

School Belonging as a Moderation of Influence Peer Attachment on School Misconduct of Students

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ABSTRACT

The phenomenon of juvenile delinquency becomes very important to study because there are many problems that refer to both violations of misbehavior at school to criminal offenses. Schools are actually a place for teenagers to socialize with friends, teachers and existing rules so that they can make them mature and responsible individuals. However, it is not denied that the influence of peer attachment can have a negative influence on adolescents, one of which is behavior that violates school rules such as truant, steal, smoke, have sex outside of marriage, dating, drinking alcohol, drugs, vandalism, bullying, to brawl. This study aims to see whether school belonging can moderate the influence of peer attachments on decreasing adolescent school misconduct behavior in school. The study was conducted on upper secondary students with a population of 81 children. Data analysis used moderated regression analysis (MRA) techniques. The results were obtained that there was a significant effect of 28% peer review on student misconduct and with β 0.0015; alpha 0.05 indicates that school belonging can moderate the effect of peer attachments on school misconduct significantly.

Keywords: *Peer Attachment, School Misconduct, School Belonging*

The formation of the younger generation can be seen as important if everyone is aware of the current conditions of increasing juvenile delinquency these days. This juvenile delinquency problem concerns various parties, including parents, the community and the government who have an interest in the success of National Development. Juvenile delinquency is deviant behavior and can cause harm to teenagers, family, and society. Juvenile delinquency includes norm-breaking behavior carried out by someone who is not yet an adult or under the age of 18 (Cobb, 2001). According to Santrock (2003), the stigma of juvenile delinquency rapes and has weapons (Choon et al., 2013). Therefore, juvenile delinquency can be interpreted as violating norms and legal behavior carried out by adolescents with low symptoms until severe symptoms even violate the law so that they can be punished by the state.

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Based on data from the Ministry of Youth and Sports (2009), during 2008 juvenile delinquency was included in the seventeen specific Special Disorders of Community Disorders (PPGK). In 2008, there were 3,280 children and adolescents who committed crimes. This increased by 4.3 percent from 2007, which amounted to 3,145 people. In 2014, the number of drug abuse also increased by 3.8 million to 4.1 million people with one category being teenagers/students (BNN, 2014). The data shows an increase in the number of adolescents involved in deviant behavior even leading to criminal acts.

Deviant behavior carried out by adolescents is a violation of the rules that apply in the norms that apply in a group (Zhang & Arvey, 2009). Violation of rules among adolescents means anti-social / non-compliance (anti-conformity) behavior in regulations. These violations usually revolve around dangerous things like smoking, having sex outside of marriage, dating, drinking liquor, vandalism, ditching, bullying, and cheating to brawls. These violations occur because adolescents are at the stage of seeking identity so that they are confused in choosing and determining behavioral models (Santrock, 2003) and are not mature enough in decision making. With this confusion and immaturity, teenagers always want to try new things and look for sensations by breaking the rules set by a group or institution (boarding schools, schools, dormitories). These violations are also often carried out by teenagers in schools called school misconduct behavior. This behavior includes smoking, brawls, stealing, truant, having sex outside of marriage, falsifying signatures and leaving boarding school without permission (Muhajir, Hermanto & Wahyuni, 2013).

The occurrence of several violations was caused by internal and external factors of adolescents. Internal factors include self-control, egocentrism, and aggressiveness (Schall, Wallace, & Chhuon, 2016). While external factors come from peer influence. The influence of peers can be independent, individually responsible, dare to express themselves, compete in achieving achievements and so on (Wormington, Anderson, Schneider, Tomlinson, & Brown, 2016). However, not all peer influences have a good impact on adolescents. Peer attachment has a strong role in the lives of adolescents (Demant & van Houtte, 2012) such as support and care from friends will increase the courage of adolescents in facing a better world, but if attachment is formed with naughty friends, teenagers actually tend to engage in naughty behavior (Daigle et al., 2007). Previous research has shown that peer attachment also has an influence on students' bullying behavior in schools (Charalampous et al., 2018) and has a positive influence on school misconduct students (Demant & van Houtte, 2012).

