



The Influence of Parent and Peer Attachment on Self-disclosure in Adolescents

Nabila Octavia Lupitasari¹, Mimbar Oktaviana², Diana Rahmasari³, Ira Darmawanti⁴,
¹²³⁴State University of Surabaya, Indonesia

nabila.20022@mhs.unesa.ac.id

Abstract

This study aims to determine whether there is an influence between parent and peer attachment on self-disclosure in early adolescents. The study method used is descriptive quantitative with data collection techniques using questionnaires. The sampling technique employed is purposive sampling, and the respondents comprised 98 students at MTs ITTAQU Surabaya. The instruments used in this study are the IPPA-45 and the self-disclosure scale. The data obtained were then analyzed using multiple linear regression analysis with the assistance of SPSS 27 for Windows. The results of this study indicate that: 1) there is a positive and significant influence of parent attachment on self-disclosure in adolescents; 2) there is a negative and significant influence of peer attachment on self-disclosure in adolescents; 3) parent attachment and peer attachment collectively have a significant influence on self-disclosure in adolescents. Based on these study, it is recommended that adolescents build good relationships and communication with parents and peers, parents are more interactive and build positive communication with adolescents through positive parenting, and further researchers develop this research in different populations and with other independent variables.

Keyword: Parent-Peer Attachment, Self-Disclosure, Early Adolescents

1. INTRODUCTION

Adolescence is characterized as the age range between 10 to 12 years and 18 to 20 years, when a person transitions from the developmental stages of childhood to early adulthood [1]. In general, adolescents are in the age range of 13-18 years old, a period when children pursue secondary school education [2]. There are two distinct stages in adolescent development: early adolescence and late adolescence. Students experience early adolescence, also known as the onset of puberty, which involves significant bodily changes while they are in junior high school. On the other hand, the phases after early adolescence are referred to as late adolescence, which often begins after the age of 15 [3]. Meanwhile, according to [4] early adolescence lasts from the age of 13-16 years and late adolescence begins at the age of 16-18 years. Adolescents begin to change at this age, especially when they move from elementary school (SD) to junior high school (SMP).

According to the [5] the maximum age to enroll as a new student at the junior high school level is 15 years old. Another formal education institution that is

equivalent to junior high school is the Islamic-based Madrasah Tsanawiyah (MTs), which is directly supervised by the Kementerian Agama Republik Indonesia (Kemenag RI). Early adolescence, which is equivalent to junior high school age, is a period when adolescents try to find their own identity in facing situations that require adjustments not only to themselves, but also to the surrounding environment [6]. During this period, adolescents need to find information about themselves, understand what they are experiencing, and determine the direction of their life goals. When adolescents try on different roles and find a positive way of life, they will develop a strong and positive identity. But if they do not find the right path to follow, then identity confusion will occur [1].

Adolescents will face new developmental tasks during this stage of development. These tasks include: establishing new relationships with peers; adjusting to social roles; accepting physical changes; taking responsibility for their behavior; achieving emotional independence from parents; getting ready to start a job; planning for the future; and developing values and ethics [4]. Establishing new relationships with peers is one of the adolescent developmental tasks that can be achieved through interaction or conversation.

According to [7], interpersonal communication is any form of communication that occurs between individuals who depend on each other and are "connected" in some way. Actions taken by individuals can have an impact on others. Because of this interdependence, interpersonal communication is inevitable and essentially rational in nature [7]. Interpersonal communication is necessary and natural because of this interdependence [7]. In most cases, interpersonal communication involves two or more individuals, while it can also involve small, private groups such as families. Both verbal and nonverbal messages are used in interpersonal communication. People communicate with each other face-to-face and through words, body language, eye contact, and facial emotions. In addition, individuals can conduct interpersonal communication through sending text, photos, and videos online. Interpersonal messages can be both general and personal information.

When a person engages and forms relationships with others, one very important communication skill is self-disclosure [8]. It will be easier for adolescents to communicate with others and share their thoughts and opinions if they have strong self-disclosure skills [9]. According to [7], self-disclosure can be used as a way to break off a relationship with someone or as a means to enhance relationship development.

