

# Attachment and Identity Foreclosure in The Latest Adolescent

Novia Fadhilah Putri<sup>1</sup>, Fitri Ayu Kusumaningrum<sup>2\*</sup>

{[fitriayukusumaningrum@uii.ac.id](mailto:fitriayukusumaningrum@uii.ac.id)\*}

<sup>1,2</sup>Faculty of Psychology and Cultural Sciences, Universitas Islam Indonesia

**Abstract.** Identity foreclosure is a condition where teenagers commit to their roles without exploring. This research aims to determine and empirically test the relationship between identity foreclosure and peer attachment in late adolescence. The number of participants in this research was 265 young women and men aged 18 to 22. This research uses a quantitative research design (correlational survey). The scale measuring instrument used in this research is an adaptation of the Objective Measure of Ego-Identity Status (OM-EIS) scale developed by Adams, 1986) and an adaptation and modification of the Inventory Of Parent and Peer Attachment (IPPA) scale developed by Armsden & Greenberg. This study's results indicate a significant positive relationship between identity foreclosure and peer attachment in late adolescence. The correlation coefficient value obtained was  $r = .235$ , with a significance value of  $p = .000$  ( $p < 0.05$ ). Based on the results of the research that has been carried out, it can be concluded that this research hypothesis is not directional. Data analysis of intercorrelation results between aspects, difference tests, and demographic correlation tests (gender, attachment to parents, and career aspirations) will be discussed further.

**Keywords:** Identity Foreclosure, Late Adolescence, Peer Attachment.

## 1 Introduction

Marcia identified four definitions of "Identity Status" The definition of this status of identity development is 1) Identity Diffusion (the individual does not explore or make commitments in all areas that define life - often because they have not experienced an identity crisis/exploration); 2) Identity Foreclosure (when commitments are made without exploring alternatives); 3) Identity Moratorium (the status of an individual who is in the midst of a crisis, whose commitment is either absent or only vaguely defined, but who is actively exploring alternatives); and 4) Identity Achievement, the status of an individual experiencing a crisis, experiencing identity exploration, and making a commitment that causes the individual to have an internal locus of self-definition) [22].

Identity foreclosure is a condition where adolescents have committed to the role of life without exploring. Exploration is needed in the formation of a more, Marcia argues that confiscation of identity is a status of identity in which individuals prematurely commit to a job or ideology [22]. According to Brewer and Petitpas, the ego status of an individual's identity is determined by whether the individual explores work and ideological alternatives and whether the individual has committed to a job or ideological role [6]. Individuals in identity seizure will be identified as individuals who do not engage in exploratory behavior but are committed to life roles. Ideally, adolescents in identity formation are on achievement [18].

According to Untoro & Putri (2019), identity status is based on the value of the dimension of commitment and exploration with religious tolerance. The second most common category was foreclosure identity status (22.9%), meaning 22.9% of teens had achieved commitments by making commitments to other important people. Research conducted by Heshmati & Rahiminejad (2020) states that 16.37% of adolescents at Tehran University classify the impact of identity confiscation as maladjustment.

Behavioral dynamics can describe the seizure of adolescent identity. According to Erikson, the developmental tasks of late adolescence are synonymous with identity crises. Confiscated identities are associated with higher levels of authority, so adolescents with these confiscated identities sacrifice a lot of personal freedom for each individual [10]. Adolescents with confiscated identities tend to be closed-minded, feel superior to their peers, and rely on parents and other authority figures in making decisions [19].

According to Nkonki, identity confiscation is mainly related to adolescents' lack of career maturity and results in difficulties for adolescents to switch from fields/interests such as sports [26]. According to Marcia, identity confiscation is the status with the best behavior. Individuals study diligently, follow regular business hours, and seem happy [22]. Teens with identity confiscation describe their parents in loving homes and having repressive defense mechanisms. Late adolescence can reach the highest level of integrating multiple dimensions of identity because individuals can reason, make informed decisions, and have more experience (Phinney, 2008).

