



The Influence of the Friendship Environment on Free Association Among Students of the Faculty of Economics, Universitas Negeri Medan

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ARTICLE INFORMATION

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ABSTRACT

This research aims to analyse the influence of the friendship environment on free socialising among students majoring in Economic Education. The college years are an important transitional phase where students form their identities and expand their social networks. In this context, peers play a role as a source of emotional support and significant behavioural reference. However, intensive interaction with peers can also encourage individuals to engage in deviant behaviour, such as promiscuity, which is often associated with premarital sexual behaviour, alcohol consumption, and drug use. The research results show a positive and significant correlation between the friendship environment and free association, with a t-value (10.055) exceeding the t-table value (1.69236) at a significance level of 0.000, which is less than 0.05. Each one percent increase in the friendship environment contributes to a 1.153 increase in free association, indicating that the higher the friendship environment, the higher the free association among students. The coefficient of determination of 0.754 indicates that the friendship environment can explain 75.4% of the variation in free association. This research is supported by the theories of Bandura and Sutherland, which explain that deviant behaviour is learned through social interaction and observation of peer behaviour. These findings underscore the importance of understanding the dynamics of friendship environments in efforts to prevent promiscuous behaviour among students. Thus, this research is expected to provide insights for the development of effective intervention strategies to reduce promiscuous behaviour in the campus environment.

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1. INTRODUCTION

The college years are a very important transitional phase in a person's life. During this time, students begin to form their identities, set life goals, and expand their social networks, which become broader and more complex. The process of socialisation in the campus environment becomes the main arena for students to build their character and worldview. (Syaiful, 2023) In this context, the friendship environment plays an important role as a medium for shaping behaviour and social attitudes. Peers become a place to share information, emotional outpourings, and

behavioural models that can be imitated. Intensive interactions that occur regularly often influence the way students perceive values and norms. If the friendship environment is positive, students will be encouraged to develop a more responsible character. Conversely, if the friendship environment is unhealthy, students will be vulnerable to deviant behaviour, including promiscuity. Therefore, understanding the influence of the social environment is essential in thoroughly analysing student behaviour. ([Siregar et al., 2025](#))

Not all influences from the friendship environment are constructive or positive. Peer pressure can lead students to actions that contradict moral values, such as involvement in promiscuous sexual behaviour, alcohol consumption, and drug abuse. This pressure often manifests in the form of indirect invitations or social expectations for someone to conform to their group. ([Yetti et al., 2025](#)) Students who do not yet have strong convictions or life principles will be more easily swept away by the current. The desire to be accepted in social circles and a high level of curiosity also increase the chances of involvement in negative behaviour. The lack of supervision from the family due to geographical factors or lack of communication also contributes to the trigger. In this case, the research conducted by Tri Reni Novitasari revealed that free association among students is greatly influenced by social relations and the campus climate. Therefore, it is important for students to have a strong filter of values and principles so that they are not easily swayed by the negative influences of their surroundings. ([Novitasari et al. 2024](#))

Student life is not only focused on academic demands but is also coloured by complex social dynamics. The diverse and competitive campus social environment also influences the formation of students' lifestyles and mindsets. ([Kasingku & Sanger, 2023](#)) Social pressure to appear trendy or follow certain trends can drive students to become consumeristic and prioritise a hedonistic lifestyle. This condition is reinforced by the presence of friendship groups that serve as references for behaviour and value orientation. In a friendship environment that has positive values, students tend to develop strong and integrity-filled characters. Research conducted by ([Astuti et al. 2024](#)) shows that students who have social groups with good values tend to exhibit more stable moral tendencies. Conversely, a negative social environment can trigger the erosion of norms, even leading to deviant behaviours such as promiscuity. This shows that the campus social environment greatly influences the direction of character formation in students, whether towards constructive or destructive paths.

The campus environment also plays a significant role in shaping students' social interactions. The open character of the campus and the lax supervision provide ample space for students to build social networks without significant restrictions. ([Dipa, 2022](#)) In situations like this, students have the freedom to choose activities outside of class hours, including building social relationships that are not always positive. The absence of moral values as a guideline in social relations causes students to easily get caught up in a free social environment. When social interactions are not framed by responsibility and value awareness, deviant behaviour becomes difficult to avoid. Moreover, the high intensity of non-academic activities also opens up opportunities for deviations if not accompanied by adequate character development. Ideally, a campus should not only be a center of knowledge but also a place for the formation of values and social ethics. Without an effective system of control and guidance, students will create their own social world with standards far removed from ideal values. ([Setyawan et al., 2019](#))