[10] found that adolescents who do self-disclosure can improve their social interaction skills, subjective well-being, and resilience. In addition, adolescents who are more open about themselves can also minimize the occurrence of delinquency or bad behavior. [11] in their research revealed that adolescent self-disclosure is related to parental knowledge and parental warmth, which in turn is related to delinquency and prosocial behavior towards family members. The results of this study indicate that

the relationship between parents and children is an important mechanism in children's self-disclosure that affects adolescence. One of the things that makes self-disclosure can minimize juvenile delinquent behavior is related to increased parental knowledge [11].

[12] revealed that problems and concerns felt by adolescents can be influential in regulating self-disclosure. These problems and concerns are formed due to various factors, including biological development, cognitive maturity, cultural pressures, and individual life experiences. Concerns about these issues greatly influence what they think, feel and plan. Self-disclosure serves an important function: It is a way for adolescents to get social input that addresses underlying issues and concerns. By sharing her desires and anxieties with a trusted friend, the adolescent has a conversation that can result in constructive feedback and dialog, helping her overcome her worries [12].

[13] showed the results of a survey conducted on adolescents in Bukittinggi City, namely there were 47.5% of teenage respondents who preferred to tell friends, friends or boyfriends when they had problems. A higher percentage than adolescents who choose to tell their parents, which is only 12.5%. Meanwhile, 32.5% prefer to suppress their feelings. The things that underlie adolescents choosing to suppress their feelings are the thought that no one can understand what they feel, not trusting other people, and fear of getting blasphemy [13]. Meanwhile, adolescents who prefer to confide in friends, companions, and boyfriends rather than parents because they think that parents do not care and cannot understand their feelings, as well as fear when their parents' response scolds them [13]. [14] revealed that when individuals tell stories with close friends, the topics that are often expressed are related to personal experiences, daily activities, education, hobbies, friendships, ideals, romance, achievements, family, unrest, and life problems. In addition, when telling stories with close friends, more individuals are able to tell bad things about themselves than those who only tell good things about themselves [14].

Nurikhyana et al. (2022) in their research showed the results that there were 62 respondents in Makassar City or as many as 25% of adolescents had a high level of self-openness with their parents. Then, 180 respondents or 72% of adolescents have moderate self-openness with their parents. Meanwhile, the remaining 4% or 9 teenage respondents showed a low level of openness to their parents. Isnaini and Ramadhana (2021) revealed that communication between family members is in the strong category when interactions are not limited to certain topics. Therefore, freedom is needed in the topic of discussion and the time of conversation that exists between children and parents.

In line with this, a preliminary study was conducted through interviews with five early adolescents studying junior high school at MTs ITTAQU Surabaya. There were three adolescents who revealed that they often suppressed their feelings and had no desire to tell their parents or peers. This is based on feelings of shame when telling

their problems to others. Other adolescents stated that they felt more comfortable talking about themselves and their problems to their peers than to their parents. One adolescent felt that her behavior or experiences, especially negative ones, did not need to be told to her parents because she was afraid that her parents would blame the school for her deviations. Another adolescent revealed that they felt more comfortable when talking to their peers because their experiences and problems were similar. In line with that, a statement from the head of the Menanggal Clean Drugs Coalition, that many teenagers are afraid of being scolded or bullied if they pour out their problems and feelings to parents or teachers.

According to [15] individuals make considerations when going to make self-disclosure to people who they think are important in the context of cultural attitudes about self-disclosure; access to social networks of family, friends, and coworkers; and individual difference variables such as gender, self-esteem, and attachment style. Self-disclosure is related to attachment style, particularly indicating that individuals with secure and ambivalent attachment are more open to others, compared to individuals with anxious attachment [16].

The nature of adolescents' attachment relationships with peers is somewhat different from attachment with parents [17]. During adolescence, attachment functions, which include a safe place and a secure base, shift from parents to peers. Changes in self-disclosure behavior in adolescents are also related to the transition from dependence on parents to dependence on peers for emotional and social support [18].

