

## The Relationships Between Self-Discipline and Peer-Groups With Smoking Behavior in High School Students

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### Abstract

One form of negative human behaviour is smoking behaviour. According to re-searchers, two (2) factors influence smoking behavior: self-discipline and peer groups with smoking behaviour. The purpose of this study is to know the correlation between self-discipline and peers-groups with smoking behavior. Correlational quantitative research method, with data collection technique using a scale of, population and sample of high school students in Palembang. The analytical technique used to test the hypothesis is multiple regression with a simple random sampling technique. The analysis results prove that for the minor hypothesis, there is a significant negative relationship between self-discipline variables and smoking behavior ( $r=-0.541$ ;  $F=53,741$ ;  $(p<0.01)$ ). The results of the second minor hypothesis prove that there is a significant positive relationship between peer groups variables and behavior. Smoking ( $r=0.469$ ;  $F=36,639$ ;  $(p<0.01)$ ). Then, the major hypothesis results indicate a significant negative relationship between self-discipline and peer groups with smoking behaviour ( $r=-0.662$ ;  $F=50.349$ ;  $(p<0.01)$ ). In conclusion, all the hypotheses put forward are proven, the implications for school and teachers are to apply stringent rules and discipline in terms of smoking behaviour.

**Keyword:** Self-Discipline, Peer Groups, Smoking Behaviour

### Abstrak

Salah satu bentuk perilaku negatif manusia adalah perilaku merokok. Menurut pencari ulang, dua (2) faktor yang mempengaruhi perilaku merokok: disiplin diri dan kelompok sebaya dengan perilaku merokok. Tujuan dari penelitian ini adalah untuk mengetahui korelasi antara disiplin diri dengan peers-group dengan perilaku merokok. Metode penelitian kuantitatif korelasional, dengan teknik pengumpulan data menggunakan skala, populasi dan sampel siswa SMA di Palembang. Teknik analitik-ical yang digunakan untuk menguji hipotesis adalah regresi berganda dengan teknik random sampling sederhana. Hasil analisis membuktikan bahwa untuk hipotesis minor, ada hubungan negatif yang signifikan antara variabel disiplin diri dan perilaku merokok ( $r=-0.541$ ;  $F=53.741$ ;  $(hlm<0,01)$ ). Hasil hipotesis minor kedua membuktikan bahwa ada hubungan positif yang signifikan antara variabel dan perilaku kelompok sebaya. Merokok ( $r=0,469$ ;  $F=36.639$ ;  $(hlm<0,01)$ ). Kemudian, hasil hipotesis utama menunjukkan hubungan negatif yang signifikan antara disiplin diri dan kelompok sebaya dengan perilaku merokok ( $r=-0.662$ ;  $F=50.349$ ;  $(hlm<0,01)$ ). Kesimpulannya, semua hipotesis yang dikemukakan terbukti, implikasinya bagi sekolah dan guru adalah menerapkan aturan dan disiplin yang ketat dalam hal perilaku merokok.

**Kata Kunci:** Disiplin Diri, Kelompok Sebaya, Perilaku Merokok

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## BACKGROUND

This research was conducted because of the prevalence of students behavior. The student behaviour is not matched with the ages and schools regulations in case of students behaviour which disrupted concentration power of the students themselves and disturbed parents and community. Human behaviour is a manifestation of the tendency to behave that is more directed to the results of the stimulus received by the subject with interactions, social support and conditions faced by individuals and freedom (Effendi, 2004). Smoking behaviour is a form of human behaviour. Snehandu (Effendi, 2004, said to measure individual behaviour it must be based on behavioural aspects, namely: intention behavior, social support and action situation, information received by individuals accessibility of information, and personal autonomy.

Smoking behaviour has become commonplace in the lives of teenage boys. Mu'tadin (2002) classified the types of smoking behaviour, namely the type of hefty smoker, the type of heavy smoker, the type of moderate smoker, and the type of light smoker. Mu'tadin (2002) also said that smoking behavior is caused by several factors that influence adolescents to start smoking due to the influence of parents, the influence of friends, the influence of adolescent personality and the influence of advertising. Furthermore, peer influence contributes greatly to the emergence of smoking behavior. Various facts reveal that the more friends of a teenager who is already smoking, the more likely the teenager is to become a smoker. Peers affect almost all aspects of a teenager's life (lifestyle), from fashion, food, and sports to riskier behaviours such as smoking (Pfeifer et al., 2011)

They know this smoking behaviour is not good, but everything is done for fear of being considered strange by their friends if they refuse. Several other students said that they smoked because they wanted to be said to be slang, out of solidarity, and were afraid of being ridiculed by non-boys if they didn't want to smoke. The reasons why they smoke also vary; some say that by smoking, they feel more relaxed, and more

confident, and their mind feels calmer. Friends are also the most essential context throughout the adolescent development of positive behavior. If it is managed and directed properly, it will prevent some privately consequences such as loneliness, well-being, health and happiness (Tomé et al., 2012). According to (Hurlock, 1992).