The effects of identity seizure on adolescents are revealed in this paragraph, including lower levels of career maturity, depression and suicidal tendencies, unbalanced lifestyles leading to decreased psychological well-being, and individual performance [38, 34, 30]. Factors that influence self-identity are gender, birth order, marital status of parents, and parenting style [31]. Influence of personality, peers, and family, lack of autonomy, moral development and career plans, obsessive thought patterns and behaviors situational influence and social system involvement [6, 26, 37, 40].

In addition, Erçelik and Dost-Gözkan research on adolescents aged 18-20 years showed that peer attachment negatively correlates with identity confiscation [9]. Then, research conducted by Beckert (2012) on high school and vocational adolescents showed that peer attachment was negatively correlated with identity confiscation, 7.9% in adolescent boys and 17.4% in adolescent girls.

## **2 Literature Reviews**

Marcia argues that confiscation of identity is the best behavioral status. It is said that they study diligently, follow regular working hours, and seem happy [22]. They described their parents as loving homes, as well as having repression defense mechanisms. Identity confiscation is the identity of adolescents who are reported to have stable commitments but have not experienced periods of personalized crisis, meaning that adolescents with these identities adopt commitments from others (usually parents) and have not tested the commitments they have decided in defining their life roles. Adolescents with this self-identity accept the commitments of others and possess them without forming or modifying them.

Erikson argues that identity is an evolving configuration, and at any given time, individuals tend to fall into one of four identity states [10]. However, individuals may change over time

and be categorized into different statuses. Compared to Marcia's opinion, a person does not spend time considering alternatives (never in crisis) and is committed to living someone else's plan for his own life [22, 6]. Identity confiscation means individuals accept the identity and values given to them in childhood by their family and significant others. The main characteristic of an individual's confiscation identity is undeniable submission to the demands of the family and society. So, it seems that these individuals depend on the demands of society, avoiding inappropriate behavior and drug abuse.

Research by Bennion & Adams suggests that a person's self-identity is primarily determined by personal ideology and interpersonal relationships. Ideological identity includes occupation, religion, politics, and philosophy related to lifestyles, goals, and standards [3]. Interpersonal identity combines friendship, dating, sex roles, and recreational choices.

According to Marcia, identity formation occurs gradually from birth since the child interacts with the mother and other family members [22]. Several variables influence each other in the process of identity formation, namely 1) The level of identification with parents before and during adolescence, 2) parenting style, 3) the presence of a figure who becomes a model, 4) social expectations regarding identity choices in the family, environment, and peers, 5) the level of individual openness to various identity alternatives, and 6) the level of personality in pre-adolescence that provides an appropriate foundation for overcoming problems identity.

Song, explains that individuals attached to peers do more career exploration and progress significantly in their roles [33]. Doumen state that peer attachment allows individuals to seek peer validation and shift parental control and expectations in choosing life roles [8]. So, the researchers determined that peer attachment is a factor in adolescent identity formation because teens can share how they define roles by interacting with peers.

According to evolutionary ethological attachment theory Bowlby, infants have a 'behavioral system of attachment,' ensuring sufficient attachment with primary caregivers to promote survival [5]. Peers are essential to an individual's social network (Bukowski & Newcomb, 1984). The relevance of these peer relationships becomes apparent in adolescence as young people begin to develop close bonds with individuals outside their family system [2]. Attachment bonds between parents and peers play an important role in developing identity during late adolescence. Peer influence is a powerful aspect of adolescent life [12]. Adolescents spend more time with their friends than their parents, and their friends become a primary source of intimacy and disclosure and a significant source of social and emotional support.

According to Armsden and Greenberg, trust, communication, and alienation determine peer attachment [2]. Communication is the adolescent's perception that parents and peers are sensitive and responsive to their emotional state and assesses the level and quality of verbal engagement and communication with them. Trust means believing parents and peers understand and respect their needs and wants. Alienation is feelings of alienation, anger, and experiences in attachment relationships with parents and peers.

Identity confiscation is an identity available to an individual but decided by someone else. Peer attachment is one factor that can affect identity confiscation. Good peer acceptance and support can help form a positive self-identity in teens, and they will feel more valued and loved by their environment. In the adolescent age group, peer opinions can influence the formation of self-identity in these adolescents [16]. According to Rageliene communication with peers can provide adolescents with a supportive social environment to freely discuss who they are and

want to be. Socializing with peers can provide feedback on what adolescents do in their groups and social environments [30]. It also provides opportunities to try various roles in resolving crises and forming optimal self-identity [39].

