

Self-efficacy and peers with smoking behavior of Islamic boarding school students

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Abstract

Background/Aim: Smoking behavior is any form of individual activity in burning tobacco and then inhaling and exhaling the smoke. Student today considers that smoking is a normal thing among teenagers to show masculinity as men. The student feels confident and able to smoke like other teenagers. The students' beliefs are supported by the environment of their peers who smoke so smoking behavior is increasing in Islamic boarding schools. This research aims to analyze the relationship between self-efficacy and peers and smoking behavior in Islamic boarding school students.

Methods: The research uses a correlational analytical research design using a cross-sectional approach. The target population is male students at the Assalafi Alfitrah Islamic boarding school. The research sample was 50 students. The instruments used were peer questionnaires, self-efficacy, and smoking behavior which were given once. The independent variables of this research are peers and self-efficacy, and the dependent variable is smoking behavior.

Results: The research results show that the majority of students have smoking behavior, are influenced by peers, and have low self-efficacy. Statistical tests show that there is a relationship between self-efficacy and peers with smoking behavior.

Conclusion: Adolescents need self-efficacy in their lives, if adolescents have high self-efficacy then they will refuse to engage in risky behavior. Students' smoking decisions can be influenced by various factors, including internal factors, family, peers, and the surrounding environment.

Key words: self-efficacy, peers, smoking behavior

Introduction

Islamic boarding school is an educational institution where the teaching and learning process takes place in a large scope of Islamic religious knowledge and general knowledge, where the students who live in the place provided by the Islamic boarding school. Most of the students are in the teenage category with one of their characteristics being that they enjoy trying new things, including smoking. The main factors that cause students to smoke are their social environment and self-confidence. Another factor that can cause students to smoke is a lack of knowledge about the dangers of smoking for health.

Student today considers that smoking is a normal thing among teenagers to show masculinity as men. The student feels confident and able to smoke like other teenagers. The students' beliefs are supported by the environment of their peers who smoke so smoking behavior is increasing in Islamic boarding schools.

The World Health Organization (2020) predicts that the number of smokers aged 15 years and over will reach 991 million people. The results of the 2018 Basic Health Research survey showed that 24.3% of the Indonesian population consumed cigarettes over the age of 10 years. Based on national data, if grouped by occupation, there are 4.7% of smokers whose employment status is still students. Apart from that, the level of education shows that the prevalence of smokers is 26.2% of junior high school graduates and 28.7% of high school graduates. The 10-24-year-old age group who consumes cigarettes every day is 37.32%. In addition, from the proportion of education level, the highest percentage of active smokers every day is the high school graduate level, namely 31.55% (Safitri et al., 2021). The percentage of the population aged 15 years and over who smoked in the last month according to Regency/City and Age Group in East Java Province, 2021 is 19.35% of the total population in East Java in Surabaya City. The percentage of the population aged 15 years and over who smokes is as much as 13.83%. Data at the Assalafi Alfitrah Islamic Boarding School, according to the results of the primary data report of Unusa students who practiced Islamic Boarding School Nursing in November 2023, found that 20% of the 80 students smoked in the boarding school.

Smoking behavior is any form of individual activity in burning tobacco and then inhaling and exhaling the smoke, which can be observed and measured by looking at the volume or frequency of smoking. Several factors can influence students' smoking behavior, including internal factors from within themselves or self-efficacy and external factors from peers. Peer factors have quite a big influence on smoking behavior. The formation of behavior is known as a learning process which is divided into three domains, namely knowledge, attitudes and actions (Azhar & Handayani, 2021). Knowledge is when someone knows something related to something that is obtained after the person senses an object, while attitude is the response produced by someone after receiving a certain stimulus which will usually be an emotional reaction, and action is the realization of information or a physical stimulus. The internal factor of self-efficacy is a person's belief in their ability to successfully carry out a certain task (self-efficacy), a person's belief in their ability to successfully carry out a certain behavior (Vitoria et al., 2020).