Freeman & Brown (2001) also states that in adolescence the main attachment figures can change from parents to friends. The process of releasing parents as the main attachment figure begins at the beginning of adolescence and ends when graduating from high school. Friends have a profound influence on adolescents, especially when their relationship is getting closer (Demant & van Houtte, 2012). Teenagers spend a lot of time together with members of peer groups outside the home. The condition of adolescents who are often outside the home increases the influence of friends on adolescent attitudes, ways of speaking, interests, appearances, and behaviors that are not in the family. Therefore, some of these studies refute the findings of previous studies. The differences in the results of these studies indicate that the relationship of peer attachment with adolescent school misconduct behavior is a non-singular relationship. By meaning, it is possible for other variables to be decisive to support or weaken the relationship. The adherence of adolescents to their peer groups does not always lead to increased school misconduct behavior, presumably there are other factors that determine it.

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In this case, the variable that is possible to be a moderator of the peer attachment to school misconduct behavior is school belonging. This is because school belonging is a personal feeling of acceptance, support, respect, and is included in the social school environment. School belonging plays an important role in preventing delinquency. At the beginning of the adolescence was felt to have a low connection to the school, such as experiencing school problems, including difficulties in getting teachers and colleagues. In addition, children and adolescents who have strong teacher-student relationships and participate in extracurricular activities feel more involved in their school and less likely to participate in delinquent behavior. Research shows that students who behave deviant may be more likely to have less sense of school belonging, and this may be related to differentials, they receive discriminatory treatment from school (Lucero, Barrett, & Jensen, 2015). Other studies also state that the absence of school ownership relationships undermines the adaptive involvement of students in the school environment (Schall, Wallace, & Chhuon, 2016). To improve the feeling of connection to school there needs to be an environment that is marked with attention and supports relationships in facilitating student involvement in school.

The importance of this research is to answer the differences between the results of research that say that peer attachment can have a good effect on school misconduct behavior with several other studies stating that peer attachment can have an impact on the emergence of various kinds of school misconduct behavior. From the incompatibility of the results of the study, it is important to examine whether peerless attachment to school misconduct behavior is determined by other variables that determine school misconducting behavior. In this case, the determinant variable is the school belonging.

SCHOOL BELONGING AS A MODERATOR

The sense of belonging is defined as an individual's emotional attachment to a particular object. According to UNESCO (United Nations of Educational, Scientific, and Cultural Organizations), everyone must get physical, emotional and political locus security in society. The sense of belonging can be interpreted as feeling like being in a "home" where a person can feel himself valued and accepted as a whole and feel a match (Muhaeminah, 2015). The object of sense of belonging in this study is school as one of the social groups. So that it is called the sense of belonging or school belonging.

According to Libbey the form of a school belonging is "feeling close to school, being part of the school, and being happy at school. Teachers care about students and treat them fairly, and feel safe in school. School belonging means children are happy to be involved in school life, maintaining relationships feels supported, helped, understood and valued in schools (Dukynaite & Dudaite, 2017). This school belonging plays an important role in violating school rules and other forms of delinquency. School belonging has considerable influence, by being part of a school, teachers who are caring and fair so that students are comfortable and happy to be in school. With conditions that are comfortable and feel happy to be in school, it can prevent students from violating school rules because they love their school.

With a sense of belonging school, the relationship of attachment with peers who are built will be well established and lead to positive impact relationships, namely encouraging each other, competing in achieving better achievements. So that with good peer attachment forms a person who is obedient to the rules of the school and avoids the possibility of committing violations of school rules.

METHODOLOGY

Sample

The sample comprised of eighty-one persons. There were students of the Ar-Rahmah boarding school in Malang. This study uses the entire population which consists of male students totaling 81 children divided into 4 classes. The age characteristics of subjects range from 14 years to 18 years.