### **3 Method**

This study uses a correlational quantitative method: *nonprobability sampling* and *purposive sampling*. Then, this study used a non-probability sampling technique, purposive sampling. The subjects of this study were female and male adolescents aged 18-22 years. In this study, there were 265 respondents, and the research questionnaires were distributed via social media such as WhatsApp and Instagram.

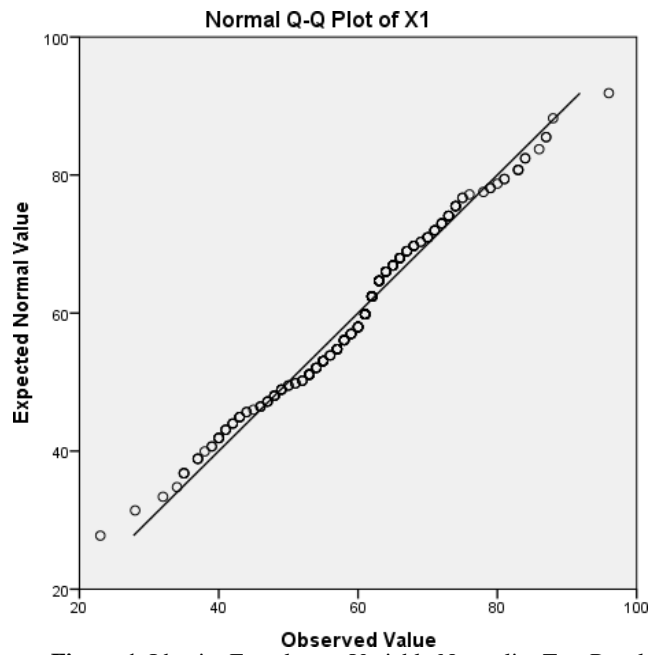
The identity foreclosure scale used in this study is an adaptation of the Objective Measure of Identity Status (OM-EIS) developed by Bennion and Adams [3]. The reliability of this scale is indicated by the high and stable value of Cronbach's alpha in each aspect, namely ideology of .75 and interpersonal of .85. According to Marcia, and there are 16 items which are divided into four parts of self-identity, namely Identity Diffusion, Identity Foreclosure, Identity Moratorium, Identity Achievement [22]. So, in Identity Foreclosure, there are sixteen items in the form of a Likert scale, where all items are included in the favorable category. Each item of the EOM-EIS measuring instrument has six alternative answers, namely Strongly Disagree (STS), Disagree (T.S.), Moderately Disagree (KTS), Agree (S), Moderately Agree (K.S.), and Strongly Agree (S.T.).

The attachment scale used is an adaptation and modification of the peer attachment scale Inventory Of Parent and Peer Attachment (IPPA) developed by Armsden and Greenberg has 25 items [2]. The reliability of this scale is indicated by a high and stable Cronbach alpha value, which is equal to 0.92. This measuring instrument was developed based on three aspects, namely trust, communication, and alienation. Twenty-four items are profitable, and 1 item is unprofitable. Each item of this measuring instrument has five alternative answers: rarely or not accurate, not too often faithful, sometimes true, often accurate, almost always, or always true.