Efforts that can be given to overcome the problem of smoking behavior among students include providing education on the dangers of smoking and strengthening self-confidence to do positive things and the boarding school can prevent smoking behavior by tightening supervision of regulations regarding student exit hours. Health education is provided using interesting methods and media and is carried out consistently (Oqui et al., 2022). Education by peer promoters increases knowledge and changes adolescent smoking attitudes as a promotional effort to prevent smoking behavior in schools with an intensive peer approach (Rachmat et al., 2021). Health education using various methods such as lectures, film presentations, group discussions, questions and answers and role-playing has proven to be effective in improving adolescents' self-efficacy skills as a smoking prevention measure (Bagherinia et al., 2020). Health education can be delivered indirectly via electronic media from computers, telephones and gadgets (Yusuf et al., 2021).

Methods

This research aims to analyze the relationship between self-efficacy and peers with the smoking behavior of students at the Assalafi Alfitrah Islamic boarding school in Surabaya. This type of research uses a correlational analytical research design using a cross-sectional approach. Cross-sectional is a type of research that emphasizes measuring or observing independent and dependent variable data only once at a time. The target population is

male Assalafi Alfitrah Islamic boarding school students in grades X and XI. The research sample was 50 students. The instruments used were peer questionnaires, self-efficacy and smoking behavior which were given once. The independent variables of this research are peers and self-efficacy, and the dependent variable is smoking behavior. The research was carried out after obtaining approval and passing ethical tests from the Research Ethics Committee.

Results

1. Research Results

a. General Data

General data presents the distribution of research subjects by calculating the frequency and percentage of each research variable. Based on the research results, the following results were obtained:

- 1) Characteristics of respondents based on class at the Assalafi Al-Fitrah Islamic Boarding School in Surabaya. According to the Ministry of Education and Culture, the age level in high school starts from 16 to 20 years old

Table 1 Frequency distribution of respondents based on age of students at the Assalafi Al-Fitrah Islamic Boarding School, Surabaya

No	Age	Frequency (n)	Percentage (%)
1	15 – 16 years old	17	34%
2	17 – 18 years old	15	30%
3	19 – 20 years old	18	36%
Total		50	100%

Source: Primary data, August 2024

Based on table 1, the frequency distribution of respondents' ages. Most of them show that 18 respondents (36%) are aged 19 - 20 years.

- 2) Characteristics of students' class respondents at the Assalafi Al-Fitrah Islamic Boarding School, Surabaya

Table 2 Frequency Distribution of Respondents Based on Santri Class at the Assalafi Al - Fitrah Islamic Boarding School, Surabaya

No	Class	Frequency (n)	Percentage (%)
1	10	17	34%
2	11	15	30%
3	12	18	36%
Total		50	100%

Source: Primary data, August 2024

Based on table 2, the distribution of characteristics of respondents in the Islamic boarding school class is almost half, that is, 18 respondents (36%) are in class 12 of high education.

b. Special Data

Special data presents two variables that are thought to be related or correlated between variables. The results of this research are presented as follows:

1) Characteristics of respondents based on Self-efficacy at the Assalafi Al - Fitrah Islamic Boarding School, Surabaya

Table 3. Frequency distribution of respondents based on Self-efficacy at the Assalafi Al - Fitrah Islamic Boarding School, Surabaya

No	Self-efficacy	Frequency (n)	Percentage (%)
1	Low	17	34%
2	High	15	30%
	Total	50	100%

Source: Primary data, August 2024

Based on table 3, the distribution of self-efficacy characteristics at the Assalafi Al Fitrah Islamic Boarding School shows that 37 respondents (74%) have low self-efficacy.

2) Characteristics of respondents based on their peers at the Assalafi Al-Fitrah Islamic Boarding School, Surabaya

Table 4 Frequency distribution of respondents based on peers at the Assalafi Al-Fitrah Islamic Boarding School, Surabaya

No	Peers	Frequency (n)	Percentage (%)
1	Not affected	10	20%
2	Affected	40	80%
	Total	50	100%

Source: Primary data, August 2024

Based on table 4, the distribution of peer characteristics mostly shows that 40 respondents (80%) were influenced by friends towards smoking behavior.

