PEER CONFORMITY: A GATEWAY TO SELF-HARM BEHAVIOR IN SCHOOL STUDENTS?

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Abstract

Self-harm behavior has become a significant mental health problem among adolescents. This study aimed to examine the relationship between peer conformity and self-harm tendencies in school students. A descriptive correlational quantitative research method was used involving 234 tenth and eleventh grade students. Data were collected using a peer conformity scale and a self-harm scale that had been tested for validity and reliability. Non-parametric correlation analysis showed a negative relationship between the two variables. Students who self-harmed less tended to have higher levels of conformity. This finding indicates that peer conformity can be a protective factor against self-harm behavior. However, excessive conformity can also have a negative impact if group norms are unhealthy. Further research is recommended to investigate the influence of peer pressure on self-harm and develop more comprehensive interventions to prevent this behavior.

Keywords: self-harm, peer conformity, adolescents, mental health

Introduction

Self-harm behavior is a condition in which individuals intentionally harm themselves without suicidal intent. Self-harm has many dimensions to describe self-injury (Saputra et al., 2022). Self-harm is a frequent phenomenon in many countries such as the United States (US) Facts about mental health in children and adolescents include anxiety, stress and behavioral problems. Stress is the most commonly diagnosed mental disorder in children and adolescents. Diagnoses aged 10-19 years in 2018-2020 include stress 9.8% or around 6.0 million people, anxiety 9.4% or around 5.8 million people, depression around 4.4% or equivalent to 2.7 million people. This shows that stress is very much suffered by the question of scratching the skin using razor blades or other sharp objects being the most common case found in self-harm perpetrators at 70% of the number reported (Suhartini et al., 2022).

A survey conducted by You Gov Omnibus in 2019 of 1,018 Indonesians found that 36% of Indonesians have committed self-harm. The phenomenon of self-harm is commonly found among young people. Data shows that 7% of young Indonesians frequently self-harm, with a prevalence of more than two in five people (45%) having self-harmed (Widyawati, 2020). Self-harm behavior is more common among women than men. The results of a survey also conducted by YouGov Omnibus support this statement by providing evidence that men are more likely to seek help from professionals than women with a percentage of 45% versus 39%. (Al-Haya & Alfaruqy, 2023).

The results of the initial survey at school on 17 March 2024 regarding conformity and self-harm showed a significant relationship between social pressure from peer groups and self-harm behavior among students. Data collected from respondents showed that students who feel pressured to conform to group norms and expectations are more prone to self-harm as a coping mechanism. These findings highlight the importance of psychosocial interventions in the school setting to reduce the negative impact of conformity and improve students' mental

health. Programs such as peer support, counseling, and education on mental health can help reduce social pressure and provide students with healthier coping strategies.

The social environment has a strong influence on self-harm behavior, especially among adolescents and young people. In schools or communities, peer pressure, social expectations and group dynamics can be significant triggering factors. Individuals who do not feel accepted or strive to meet group standards often experience severe emotional stress. In some cases, self-harm becomes a way for them to cope or express the pain they cannot verbally express. Negative social environments, such as bullying or social isolation, can also exacerbate this condition.

Individual social relationships develop because of the urge to be curious about everything in the surrounding world. In its development, each individual wants to know how to have a good and safe relationship with the surrounding world, but most individuals now behave badly, both physically and socially. Conformity is defined as a change in a person's behavior or actions that arise as a result of pressure to conform to the rules of the group or one's social life. Conformity can occur at all age levels, more specifically in adolescence. A person who is a teenager will continue to search for his identity, trying to make himself someone who is noticed and appreciated by his group (Akbar & Aufa, 2024). Peers are required to agree with every opinion expressed by the group. They also believe that the group's rules are the most accurate (Hanifah & Hamdan, 2024)

The social environment has a great influence on individual conformity behavior, especially in strong social groups such as schools, workplaces, or certain communities. Conformity occurs when individuals feel compelled to conform to the norms, values and expectations of their group in order to gain acceptance and avoid rejection. In a school environment, for example, pressure to conform can come from peers who have certain standards of behavior. This can include how to dress, speak, or behave that must be followed to be considered part of the group. A social environment that heavily pressures conformity can reduce the diversity of an individual's expression and limit their ability to freely explore their identity. Therefore, it is important to create a supportive and inclusive environment, where individuals feel safe to be themselves without fear of rejection or social sanction.

