

## *Survey About Identity Status in Indonesian Adolescence*

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### **Abstract**

Adolescence is a period when teenagers ask themselves "Who am I?" and "What is different about me?". There are many roles which teenagers may explore and the exploration can also go through variety of ways. In Indonesia, there are a lot of problems in adolescence that emerge during the process of searching the identity in each role and dimension of life. Yet, research about identity status of adolescence in Indonesia is only a few and less recognized. This research was conducted to 156 teenagers, 10-21 years in Bandung and Sumedang, using survey as the research method. There are 11 components of Identity Status proposed by James Marchia. They are vocational, political, religious, relationship, achievement, sexuality, gender, culture, interest, personality and physical. The components are highlighted in 2 situations: (1) crisis that happen in adolescence and (2) how they take commitment to get through the crisis. From those situation, Marchia stated four Identity Status, which are diffused, moratorium, foreclosed, and achieved. The results show that the diffused identity status is most significant in political (61%) and least in religious (1%). The moratorium identity status is most significant in personality (48%) and least in gender (5%). The foreclosed identity status is most significant in vocational (21%) and religious (20%), least significant in personality (5%). The achieved identity status is most significant in religious (72%) and least in political (7%). Further research can be continued by comparing the data in Indonesia and former research in another country.

Keywords: Identity Status, Adolescence, Indonesia

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## 1. Introduction

Adolescence is the developmental period of transition between childhood and adulthood that involves biological, cognitive, and socioemotional changes. In most cultures, adolescence begins at approximately 10 to 13 years of age and ends about 20-21 year of age. (Santrock, 2012). In cognitive aspect, adolescence begin to think about possibilities, in logical reasoning and also being able to plan ahead, to see the future consequences of an action, and to provide alternative explanation of events (Steinberg, 2014). Just as the broadening of intellectual capabilities during adolescence, provides new ways of thinking about problem, values, and interpersonal relationship, it also permits adolescence to think about themselves in new ways (Steinberg, 2014).

In socioemotional aspect, changes in adolescence not only include increased efforts to understand one's self and searching for an identity. Changes also occur in the social contexts of adolescents' lives, with transformations occurring in relationships with families and peers in cultural contexts (Santrock, 2014). The changes in social roles that occur in adolescence open up a new array of choice and decision that not were concern previously. In most countries including Indonesia, adolescence is a period of important decision about school, work, relationship, and the future. Facing these decisions about their place in society provokes adolescence to ask question about "who they are, what they are all about, and where they are going in life". At this point of life cycle, young people must make important choice about their education and commitmet to other people, and thinking about these questions prompt them to ask more about themselves: "What things are important to me"? Question about the future, which inevitable arises in adolescence mind as the adolescence prepare for adulthood, raise question about identity (Santrock, 2012).

Identity is who a person believes she or he is, representing a synthesis and integration of self-understanding (Santrock, 2012). Identity is also a self portrait that is composed of many pieces: (1) The career and work path a person wants to follow (vocational/career identity), (2) Whether a person is politically conservative, liberal, or middle of the road (political identity), (3) A person's spiritual beliefs (religious identity), (4) Whether a person is single, married, divorced (relationship identity), (5) The extent to which a person is motivated to achieve and is intellectually oriented (achievement, intellectual identity), (6) Whether a person is heterosexual, homosexual, or bisexual (sexual identity), (7) Which part of the world or country a person is from and how intensely the person identifies with his or her cultural heritage (cultural/ethnic identity), (8) The things a person likes to do, including sports, music, and hobbies (interests), (9) An individual's personality characteristics—being introverted or extraverted, anxious or calm, friendly or hostile, and so on (personality), (10) A person's body image (physical identity).

Identity consists of various basic elements, so that identity can be an aspect that characterizes an individual to be different from the figure of another individual. The process of identity formation can be seen through the forming of identity elements themselves. That process is a search for information and a deep understanding of the choices, called as exploration; as well as efforts to implement alternative choice over who has made it, this is referred to as a commitment.