The weak role of higher education institutions in providing comprehensive character development further worsens the situation. The main focus of educational institutions, which is too centred on academic achievement, often neglects the moral dimension. Character education is not prioritised, and is even considered merely supplementary. In such conditions, the role of peers in value formation becomes increasingly dominant. ([Nadirah, 2017](#)) When students do not receive strong moral value instillation from their institution, they will be more likely to adopt values from their immediate environment, namely their peer group. If that environment is permissive towards norm violations, then students are likely to follow that pattern. The absence of a comprehensive character development program makes students more vulnerable to negative external influences. Therefore, educational institutions need to redefine their roles so that they not only educate academically but also consistently, systematically, and sustainably develop students' character. ([Rofii et al., 2021](#))

The development of digital technology and globalisation increasingly adds to the challenges faced by students in maintaining moral values. The vast access to information through social media exposes students to various modern lifestyles that often do not align with local norms and religious values. Social media has become a platform for self-existence and social validation, encouraging students to imitate the lifestyles they see, even if they contradict the values they are supposed to uphold. ([Entuu & Yusuf, 2023](#)) In many cases, students are motivated to showcase the glamorous side of their lives in order to gain recognition from their digital social circles. This forms a consumerist and hedonistic culture that ultimately impacts social behaviour. Permissive online and offline friendship environments can reinforce such deviant patterns. If not balanced with digital literacy and value education, the influence of technology can become destructive. Therefore, it is important for educational institutions to equip students with critical skills in filtering information and values received from digital media. ([Tomi, 2024](#))

The impact of student involvement in free socialising is not only social but also touches on psychological and academic aspects. Students who are caught up in free socialising often experience a decline in learning motivation, loss of academic focus, and are vulnerable to mental health issues. Stress, anxiety, and even depression are symptoms often found among students who experience value conflicts and unhealthy social relationships. ([Mudayanah et al., 2023](#)) Uncontrolled social life often leads to conflicts in friendships as well as with family. The imbalance between academic and social life directly impacts students' achievements and future. Therefore, serious efforts from both the campus and families are urgently needed to design a holistic mentoring system. Education must not only shape intellectuality but also foster the emotional and social balance of students. Counselling services and character strengthening programs are one of the solutions to reduce the negative impact of free association. ([Permata & Handoyo, 2023](#))

Given the complexity of the issues faced by students, it is important to examine in more depth the influence of their social environment on their behaviour, particularly in the context of free socialising. ([Mudayanah et al., 2023](#)) Scientific studies in this field are greatly needed as a basis for developing character education strategies that align with the realities of today's student life. This research can provide an overview of social interaction patterns that have both positive and negative potential, thus serving as a consideration in designing more targeted campus policies. ([Saragih et al., 2024](#)) The program to strengthen student organisations, mentoring through academic mentors, and the development of counselling service centers are important steps that can be developed from the research findings. Synergy among campus elements needs to be built to create a healthy and integrity-driven academic climate. With a measured and data-driven approach, the campus environment can be directed to become a strong character-building platform for students. ([Fatu et al., 2022](#))

This research aims to analyse the influence of friendship environments on free socialising among students of the Faculty of Economics. This faculty was chosen because it has a student population with diverse social backgrounds, making it a representative object. By understanding the dynamics of the relationship between the social environment of students and the tendency for deviant behaviour, it is hoped that relevant and contextual prevention strategies can be found. The research approach used will deeply explore the patterns of social relations among students and how group values influence individual decisions. The results of this research are expected to serve as a foundation for formulating educational and preventive policies that can be implemented in the campus environment. In addition, this research also contributes to the development of theories on character education and moral development at the higher education level. Through a deep understanding of students' social relations, the interventions carried out will become more effective and targeted.

2. RESEARCH METHOD

This research uses a quantitative approach to systematically and objectively assess the relationships between variables. Quantitative research is a research method based on the philosophy of positivism. This method is used to study a specific population or sample, with data collection carried out using research instruments. The data obtained is in the form of numbers,

which are then analysed using quantitative or statistical techniques. The data was analysed using the simple linear regression method to determine and measure the relationship between the use of PowerPoint-based learning media and the level of student learning activity. (Ali, 2022)

The population in this study includes all students of the Faculty of Economics at Universitas Negeri Medan, in line with the definition of a population as a generalisation area with certain characteristics determined by the researcher. From that population, 35 students were sampled using the total sampling technique, meaning all members of the population were made respondents. The selection of this technique refers to Arikunto's opinion, which suggests that if the population size is less than 100, it is better to use the entire population as a sample so that the data obtained is more representative.