Peer conformity is when adolescents of the same age or maturity level tend to change individual behavior or attitudes, influenced by the group or their own desires as a result of the behavior shown by others (Mahmudi & Wardani, 2022). Teenagers must be able to think good and bad in an environment where they accept their peers, which can have a positive impact on them. Conversely, if adolescents cannot distinguish good and bad things from the friendship environment, it will get negative things from peer conformity and be abused by teenagers (Mayasari & Indrawati, 2023). Conformity is equating behavior with the reference group so as to avoid reproach and alienation.

Conformity arises when individuals accept the attitudes or behaviors of others due to real or imagined pressures by adolescents. So that adolescents will be easily carried away by behaviors that are in accordance with the peer group (Majdi, 2024). Another factor is economic literacy, economic literacy can be interpreted as knowledge or knowledge that is used as a tool to make someone smart and capable in terms of making the right economic decisions (Tan et al., 2021). Conformity is an action where someone changes their behavior or beliefs due to pressure from the group (Putri & Kustanti, 2023).

Peer conformity is operationally defined as a desire by individuals to follow the activities and tendencies of their peers (Dewi & Lestari, 2020). Conformity in adolescents to peer groups occurs because in their social development, adolescents begin to separate themselves from their parents and choose to be with their peers. Peers serve as providers of information about the world outside the family. Conformity can be positive or negative, depending on how the group around the individual tends to be. Secure attachment, has a role to support positive conformity in children (Muarifah et al., 2020). Peer conformity is when

adolescents of the same age or maturity level tend to change individual behavior or attitudes, influenced by the group or their own desires as a result of the behavior shown by others (Mahmudi & Wardani, 2022). There are five indicators of peer conformity in this study, namely personal reasons, based on pleasure, based on compulsion, disagreement, and herd loyalty (Aulia et al., 2023). That a person's ability to manage and regulate their emotions can play an important role in reducing levels of social anxiety. Individuals who are effective in managing emotions tend to be better able to deal with social situations without being too anxious or worried (Bahri et al., 2024)

Conformity may serve as a motivating factor for self-harm behavior among adolescents, where the pressure to conform to the peer group often triggers a sense of inadequacy and frustration. When individuals feel compelled to follow group norms or behaviors, they may experience deep emotional stress, which can lead to the release of negative emotions through self-harm. In many cases, students who engage in self-harm behavior report feeling alienated or unwelcome in their group, so they resort to self-harm as a way to relieve emotional pain or as a form of expression that they find difficult to convey in wordshe self is the embodiment of the human subconscious, conscious and superconscious and forms the energy to act and behave based on the belief in "will" by prioritizing which personality function is most dominant in transcending the human self (Rafiola et al., 2023).

The relationship between peer conformity and self-harm points to the importance of a healthy social support war in student development and the need for appropriate interventions to prevent such risky behaviors. Individuals who experience pressure to conform will turn to self-harm, individual factors such as level of resilience, social support, and mental health conditions also play an important role in determining one's response to conformity pressure. Self-harm is often closely related to low levels of self-esteem. When a person feels low self-esteem or a lack of self-esteem, they sometimes use self-harm as a way to cope with the emotional or mental distress they feel (Rahma et al., 2024). Some individuals think that committing self-harm is something extraordinary and unique. However, doing self-harm is a dangerous behavior and can harm oneself and can even take the soul of the individual (Asyafina & Salam, 2022). Self-harm behavior is behavior that leads to suicidal behavior even though individuals do not intend to commit suicide.

