



Mapping the Construct of Obedience in Education

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Abstract

Obedience in the world of education is general education and religious-based education. Parameters of obedience with the rules are seen conventionally through the absence of behavior that violates the rules. However, the extent to which students interpret the rules requires more specific measurements. Therefore, a measurement concept is needed to map how students interpret the rules. This study intends to develop a measuring instrument that can map obedience through an approach to how students interpret the rules in the universities environment. Students who come from general-based and religious-based universities are involved in getting the classification of manifestations of obedience. The correlation techniques and component analysis found that religious-based students complied with the stages of accept, belief, and act. In contrast, the general (non-religious) students complied with the stages of accept, act, and belief. Therefore, this study recommends that it is necessary to study the obedience model in order to predict obedience factors.

Keywords: *Construct; Education; Obedience*

Introduction

The current obedient culture needs to be maintained and improved within the family, community, and educational environment. However, in the educational environment, especially in universities, it is realized that obedience still needs to be improved. It is because a person's attitude is ideally based on applicable norms or rules and laws because individuals who behave wrongly or violate the rules will get sanctions (Engelmann et al., 2019).

Obedience in the educational perspective is a form of individual willingness to act on the authorities' or educators' orders and wishes (Normasari, Sarbaini, and Adawiyah, 2012), which is further associated with the scope of students. Bellizzi & Hasty (in Suleman, 2020) explain that an obedient attitude can produce a good attitude by working on each rule with precision, using maximum competence in completing tasks and using intelligence and experience to show good results. Looking at some of these descriptions, the researcher interprets that obedient students can carry out every rule imposed by the authorities regarding academic activities, such as lecture activities and activities within the university environment.

When students in higher education can follow the norms and rules given, they can determine a positive attitude, and from a psychological perspective, this attitude is called obedience (Ariyanto & Sa'diyah, 2018). In terminology, obedience is a response from someone related to obedience to the authority of the rules (Milgram, 1963; Blass, 1999; Kaposi, 2017). Obedience is a fundamental element in the structure of social life that can be demonstrated and applied by individuals in a situation, condition, or location (Milgram, 1963; Sarbaini, 2014). One of them can be applied in higher education, namely, students. The role of obedience in the scope of higher education is considered essential to ensure an orderly teaching and learning process (Raby, 2012) so that the target time for the study period can be achieved.

Students in higher education are the concern in this study. These students are in a public or non-boarding university environment with students who are in a religious-based boarding universities environment and are referred to as mahasantri. Suntiiah et al. (2020) found that religious-based students will have higher discipline and obedience values. After all, the boarding rules will directly impact these students so that they can encourage moral change in everyday life and make them accustomed to practicing kindness and obeying the rules. However, another study by Simbolon (2012) found that religious students also committed violations such as not maintaining security and order in the universities or boarding environment by hurting others or bullying. In addition, there are also forms of violations committed by religious students, including dating, smoking, being less concerned with the environment, less sociable, and challenging following applicable rules because they feel bored, tired, and want to get out of the dorm (Febriyanti & Montessori, 2020). Thus, researchers will also measure the level of obedience of students.

In this study, obedience is focused on attitudes related to student's academic activities. When they are in the universities environment, which refers to the literal meaning, academics are all things related to academies or schools, significantly higher education (Merriam-webster, 2021). Concerning academic obedience, it is noted that there are still many violations in students' academic activities; therefore, the researcher aims to develop a construct or measuring instrument that measures academic obedience. The measuring instrument is based on the theory proposed by Blass (2000) to develop Milgram's theory (1963). Milgram (1963) states that individuals tend to be obedient to other individuals who have authority, so it can be explained that obedience is related to obey to the authority of the rules. Developing from the theory put forward by Milgram, Blass (2000) explains that obedience is an obedient individual attitude in the sense of belief, accept, and act willing to make requests or orders from others or carry out predetermined rules. As a basis for measuring academic obedience, aspect theory is needed as a construct of academic obedience derived from Blass's theory of obedience aspect (2000). The aspects in question are belief, accept, and act.

Based on these aspects, this study will look at how the academic obedience construct can measure the level of students by looking at whether the process of students being able to obey the authorities or rules is to accept, then act, or something else. In the end, the academic obedience construct can be the right tool to measure the academic obedience of individuals when carrying out the process of academic activities.

Research Methods

Respondents in this study amounted to 300. Respondents were selected based on their common characteristics. One hundred fifty respondents were selected from general-based Universities, and 150 were determined to be from religion-based Universities. The instrument used in this study is designed to reveal how to interpret the rules. So that data on the proportion of scores on each aspect of obedience is obtained. Therefore, before taking data, the instrument was tested first regarding the consistency of the measuring instrument in different groups of respondents. Respondent data obtained is then analyzed using correlation techniques and component analysis.