3. RESULTS AND DISCUSSION

a. Research Results

1. Validity Test

The validity test is conducted by correlating the scores of each indicator with the total score of the indicators within a variable. The correlation results are then compared with the critical value at a significance level of 0.05. An instrument is considered valid if it can accurately and appropriately measure the intended objective.

2. Friendship Environment Validity Test (Independent Variable)

The r table value is obtained from the rho table with degrees of freedom ($df = n - 2$ ($n = 35 - 2 = 33$)), and at a 5% significance level, the r table value is 0.344. Based on this, from the 10 statements used to test the validity of the gardening environment variable, all statements show a calculated r value greater than the r table value of 0.344, thus they are declared valid. The r table value is used as a reference to determine the validity of an item in the research instrument. This value is obtained from the Pearson Product Moment correlation table (r table) based on the degree of freedom (df) calculated using the formula: $df = n - 2$, where n is the number of respondents. In this context, the number of respondents used is 35 people, so $df = 35 - 2 = 33$. At a significance level (α) of 5% (0.05), based on the r table, the r table value obtained is 0.344.

The next step in the validity test is to compare the calculated r value of each statement item with the table r value. If the calculated r value is greater than the table r value (calculated $r > 0.344$), then the item is declared valid, meaning the statement can accurately measure the intended variable. Conversely, if the calculated r value \leq table r value, then the item is declared invalid.

In this study, there are 10 statements designed to measure the variable of friendship environment. After conducting a validity test on each item, all the calculated r values of the 10 statements turned out to be greater than the table r value of 0.344. This indicates that all items used in the instrument to measure the friendship environment variable have met the validity criteria. In other words, all statement items are declared valid, so they can be used in the subsequent data collection process because they have proven to be relevant and accurate in measuring the intended aspect.

3. Test of Validity of Free Association (Dependent Variable)

The r table value is obtained from the rho table with degrees of freedom ($df = n - 2$ ($n = 35 - 2 = 33$)), and at a 5% significance level, the r table value is 0.344. Based on this, from the 10 statements used to test the validity of the free association variable, all statements show a calculated r value greater than the r table value of 0.344, thus they are declared valid. The r table value is a critical value obtained from the Pearson Product Moment correlation table (rho table) and is used as a reference in conducting the validity test of the research instrument. The calculation of the r table value is adjusted according to the number of respondents (n) and the

specified level of significance. In this study, the number of respondents is 35 people, so the degree of freedom (df) is calculated using the formula $df = n - 2$, which is $35 - 2 = 33$. At a significance level of 5% ($\alpha = 0.05$), the table value of r obtained based on $df = 33$ is 0.344.

Next, a validity test was conducted on 10 statements used to measure the variable of free association. This validity test aims to determine the extent to which each statement item can accurately measure the aspect being studied. The testing procedure is carried out by comparing the calculated r value of each item with the table r value. If the calculated r value $>$ table r value (0.344), then the statement item is categorised as valid, meaning it is suitable for use as a research instrument because it has a significant correlation with the total variable score. Based on the calculation results, all 10 statement items show that the calculated r value is greater than the table r value of 0.344. Thus, it can be concluded that all items designed to measure the variable of free association are statistically valid. This indicates that the instrument has good quality in measuring the researched variable and can be used in the next stage of data analysis in a valid and accurate manner.

4. Reliability Test

Reliability testing is an indicator that shows the level of consistency or reliability of a measuring instrument. In this study, the reliability test was conducted using the Alpha Cronbach technique. An instrument is considered reliable if it has a reliability coefficient (alpha) value of at least 0.6 or higher.

Table 3.1 Results of Reliability Test from Variables

Variabel	Alfa de Cronbach	Reference Number	Explanation
Friendship Environment (X)	0,868	0,6	Reliabel
Free Association (Y)	0,867	0,6	Reliabel

The results of the reliability test for each variable in this study show that the obtained Cronbach's Alpha values exceed the reference number of 0.60. Specifically, the Friendship Environment variable has a Cronbach's Alpha value of 0.868, while the Free Association variable shows a value of 0.867. Both values are above the established minimum threshold, so it can be concluded that the instruments for both variables meet the reliability criteria.

Thus, the variables of Friendship Environment and Free Association are declared reliable, which means that all items in the questionnaire have high internal consistency. This reflects that the instrument used in this study has a good level of reliability, thus it can produce stable and trustworthy data when used under similar conditions.