According according to previous research, it was found that 21.4% of 393 students experienced self-harm behavior as a form of release for their mental health problems. Furthermore, a recent study in 2021 showed an increase in the prevalence of self-injurious behavior among Indonesian students to reach 50%, including more than 38% who reported self-harming up to 10 times, and even 28% committed acts 11 to 50 times, with most of them starting self-harm at the age of 12 to 19 years old (Widiastini & Moeliono, 2024). College students self-harmed by banging or hitting themselves 60%, pulling hair 54%, pinching 36%, interfering with wound healing 29%, biting 26%, scratching the skin with hard objects 16%, piercing the body with needles 13% and a smaller number ingested harmful substances or carved the skin (Azzahra et al., 2023). These findings indicate that women engage in more self-harm behaviors than men in various forms of self-harm behaviors. Self-hitting behavior is the most common self-harm behavior committed by men, while hair pulling behavior is the most common behavior committed by women (Rini, 2022).

Prevalence data of Self-harm behavior according to studies by, about 1,800 per 100,000 people Self-harm in the age range of 15-35 years. The number of adolescents who commit self-harm in the United States each year is about two million individuals, from 1000 to 100,000 young people admit to having cut themselves, Some studies show that self-harm behavior is often a self-defense mechanism in negative coping strategies, caused by family, friends, school, and other psychological problems (Kalangi et al., 2024). Moreover, adolescents with most reported increased suicidal ideation and attempts, emotional dysregulation, and loneliness when compared to a group that did not meet the criteria

(Karimah, 2021). Psychological distress can interfere with an individual's self-regulation process. Distress is a common theme and contributing factor to a variety of self-defeating behaviors, including self-harm (Wrycza & Susilawati, 2024).

This study aims to determine the relationship between peer conformity and the tendency of self-harm in students. Peer groups cause adolescents to make changes in attitudes and behavior in accordance with the behavior of group members. Similarly, when group members try to drink alcohol, consume illegal drugs or other deviant behavior. Teenagers tend to follow this behavior without thinking about the consequences that will be obtained, which can be called self-harm (Tyas & Kuncoro, 2020).

The high number of self-harm incidents in students with the lack of studies on self-harm behavior in Indonesia is a challenge for researchers to reduce the number of self-harm behaviors. Therefore, it is important to conduct research on self-harm behavior in students arising from academic and non-academic stress. This is done to prevent the occurrence of self-harm behavior, especially in students who are stressed by academic and non-academic expectations. This will hopefully lead to the development of a psychologically healthy generation. It is possible that there will be a detrimental impact that will affect the behavior of the younger generation, in this case, especially students, if it is not explained scientifically through studies. Based on this phenomenon, researchers are interested in examining the relationship between peer conformity and self-harm tendencies in students (Azzahra et al., 2023).

Self-harm behavior is influenced by several factors, namely, self-defense mechanisms from negative coping strategies due to trauma, psychological pressure, family problems, school friends and problems from within the individual. The methods used for self-harm vary from country to country. However, the most common methods of self-harm are consuming poison, hanging oneself, jumping from heights, and killing oneself using firearms. Furthermore, in self-harm self-cutting is the most common method of self-harm such as slicing the skin, consuming poison, scratching, banging yourself against the wall, beating yourself, distancing yourself from God as punishment, and burning the body (Anugrah et al., 2023).

This study reveals the relationship between peer conformity and self-harm tendencies in students. this research is my first research and in this study this researcher used the theory states that it also focuses on a person's experience and consciousness. The phenomenological approach to personality research focuses on the individual experience of a person's personal view of the world. the phenomenological approach uses subjective psychology not only to consider the problem of clear symptoms, but also tries to find the meaning of each of these problems (Asyafina & Salam, 2022).

In the explanation above, the gap from the research that has been carried out is the fact that there are facts in the surrounding environment, one of which is at MAN 1 Sungai Penuh. the facts in the environment are found that there are people who want to hurt themselves such as hitting, burning, eating disorders or substance abuse. this gap does not make someone do self-harm for personal reasons as well, not because of pressure from others but their own will. This is most often regarded as a direct injury to a person's skin tissue without any intention of suicide. this does not make someone do self-harm for personal reasons as well, not because of pressure from others but their own will. this gap can be utilized by future researchers to answer questions about the relationship between peer conformity and the tendency of self-harm or other factors to be researched.