3) Characteristics of Smoking Behavior at the Assalafi Al - Fitrah Islamic Boarding School in Surabaya

Table 5: Frequency distribution of respondents based on smoking behavior at the Assalafi Al-Fitrah Islamic Boarding School, Surabaya

No	Smoking behavior	Frequency (n)	Percentage (%)
1	Not smoking	12	24%
2	Smoking	38	76%
	Total	50	100%

Source: Primary data, August 2024

Based on table 5, the distribution of characteristics of smoking behavior shows that 38 respondents (76%) have smoking behavior.

4) The relationship between self-efficacy and smoking behavior

Table 6 Cross Tabulation of Self-Efficacy and Students' Smoking Behavior at the Assalafi Al-Fitrah Islamic Boarding School, Surabaya

Selfefficacy	Smoking behavior				Total	
	Not smoking		Smoking			
	F	%	F	%	F	%
Low	4	16%	33	66,0%	37	74,0%
High	8	8,0%	5	10,0%	13	26,0%
Total	12	24,0%	38	76.0%	50	100%
<i>Spearman rank statistical test results</i>					<i>P = 0,000</i>	

Source: Primary data, August 2024

Based on table 6, it shows that of the 50 respondents, most of the smoking behavior was with low self-efficacy. Analysis using the Spearman Rank test with a significance level of $\alpha = 0.05$ obtained a value of $p = 0.000$ and $\alpha = 0.05$, meaning $p < \alpha$, H_0 is rejected and H_1 is accepted, which means there is a relationship between self-efficacy and smoking behavior among students at Islamic boarding schools Assalafi Al-Fitrah Surabaya.

5) The relationship between peers and smoking behavior

Table 7 Cross Tabulation of Peers and Students' Smoking Behavior at the Assalafi Al - Fitrah Islamic Boarding School, Surabaya

Peers	Smoking behavior				Total	
	Not smoking		Smoking			
	F	%	F	%	F	%
Tidak Terpengaruh	10	20%	0	0,0%	10	20,0%
Terpengaruh	2	4,0%	38	76,0%	40	80,0%
Total	12	24,0%	38	76.0%	50	100%
<i>Spearman rank statistical test results</i>					<i>P = 0,000</i>	

Source: Primary data, August 2024

Based on table 7, it shows that almost half of them carried out smoking behavior activities which were influenced by peers as much as 76.0% (38 respondents), and smoking behavior which was not influenced by peers was 0%. Analysis using the Spearman Rank test with a significance level of $\alpha = 0.05$ obtained a value of $p = 0.000$ and $\alpha = 0.05$, meaning $p < \alpha$, H_0 is rejected and H_1 is accepted, which means there is a relationship between peers and smoking behavior among students at Pondok Assalafi Al-Fitrah Islamic Boarding School, Surabaya.

2. Discussion

The relationship between self-efficacy and peers and smoking behavior is a very important topic in the field of developmental psychology because adolescents are at a critical stage in identity formation and decision-making (Simangunsong et al., 2024). Adolescence is a transitional phase between childhood and adulthood which is marked by various physical, emotional and social changes. According to developmental psychology, adolescence is considered a critical stage of growth because it is during this time that humans develop self-confidence and self-awareness. Currently, girls experience hormonal changes, physical changes due to puberty, and significant cognitive and social development (Tsagem, 2022).

Although interactions with others are generally positive, teens sometimes feel pressured to participate, especially if doing so conflicts with their values. Peer pressure can be in various ways, from participation in risky activities, such as smoking or using drugs, to lifestyles and values that may not be in line with family or personal values (Cojocar, 2023).

Most teenagers are in the process of developing emotional intelligence and self-control. This can make them more vulnerable to external shocks, especially when they feel confused, untrustworthy, or afraid. During periods of remission, there is a strong incentive to conform, meaning adjusting oneself or behavior to fit the social group. Teenagers want to be treated as normal people and do not want to be different from their peers. As a result, they tend to participate in what other people do (Furqani, 2020). In a healthy environment, teenagers can provide emotional support, help young people develop social skills, and be a source of inspiration. For example, a group of peers with a shared interest in education or positive activities might encourage teens to do better in classes or extracurricular activities. Additionally, peer pressure can also be detrimental, especially when peer groups encourage risky or unhealthy behavior. The urge to engage in activities such as drinking alcohol, smoking, or engaging in unlawful activities may appear. It may be easier for groups that do not have strong agreements or a strong sense of self to engage in the cooperative efforts mentioned above.