Discipline is obtained from learning from the environment or surrounding leaders. As parents and teachers are leaders and children are students who learn from them the way of life leading to a useful and happy life. Thus, discipline is the way society teaches children good behavior that is approved by the surrounding community. Meanwhile, Unaradjan (2003) explains that the formation of self-discipline in young men is influenced by two factors, namely (a) external factors such as: family circumstances, school conditions and community conditions. (b) internal factors such as: physical condition and psychological state. Hurlock (1992) also added that aspects of self-discipline consist of four elements, namely: regulations that apply as behavioral guidelines, punishments for violators of regulations, rewards for good behavior in accordance with applicable regulations, consistency in regulations and in the methods used to teach and teach force it.

The problem that is often experienced by students in class is that they are easily influenced by the invitation of their friends to smoke. These students also sometimes find it difficult to refuse invitations from their friends because of the sense of solidarity they have, so that bad behavior makes students often violate school rules because they cannot control themselves and are undisciplined. Monks (2004) adds that peers are friendships in school children that occur on the basis of shared interests and activities. This relationship is reciprocal and has the following characteristics: (a) mutual understanding (b) mutual assistance (c) mutual trust (d) mutual respect and acceptance. Santosa (2004) divides the aspects of peer groups into four things: the development of the socialization process, need to appreciate, need attention from others, and want to discover the world. In other words, peer

support can also be an important influence in the lives of today's teenagers Putra and Muttaqin, 2020)

The following are several previous studies both supporting and not supporting the results of this study, Yuliarti (2007) concluded that there was a significant positive correlation between the influence of peer groups on consumptive behavior in adolescent girls. Then the results of Kusdalena's research (2007) showed a significant positive relationship between attitudes towards cigarette advertising and smoking behavior in students and the results of the study. Pratiwi (2008) found a significant negative relationship between self-discipline and consumptive behavior in adolescent girls. Therefore, in helping the rules of schools, peer-education would be a positive behavioral towards smoking behavioral in a school (Bilgic and Gunay, 2018). The smoking precaution in schools should take into consideration the norms and expectations linked to peer-relations which strongly affect adolescents' smoking habits (Aho et al., 2019)

Regarding to the description that has been explained above, in this study simultaneously the variables of self-discipline and peer-groups in smoking behavior towards students were studied directly while previous research was not and this is the novelty of this study, apart from different places and subjects. Furthermore, the researchers offered a problem-solving approach, namely by socializing the dangers or consequences of smoking, tightening rules and school discipline. Therefore, researchers are interested in further proving in the form of research to know deeply about the correlation between self-discipline and peer-groups with smoking behavior of students.

## **RESEARCH METHODS**

The research of this study used a quantitative approach. The analytical technique used to test the hypothesis is multiple regression with a simple random sampling technique. Uyun, M & Yoseanto. BL (2022) stated that choosing a sample randomly among the population. Collecting data using a

scale for the three variables, it is intended to obtain relevant, adequate and reliable information. This procedure is very important because the good or bad of the research depends on the data collection technique (Hadi, 2000). There are 3 scales used in this study, namely: smoking behavior scale, self-discipline scale and peer group scale. All calculations using the SPSS version 25.0 application program.

### **Smoking Behavior Scale**

The first scale is the smoking behavior scale. The smoking behavior scale was compiled by researchers based on the behavioral aspects proposed by Snehandu (Effendi, 2004). According to him, to measure individual behavior, it must be based on behavioral aspects, namely; social support and action situation, intention behavior, accessibility of information, and personal autonomy. Based on these aspects of smoking behavior, 72 statement items were compiled. The statements are given in 2 forms, namely 36 favorable statements and 36 unfavorable statements.

### **Self Discipline Scale**

The second scale is the self-discipline scale. The self-discipline scale was compiled by the author based on the aspects of self-discipline proposed by Hurlock (1992). with applicable regulations and consistency in those regulations and in the ways in which they are taught and enforced. This scale consists of 72 statement items which are presented in the form of favorable and unfavorable. The statements are given in 2 forms, namely 36 favorable statements and 36 unfavorable statements.