Therefore, the measurement results obtained through this instrument are worthy of further analysis, both in the context of hypothesis testing and in the process of comprehensive data interpretation. High reliability also strengthens the overall validity of the research, particularly in ensuring that the findings produced truly reflect the empirical conditions being studied.

1. Coefficient of Determination Test

The coefficient of determination is used to determine the extent to which the regression model can explain the variation occurring in the dependent variable. The R^2 value ranges from 0 to 1. If the R^2 value approaches 0, then the independent variable has only a very small influence on the dependent variable. Conversely, an R^2 value approaching 1 indicates that the independent variable has a strong influence on the dependent variable, meaning that the regression model has a high level of accuracy in predicting changes in the dependent variable.

Table 3.2 Coefficient of Determination Test

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.868 ^a	.754	.746	3.36686

a. Predictors: (Constant), Lingkungan Pertemanan

Based on the results of the simple regression analysis displayed in the model summary table, it is known that the R value is 0.868. This value reflects a very strong relationship between the independent variable, namely Friendship Environment, and the dependent variable, namely Free Association. The higher the R value, the stronger the linear relationship between the two variables. Furthermore, the R Square (R²) value of 0.754 indicates that 75.4% of the variation in the Free Association variable can be explained by the Friendship Environment variable. In other words, the contribution of the Friendship Environment in explaining changes or fluctuations in free association behaviour is quite significant. Meanwhile, the remaining 24.6% is contributed by other factors outside the variables studied, such as family influence, social media, psychological conditions, and individual personal values, which were not included in this research model. This shows that although the Peer Environment plays a dominant role, there are still other external factors that also influence students' free social behaviour and can be the subject of study in future research.

1. Simple Linear Regression Test

Simple linear regression is a statistical method used to evaluate the linear relationship between one independent variable (x) and one dependent variable (y). This method is useful for identifying the direction and form of the relationship between variables, so it can be determined to what extent changes in the independent variable, whether increases or decreases, affect the dependent variable.

Table 3.3 Results of Simple Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-5.483	2.951		-1.858	.072
	Lingkungan Pertemanan	1.153	.115	.868	10.055	.000

a. Dependent Variable: Pergaulan Bebas

Regression equation: In column B, the Constant is known to be -5.483 and the Regression Coefficient for the friendship environment is 1.153. Therefore, the Regression equation is $Y = -5.483 + 1.153X$. Further Interpretation: Therefore, the Regression equation is $Y = -5.483 + 1.153X$.

Significado de la Ecuación de Regresión

- La constante (a) es -5.483, lo que significa que cuando la variable Asociación Libre es 0, el promedio del Entorno de Amistad es -5.483 por ciento.
- La pendiente de la regresión es 1.153, lo que significa que si hay un aumento del 1 por ciento en el Entorno de Amistad (X), aumentará la predicción de Asociación Libre (Y) en 1.153. Un

coeficiente de regresión positivo indica que cuanto mayor sea el Entorno de Amistad, más tiende a aumentar la Asociación Libre.

1. Significance Test Significance Test

Next, in the Coefficients table, the t-value is known to be 10.055, with the t-table value at $\alpha = 0.05$ and $df = 30$ being 1.69236. Therefore, t-value (10.055) > t-table (1.69236), so H_0 is rejected.

Conclusion The calculated t value (10.055) > table t value (1.69236), therefore H_0 is rejected. This means there is a positive and significant influence of the Friendship Environment on Free Association. The proposed hypothesis has been tested for its validity.

Individual Parameter Significance Test (t-Statistic Test): The t-statistic test is used to evaluate the extent to which the independent variable affects the dependent variable individually. This test is conducted by comparing the calculated t value with the table t value, with the criteria based on:

- a) If the result of $t > t_{tab}$ or $Sig < 0.05$, then H_a is accepted and H_0 is rejected, which means the independent variable affects the dependent variable.
- b) If the result of $t < t_{tab}$ or $Sig > 0.05$, then H_a is rejected and H_0 is accepted, which means the independent variable does not affect the dependent variable.

Table 3.4 Statistical Hypothesis Table

Type of Hypothesis	One-Way Research Hypothesis – Right Direction (Positive)	Statistical Hypothesis
Simple Linear Regression Associative	H_0 : There is no influence of the Friendship Environment on Free Association H_1 : There is a positive and significant influence of the Friendship Environment on Free Association	$H_0 : \beta \leq 0$ $H_1 : \beta > 0$

In this study, the proposed hypothesis is associative and uses a simple linear regression approach, as it aims to determine the influence between one independent variable, namely Friendship Environment, and one dependent variable, namely Free Association. The hypothesis used is one-tailed positive, with the assumption that the stronger the influence of the friendship environment, the greater the tendency for students to engage in free social behaviour.