Data Analysis and Discussion

Consistency of Measurement in Different Groups

The construction of obedience measurement refers to the theory presented by Blass. This theory includes three aspects that explain how to interpret the rules. First, this construct was tested using a correlation technique involving two groups of respondents with different characteristics.

Table 1. Correlation Test Results in Different Groups

	Significance	Correlation coefficient
Boarding Universities * Non Boarding Universities	< 0,001	0,991**

The analysis results found that the items used to measure obedience in groups of students on general-based universities can also measure obedience in groups of students on religious-based universities. In addition, the correlation test results managed to get a significant relation. These results indicate that the measurement items function consistently in measuring obedience. The items tested are as follows.

Table 2. Blueprint Measuring Obedience

Aspect	Indicator	Item
Belief	a. belief in the rules that are made	a. believe that the rules made by the university are beneficial for students
	b. belief in the important of making rules	a. believe in the urgency of making student rules when doing activities on universities
Accept	a. accept the rules enforced wholeheartedly	a. respond to the academic regulations of the lecturer wholeheartedly when carrying out lecture activities b. accept the consequences of academic regulations that apply in the faculty environment gracefully
	b. accept wholeheartedly the orders that are in the rules	c. sincerely accept the changes in the rules made by the university a) sincerely accept the instructions contained in the academic regulations from the lecturer when attending lectures b) gladly accept the contents of the academic regulations that apply in the faculty environment c) carry out the rules imposed by the university without feeling forced
Act	1. choose to obey the applicable regulations	a) choose to comply with the applicable faculty regulations when carrying out lecture activities
	2. carry out the applicable regulations consciously	1) carry out the academic rules from the lecturer in lecture activities without having to be reminded 2) obey the rules in the faculty environment consciously 3) follow every direction given by the university without anyone telling me first
Total		12

Based on the analysis results, six items fell out, resulting in 12 items worthy of being used as a measuring instrument for obedience. Of the 12 eligible items, the validity values in each group (boarding and non-boarding universities) were obtained as follows.

Table 3. Validity Test Results

Variable	Group	Validity Range
Obedience	Boarding universities	0,860 – 0,879
	Non-boarding universities	0,912 – 0,921

The validity value of the obedience measurement instrument in the boarding universities group ranges from 0.860 to 0.879. While the value of validity in the group of non-boarding tertiary institutions ranged from 0.912 to 0.921. The reliability value that was successfully obtained from the 12 items.

Table 4. Realibility Test Results

Variable	Group	Reliabilitas
Obedience	Boarding universities	0,879
	Non-boarding universities	0,923

The reliability test found that the obedience measurement instrument for the boarding universities group was 0.879, while the non-boarding universities group was 0.923.

Construct Analysis of Obedience Measurement

The measurement construct is a obedience elaboration structure. It consists of three aspects of elaboration; each aspect is a linear construct. However, the constructs were tested in order of the respondent groups. This order reflects the way students interpret the rules that apply on universities. The descriptive respondents in this study are:

Table 5. Descriptive Respondents

	UAbelief		UAaccept		UAact	
	M	F	M	F	M	F
Valid	146	234	146	234	146	234
Mean	7.973	7.684	23.610	22.953	15. 986	15.457
Minimum	3.000	3.000	14.000	8.000	9.000	10.000
Maximum	10.000	10.000	30.000	30.000	20.000	20.000

In table 5, it is shown that there are 146 male respondents and 234 female respondents. In the 'belief' aspect, it can be seen that the minimum total score of respondents' answers is three, and the total maximum answer score is 10, with an average score of 7.97 for male respondents and 7.68 for female respondents. In the 'accept' aspect, the minimum answer score for male respondents is 14 and for female respondents 8, while the maximum score for respondents (both male and female) is 30. On the average value of the accept aspect, the score is 23, 61 for males and 22.95 for female respondents. In the 'act' aspect, the minimum total score for the male respondents is 9, while for the female respondents is 10. The maximum total score for both males and females is 20. The average score for the 'act' aspect is 2, 23 for male and 2, 30 for female respondents. The factor analysis test found that the three components could measure obedience. Construct analysis in this study establishes three constructs: accept, belief, and act.