In this period, girls begin to question the morals, laws, and social norms they have learned previously. The process usually begins with identity exploration, as they try to understand who they are and how they fit into wider social circles. This makes them more wary of outside influences, for example strangers.

Self-efficacy is an individual's belief in his or her ability to control or carry out certain behaviors, such as resisting the temptation to smoke. People with high self-efficacy are better able to control their desire to smoke and are more likely to avoid the habit. Some of the main influences of self-efficacy on smoking behavior are the ability to refuse, the ability to cope with stress and the ability to change the habit. People who have high self-efficacy are more able to resist invitations and suggestions to smoke, even when they are under pressure from their environment and believe in their ability to resist. People with high self-efficacy often look for other ways to deal with stress and emotional distress besides smoking. People who are confident in their ability to stop smoking are more likely to successfully quit smoking than those who are not confident in their ability (Jati & AS, 2024).

Self-efficacy plays an important role in smoking behavior, both in prevention and in cessation and control of smoking. The concept of self-efficacy refers to an individual's belief in their ability to overcome situations and challenges, such as the temptation to smoke. Overall, self-efficacy is a very important psychological factor for a person's smoking behavior. People with high self-efficacy are more likely to resist starting

smoking, quit successfully, and avoid relapse (Ma et al., 2020).

The influence of peers on smoking behavior is also very strong, especially among teenagers and young adults. Peer groups are children or teenagers who have more or less the same age or maturity level. Peers are individuals who have almost the same position, age, status and mindset. Peers are defined as a social group consisting of people with similar age, education or social status (Lutfiyah, 2022). Peers can influence someone to start smoking, maintain the habit, or even motivate someone to quit. Peer influence is one of the most influential factors on smoking behavior, especially among teenagers. Social pressure, the desire to be accepted, as well as observing and imitating the behavior of smoking friends are the main factors that encourage someone to start smoking and maintain this habit (Vitoria et al., 2020). Peers can also support healthy behavior and can have a positive impact by helping individuals avoid or stop smoking (Giletta et al., 2021).

The relationship between adolescent self-efficacy with peers and smoking behavior is very complex. High self-efficacy acts as a buffer against negative influences from peers and allows adolescents to refuse smoking despite social pressure (Lin et al., 2023). Strong self-efficacy combined with positive peer support can significantly reduce an adolescent's likelihood of smoking (Orsal & Ergun, 2021). High self-efficacy and positive peer influence play an important role in preventing smoking behavior in adolescents, while low self-efficacy and peers who smoke increase the risk of smoking (Huang & Huang, 2021).

Smoking is a common difficulty among teenagers and can be influenced by various factors, including the social environment, partners, group dynamics, and self-esteem (self-ability) (Wirawati & Sudrajat, 2021). Often, a high level of self-efficacy is associated with a lower risk of smoking behavior in adolescents. Adolescents with high self-efficacy do not easily accept peer pressure. Social pressure often encourages teenagers to take on greater responsibilities to be accepted in groups or become more mature (Alanazi et al., 2022). Even if they are aware of potential health risks, teens with low self-efficacy may feel less committed to their work or fail to realize their self-worth.

Self-efficacy is a crucial factor that determines whether a teenager will succeed or fail in his attempt to smoke. While adolescents with low self-efficacy are more susceptible to negative influences from the social environment, adolescents with high self-efficacy tend to be more able to resist peer pressure and avoid smoking behavior. It is important to provide support to mothers, whether from family, school, or the general community, to increase their self-efficacy and enable them to make healthy decisions that will not harm their health (Warner & Schwarzer, 2020).

Conclusion

Strong self-efficacy tends to reduce the likelihood of smoking behavior, while peers who smoke increase the risk. Self-efficacy can be a protective factor in dealing with negative influences from peers.

Ethics

The study protocol was approved by the Chakra Brahmanda Lentera No. 029/12/V/EC/KEP/LCBL/2024. Written informed consent was obtained from patients before they participated in the study and for publishing of the anonymized data.

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Conflict of interest

The authors declare that there is no conflict of interest and the final manuscript of this paper has been approved by all authors

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