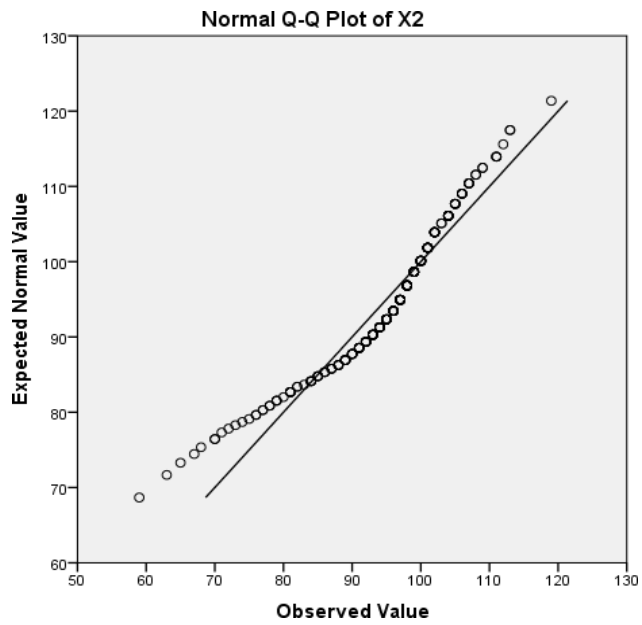
The hypothesis in this study is neutral that there is a positive relationship between identity foreclosure and peer attachment in late adolescence. The data analysis method uses the Statistical Package for Social Science (SPSS) 25.0.0 for Windows software. The researcher used the Pearson Correlation parametric data processing test to test the hypothesis. In contrast, the researcher used the Pearson Correlation correlation test, the Independent Sample T-test, and the one way anova different tests for additional analysis.

### **4 Result**

The normality test of this study used the Q.Q. The plots technique is presented in Figures 1 and 2. The data distribution of the result is normal if the 6 data distributions follow and are located around a straight line. When data distribution is normal, decision-making can apply to the entire population.



**Figure 1.** Identity Foreclosure Variable Normality Test Results



**Figure 2.** Peer Attachment Variable Normality Test Results

Figures 1 and 2 are the results of the normality test on the identity foreclosure variable and attachment to peers, and both pictures show that the two variables are typically distributed

because the data distribution follows and lies around a straight line. This study examines linearity using the compare means technique. The two variables are said to have a linear relationship if the value of Deviation from Linearity Sig.> 0.05.

**Table 1.** Linearity Test Results

Variable	Linearity	F	P	Information
<i>Identity Foreclosure</i>	<i>Linearity</i>	14,975	.000	linear
<i>Peer Attachments</i>	<i>Deviation of Linearity</i>	.885	.695	Linear Ideals

Table of linearity test results on identity variables foreclosure and attachment to peers The results obtained were the value of F linearity = 14.975 with a significance value of p = .000 (p < 0.05) and the value of the deviation of linearity F = .885 with a value of p = .695. These results indicate that identity foreclosure and peer attachment variables. They were proving that there is a linear and ideal linear relationship. After carrying out the normality test and linearity test, it was found that the results of the data on the variable identity variable foreclosure and attachment to peers normal and linear distribution. Then, testing the hypothesis of this study using the Pearson correlation parametric test technique. The following table shows the results of the research hypothesis test.

The correlation test results showed that the correlation coefficient value between identity seizure and attachment to peers was  $r = 0.235$  and  $p = 0.000$  ( $p < 0.05$ ), meaning a significant positive relationship between identity seizure and attachment to peers. Thus, the hypothesis proposed in the study was accepted. The coefficient of determination is 0.055, which can be interpreted as a donation that effectively affects the seizure of identity against peer attachment by 5.5%.

In addition, the researcher also conducted additional analysis in the form of a correlation test of aspects of *identity foreclosure* on peer attachment variables in terms of demography, different tests of celebrity adoration levels based on gender, attachment to parents, and career aspirations. The following are the results of the analysis test conducted by the researcher:

**Table 2.** Results of Intercorrelation of Identity Foreclosure Aspects and Peer Attachment

	1	2	3	4	5	6	7
<b>1. Identity Foreclosure</b>	1						
2. Ideological	-.594	1					
3. Interpersonal	-.302	.425	1				
<b>4. Peer Attachments</b>	.216**	-.879**	-.197	1			
5. Trust	-.016	.411	-.429	-.382	1		
6. Communications	-.004	.358	.261	-.235	-.153	1	
7. Alienation	.232	-.425	-.743	.467	.268	.022	1

\*p < 0.05

\*\*p < 0.01

The intercorrelation results prove differences in correlation between each aspect of identity foreclosure and peer attachment in late adolescence. According to the table of intercorrelation results, it is shown that the strongest significant correlation is the ideological aspect with peer attachment, with a correlation value of  $r = -.879^{**}$  ( $p < 0.01$ ), then followed by the interpersonal aspect with alienation of  $r = -.743$  ( $p < 0.01$ ) and finally the ideological aspect with identity

foreclosure of  $r = -.594$  ( $p < 0.01$ ).