Based on the phenomena that occur in the field, research is needed related to the influence of parent and peer attachment on self-disclosure in adolescents. This study will focus on the age of early adolescence according to [4], namely 13-16 years, where this age is a period of transition of children from elementary school to junior high school with changes in the intensity of relationships between family and peers. Therefore, the study was conducted on adolescents at MTs ITTAQU Surabaya.

2. RESEARCH METHODS

2.1 Participants

According to [20], the population was a generalization area consisting of objects or individuals who had attributes and properties chosen by researchers to investigate and then draw conclusions. The population in this study was early adolescents at MTs IT-TAQU Surabaya, totaling 110 students.

The sample was part of the number and characteristics possessed by the population [19]. The sampling technique used was purposive sampling, one of the non-probability sample methods. The purposive sampling method was used to determine samples with certain considerations [19]. In this study, there were 98

people who met the predetermined criteria. A total of 84 samples were obtained using the Isaac and Michael formula, which allowed an error rate of 5%.

The samples used in this study were early adolescents at MTs IT-TAQU Surabaya with the following criteria: (a) aged 13-16 years; (b) raised by parents since childhood; (c) in a family with complete parents (mother and father).

2.2 Instruments

The three instruments used in this study were the parent and peer attachment scale [18] and the self-disclosure scale [20].

The instrument used to reveal parent and peer attachment variables was the Inventory of Parent and Peer Attachment-45 (IPPA-45) [18]. The IPPA-45 had a 15-item scale to assess the attachment of adolescent relationships with mothers and fathers (parents), as well as with peers. This instrument was a development of the IPPA scale by [21], with three aspects in it, namely trust, communication, and alienation.

The instrument used for the self-disclosure variable was the Self-Disclosure scale developed by [20] based on the aspects of self-disclosure proposed by [7], namely self-knowledge, culture, gender, audience, and topic of conversation.

2.3 Procedure

Primary data collection through distributing questionnaires was the method used in this study. Primary sources were sources that provided information directly to data collectors [19]. This study used measuring instruments that were favorable and unfavorable. The Likert scale was the measuring tool used and consisted of four categories, namely (1) Very Unsuitable; (2) Unsuitable; (3) Suitable; and (4) Very Suitable.

2.4 Data Analysis

In this study, multiple linear regression analysis was used as a hypothesis test. Several independent factors were analyzed in this study to ascertain the extent and direction of the influence of the independent variables on the dependent variable [22]. The purpose of this study was to determine how much influence parent attachment and peer attachment as independent variables had on self-disclosure as the dependent variable.

3. RESULTS AND DISCUSSION

The results of the study were obtained through distributing questionnaires face-to-face directly with respondents. From these results, 98 subjects or 89% of the total population were obtained, namely 110 early adolescents aged 13-16 years at MTs ITTAQU Surabaya. The following is the distribution of data on research subjects.

Table 1. Respondent Characteristics

Respondent Information	Amount	Percentage	
Class	VIII (8)	48	49%
	IX (9)	50	51%
	Total	98	100%
Age	13 years	1	1%
	14 years	32	32,7%
	15 years	37	37,7%
	16 years	28	28,6%
	Total	98	100%
Gender	Male	47	48%
	Female	51	52%
	Total	98	100%

Based on the table, it can be seen that the distribution of respondents from each grade is almost balanced, namely 48 (49%) respondents from grade 8 and 50 (51%) respondents from grade 9. Furthermore, characteristics based on age, the majority are at the age of 15 years with 37 (37.7%) respondents and the least at the age of 13 years with 1 (1%) respondent. Characteristics based on gender are also in an almost balanced distribution, namely 47 (48%) male respondents and 51 (52%) female respondents, with more women than men.