### **Peer - Group Scale**

The third scale is the peer group scale. The peer group scale was compiled by the researcher based on the aspects of the peer group expressed by Santosa (2004). The preparation of this scale consists of four

aspects of the peer group: the development of the socialization process, the need to receive appreciation, and the need for attention from others, and wants to discover his world. This scale consists of 72 statement items which are presented in the form of favorable and unfavorable. The statements are given in 2

forms, namely 36 favorable statements and 36 unfavorable statements.

**RESEARCH RESULTS**

The results of multiple regression tests conducted on smoking behavior, self-discipline and peer groups are described in table 4:

**Table 1. Test resultsmultiple regression**

Variable	r	R <sup>2</sup>	F	p	Information
(X1) and (Y)	-0.541	0.292	53.741	0.000	Significant
(X2) and (Y)	0.469	0.220	36,639	0.000	Significant
(X1)(X2) and (Y)	0.662	0.438	50,349	0.000	Significant

**Minor Hypothesis (a)**

The results of the minor hypothesis test (a) show that there is a significant negative relationship between self-discipline and smoking behavior (r=-0.541; F=53,741;(p<0.01). This means that the higher self-discipline, the lower the behavior. Furthermore, the magnitude of the effective contribution given by the self-discipline variable to smoking behavior is indicated by the R. value <sup>2</sup>= 0.292 or 29.2%

to smoking behavior is indicated by the value of R<sup>2</sup>= 0.220 or 22%.

**Major Hypothesis**

The results of the major hypothesis test showed that there was a significant negative relationship between self-discipline and peer group and smoking behavior (r=-0.662; F=50.349; (p<0.01) This means that the higher self-discipline and group of friends, the higher the self-discipline and the group of friends. peers, the lower the smoking behavior of students. Furthermore, the amount of effective contribution given by the variable self-discipline and peer groups to smoking behavior is indicated by the R value <sup>2</sup>= 0.438 or 43.8%. Starting from the three hypotheses above, there are other research results that are closely related to the results of the hypothesis test above, namely regarding which independent variables most dominantly influence smoking behavior. The results of the analysis are summarized in table 5:

**Minor Hypothesis (b)**

The results of the minor hypothesis test (b) indicate that there is a significant positive relationship between the peer group and smoking behavior (r = 0.469; F = 36,639; (p < 0.01) This means that the higher the peer group relationship, the higher the peer group relationship. high smoking behavior in students. Furthermore, the amount of effective contribution given by the peer group variable

**Table 2. Determination of Each the Independent Variable on the Dependent Variable**

Independent variable	B	t	Significance
Self-discipline	0.474	7,085	0.000
Peer group	0.388	5,789	0.000

Table 5 shows that the self-discipline variable is a variable that has a greater influence on smoking behavior as seen from the B value of 0.474 while the peer group variable is 0.388. Based on the multiple

regression analysis results above, it is clear that the self-discipline variable has a more dominant influence than the peer group variable on smoking behavior.

## DISCUSSION

First, the results of the minor hypothesis test (a) show that there is a significant negative relationship between self-discipline and smoking behavior ( $r=-0.541$ ;  $F=53,741$ ; ( $p<0.01$ ). low smoking behavior in students. Furthermore, the self-discipline variable's effective contribution to smoking behavior is 29.2% ( $R^2=0.292$ ). Second, the results of the minor hypothesis test (b) show that there is a significant positive relationship between the peer group and smoking behavior ( $r=0.469$ ;  $F=36,639$ ; ( $p<0.01$ ). This means that the higher the peer group relationship, the higher the peer group relationship. Furthermore, the effective contribution given by the peer group variable to smoking behavior is 22% ( $R^2=0.220$ ).

Discipline for each student is not a rigid discipline, but a discipline that follows R procedures properly so that student behavior is always in harmony with school rules. Consistent discipline even though there is no supervision from the teacher, students will not repeat bad actions that have become school rules. Discipline has a role in directing human life to achieve goals. Without discipline, students do not have a benchmark about what is good and bad in behavior. The values that have been instilled in him must develop and eventually become habits. When students are confronted again with a tantalizing situation, namely the influence of peer groups, these students will be able to overcome them. On the other hand, the forms of self-discipline that appear in these students can be seen from the inability of a student to decide not to smoke and refuse invitations from the influence of his friends. This student is sometimes easily influenced by his friends' invitations because of a sense of solidarity so he is afraid to refuse.

Based on the description above, students' self-discipline has a big influence on students' smoking behavior in a peer group. Even though a student is in a group that influences to smoke, if the student has a strong level of self-discipline then the student will not be influenced to become a smoker. Self-discipline is one of the main keys that influence adolescents in a goal based on

social context (Gorbunovs et al., 2016).