Teenagers have always properties to find and discover new things. It is done by extracting the information as much as possible. It certainly has relevance with the exploration process in order to identity formation. The strength of teen willingness to implement alternative selected also have relevance to commitment in the process of identity formation self. Element of exploration as one aspect of adolescent identity formation, for viewing a detailed exploration process itself, needs to be parsed into indicators to be more operational. To view and assess exploration process undertaken by teenagers includes the following elements: 1) mastery of knowledge, 2) activities aimed to obtain information, 3) consider alternatives identity element 4) the emotional world, and 5) the desire to make a decision early (Marcia: 1993). Exploration is an activity undertaken to explore and find information or alternative profusely and have a relationship with an interest in future. Various information and alternatives are then compared between others. They will be selected by alternatives that are considered the most giving profits and guarantee a better future good. Searching information can be done by reading a variety of sources (books, newspapers, magazines, other media), observations of life activity in connection with parents, teachers, and people who are considered to be important. Exploration activity can also be done by asking people which has been active directly in a kind of dominant particular life. Commitment is a attitude that tend to settle and give loyalty to the alternatives that is believed as most excellent and useful for his future. Elements of commitment are : 1) mastery knowledge. 2) activities that geared to carry out identity element that has been choosen. 3) emotional tone 4) identification to right figure 5.) projection to future 6). resilient to any problem (Marcia, 1993)

Based on the two elements of identity, which are exploration and commitment, James Marcia stated 4 identity status that are highlighted in 2 situations: (1) crisis that happen in adolescence and (2) how they take commitment to get through the crisis. Two status groups were high in commitment. One group had arrived at commitments via an exploratory process and was called *identity achievement*. The second committed group had proceeded by taking on commitments from significant others, with little or no exploration, and was called *foreclosure*. Identity achievements were seen as having “constructed” identities; foreclosures were considered to have “conferred” identities. They seemed to be heirs to a bequeathed identity rather than having formulated their own via an exploratory process. The other two statuses were characterized by a low degree of commitment. *Moratoriums* were struggling to reach commitments and were engaged in an exploratory period. *Identity diffusions* were not committed and had undergone little meaningful exploration. These two groups were distinguished by differences in a sense of concern and direction. Moratorium were actively attempting to form an identity and were torn between alternatives. Their future directions were present but vaguely defined. Moratorium were, optimally, a prelude to eventual identity achievement. Diffusions were relatively directionless, unconcerned about their lack of commitment, and easily swayed by external influences.

Position on Occupation and Ideology	Identity Status			
	Identity Diffusion	Identity Foreclosure	Identity Moratorium	Identity Achievement
Crisis	Absent	Absent	Present	Present
Commitment	Absent	Present	Absent	Present

**Figure 1. Identity Status from James Marcia**

Based on the theories above, researchers have done some research about identity status in Indonesian adolescence. Identity status in many aspect receives relatively less recognition as a core emerging phase in the “normal” adolescence years. Based on the exploration of current research at the Faculty of Psychology in Univesitas Padjadjaran, Universitas Indonesia, and Universitas Gajah Mada, the research topic about identity status in children was very much found, but those research were about identity status in specialized adolescence, such as thalasemia adolescence. In Faculty of Psychology-Universitas Indonesia, there were 50 research about identity status. The research were also about the effect of some condition/demographic status to status identity (36%) or about factors that influence identity status (2%), or only one aspect/component of identity and sign of identity status (14%). Another research in identity status was a case study about forming identity in movie characters (20%). There were still a small number of research about the basic identity status in adolescence in Indonesia (4%), in many aspect/component such as vocational, political, religious, relationship, achievement, sexual, gender, cultural, interest, personality and physical. In Faculty of Psychology-Universitas Gadjah Mada, only 9 research about identity status were found.

The problem about delinquency in Indonesian adolescence had been found. The data from Badan Pusat Statistik (BPS) of Indonesia presented 6325 cases of juvenile delinquency in 2013, 7007 cases in 2014, and 7762 cases in 2015. It means that juvenile deliquency increases from year to year as much as 10,7%. The kind of cases are stealing, murder, free sex, and drug use (Putri, 2013). This deliquency is presumed as an effect of identity exploration process in spesific aspect. Then, it becomes urgent to have a more explorative research in Indonesian adolescence identity status.