Table 2. Descriptive Statistical

				Std.
	N	Min	Max	Deviation

In the table, it can be seen that the parent attachment variable which has a total of 25 items, the minimum score obtained by the subject is 53 and the maximum score is 88, with an average of 69.21 and a standard deviation of 6.82. Furthermore, for the peer attachment variable with a total of 13 items, the minimum score obtained by the subject is 27 and the maximum score is 44, with an average of 35.17 and a standard deviation of 3.82. Finally, for the self-disclosure variable with a total of 18 items, the minimum score obtained by the subject was 37 and the maximum score was 53, with an average of 45.95 and a standard deviation of 3.04.

Multiple linear regression analysis is used to determine the amount of influence between the independent variables, namely parent attachment (X1) and peer attachment (X2) on the dependent variable, namely self-disclosure (Y). The following are the results of multiple linear regression tests.

Table 3. Multiple Regression Analysis Test

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	49.154	3.348		14.683	.000
	Parent Attachment	.103	.049	.230	2.105	.038
	Peer Attachment	-.293	.087	-.369	-3.370	.001

a. Dependent Variable: Self-disclosure

The equation model used in the study is $Y = 49,154 + 0,103X1 - 0,293X2 + e$. The constant value is 49.154, meaning that if the parent attachment and peer attachment variables are considered absent or equal to 0 (zero), the self-disclosure variable will increase by 49.154. The coefficient value of the parent attachment variable (X1) is 0.103, meaning that if the parent attachment variable (X1) increases by 1 (one) assuming that the peer attachment variable (X2) is fixed or constant, then self-disclosure (Y) will increase by 0.103. The coefficient value of the peer attachment variable (X2) is -0.293, meaning that if the peer attachment variable (X2)

increases by 1 (one) assuming that the parent attachment variable (X1) remains constant, then self-disclosure (Y) will decrease by 0.293. Based on this description, it can be seen that any changes that occur in the independent variables, namely parent attachment and peer attachment, can affect the dependent variable, namely self-disclosure.

Furthermore, to find out how much influence the parent attachment and peer attachment variables have on self-disclosure, the coefficient of determination can be used. The coefficient of determination is used to assess how much the independent variable contributes to the dependent variable. The following is the result of the coefficient of determination test (R square test) of the parent and peer attachment variables on self-disclosure.

Table 4. R Square Test

Model Summary							
Model	R	R Square	Adjusted R Square	R	Std. Error of the Estimate		
1	.331 ^a	.110	.091		2.896		

a. Predictors: (Constant), Peer Attachment, Parent Attachment

b. Dependent Variable: Self-disclosure

Based on the results of these calculations, it can be seen that the R square (R²) value is 0.11 or 11%. This means that the parent attachment and peer attachment variables together affect the self-disclosure variable by 11%.

Based on the tests that have been carried out, statistical results are obtained to answer the problem formulation and prove the research hypothesis. The regression test results on parent attachment (independent variable) and self-disclosure (dependent variable) with a calculated t value of 2.105 and a significance value smaller than 0.05, namely 0.038. The regression coefficient value also shows a positive value of 0.103. So Ho1 in this study is rejected and Ha1 is accepted, namely "Parent attachment has a positive and significant effect on self-disclosure in adolescents". Based on the R Square test, a value of 0.003 or 0.3% was obtained, which means that parent attachment has an influence of 0.3% on self-disclosure.

The results of this study are supported by previous research conducted by [13] which shows that there is a positive relationship between parent attachment and self-disclosure. With a correlation value of 0.525 and a significance of 0.000, it can be concluded that there is a positive correlation between the two variables. The higher the level of parent attachment, the higher the level of self-disclosure, and vice versa.

Another study by Nurkhyana (2022) further explained that aspects of the parent attachment variable can encourage adolescents to do self-disclosure. The trust and communication aspects of parents have a positive relationship, while the alienation aspect has a negative relationship with self-disclosure in adolescents.

Based on this, it can be further explained that good parent attachment can influence adolescents' self-disclosure well. The trust built by adolescents to parents is positively related to self-disclosure. Communication between the two also plays a positive role in the level of adolescent self-disclosure. Thus, adolescents who give trust and can establish good communication with parents, will increase their self-openness. In the aspect of alienation, there is a negative relationship, which indicates that adolescents with a good level of openness do not feel alienated from their parents.