This research describes peer conformity; Gateway to Self-Harm Behavior in School Students. This research is unique in that it is the first research on peer conformity. Second, this research focuses on self-harm behavior in students. Third, it focuses on social impact. Fourth, emotional complexity. Fifth, coping mechanisms.

Method

This study uses descriptive quantitative research method Corelation which aims to see the relationship between two or more variables. The variables used in this research consist of two variables, namely the conformity variable as the independent variable, and self-harm as the dependent variable. i.e. the independent variable and the dependent variable are measured at the same time.

We set the time for twenty days on March 20, 2024 for data collection. The population in this study were 619 tenth and eleventh grade students, the sampling technique used the Stratified Random Sampling technique which is a sampling process by dividing the population into strata, selecting a random sample of each stratum, and combining them to estimate population parameters (Ulya et al., 2018). The population of this study amounted to 619 students of MAN 1 Sungai Penuh, then a sample was taken using the Krejcie and Morgan sample table, so that the respondents who participated in this research survey amounted to 234 people. Data collection in this study also used validity and reliability tests involving tenth and eleventh grade students. conducted online using the google form application which was then distributed via Whatsapp social media. Respondents were asked for their willingness to become respondents, then they filled in their identity and responded to each item of the research scale.

The demographic characteristics of respondents can be seen in table 1.

Table 1. Demographic Characteristics of Respondents

Variables	Category	Frequency
Gender	Male	117
	Female	117
Local	IPA	31
	IPS	36
	Religion	33
	Health	32
	Technique	33
	Humanities	35
	Business economics	33

Researchers used two research scales for data collection, namely peer conformity and self harm. peer conformity scale, To fulfill the requirements for an instrument to be said to be good, a validity and reliability test was carried out on the peer conformity instrument.

Table 2. Conformity

Cronbach's Alpha	Cronbach's Alpha on Standardized items
,883	,883

This scale is measured using a four-choice Likert scale 1 (Strongly Unsuitable), 2 (Unsuitable), 3 (Suitable), 4 (Strongly Suitable). This scale has been tested for validity and reliability and proven valid with a Cronbach'Alpha of 0.883.

Self-harm in this study was measured by a scale modified by the Inventory of Statement About Self-Injury (ISAS) developed by Klonsky and Glenn (2009) This scale uses 0-100% consisting of 61 questions covering the frequency of self-injury behavior committed throughout life (Saputra et al., 2022).

Tabel 3. Self-harm

Cronbach's Alpha	Cronbach's Alpha on Standardized items
,870	,872

This scale is measured using a four-choice Likert scale 1 (very unsuitable), 2 (unsuitable), 3 (suitable), 4 (very suitable). This scale has been tested for validity and reliability and proven valid with Cronbach'Alpha results of 0.870.

One of the analysis techniques used in this research is descriptive analysis, which is a technique used to describe the average, standard deviation, and percentage of research variables. The researcher recognizes that the method used is only limited to describing the average, standard deviation, and percentage of research variables and only sees the relationship between peer conformity and the tendency of self-harm in students and the sample technique used must require a larger population and take a long time and this research is only associated with the variables of conformity, and self-harm.

Result and Discussion

Research conducted online on students with a sample size of 234 people. This research was conducted on April 25, 2024. Specifically, this study is to determine the relationship between peer conformity and self-harm tendencies in students. The data obtained are the results of distributing questionnaires related to the description of peer conformity with self-harm tendencies in students. Descriptive variables based on the score level is a description of the variables in the study based on the score level obtained. The test used for the normality test is the product moment test.

Table 4. Tests of Normality

	Kolmogorov Statistic	Smimov Sig.	Shapiro Statistic	Wilk Sig.
Conformity	,101	,114	,962	,005
Self-harm	,225	,000	,703	,000

The first hypothesis which says the relationship between peer conformity and the tendency of self harm in students is declared void. This is because in the normality test results it is known that the peer conformity and self-harm variables have data that is not normally distributed so that in the hypothesis testing process must use nonparametric data analysis.