Instruments

Three measures were used in this study,

- 1. Peer Attachment:** Attachment was measured using a revised version of the instrument Armsden & Greenberg (1987) entitled "Inventory Parent and Peer Attachment (IPPA)" in which the peer attachment instruments were 25 statements. Teenage Cronbach's alpha value is 0.888. Furthermore, attachment is categorized as being secure and insecure. Each part of the attachment consists of 3 dimensions, namely dimensions of trust, communication, and exile. Measurements using a Likert scale consisting of almost always/always correctly given a score of 5, often correctly given a score of 4, sometimes correctly given a score of 3, very often incorrectly given a score of 2, and almost incorrect/incorrect given a score of 1.
- 2. School Misconduct:** School misconduct was measured using the Adapted Self Report Delinquency Scale (ASRDS) instrument adopted by the Portuguese version by Pechorro et al. (2015) from the original instrument developed by Carroll et al. (1996). This instrument has a Cronbach's alpha value of 0.987 and consists of 38 statements which are divided into 7 dimensions namely theft, road crime, alcohol and drugs, aggression, destruction, crime in school, and disturbing the public. This instrument was measured using a Likert scale consisting of often given a score of 3, sometimes given a score of 2, and never given a score of 1.
- 3. School Belonging:** adolescents' school variables were measured using instruments of psychological sense of school membership scale (PSSM) developed by Goode now (1993) that had 18 items divided into each dimension, namely perceptions of liking, personal inclusion, acceptance, respect, and encouragement, such as a general sense of belonging. Cronbach's alpha value is 0.870 using a Likert scale consisting of almost always / always correctly given a score of 5, often correctly given a score of 4, sometimes correctly given a score of 3, very often incorrectly given a score of 2, and almost incorrect/incorrect given a score of 1.

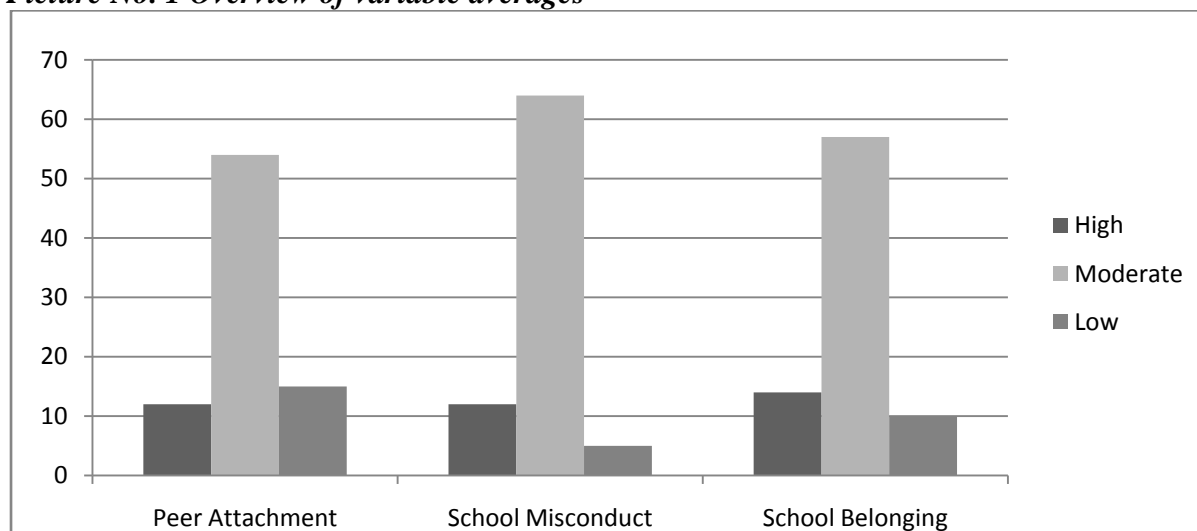
Procedure

The researcher selects participants who attend school in a dormitory environment that matches the specified age criteria. Then provide questionnaires in the form of a measuring instrument that has been adapted using a language that is easily understood by students. Data were analyzed using descriptive and inference analysis. Descriptive analysis used included frequency, maximum value, minimum, average value, and standard deviation. Descriptive analysis is used to find percentages, average values, standard deviations, minimum values, and maximum values. Inference analysis was carried out using the moderated regression analysis (MRA) techniques. MRA is a special application of linear multiple regression wherein its implementation contains an element of interaction, namely the multiplication of two or more independent variables (Ghazali, 2011). This test looks at a school belonging variables as a moderation of the effect of peer attachment on students' school misconduct.

RESULTS

Based on the average score and standard deviation obtained by each variable, peer attachment ($M = 3.291$ with $SD = 0.41341$), school misconduct ($M = 1.1170$ with $SD = 1.0161$) and school belonging ($M = 3.3080$ with $SD = 0.54078$). From the score, it is known that overall peer attachment variables, school misconduct, and school belonging students are at a moderate level. The peer attachment variable was 67%, school misconduct was 79% and school belonging was 70%.