The difference test results showed a significance value of  $p = 0.409$  ( $p > 0.05$ ), meaning there was no significant difference between the identity of seizures in men and women during adolescence. The average for late adolescent males was 58.36 and 58.62 for females. So, it can be concluded that female late adolescents have higher identity seizures than male late adolescents.

**Table 3.** The results of the Different Tests are based on Attachment to Parents

Variable	p	Means	
Attachment	.037	Often	59.10
		Seldom	57.85
		Never	45.80

Different test results using the one way anova technique prove a significance value  $p = 0.037$  ( $p > 0.05$ ), meaning there is a significant difference between the identity of confiscation and late adolescence based on attachment. Based on Table 3, late teens who had a high quantity of frequently discussing important matters with their parents had higher rates of foreclosure identity.

**Table 4.** Different Test Results Based on Career Recommendations

Variable	p	Means	
Career Recommendations	.000	Yes	59.67
		No	56.21

According to Table 4, different test results showed significance values  $p = .000$  ( $p < 0.05$ ), meaning significant differences between confiscation identities in late adolescents with career aspirations from their parents. When viewed from the average gain, the average of late teens in the category who answered "yes" in following their parent's career aspirations was 59.67, and those who answered "no" was 56.21. So, it can be concluded that late teens who answered "yes" in following their parents' careers had higher identity seizures than those who answered no.

## 5 Discussion

This research aims to determine the relationship between identity foreclosure and peer attachment in late adolescence. This research obtained 265 late adolescent respondents. The data processing uses the SPSS For Windows 25.0 application and the Pearson Correlation correlation technique. According to the results of data processing, it can be seen that there is a significant positive relationship between identity foreclosure and peer attachment in late adolescence, which is indicated by the correlation coefficient value  $r = 0.235$  and  $p = 0.000$  ( $p < 0.05$ ). Therefore, the hypothesis in this study is accepted.

The value of the correlation coefficient shows a weak relationship because it is in the range of 0.23 – 1.00. Then, identity seizure and peer attachment obtained a coefficient of determination  $r^2 = 0.055$ , so peer attachment can effectively contribute to identity seizure by 5.5%. Another 94.5% is another factor that can have an influence and has not been tested in research, meaning that many other factors also play a role in influencing identity seizure in late adolescence.

The findings are in line with several research results, which show a significant positive

correlation between identity seizure and peer attachment in late adolescence. Research by Song obtained a correlation value  $r = 0.33$  with a p-value of  $< 0.05$ , meaning that peer attachment was significantly associated with identity seizure in adolescent career exploration [33]. However, other findings state a negative correlation between identity confiscation and peer attachment in research conducted by Erçelik & Dost-Gözkan and Lee & Beckert [9, 20].

Adolescents with identity foreclosure are usually obedient and follow their parents' opinions. They usually rarely show antisocial behavior and have pretty high levels of prosocial behavior. They also have good peer relationships [21]. When parents are involved and protective of their children, the children will reflect the values taught by their parents without exploring [18]. Peer attachment is also a factor that can prevent identity foreclosure in adolescents [27].

The intercorrelation results show differences in correlation between each aspect of identity foreclosure and peer attachment. From the intercorrelation results table, the strongest significant correlation is the ideological aspect with peer attachment, with a correlation value of  $r = -0.879^{**}$  ( $p < 0.01$ ), followed by the interpersonal aspect with the alienation of  $r = -0.743^{**}$  ( $p < 0.01$ ), as well as aspects of ideology with foreclose identity of  $r = -0.594^{**}$  ( $p < 0.01$ ). Based on the correlation value, it shows that the ideological aspect is the most influential in peer attachment. This statement aligns with research by Douvan and Adelson (1966) and Josselson et al. (1977), which states that ideology is related to attachment to peers. This research also shows the importance of friendship in achieving self-identity.