The process by which an adolescence begins to achieve a realistic sense of identity also involves experimenting with different ways of appearing, sounding, and behaving. Each adolescence approaches these tasks in his or her own unique way. So, just as one adolescence will explore more in one domain (e.g., music), another will explore more in another (e.g., adopting a certain style or appearance). This research is important for professionals whose role involves advising parents or adolescence that may assure them that most experimentation is a positive sign of adolescence feel secure enough to explore the unknown. Adolescence who fail to experiment in any realm are sometimes seen to be more stable but may, in fact, be experiencing more difficulty than youth who seem to flit from one interest to another (APA, 2002). The importance of this research is also providing information about particular aspect that

plays a major role in each stage of adolescence period, so parents and also professional may predict the adolescence behavior for each aspect based on the identity status in each aspect (e.g adolescence in moratorium in physical aspect probably be excited in trying some kind of hair styles or clothes).

## 2. Method

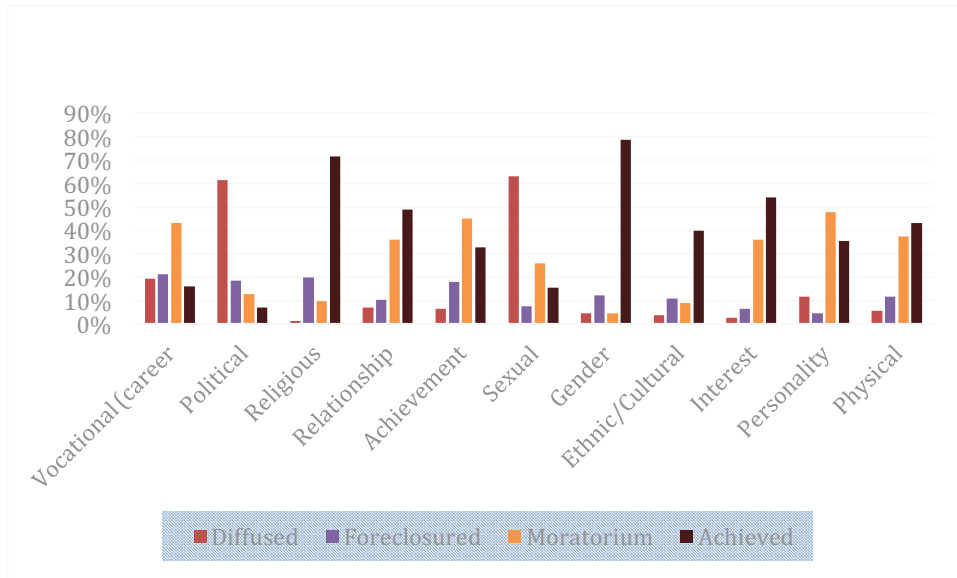
This research was conducted to 156 adolescence 10-21 years (19% early adolescence, 47 % middle adolescence, 34% late adolescence) in West Java and Jakarta, Indonesia. Survey method was chosen to describe 11 component of identity (Vocational, Political, Religious, Relationship, Achievement, Sexuality, Gender, Culture, Interest, Personality and Physical). The survey was based on the theory about Identity Status from James Marchia that highlighted 2 situations : (1) crisis that happened in adolescence and how they take (2) commitment when they face the crisis. From those situations, Marchia stated Four Identity Status. Participant should put checklist on identity status in each identity component.

Identity Component	Identity Status			
	Diffused	Foreclosed	Moratorium	Achieved
Vocational (career)				
Political				
Religious				
Relationships				
Achievement				
Sexual				
Gender				
Ethnic/Cultural				
Interests				
Personality				
Physical				