Substantively, the null hypothesis (H_0) states that there is no significant influence between the Friendship Environment and Free Association. This means that the presence and dynamics within the friendship environment do not make a significant contribution to the emergence of free socialising behaviour among students. On the contrary, the alternative hypothesis (H_1) states that there is a positive and significant influence between the Friendship Environment and Free Association. This means that the greater the involvement of students in socialising with peers, especially those who have less control over values and norms, the higher their potential to engage in free social behaviour.

Statistically, this hypothesis is formulated as $H_0: \beta \leq 0$, which indicates that the regression coefficient between the two variables is not significant or negative, and $H_1: \beta > 0$, which means there is a significant positive relationship between the Friendship Environment and Free Association.

With this hypothesis testing, it is expected to determine the extent to which the friendship environment plays a role in encouraging or shaping students' social behaviour, particularly in the context of free association. The results of this test serve as the basis for concluding whether the variable of Friendship Environment is a factor that significantly contributes to the tendency of free socialising occurring in the campus environment.

Table 3.5 T-test Table

Model		Unstandardized		Standardized		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-5.483	2.951		-1.858	.072
	Lingkungan Pertemanan	1.153	.115	.868	10.055	.000

a. Dependent Variable: Pergaulan Bebas

The partial significance test (t-test) is used to determine the extent to which independent variables individually affect the dependent variable. In this study, the sample size (n) is 35 and the number of independent variables (k) is 1, so the degrees of freedom (df) can be calculated using the formula $df = n - k - 1$, which is $35 - 1 - 1 = 33$. Based on the degrees of freedom of 33 and a significance level of 5% ($\alpha = 0.05$), the t-table value obtained is 1.69236.

The test results displayed in the t-test table show that the calculated t-value is 10.055. If compared to the t-table value, it is seen that the t-count (10.055) > t-table (1.69236). Thus, H_0 is rejected and H_1 is accepted, which means that the variable of Friendship Environment has a positive and significant effect on Free Association.

The rejection of the null hypothesis indicates that statistically, there is a significant relationship between the Friendship Environment and Free Association. This means that changes occurring in the social environment of students can significantly explain or influence their tendency to engage in free socialising. This finding also reinforces the initial suspicion that peer influence is one of the key factors in shaping students' social behaviour.

Conclusion: The calculated t-value (10.055) > table t-value (1.69236), therefore H_0 is rejected. This means there is a positive and significant influence of the Friendship Environment on Free Association. The proposed hypothesis has been proven true.

b. Discussion

Based on the results of the simple linear regression analysis, it was found that the Friendship Environment variable has a positive and significant effect on Free Association among students of the Faculty of Economics at UNIMED. The regression coefficient of 1.153 indicates that each one-unit increase in the Friendship Environment variable will increase the Free Association score by 1.153. The calculated t-value obtained is 10.055, greater than the t-table value of 1.69236 at a 5% significance level, thus the influence is statistically significant. The coefficient of determination (R^2) of 0.754 indicates that 75.4% of the variation in Free Association can be explained by the Friendship Environment variable, while the remaining variation is influenced by other factors outside the model. This indicates the significant role of the social environment in shaping the patterns of free association among students who are undergoing a period of identity and social life exploration.

These findings are in line with Albert Bandura's Social Learning theory, which states that a person's behaviour is learned from the environment through the process of observation and imitation of those around them. Bandura revealed that behaviour is learned from the environment through the process of observational learning. (Bandura, 1986). In the context of students, peers become the main agents in shaping mindsets and actions because they are reference groups that often interact intensively. Furthermore, Edwin H. Sutherland's Differential Association theory also supports this finding by stating that deviant behaviour is learned through social interactions with individuals who possess deviant values or norms. According to Sutherland, criminal behaviour is learned through interactions with others in the process of communication. (Sutherland, 1998) In other words, if someone frequently associates with a group that is permissive towards casual relationships, it is highly likely that the individual will adopt similar behaviour.

This research is also supported by several scientific journals that consistently show a relationship between the social environment and the tendency towards promiscuous behaviour.