Then, the ideological aspect has the highest level of influencing the seizure of identity. These results align with Frank, Pirsch, and Wright's research, stating that there is a strong relationship in the ideological domain of identity confiscation compared to other self-identities [11]. According to Marcia's identity theory, there is a strong relationship between interpersonal aspects and alienation, in line with the research carried out by Nichols, which explains the positive relationship between interpersonal aspects and alienation aspects [22, 25].

This research describes research respondents by categorizing identity foreclosure into five categories. The five categories are shallow, low, medium, high, and very high. Based on the results of the categorization, a percentage of 19.2% of respondents were in the deficient category, 22.3% of respondents were in the low category, 12.8% of respondents were in the medium category, 27.5% of respondents were in the high category, and 18.1% of respondents were in the very high category.

This research also categorizes peer attachment into five categories. The five categories include shallow, low, medium, high, and very high categories. According to the results of this categorization, a percentage of 18.1% of respondents were in the deficient category, 23% of respondents were in the low category, 20.8% of respondents were in the medium category, 23.8% of respondents were in the high category, and 14.3% of respondents were in the very high category.

Based on data analysis, it can be concluded that peer attachment can be used as a solution to overcome identity seizure in late adolescence, although not a significant influence. That is, only an adequate contribution of 5.5%, but 94.5% of other factors can also be influential and untested in this study.

This research as a whole still has quite a lot of limitations in the implementation process. Researchers assume that in disseminating data, it was found that it was less representative of the island population in Indonesia due to data collection from social media, thus making the



data collection process unable to be monitored and controlled directly when respondents filled in the scale.

## 6 Conclusion

Based on the results of research that has been conducted, it is concluded that there is a significant positive relationship between identity seizure and peer attachment in late adolescence. This research as a whole still has quite a lot of limitations in the implementation process. Researchers assume that in disseminating data, it was found that it was less representative of the island population in Indonesia due to data collection from social media, thus making the data collection process unable to be monitored and controlled directly when respondents filled in the scale.

## References

- [1] Archer, S. L. (1989). Gender differences in identity development: process, domain, and timing issues. *Journal of Adolescence*, 12(2), 117–138. [https://doi.org/10.1016/0140-1971\(89\)90003-1](https://doi.org/10.1016/0140-1971(89)90003-1)
- [2] Armsden, GC, & Greenberg, MT (1987). The inventory of parent and peer attachment: Individual differences and their relationship to adolescent psychological well-being. *Journal of Youth and Adolescence*, 16(5), 427–454. <https://doi.org/10.1007/BF02202939>
- [3] Bennion, LD, & Adams, GR (1986). A Revision of the Extended Version of the Objective Measure of Ego Identity Status: An Identity Instrument for Use with Late Adolescents. *Journal of Adolescent Research*, 1(2), 183–197. <https://doi.org/10.1177/074355488612005>
- [4] Besser, A., & Blatt, SJ (2007). Identity consolidation and internalizing and externalizing problem behaviors in early adolescence. *Psychoanalytic Psychology*, 24(1), 126–149. <https://doi.org/10.1037/0736-9735.24.1.126>
- [5] Bowlby, J. (1982). Attachment and loss: Retrospect and prospect. *American Journal of Orthopsychiatry*, 52(4), 664–678. <https://doi.org/10.1111/j.1939-0025.1982.tb01456.x>
- [6] Brewer, BW, & Petitpas, AJ (2017). Athletic identity foreclosure. *Current Opinion in Psychology*, 16, 118–122. <https://doi.org/10.1016/j.copsyc.2017.05.004>
- [7] Bukowski, WM, & Newcomb, AF (1984). Stability and determinants of sociometric status and friendship choice: A longitudinal perspective. *Developmental Psychology*, 20(5), 941–952. <https://doi.org/10.1037/0012-1649.20.5.941>
- [8] Doumen, S., Smits, I., Luyckx, K., Duriez, B., Vanhalst, J., Verschueren, K., & Goossens, L. (2012). Identity and perceived peer relationship quality in emerging adulthood: The mediating role of attachment-related emotions. *Journal of Adolescence*, 35(6), 1417–1425. <https://doi.org/10.1016/j.adolescence.2012.01.003>
- [9] Erçelik, P., & Dost-Gözkan, A. (2022). Basic psychological needs in relationships with parents, best friends, and identity statuses among emerging Turkish adults. *Current Psychology*, 41(5), 2821–2834. <https://doi.org/10.1007/s12144-020-00710-7>
- [10] Erikson, E. H. (1965). Psychoanalysis and ongoing history: Problems of identity, hatred and nonviolence. *American Journal of Psychiatry*, 122(3), 241–253.
- [11] Frank, S. J., Pirsch, L. A., & Wright, V. C. (1990). Late adolescents' perceptions of their relationships with their parents: Relationships among de-idealization, autonomy, relatedness, and insecurity and implications for adolescent adjustment and ego identity status. *Journal of youth and adolescence*, 19, 571–588.
- [12] Gorrese, A., & Ruggieri, R. (2012). Peer Attachment: A Meta-analytic Review of Gender and Age Differences and Associations with Parent Attachment. *Journal of Youth and Adolescence*, 41(5), 650–672. <https://doi.org/10.1007/s10964-012-9759-6>
- [13] Gumilang, Galang Surya. (2015). Evaluasi Keterampilan Komunikasi Interpersonal antara