**Figure 2. Tabulation Sheet about Identity Component and Identity Status**

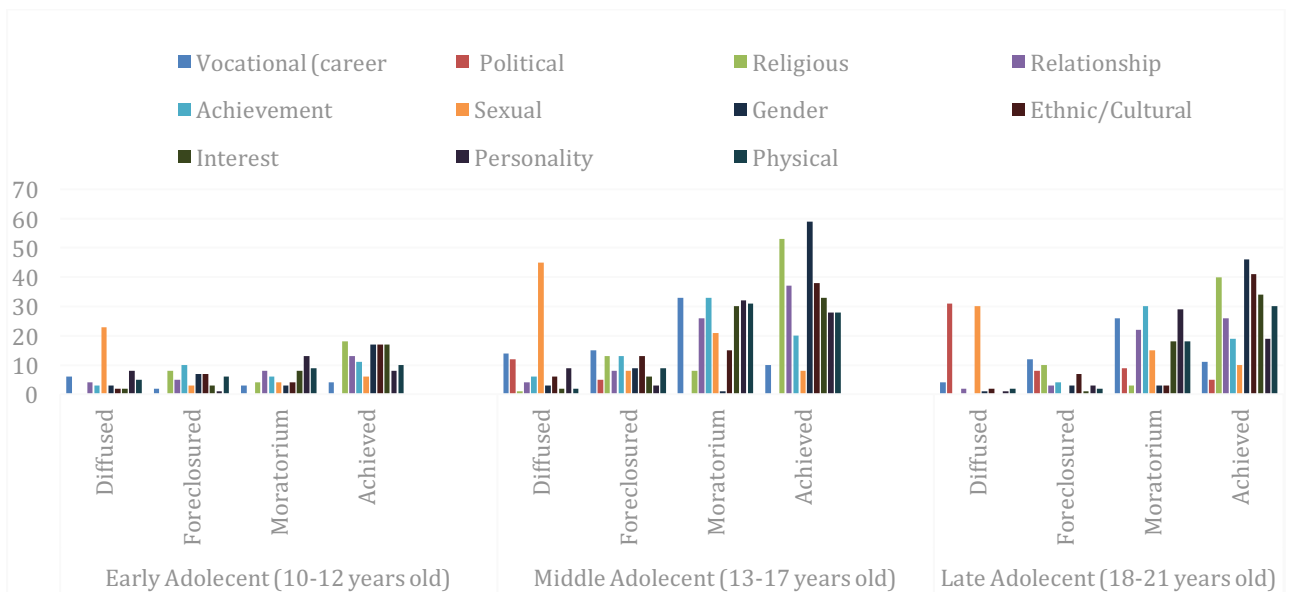
## 3. Result and Discussion

The result (Figure 3) from all data show that the diffused identity status is most significant in political (61%) and least significant in religious (1%). The moratorium identity status is most significant in personality (48%) and least significant in gender (5%). The foreclosed identity status is most significant in vocational (21%) and religious (20%), least significant in personality (5%). The achieved identity status is most significant in religious (72%) and least significant in political (7%).



**Figure 3. Diagram of each component identity**

Researchers also count the percentage of each category of adolescence age, which are early adolescence (10-12 years old), middle adolescence (13-17 years old) and late adolescence (18-21 years old). The following is the diagram about identity status in each aspect of identity in each category of adolescence age:



**Figure 4: Diagram of each component identity in each category of adolescence.**

From Figure 4, we concluded that sexual aspect emerge in diffused identity status in all category of adolescence (77% in early adolescence, 60% in middle adolescence and 57% in late adolescence). Political aspect also became diffused identity, especially in middle adolescence (from 17 years old) and late adolescence, who have privilege to participate in political activity such as election of president or government officer. The percentage of diffused identity status in politic aspect is the highest in 2 category of adolescence (71% in middle adolescence and 58% in late

adolescence), but the lowest is religious (0% in early and late adolescence, 1% in middle adolescence)

The highest score for foreclosed identity status in early adolescence is gender and ethnic (23%), in middle adolescence is political (29%) and in late adolescence is vocational (23%). However, the lowest score in diffused identity status is religious in early adolescence (0%), middle adolescence (1%) and late adolescence (0%)

The highest score for achieved identity status in all category of adolescence is religious (early adolescence 60%, middle adolescence 71%, and in late adolescence is 75%). Moreover, in middle and late adolescence, gender also achieved identity status (middle adolescence is 79%, late adolescence is 87%). The lowest score for achieved identity status in early adolescence (20%) and middle adolescence is sexual (11%), but in late adolescence is political (17%).

The highest score for moratorium identity status in early adolescence is personality aspect, in middle adolescence is vocational (44%) and achievement (44%) and in late adolescence is achievement (57%) and vocational (49%). The lowest score for moratorium identity in early adolescence is vocational (10%), gender (1%) in middle adolescence and in late adolescence are gender (6%), ethnic (6%) and religious 6%).

Based on the result above, the components that are significant (either highest or lowest) in Indonesian adolescence are sexual, political, gender, ethnic, religious, vocational, achievement and personality. Since the limitation of this research is there isn't any data to explain the result, researchers did the literature review from some research about identity status in adolescence in Indonesia and also from other countries. The following is the discussion about each component of identity:

### **A. Sexual**

Sexual identity or sexual orientation is typically defined by the nature of one's sexual attraction to men, women, or both (LeVay & Valente, 2006). Beyond this basic definition, various components of sexual orientation include sexual behavior, romantic attraction, and sexual orientation identity (Laumann, Gagnon, Michael, & Michaels, 1994; Savin-Williams, 2009). Based on this research, Indonesian adolescent didn't explore their choices or didn't face crisis and also did not take a commitment about sexual identity (Diffused identity status).

