis, which states that Self-Control has a negative and significant influence on Truancy Behavior, was also confirmed. This is demonstrated by the negative and highly significant regression coefficient ( $B = -2.000$ ,  $t = -20.167$ ,  $p < 0.001$ ). These findings are highly relevant to Self-Control theory, which emphasizes an individual's capacity to regulate thoughts, emotions, and behaviors in pursuit of long-term goals. Individuals with high levels of Self-Control tend to be more capable of delaying gratification, resisting the impulse to skip school, and making more responsible decisions regarding school attendance. Conversely, individuals with low Self-Control may be more easily tempted to engage in truancy for immediate pleasure or to avoid challenging situations. Research by Muzammil et al. (2022) comprehensively documented that high Self-Control is correlated with various positive outcomes, including better academic performance and fewer behavioral problems, which indirectly supports the role of Self-Control as a protective factor against truancy behavior.

The overall regression model demonstrates exceptional explanatory power, with 80.8% of the variation in Truancy Behavior accounted for by the combination of Self-Control and Peer Conformity ( $R^2 = 0.808$ ). The statistical significance of the model ( $F(2,97) = 203.766$ ,  $p < 0.001$ ) also indicates that these two predictor variables, collectively, make a significant contribution to Truancy Behavior. This implies that a comprehensive understanding of Truancy Behavior must consider the interaction between an individual's self-regulatory capacity and the social dynamics within their peer group.

The regression assumptions were also met in this analysis, enhancing confidence in the validity of the findings. No serious multicollinearity issues were detected, as indicated by Tolerance values of 0.279 and VIF values of 3.580 for both predictors. This means that Self-Control and Peer Conformity each contribute uniquely to the model, without excessive overlap of information. Residual normality was confirmed through the Standardized Residual Histogram, the Normal P-P Plot, and the One-Sample Kolmogorov-Smirnov Test ( $p = 0.200$ ). In addition, the scatterplot between residuals and predicted values showed no discernible pattern, indicating that the assumption of homoscedasticity was met.

#### 4. Conclusion

This study quantitatively examined the significant influence of peer conformity and self-control on truancy behavior among 11th grade students at SMA Negeri 2 Tuban, with both independent variables proven to explain 80.8% of the variation in truancy behavior. Peer conformity showed a positive and significant effect, confirming that peer pressure can drive students to skip school, while self-control had a negative and significant effect, highlighting the importance of self-regulation in preventing such behavior. With all classical assumptions met, these findings provide a strong foundation for the development of school-based interventions focused on strengthening individual self-control and fostering a positive peer environment to improve student attendance.

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