Table 5. Conformity Distribution

Score Distributio	N	Low	High	Average	%	Category
Conformity	233	33	120	68,94	51,50	High

Based on the results of data analysis on the conformity indicators of 233 respondents of peer conformity in students, it shows that the distribution of conformity has the lowest value of 33, while the highest value is 120. In addition, the results of data analysis also show an average value of 68.94. Indicates that the categorization results are that there are 51.50% of respondents of peer conformity in students in the high category. High conformity can encourage individuals to engage in risky behaviors, such as substance misuse, self-harm, self-biting, burning, eye damage, skin damage, causing stress, anxiety, and mental health problems.

Table 6: Self-harm distribution

Score Distributio	N	Low	High	Average	%	Category
Self-harm	233	11	30	14,18	4,72	Low

Based on the results of data analysis on self-harm indicators of 233 self-harm respondents in students, it shows that the distribution of self-harm has the lowest value of 11,

while the highest value is 30. In addition, the results of data analysis also show an average value of 14.18. Indicating that the categorization results are that there are 4.72% of student self-harm in the low category. Self-harm in students in the low category refers to acts of self-harm that are rare and usually not severe. Despite the low number and quality, it is still important to give proper attention so that it does not develop into a more serious problem.

The following processed data results are presented in the form of a summary table 7:

Table 7. Correlattions

			Self-harm	Conformity
Spearman's	Self-harm	Correlation coefficient	1,	-,
		Sig. (2- tailed)		,
	Conformity	Correlation coefficient	-,	1,
		Sig. (2- tailed)	,	

Based on the results of the normality test that has been carried out, the significance value (p) is 0.000 for the conformity and self-harm scales. This shows that $p \leq 0.05$. This means that the data from the two variables in this study are not normally distributed. Because the normality test results obtained data are not normally distributed, the correlation test is carried out using the Spearman's Rho non-parametric correlation test. The test results can be seen in table 1.1 distribution. Based on the description above, it can be interpreted that there is a significant relationship between conformity and self-harm, namely the higher the peer conformity, the lower the self-harm in students. Conversely, if self-harm in students is low, peer conformity is higher. The second hypothesis states that individuals who have a high level of conformity to their peer group tend to have a lower level of self-harm. As individuals towards peers may get more social support, feel accepted, and have a strong support network. Strong social support can reduce the need for self-harm as a coping mechanism. If peer conformity has positive norms and healthy behaviors, conformers tend to follow these norms, thus reducing the likelihood of self-harm. The desire to be accepted in peer conformity can reduce feelings of isolation and rejection, which are often triggers for self-harm.

Low levels of self-harm imply that the less a person self-harms, the more likely they are to conform to social norms or group pressure. This suggests an inverse relationship between self-harm behavior and the level of peer conformity, where individuals who engage in less self-harm are more likely to conform to existing social norms. That is, the attitudes and behaviors of members of this community are determined by their friends' norms, rules, styles, and ways based on personal reasons, pleasure, compulsion, disapproval, and solidarity (Aulia et al., 2023). Other research results also show that one of the external factors that can influence academic procrastination is social support such as social support from parents and social support from peers (Yandri et al., 2021).

Based on research findings explaining that generally self-injurious behavior peaks in middle adolescence and decreases as it approaches late adolescence (Plener et al., 2015). The categorization norms here show that adolescents received social support in the moderate and high categories. This means that there are no adolescents who do not get social support at all from friends or the surrounding environment. Then, the categorization norms for the tendency of self-harm behavior (Ratida et al., 2023). This is because adolescents are more outside the home with peers as a group, so that the influence of peers on attitudes, talk, interests, appearance, and behavior is greater than the influence of family, Conformity to peers will cause adolescents to seek information about their group with the aim that adolescents can behave correctly and appropriately in their group. The findings in this study are positive conformity which is an important part of determining the formation of self-competence in adolescents (Rita et al., 2024).