Based on research from Ahmad Aulia Jusuf (2006), 75% among young people do not get explanation at all from her parents about the subject of sex. While the rest (25%) of young people only get a little explanation. In Indonesia, sex is seen as a taboo. It makes teens explore sex on their own by searching information from others. Sometimes teens are reluctant to ask parents or teachers. They prefer to search information or try sexual behavior on their own.

### **B. Achievement and Vocational**

Achievement becomes a more serious business in adolescence, and adolescence begin to sense that the game of life is now being played for real. They even may begin to perceive current successes and failures as predictors of future outcomes in the adult

world. And, as demands on adolescents intensify, different areas of their lives may come into conflict. Adolescents' social interests may cut into the time they need to pursue academic matters, or ambitions in one area may undermine the attainment of goals in another, as when academic achievement leads to social disapproval (Schwartz, Kelly, & Duong, 2013).

Achievement during adolescence years, merits special attention for several reasons. First, that adolescence is a time of preparation for adult work roles raise questions about the nature of the preparation young people receive and the process through which they sort themselves into the occupational roles that may influence the remainder of their lives. Many factors that narrow an individual's educational options and vocational alternatives are prominent during the high school and college years, and it is important to ask how such options are defined and what age educational and occupational decisions are made.

As we seen in middle and late adolescence, the aspect of vocational and achievement became the most significant issues that adolescence still explores until late adolescence, without taking any commitment. Based on the research, 61% high school students didn't realize where they should study further. In such a state of urgency, teenagers took the decision to choose the subject majors that are affected by parents and peer group (peers), where such advice is subjective. Supriatna (2009) stated that students do not understand how to choose courses that match the skills and interests, students do not have information about the world of work, the students are still confused to choose a job, students are still less able to choose a job based on ability and interests of students anxious to get a job after graduation, the students do not have a college or advanced selection of specific education after graduating from high school, students do not have an overview of the characteristics, requirements, capabilities and skills needed in the job and the job prospects for the future of his career. Creed, Patton, and Prideaux, (2006) revealed that as many as 50% of students experiencing confusion in decision making. One factor is so many choices of education and types of jobs available, and the need to know the values of life and the purpose of what is needed in the choice of career. In addition, the limited exploration and experience on the role model of career interests and aspirations of the students related to a particular career field often a stereotype or something that has patterned and limited. Limited information on careers make students choose according to what is known. Sung-Ok Serena Shim (2008) stated that achievement goals declined during early adolescence with pronounced drops within school years. Students' goal adoption differed as a function of gender, race, and prior achievement.

### **C. Political**

Much of the developmental literature on political identity has focused on civic participation and its antecedents. Research suggests that emerging adult citizenship activities (e.g., voting, serving on juries, staying informed about important local and national issues) may be predicted by academic and social competence in adolescence (Obradovic' & Masten, 2007) and by connections to parents, school officials, neighbors, and other adult figures (Duke, Skay, Pettingell, & Borowsky, 2009). Sherrod (2008) found that adolescents' beliefs about civic responsibilities were associated with their beliefs about the types of services and freedoms to which people should be entitled.



In this research, participants that gave answer about identity status in political aspect are 17-21 years old adolescence, who have privilege for voting or participating in political activity such as election of president or government officer. In Indonesian adolescence, politic became the highest diffused identity achieved and foreclosed identity status. This result means that most Indonesian adolescence didn't take any commitment on their political orientation or they took commitment about their political orientation without exploration.

There is only a small number of research about political identity in Indonesian adolescence. Research about politic in adolescence in Indonesia is about adolescence participation in politic or the effect of family or media to adolescence participation in politics. Research from Zuhri (2010) stated that senior high school students in Semarang, Indonesia have opinions about politic such as 65% participants said that politician never keep their promises and also 54 % participants said that politician often spends money of the government, and 84% participants said that politician never fight for people rights.