- Konselor dengan Siswa, Staf Sekolah, dan Orangtua di SMKN Kota Malang. *PSIKOPEDAGOGIA Jurnal Bimbingan dan Konseling*, 4 (1), 83-87.
- [14] Heshmati, R., & Rahiminejad, A. (2020). Investigation of Maladjustment Based on Identity Status: Foreclosure, Identity Diffusion, Moratorium, and Identity Achievement. *Journal of Research & Health*, 225–232. <https://doi.org/10.32598/JRH.10.4.1419.1>
- [15] Isti'adah, FN, & Permana, R. (2017). The Role of Peer Groups in Schools in Improving Student Interpersonal Communication. *PSYCHOPEDAGOGIA Journal of Guidance and Counseling*, 6(1), 8. <https://doi.org/10.12928/psikopedagogia.v6i1.7117>
- [16] Itsna, I. N., Widodo, Y. P., & Rahmasari, R. (2021). Dukungan Sosial Teman Sebaya Dengan Identitas Diri Remaja Putri Smk Al Manaar Muhammadiyah Pematang. *Bhamada: Jurnal Ilmu Dan Teknologi Kesehatan (E-Journal)*, 12(2), 47–53. <https://doi.org/10.36308/jik.v12i2.303>
- [17] Josselson, R., Greenberger, E., & McConochie, D. (1977). Phenomenological aspects of psychosocial maturity in adolescence. II. girls. *Journal of Youth and Adolescence*, 6(2), 145–167. <https://doi.org/10.1007/BF02139081>
- [18] Kroger, J. (2003). Identity development during adolescence. In G.R Adams and M.D. Berzonsky. (eds.). *Blackwell Handbook of Adolescence* (pp.205-226). Malden, MA: Blackwell.
- [19] Kasinath, HM (2013). Adolescence Search For An Identity. *Journal on Educational Psychology*, 7(1), 1–6.
- [20] Lee, C.-T., & Beckert, TE (2012). Taiwanese adolescent cognitive autonomy and identity development: The relationship of situational and agential factors. *International Journal of Psychology*, 47(1), 39–50. <https://doi.org/10.1080/00207594.2011.572972>
- [21] Ma, H. K., Shek, D. T. L., Cheung, P. C., & Lam, C. O. B. (2000). Parental, Peer, and Teacher Influences on the Social Behavior of Hong Kong Chinese Adolescents. *The Journal of Genetic Psychology*, 161(1), 65–78. <https://doi.org/10.1080/00221320009596695>
- [22] Marcia, JE (1966). Development and validation of ego-identity status. *Journal of Personality and Social Psychology*, 3(5), 551–558. <https://doi.org/10.1037/h0023281>
- [23] Mirah, F. F. E., & Indianti, W. (2018). Pengaruh kecemasan karir terhadap commitment to career choice dengan kelekatan orang tua sebagai moderator. *Jurnal Psikologi Insight*, 2(1), 74- 89.
- [24] Noviana, S., & Sakti, H. (2015). Relationship Between Peer Attachment And Self-Acceptance In Accelerated Students. *EMPATI Journal*, 4(2), 114– 120. <https://doi.org/10.14710/empati.2015.14901>
- [25] Nichols, C. N. (1990). The role of attachment and individuation in identity development in females.
- [26] Nkonki. (2021). The Phenomenon Of Identity Foreclosure Among Learner-Athletes In A South African Context. *Publication Manual of the American Psychological Association*, 1–104.
- [27] Parker, J. G., Rubin, K. H., Earth, S. A., Wojslawowicz, J. C., & Buskirk, A. A. (2006). Peer relationships, child development, and adjustment: A developmental psychopathology perspective. In D. Cicchetti, & D. Cohen (Eds.), *Developmental psychopathology*, Vol. 1: Theory and mind (pp. 419–493). Hoboken, NJ: Wiley.
- [28] Phinney, J.S. (1998). Stages of ethnic identity development in minority group adolescent. In R. E. Muuss & H.D Porton (Eds.), *Adolescent behavior and society: A book of readings* (pp.271-280). Boston: McGraw-Hill.
- [29] Pittman, JF, Keiley, MK, Kerpelman, JL, & Vaughn, BE (2011). Attachment, Identity, and Intimacy: Parallels Between Bowlby's and Erikson's Paradigms. *Journal of Family Theory & Review*, 3(1), 32– 46. <https://doi.org/10.1111/j.1756-2589.2010.00079.x>
- [30] Rageliene, T. (2016). Links of Adolescents Identity Development and Relationship with Peers: A Systematic Literature Review. *J Can Acad Child Adolesc Psychiatry*, 25(2), 97– 105.
- [31] Ramdhanu, C. A. (2019). Faktor – Faktor yang Mempengaruhi Identitas Diri. *Journal of Innovative Counseling : Theory, Practice, and Research*, 3(1), 7–17.
- [32] Sarwono, S., Sudarmiani, S., & Nugraha, N. (2022). Students' Alienation in Online Learning: A Phenomenological Study in Sociology Subject. *AL-ISHLAH: Journal of Education*, 14(4), 4907– 4918. <https://doi.org/10.35445/alishlah.v14i4.2019>
- [33] Song, B., Kim, D. W., & Lee, K.-H. (2016). Contextual influences on Korean college students' vocational identity development. *Asia Pacific Education Review*, 17(1), 175–184. <https://doi.org/10.1007/s12564-016-9420-2>