Furthermore, the regression test results on peer attachment (independent variable) and self-disclosure (dependent variable) with a calculated t value of -3.370 and a significance value smaller than 0.05, namely 0.001. The regression coefficient value shows a negative value, -0.293. So H_0 2 in this study is rejected and H_a 2 is accepted, namely "Peer attachment has a negative and significant effect on self-disclosure in adolescents". Based on the R Square test, a value of 0.068 or 6.8% was obtained, which means that peer attachment has an influence of 6.8% on self-disclosure.

The results of this study differ from previous research conducted by [23] which shows that peer attachment has an important role that has a positive direction as a partial mediation in self-differentiation and self-disclosure, with the mediation effect reaching 29.9%. This means that individuals with a good level of self-differentiation are more likely to have healthy peer attachment and high self-disclosure. In this case, the self-differentiation variable has an important role in its relationship with peer attachment and self-disclosure. Individuals with high levels of self-differentiation tend to have a greater capacity to deal with intimacy and independence in interpersonal relationships. Therefore, they are more likely to build peer trust and communication with peers to form healthy relationships with others.

Based on multiple linear regression analysis, the results of the equation $Y = 49.154 + 0.103X_1 - 0.293X_2 + e$. This means that if the parent attachment variable (X_1) increases by 1 (one), then self-disclosure (Y) will increase by 0.103. If the peer attachment variable (X_2) increases by 1 (one), then self-disclosure (Y) will decrease by 0.293. So it can be concluded that any changes that occur in the parent attachment and peer attachment variables can affect the self-disclosure variable.

This research is related to research conducted by [24] which shows that self-disclosure between parents and children is important to help adolescents overcome worries during the pandemic. In general, adolescents like to share information about themselves with close people, but it is more difficult to share very personal information such as their thoughts and feelings. The finding of this study is that adolescents do not differentiate between sharing information with their mothers and

best friends, and this takes place when they are 11-16 years old. Adolescents who are more open about their personal information to their mothers tend to feel better during the pandemic.

Based on the R Square test, a value of 0.11 or 11% is obtained, which means that parent attachment and peer attachment together have an 11% influence on self-disclosure. The rest is influenced by other variables, such as anonymity with an influence of 13.9% [26], attachment anxiety which has an influence of 22.5%, and attachment avoidance which has an influence of 22.5% [25].

The influence exerted by attachment anxiety and attachment avoidance shows a negative direction on self-disclosure. Individuals with high attachment anxiety tend to have a negative view of themselves, which makes it difficult for them to open up for fear of being viewed more negatively and abandoned by their partners. On the other hand, individuals with high attachment avoidance tend to have a negative view of others, which makes it difficult for them to open up because they feel that the information disclosed is beyond their control [25].

4. CONCLUSIONS

Based on the results of the data analysis that has been carried out, the results show that there is a positive and significant influence between parent attachment on self-disclosure by 0.3%. This means that the higher or the more the parent attachment variable increases, the self-disclosure in adolescents will increase, and vice versa. There is a negative and significant influence between peer attachment on self-disclosure of 6.8%. This means that the higher or the increase in the peer attachment variable, the self-disclosure in adolescents will decrease, and vice versa. Parent attachment and peer attachment together have a significant effect on self-disclosure by 11%.

This study can provide theoretical implications to strengthen the theory that parent attachment and peer attachment affect adolescent self-disclosure. The results obtained can also be the basis for developing early adolescent self-disclosure by referring to the aspects contained in parent attachment and peer attachment. Furthermore, the practical implication that can be given is the development of parent attachment and peer attachment relationships for adolescents to create secure attachments with parents and peers. What can be done is to create communication that is not limited to certain topics and start to open up regarding information about yourself, especially about your own thoughts and feelings.

Based on these study, it is recommended that adolescents build good relationships and communication with parents and peers, parents are more interactive and build positive communication with adolescents through positive parenting, and further researchers develop this research in different populations and with other

independent variables.

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