#### **D. Gender**

Gender identity refers to "one's sense of oneself as male, female, or transgender". When one's gender identity and biological sex are not congruent, the individual may identify as transsexual or as another transgender category (American Psychological Association, 2006). Based on the result, gender as part of identity status was perceived by Indonesian adolescence, especially in early adolescence. They take commitment on the sense of their selves as male or female without any exploration. When they enter the middle and late adolescence, they have explored their choices on gender and also have taken commitment about their gender.

#### **E. Ethnic**

Ethnic identity is an individual sense of himself in his membership in particular ethnic groups (Tarakanita, 2011). This definition was operationalized by part of the world or country a person is from and how intensely the person identifies with his or her cultural heritage (Santrock, 2011). Based on result, Indonesian adolescence already took commitment about their ethnicity without exploring the choices. Based on research from Rotheram-Borus & Whyce (Suharno 2007) stated that Asian parents are more demanding on compliance and conformity to the norms of ethnic groups than Europeans and Americans. This is evidenced by the number of activities or celebrations related to the values of local wisdom that is still inheritable. For example, in Java ethnic community there is a celebration of salvation, circumcision, and *wetonan*, as well as in ethnic Chinese there is a celebration of *sin chia*, *cap go meh*, and *ceng beng*.

The existence of the individual in a homogeneous environment also increasingly become a booster for parents to engage their children in various cultural activities related to the ethnic adopted. In other words, teenagers in Eastern culture does not need to seek information and experience relevant to the ethnic, but a homogeneous environment has become a source of information and experiences for young people to carry out the exploration of ethnic identity. Indirectly, the participation of young people in various cultural activities will increase their exploration efforts against ethnic groups.

## **F. Religious**

Religious identity is a person's spiritual beliefs (Santrock, 2011). The result of this research shows that the religious aspect is the highest score for achieved identity status in all category of adolescence (early adolescence 60%, middle adolescence 71%, and in late adolescence is 75%) and the lowest score in diffuse identity status. The data means that Indonesian adolescence already took a commitment on their religious belief after they explored the choices.

Research from Ueker (2008) stated factors that are specific to participation in religiosity. They are the involvement in religious community consisted of religious service attendance, religious education class attendance, and youth group participation. Markstrom-Adam (Fulton, 1997) stated that the frequency of churching is correlated with religious identity. Wahyuningsih (2009) stated that Indonesian adolescence in foreclosure religion identity have parents that adjust the religion totally and do the worship of both sunnah and wajib. The research of Hanijar (2015) about Descriptive Study about Religious Identity Status of Bandung Islamic University Students shows the result that 44.85% of the subjects have integration religious identity status, 35.51% of the subjects have foreclosure identity status, 2.8% of the subjects have moratorium identity status, 0% of the subjects have diffusion identity status, 15,88% of the subjects have foreclosure-integration status, and 0,93% of th subjects have moratorium-integration status.

## **G. Personality**

Personality was the highest score that forming moratorium identity status in early adolescence. It means that 10-12 years old teenagers still explore about personality and not take commitment about personality yet. The results of this data are in line with the results of the study. The results of this data are in line with the results of the study research from Lamb, Chuang, Wessels, Broberg, and Hwang (2002) who examined the development of personality in children and adolescents (2,3 years old-15,2 years old) using Big Five Theory which measures 5 dimensions of Extraversion or Positive Emotionality, Neuroticism or Negative Emotionality, and Conscientiousness or Constraint, states that neuroticism and openness are elevated early in adolescence and decline in middle and late adolescence. (Canals, 2005). They also stated that personality was not stable in the age range of adolescence.

## **4. Conclusion**

Based on the result and discussion, we conclude that Indonesian adolescence is in the highest diffused identity status in sexual and political component, and the lowest diffused identity status in religious component. However, the components that became the highest achieved identity status are religious and gender components. Still, the lowest achieved identity status are sexual and politic components. For moratorium identity status, the component that shows the highest score is personality and the lowest is gender component. Last, the components that are considered to form foreclosed identity status in Indonesian early adolescence is gender and ethnic, in middle adolescence is political and in late adolescence is vocational. However, the lowest score in diffused identity status is religious component.

The limitation of this research is there isn't any data from Indonesian adolescence as participants to explain the result. For further research, it would be better if the researcher gathers the data about factors that affect or contribute to each identity status for each component of identity. The larger number of participants from each area in Indonesia also have to be considered.

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