- [34] Stambulova, N. B., & Wylleman, P. (2019). Psychology of athletes' dual careers: A state-of-the-art critical review of the European discourse. *Psychology of Sport and Exercise*, 42, 74–88. <https://doi.org/10.1016/j.psychsport.2018.11.013>
- [35] Tami Lynn Young, & James Lichtenberg. (1996). Parental Attachment and Identity Formation in Late Adolescence. EDUCATIONAL RESOURCES INFORMATION CENTER, 1– 35.
- [36] Untoro, V., & Putri, M. A. (2019). Status Identitas dan Toleransi Beragama pada Remaja. *Jurnal Psikologi Teori Dan Terapan*, 10(1), 46. <https://doi.org/10.26740/jptt.v10n1.p46-59>
- [37] UPRETI, R. (2017). Identity Construction: An Important Issue Among Adolescents. *IOSR Journal of Humanities and Social Science*, 22(06), 54–57. <https://doi.org/10.9790/0837-2206105457>
- [38] U'ren, P. (2017). *Athletic Identity, Identity Foreclosure, and Career Maturity of a NCAA Division II Female Student-Athlete*. 1–131.
- [39] Wahyuni, N. (2017). Hubungan Dukungan Sosial Teman Sebaya Dengan Kemampuan Bersosialisasi Pada Siswa Smk Negeri 3 Medan. *Jurnal Diversita*, 2(2).
- [40] Wilson, A. W., & Potwarka, L. R. (2015). Exploring Relationships between Passion and Attitudes Toward Performance Enhancing Drugs in Canadian Collegiate Sport Contexts. *Journal of Intercollegiate Sport*, 8(2), 227–246. <https://doi.org/10.1123/jis.2014-0093>