**Contexts As a Ways To Promote Identity of Friendship Development**

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**Abstract**

Identity achievement in male/female is important that contributed to healthy development. This article aimed to explain identity of friendship in gender differences. This survey study using closed-question questionnaire. data scoring using Likert type scale. Study found that the results showed that the status of friendship identity was 33% achievement, 30% diffuse, 20% moratorium, and 17% foreclosure. microsystem context that helps students to achieve friendship identity were 58%, parents 19%, schools 10%, community 9%, media 3%, and not writing 1%. The implication of the findings in this study is that it is important for all parties to understand each other's roles and collaborate to facilitate the positive development of adolescents.

**Keywords:** *status identitas friendship, konteks mikrosistem*

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**Introduction**

Student is a status held by individuals who sit at the university. The period for study at this university also represents an importance stage before entering the world of work and industry. As explained by Galaway and Hudson that college students become a crucial period towards adulthood (Adams, Berzonsky, & Keating, 2006). Furthermore, the same source explained that being a student allows one to explore values, roles, and self-image before becoming more stable.

Life at the university level is not only importance as a transitional period but also as a conflict-prone period. Student faced academic and non-academic demands. Regarding academics, for example, he required more independent in developing his intellectuality. Lairio, Puukari, & Kouvo (2013) found that students felt confusion, stress, and the emergence of feelings of uncertainty.

Since being a college student, most students are moving from home to boarding life. It is implying the relationship with parents that began to decrease in quantity. In general, then the relationship with peers becomes something important. Relationships with peers that colored by trust can provide fulfillment of affection needs. In line with this, Azmitia, Ittel, & Radmacher (2005) explained friendship as a context to support exploration. The presence of friendship explained further will provide support / strengthen choices, suggestions, a comfortable place to share and discus a life goal (Azmitia et al., 2005; Morgan & Korobov, 2012).

Having a healthy identity will direct individuals to achieve goals in a positive way. As explained by Cote that ownership of a healthy identity is importants in providing direction/goal for individuals (Schwartz, Zamboanga, Luyckx, Meca, & Ritchie, 2013). Having a healthy identity can also predict life in a social context. The results showed that the identity status of the searching moratorium was more adaptive in personality characteristics, internalizing symptoms, and parent-adolescent relationships (Crocetti, Schwartz, Fermani, Klimstra, & Meeus, 2012). Another finding states that achievements of identity in adolescence has impacted romantic relationships in adulthood (Beyers & Seiffge-Krenke, 2010).

Identity is also associated with contexts outside of the individual. The context that interacts directly with individual development is the closest context, such as the context of family, peers, and school. Kroger (2007) explains the importance of social contexts considered to have a critical role in shaping identity. The importance of studying individual development and this context is like Brofenbrenner's (1979, 1994) proposition. According to Ashmore & Jussim (1997), identity is something that will differentiate or equate itself in society. Another expert, Baumeister says identity as crucial, exposes himself as an individual and a member of community that demand certain roles and forming an individual values. It does not mean the individual is passive and becomes a victim of circumstances. Human also affects social life. An identity is important to influence society and control its behavior in society.

The difference findings in friendship identity and the importance of this identity developing in adolescents are the reasons for the importance of this study. The articles discussed the identity status of friendship and the context that characterizes its development. This study is as an effort to explore the psychological condition of late adolescence. as explained by the Ministry of National Education (2007) that contribute to understand the counselee in depth need to carry out starting from the pedagogical concept includes the perspectives of psychology, anthropology, culture, sociology, and philosophy. This deep understanding important which will underlie the preparation of intervention programs.

**Method**

This study uses a quantitative approach with a survey (Masri Singarimbun and Sofian Effendi (1982). The research object is the identity of friendship in late adolescents. Data collection in this study uses the Friendship Identity Process Questionnaire (FIPQ) developed by Ruly Ningsih & Sigit Sanyata (2018). The subjects of this study were students spread across Sumatra, Java, and Kalimantan, as well as other universities in Indonesia. The sample of this study took using simple random sampling. The data analysis used in this study was descriptive statistics.

**Findings and Discussion**

As explained by Erickson (Kroger, 2007) that the formation of identity in late adolescence has been seen more clearly with the provision of temporary decisions regarding roles in the social environment, values ​​that firmly held, and the emergence of feelings of comfort. It won't be easily obtained by teenagers if they do not go through the experience of exploring and making commitments about things that are suitable for them. Therefore, adolescents need to find values ​​that can ultimately guide them to achieve identity. This value is also importants to provide confidence in adolescents that they will be able to face demands in cases related to relationships with friends.