Picture No. 1 Overview of variable averages

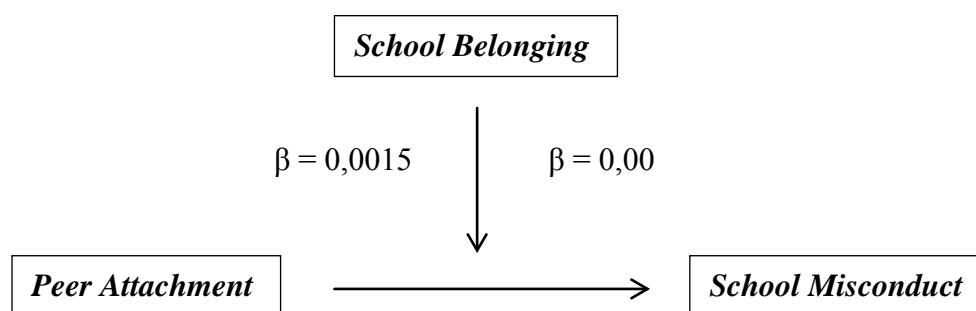


The results of the regression analysis showed that there was a significant positive relationship between peer attachment variables and school misconduct with a value of ($r = 0,000$, $p = 0.05$) which means that the higher the attachment to peers, the higher the students' school misconduct behavior.

The results of the analysis for the effective contribution of peer attachment to school misconduct students showed a significant influence with an effective contribution of 28.6% ($r^2 = 0.286$). This means that it is known that peer attachments only have a less significant effect on students' school misconduct.

Moderation analysis is used to directly find out the relationship between moderator variables on the effect of independent variables on the dependent variable. Moderator variables can increase or weaken the influence of independent variables on the dependent variable. Based on the moderation analysis test conducted, the test results showed that the peer attachment relationship with school misconduct students with a value ($\beta = 0,000$; $p = 0, 05$), which means that the higher the level of peer attachment students the higher the school misconduct students. The school belonging as a moderator variable on the effect of peer attachment on school misconduct students showed a value ($\beta = 0.0015$; $p = 0.05$), this means that the belonging school was able to be a good moderator variable.

Picture No. 2 Effect of three variables



DISCUSSION

The results of the study on the first hypothesis test showed that peer attachment had a significant positive effect on students' school misconduct. This means that the higher the level of peer attachment of students, the higher the level of school misconduct. This is because the individual wants to be accepted into a social group or group of friends so that they adjust themselves somewhat to the group. School misconduct can occur due to peer attachments that lead to negative things as well as pressure or invitations from friends that lead to negative things.

The results of this study are consistent with the research conducted by Demanet & van Houtte (2012) that peer attachment has a strong role in adolescent life such as support and care from friends will increase adolescent courage in facing a better world, but if stickiness is formed with naughty friends, teens tend to engage in naughty behavior (Daigle et al., 2007). Previous research has shown that peer attachment also has an influence on students' bullying behavior in schools (Charalampous et al., 2018) and has a positive influence on students' school misconduct (Demanet & van Houtte, 2012).

On the results of testing the second hypothesis shows that school belonging is significant as a moderator variable as a determining factor for students' school misconduct. This is caused by belonging to the school which is an individual's emotional attachment to the school where individuals get physical, emotional security and can feel like "home" where a person can feel valued and accepted as a whole and feels a match.

The results of this study are consistent with Islamic research, Annisa Nur (2016) found that there was a significant negative relationship between school belonging to the poor in middle school students in boarding schools where the higher the level of school belonging students the lower the level of misconduct do. Conversely, the lower the level of school belonging students, the higher the level of misconduct is done.

According to Libbey the form of a school belonging is "feeling close to school, being part of the school, and being happy at school. Teachers care about students and treat them fairly, and feel safe in school. School belonging means children are happy to be involved in school life, maintaining good relations with the school community in this case, namely with teachers and other students, students feel supported, assisted, understood and valued in schools (Dukynaite & Dudaite, 2017).

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With this sense of school belonging, the relationship of attachment with peers who are built will be well established and lead to positive impact relationships, namely encouraging each other, competing in achieving better achievements. So that with good peer attachment forms a person who is obedient to the rules of the school and avoids the possibility of committing violations of school rules.

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Conflict of Interest

The authors carefully declare this paper to bear not conflict of interests

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