Linda Astuti Adiharu, et al. Stating that peers play a significant role in shaping adolescent behaviour due to peer pressure and the need for social recognition. In their research conducted on high school students in Makassar, it was found that the majority of students who engaged in free sexual behaviour admitted to being influenced by their close friends, either directly or through subtle invitations. ([Astuti et al., 2020](#)) Another study by Windi Yunita and Afifatus Sholihah, published in the BK Scientific Journal, shows that the higher the intensity and attachment of adolescents to peer groups with deviant behaviour, the greater the likelihood that these adolescents will engage in similar behaviour. They add that weak self-control and lack of parental supervision strengthen the influence of peers on an individual's social behaviour decisions. ([Yunita & Sholihah, 2021](#)) Meanwhile, Devi Permata Sari and Agam Isdharmawan, in the Journal of Health and Social Humaniora, found that a strong emotional bond between students and their peer groups often leads individuals to adjust their values and behaviours to maintain group harmony. In the study, students who felt accepted and valued by their group were more likely to follow the free socialising patterns considered "normal" within their circle of friends. ([Sari & Isdharmawan, 2023](#)) The three journals reinforce that the friendship environment is not only a space for social interaction but also a primary source in the formation of values and behaviour. Linda Astuti Adiharu et al. Emphasising that peer influence is a dominant factor in the emergence of promiscuous sexual behaviour due to the urge to be socially accepted. Windi Yunita and Afifatus Sholihah. Expressing that low self-control makes it easier for teenagers to be influenced by group norms. Meanwhile, Devi Permata Sari and Agam Isdharmawan. Explaining that emotional bonds in friendships encourage individuals to engage in deviant behaviour to maintain social relationships. All three show that in permissive groups, casual relationships are considered normal and become a pattern that is continuously replicated.

Logically, this theory and research findings are very reasonable and relevant to the social phenomena occurring among students today. Bandura's theory shows that observing friends' behaviour that is accepted and not sanctioned will encourage the imitation of that behaviour. Sutherland's theory explains that deviant norms will become "normal" if they are continuously learned within a group. Students who are in a permissive environment will adjust to be accepted, even if it contradicts the moral values they previously adhered to. Therefore, the friendship environment not only influences behaviour but also has the potential to shift an individual's moral boundaries in the long term. During the transition to adulthood, students experience complex psychological and social changes, making their peer environment a primary source of emotional support and identity formation. Social pressure to be accepted in a group often leads students to normalise deviant behaviours such as casual sex, alcohol consumption, or nightlife activities. In addition, the development of social media reinforces the existence of friendship groups that openly display a free lifestyle, which indirectly influences both personal and collective norms. Therefore, it is very reasonable that a permissive friendship environment towards deviant behaviour becomes the main factor triggering free association among students.

4. CONCLUSION

Based on the results of the data analysis, it can be concluded that there is a positive and significant influence of the friendship environment on free association among students of the Faculty of Economics at Universitas Negeri Medan. This is evidenced by the results of a simple linear regression test which showed a t-value of 10.055, greater than the t-table value of 1.69236, and a significance value of 0.000, which is far below the significance threshold of 0.05. Thus, the alternative hypothesis is accepted, which means that the more intense and permissive a person's friendship environment, the higher their tendency to engage in free social behaviour.

The R square value of 0.754 indicates that 75.4% of the free association variable can be explained by the friendship environment, while the remaining 24.6% is influenced by other factors such as parental supervision, religious values, social media, and psychological conditions. The

obtained regression equation, $Y = -5.483 + 1.153X$, reinforces that every one-unit increase in the friendship environment is followed by a 1.153-unit increase in the free association score.

Theoretically, the results of this study reinforce Bandura's Social Learning theory and Sutherland's Differential Association theory, which state that deviant behaviour is learned through an intense process of social interaction with peer groups. These findings affirm that the friendship environment is not only a space for interaction but also a source of internalisation of social values and norms, both positive and negative.

Practically, these results show that students who are in permissive friendship environments and lack value control are more prone to engaging in deviant behaviour. Therefore, synergy between educational institutions, families, and communities is needed to create a healthy social ecosystem by strengthening character education, providing counselling guidance, and limiting the influence of negative environments. Special attention should also be given to digital literacy and strengthening self-control in facing peer pressure.

Thus, this research not only statistically proves the relationship between variables but also provides a reflective foundation for preventive and educational efforts to minimise promiscuous behaviour in the campus environment. Further research is recommended to explore the influence of other variables such as religiosity, family conditions, and media exposure on student behaviour in a broader and more diverse context.

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