Table 1. Identity of Friendship Statuses

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number. | Gender | Identity Statuses | Counts | % |
| 1 | Man | Achieve | 14 | 6% |
|  |  |  |  |  |
|  |  | Moratorium | 14 | 6% |
|  |  |  |  |  |
|  |  | Diffuse | 18 | 8% |
|  |  |  |  |  |
|  |  | Foreclose | 7 | 3% |
|  |  |  |  |  |
| 2 | Woman | Achieve | 60 | 27% |
|  |  |  |  |  |
|  |  | Moratorium | 32 | 14% |
|  |  |  |  |  |
|  |  | Diffuse | 49 | 22% |
|  |  |  |  |  |
|  |  | Foreclose | 31 | 14% |
|  |  |  |  |  |
| Count | |  | 225 | 100% |

The table shown an achievement identity statuses dominated by women. The nature of women who have openness is more likely to contribute to identity achievement in female students (Sharabany, Gershoni, & Hofman, 1981). Findings toward gender differences which related to interpersonal domain identity found by several researcher. Consistent with these findings, Allison & Schultz (2001) explained the findings that women tend to score moratorium and achievement.

The second highest identity is the diffuse identity. Diffused identity characterized by low levels of exploration and commitment. Student has no hopes/goals and makes no effort to find a path that leads to a positive relationship. This identity status seen as the most unhealthy identity status compared to other identity statuses. Beckett and Taylor (2010: 35) explain that individuals who don't succees in achieving identity will experience confusion about who they are and what to do.

A moratorium identity status characterized by a high level of explorations. Individual is actively in findings information but have a low commitment to applying their findings. This is as explained by Papalia & Feldman (2015) describe individuals who are in crisis will struggle with decisions and have a hope, but do not try to act to achieve expectations.

The fourth identity status is foreclose. Although Meilman (Bacanli, 2012) found that in late-adolescence there was a shift from foreclosure and diffusion to achievement, some students (17%) were still in foreclose identity status. Foreclosure identity status characterized by low exploration scores but high commitment to friends. The choice of what to do may not based on in-depth analysis of a problem, but inspired by imitation of others. The examples, the figure of lecturer A makes B a close friend because B is a person who is diligent, smart, and obedient in worship. C is a student who really idolizes lecturer A. C then considers that the criteria for being diligent, smart, and obedient to worship are the criteria for a good friend. C applies the values ​​adopted from A in the selection of his best friend. as explained by Marcia, & Archer (1993) that individuals can take a high commitment from a figure or someone who is considered important because he has a certain role in his life, for example a teacher at school or a lecturer on campus.

In accordance with the available data, it appears that there are a small number of male and female students who are in foreclosure identity status. Another study explains that there are differences in the characteristics of men and women in foreclosure identity status. As described Read, et. al. (Marcia, et. al, 1993) that women with this identity status tend to view themselves as lacking in analysis, lack of deep thinking and low ability to integrate various thinking perspectives. Having a foreclosure identity sees itself as lacking in analysis, less deep thinking and less able to integrate ideas from diverse perspectives. on the other hand, students who have a forcelose identity status are seen as having high compliance and tend to be assertively aggressive (Slugoski in Marcia, et. al, 1993).

Tabel 2. Contexts

|  |  |  |  |
| --- | --- | --- | --- |
| Numb. | Influenced contexts: | Counts | Percentage |
| 1 | Peer-relations | 130 | 58% |
| 2. | Parents | 43 | 19% |
| 3 | Schools | 22 | 10% |
| 4 | Society | 21 | 9% |
| 5 | Media | 7 | 3% |
| 6 | Unexplained | 3 | 1% |
| Jumlah | | 226 | 100% |

Papalia (2015) states that peers are a place that provides a source of affection, sympathy, understanding, moral guidance, a place to experiment, arrangements to achieve autonomies, and independence. In addition to providing psychological support, the peer context is also a place for self-identification. Bern (2010) that through peer context, adolescents can see themselves based on the group's view. The group's view of themselves can also serve as input for adolescents.

The second highest percentage (family) can explain that early life values influenced by family understanding of something. Gonzales-Backen (2013) sees that the structure in the family allows for interaction and exchange of information that influence the process of exploration, resolution, and affirmation. It's just that later in adolescence, the role of peers becomes higher. (Beyers & Goossens, 2008) found that parenting and identity formation are dynamically connected, and parents become an important source of socialization for children even into late adolescence. In line with these findings, (Mullis, Graf, & Mullis, 2009) found that adolescents' perceptions of maternal care predict high foreclose identities. It shows that the family plays a role in shaping the identity.

Some students (10%) choose school institutions as a place that providing supports in exploration and commitment to friendship. Late teens/students can meet significant others such as lecturers. The things that provideed by lecturers directly or indirectly will also influence the decision. Lairio, Puukari, & Kouvo (2013) found that campus can facilitate adolescents to reflect on their identity, provide a sense of belonging to the group, and create meaningful friendships. Before entering the transition to campus, the community context also provides color in the internalization of values ​​that limit individual behavior. Based on the results of this study, it identified that the community considered to have an importance role in forming exploration and commitment to students regarding the issue of friendship.

Lately, online media involved in almost all aspects of life. Teenagers can use online media to make friendships with friends from across islands and even countries. Distance is no longer an obstacle for humans to interact deeply with each other. In connection with this, this study considers the media as a component that also colors. Explained by Bern (2010), although the media except in the microsystem layer, the media is a place that allows individuals to view the present and future world, things, roles, attitudes, values, and behavior.

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