Another opinion says who said that the reason adolescents self-harm is because of poor social relationships and negative feelings felt. Because basically, someone who commits self-

harm is pouring out or expressing the emotions they feel. It is this transfer of emotions from psychological to physical pain that triggers self-harm behavior. When someone hurts themselves, they will enjoy the pain they do because their psychological wounds have been replaced by feeling physical pain, so they forget about the problems they feel (Aulia et al., 2023). Meanwhile, according to Nock, (2009), because friend support plays an important role in the developmental stages of adolescence, interpersonal stress such as loneliness, doubles, and rejection from peers can lead to destructive / self-harming behavior in adolescents (Hanan et al., 2024).

Apart from that, previous research stated that in fact peer support or support from other people is not the only type of support that can influence adolescents in reducing the tendency to self-harm behavior, so it is also important to consider social support from parents, Adolescents who are adequately supported are generally better able to understand who they are, discover who they are, and adore and love themselves more than adolescents who are supported (Ratida et al., 2023). Researchers also obtained the value of the effective contribution of emotional support to self-harm behavior is 24.9%, meaning that there are 75.1% other factors that can influence self-injury behavior. Other factors obtained by researchers from this research data are the low level of stress tolerance of individuals, family problems, loneliness, self-blaming, bullying, and physical, verbal or sexual violence that individuals have received in the past (Prasetyo & Engry, 2023).

That individuals who commit acts of self-harm by cutting body parts with the help of sharp objects (broken glass, needles, and knives cutting body parts with the help of sharp objects (broken glass, needles, and small knives), the danger of inhaling, and hitting themselves basically have low self-esteem (Pertiwi, 2022). As a result, if self-harm is not addressed immediately, the individual will have difficulty controlling his emotions and will always vent to negative things such as the phenomenon of self-harm found by researchers in the field such as overeating, not eating all day, scratching hands, taking drugs, banging their heads against the wall. Another result is that they will continue to suppress the feelings they experience without wanting to tell the things experienced to others and will have difficulty communicating well with others around them. Another negative impact if individuals who experience self-harm are not treated immediately, the most dangerous thing could be that they attempt suicide because self-harm is caused by emotions that have been suppressed for a long time, depression, stress, frustration (Chahyani, 2021). The whole person in real life always faces challenges due to undeniable social and technological changes (Alfaiz et al., 2023)

In addition, according to Buresova in 2015, there are two factors that cause self-harm behavior, namely internal and external. Internal factors are in the form of neurotic needs or tendencies such as affection, social acceptance, and social appreciation from someone. While external factors come from outside such as authoritarian parenting and relationship problems with the opposite sex and friendships. The main factor in this behavior is the limited ability of adolescents to solve problems, then the opportunity for self-harm is very large (Sholikhati et al., 2023). Conformity is important in creating good or bad motivation depending on the interpretation of each individual, because students who have high conformity will be more easily influenced by their peer group (Febrianti, 2023).

This study has several limitations, this study was only conducted in one school, so the results may not be generalizable to other schools that have different conditions and environments. the time available to conduct this study was limited, so there may be some aspects that could not be examined in depth. In addition, the participation of students and teachers in this study was voluntary, which may cause bias in the selection of the sample and affect the representativeness of the results. The data collection methods used were also mostly questionnaires, which may not fully capture the nuances and complexities of the phenomenon under study. Nonetheless, the findings of this study still provide valuable insights that can be used as a basis for further research and decision-making in the field of education.

Conclusion

The conclusion of the results of this study revealed that there is a relationship between peer conformity and the tendency of self-harm in students. Respondents' peer conformity conditions are in the high category and self-harm is in the low category. The results showed that the higher the peer conformity, the lower the tendency of self-harm in students. Too high conformity can also have negative effects if group norms are unhealthy or if students lose their individual identity, an approach that balances healthy conformity for individual identity and emotional well-being of students can be an effective strategy in reducing the tendency of self-harm among students. Then for further researchers to be able to examine the influence of peer pressure on the tendency of self-harm in adolescents.

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Author Contributions Statement

All authors contributed equally in conducting the research and writing the article.

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