According to Mu'tadin (2002), there are several reasons that cause teenagers to smoke: the influence of parents, the influence of peers, the influence of adolescent personality and the influence of advertising. Groups formed among students consist of similarities, especially in terms of age, so this group can be called a peer group. Because students spend more time outside the home with their peers as a group, it can be understood that the influence of peers on attitudes, speech, interest in appearance, and behavior is greater than the influence of family.

Likewise, suppose in the group tradition they get used to negative behavior, namely having to smoke. Menurut (Siregar & Hamdan, 2020) internet addiction juga menjadi faktor perilaku merokok yang dihadapi oleh remaja saat ini. In that case, other group members inevitably have to follow the group's rules instead of following school rules. Thus, a student can become a smoker only to be accepted in the association of the peer group.

Likewise, if in the group tradition they get used to negative behavior, namely having to smoke, then other group members inevitably have to follow the group's rules instead of following school rules. Thus, it is possible for a student to become a smoker only to be accepted in the association of the peer group. Likewise, if in the group tradition they get used to negative behavior, namely having to smoke, then other group members inevitably have to follow the group's rules instead of following school rules. Thus, it is possible for a student to become a smoker only to be accepted in the association of the peer group.

In line with research (Mahathir et al., 2020) revealed that peer conformity has been shown to have a significant relationship with smoking behavior among adolescent boys who can adapt to a negative life. As for, Fisher, (2018) in the end of his research revealed that cohesion between peers in adolescent social networks can form consensus among members in smoking behavior. Also, Liu et al. (2017) revealed that teenager will find it difficult to ignore themselves not to try and deny peer pressure from smoking behavior. As

for (Audrain-McGovern et al., 2006) in his research said that peers are an indirect effect for a teenager in smoking behavior. Supported by the results of Uyun's research (2022), peer social support can positively increase students' learning motivation, thus peers can have both positive and negative effects depending on the context.

In relation to the two minor hypotheses above, the results of the major hypothesis testing in this study indicate that there is a significant negative relationship between self-discipline and peer groups and smoking behavior ( $r=-0.662$ ;  $F=50.349$ ;  $p<0.01$ ). This means that the higher self-discipline and peer groups, the lower students' smoking behavior. Furthermore, the amount of effective contribution given by the self-discipline variable and peer group to smoking behavior is indicated by the R value.  $R^2=0.438$  or 43.8%. The results show that the self-discipline variable is a variable that has a greater influence on smoking behavior which can be seen from the B value of 0.474 while the peer group variable is 0.388. However, in research (Ropianda, 2019) revealed that the lower self-control in adolescents, the higher the smoking behavior, and vice versa, the higher the self-control, the lower the smoking behavior.

Smoking behavior is also influenced by peer groups (high category and self-control or medium category (Fauzan et al., 2018). In an article entitled self-control and peer-groups: An empirical analysis revealed that peers play an important role in influencing self-control problems: but the effect of "quality of peers" (in terms of their self-control) is not monotonous (Battaglini et al., 2017). Based on the results of the multiple regression analysis above, it was clear that the self-discipline variable has a more dominant influence than the peer group variable on smoking behavior.

The perspective of Islam is very clear in the Qur'an and Hadith, so each individual must have responsibility for himself by maintaining, regulating, making good, and avoiding things that are not useful. Similar to the behavior above, in choosing to interact with people around we must also be supported by good abilities and skills so as not to follow in the footsteps of friends who

make themselves do things that are not good for health. Nida (2021); Pratiwi et al., (2021) revealed that friends are one of the most influential people in life, one way to choose friends to be more selective is by using the *matsal* concept.

Meanwhile (Firdausiyah, 2021) describes that there are 4 concepts in friendship based on the hadith of the prophet, namely; friendships that care for each other, friendships that lead to good things and friendships that don't suspect each other and keep each other secret. Then, (Meydiyana, 2021) also added that the role of parents is also an important element in children's growth, so parents must control their children's relationships in order to create a good life. It can be concluded that the support of parents, teachers, friends, and how to choose good friends and environment are also very important in the real world for the formation of a good or bad life, but all of that comes back again because in fact what is presented in life also has its wisdom separately.

The similarities and differences between this study and the previous one are that the variables of self-discipline and peer-groups were jointly measured on students' smoking behavior, while previous studies were measured alone, reviewed by subjects and different places.

## CONCLUSION

Based on the description above, it can be concluded that there is a significant negative relationship between self-discipline and smoking behavior. There is a significant positive relationship between peer groups and smoking behavior. There is a significant negative relationship between self-discipline and peer groups with smoking behavior. Thus, the research question posed is proven empirically.

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