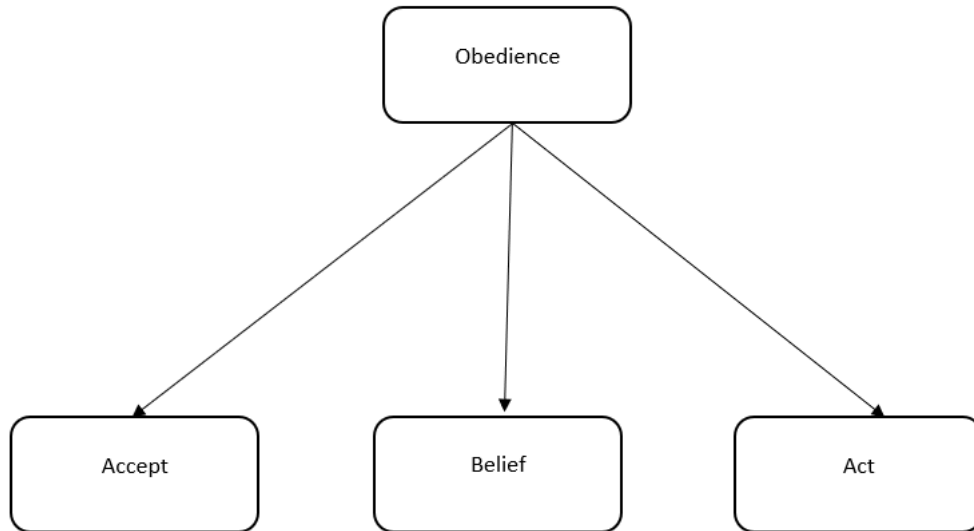


Figure 1. Construction of Measuring Tools
These Results Indicate That There is Some Redundancy in the Variables

Component Analysis

Component analysis in this study used principal component analysis. The primary component analysis in this study is related to the explanation of the variance-covariance structure derived from a set of total scores per aspect through various linear combinations of the obedience variable.

Table 6. Main Component Analysis Results

Variable	Group	Component	Random Consistency	Unique
Obedience	Non-boarding universities	Accept	0,921	0,153
		Act	0,882	0,221
		Belief	0,858	0,263
	Boarding universities	Accept	0,881	0,224
		Belief	0,823	0,323
		Act	0,736	0,458
	Boarding Universities * Non Boarding Universities	Accept	0,900	0,190
		Belief	0,839	0,296
		Act	0,816	0,334

The table above shows different results between non-boarding universities and boarding universities. In non-boarding universities, it was found that to build an attitude of obedience, they would accept the rules first, and act, and then build trust regarding the rules. In religion-based boarding universities, they will accept the existing rules first and then decide to believe or not believe; when they have believed them, they will implement or carry out these rules. These results are the same as the general results (a combination of boarding and non-boarding universities). The same result is obtained: to comply with the rules, they will accept belief, and then act.

Discussion

Ideally, religious-based university students and general university students must comply with the regulations given by the authorities, in this case, the educators at the University. Therefore, students with a respectful attitude can carry out every rule imposed by the authorities in academic activities, such as

lecture activities and activities within the university environment (Dewantara et al., 2021). Therefore, this study conducted 3 (three) analyses, namely analysis of measurement consistency, measurement constructs, and components.

The consistency analysis of obedience measurement refers to the aspect theory proposed by Blass (1999), namely belief, accept, and act. Based on the results of the consistency analysis, it is known that the measurement items can consistently measure adherence to religious-based and general university students. In a previous study conducted by Rochat & Blass (2014), this measuring instrument was used to measure obedience through an experimental method; where in this study, students were given an order to be carried out when the student did not carry out what was ordered, the student would be punished. The results of this study indicate that students can comply by carrying out what is ordered. Another study by Bègue et al. (2015) showed that the aspect theory proposed by Blass (1999) could measure obedience. Another study by Agnesta (2018) showed that the obedience aspect proposed by Blass (1999) could measure obedience in the dormitory regarding gender.

Next, the researcher conducted a construct analysis. Construct analysis is an analytical test that can determine whether the items compiled to support the aspects and whether these aspects can support the variables (Khong, 2005). Based on the analysis results, student obedience can be measured using the construct theory proposed by Blass, namely accept, belief and act. Furthermore, principal component analysis is used to help interpret phenomena not obtained under general conditions (Lu et al., 2018). Based on the results of the component analysis, it can be seen that the aspects proposed by Blass cannot precisely measure obedience with the same hierarchy. The hierarchy of obedience found in religion-based students starts with accepting, believing, and acting. These results align with research conducted by Chasanah (2021), which explains that students at boarding universities who obey the rules will accept first, then trust the rules and do whatever is ordered by the authorities. While students at public universities will accept first, then carry out the regulations, and finally believe in the regulations. This result is a new thing obtained from this study related to the hierarchy of obedience of general (non-religious) university students.

Conclusion

Based on several analytical tests that have been carried out, the results show that the obedience construct used in this study can measure obedience, both in general university students and religion-based university students. The data analyzed in this study is a quantitative test-retest. Based on the findings in this study, the researcher recommends that a study of the obedience model is necessary to predict the factors of obedience. For further research, conducting a construct analysis using the experimental method is necessary.

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