

Corelation Between Peer Attachment and Psychological Wellbeing (PWB) on The Student Victim of Divorce

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ABSTRACT. The research aims to know the correlation between peer attachment and psychological well being on the student victim of divorce. The subjects in this research are 48 student of junior high school aged 14-15 years old. Researcher uses two scales. Peer attachment scale that is adapted from Inventory of Parent and Peer Attachment (Armsden & Greenberg, 1987) and Riff's Psychological well being that had been adapted by Sofa Amalia. Data are analyzed using Analyzed data used simple regression analysis to know the correlation between peer attachment and psychological well being on the student victim of divorce. Regression analysis produced a probability value with significance of .017 ($P < .005$). The result of this research shows that there is a significant positive correlation between peer attachment and psychological well being on the student victim of divorce. It means the higher victim attached to his peers, the better his psychological well being will be. The value of the coefficient of determination (R) is .344. It means the contribution of peer attachment on psychological well being is 34.4% and 65.6% is contributed by other factors such as gender, school activities, and more

Keywords: peer attachment, psychological well being

Background of the Study

Basically, family is a community in one roof, happiness in the family can be felt if husband, wife and children stay and live together, share the happiness and sorrows (Mokalu, Harilama & Mewengkang, 2015). As a matter of fact, there are some families get divorced. Divorce is a formal separation between married couples and they do not do their duties as husband and wife (Dariyo, 2004).

Generally, communication plays an important role in human life, this is certainly true for children after their parents' divorce. Children of divorced parents is likely to be associated as a broken home, certainly this condition may lead to communication gap. Nair and Murray (2005) on their research suggest that divorce can change the attachment of the mother to the child, which attachment

becomes lower. The strong attachment helps the child to have a better life satisfaction (Claudia & Huebner 2008), this is consistent with the results of a study by Greenberg and Armsden (1987) that insecure attachment with mother will make child to have an attachment disorder, this will cause a negative effect on the child's social development. Amato and Keith (1991) in Amato (2000) explain that children whose parents are divorced have lower scores in various aspects of their development, include academic achievement, psychological adjustment, self-concept, and adolescent social skills. The relationship between adolescents with peer groups provides feedback for teens how to behave and evaluate themselves and others (Santrock 2007).

The same thing happened to adolescent students in one of junior high school MTS X in Blitar Regency. The researcher found that students who become victims of divorce have a lot of problems in the school environment, such as social and academic ability. Child victims of divorce tend to have a narrow friendship relationship, less able to build communication

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and tend to be quiet / introvert. They are difficult to adjust to the environment and have a low learning spirit. Ideally, a child with divorced parents can build lasting friendship. As the study conducted by Gulleno and Robinson (2005), it shows that mother's attachment decreases when children grow up to adolescence and become more attached to their peers. In addition, this is in line with what Rose and Boyce (2002) had found about adolescence from divorced parents. They assert that peers will give social support that helps adolescences to develop their skills. Peer relationships are very important for students because they can consoled, help solve problems, provide emotional support as a basis for self identity (Wentzel, Baker, & Russell, 2009). Research by Sarbini and Wulandari showed that the psychological aspect of children with divorced parents have significant negative impacts, such as the issue with low self-esteem, temper (anger), and a prolonged sense of disappointment to their parents.

Divorce has in fact affects to the child development and psychology. The basic needs of a child are unfulfilled. Hence, the child will try to get protection and security in other places such as peers or friends. As a matter of fact, the child does not maximally build social relationships. Thus, problems are formulated as follow; is there the correlation between peer attachment and psychological well being on the student victim of divorce? This research aims to know correlation between peer attachment and psychological well being on the student victim of divorce.

Psychological Well Being

Psychological well-being is defined as a combination of good feelings and individual functioning with the potential development, ownership of life control, ownership of goal and positive relationships to join effectively to confront of existential challenges such as emotions and negative experiences so that life can run well (Huppert, 2009 in Natalya and Herdianto 2016).

According to Ryff (1995) psychological well being is a condition of a person not only free from pressure or mental problems, but more than that, a person who has the ability to accept themselves and their past life (self- acceptance), development or personal growth, the belief that his life is meaningful and has a goal, has a

positive relationship with others, the capacity to manage his life and environment effectively (environmental mastery), and the ability to determine self-teach (autonomy) (Ninawati, 2005).

Here is an explanation of each dimension of psychological well-being. First, it is the dimension of self-acceptance and past life. Self-acceptance is a positive attitude to ourselves and as an important feature of psychological well-being. Dimensions of development or personal growth (personal growth) can be operationalized in high-low ability of a person to develop self-potential in a sustainable manner. The dimensions of belief are explained that life is meaningful and has a goal (Purpose in Life). This dimension can be operationalized in high-low ability of the individual's understanding of the goal and direction of his life. The person who has a psychological well being is who found the meaning of his life. Dimensions have a quality of positive relationship with others (Positive Relationship with Others) can be operated into the high low ability of a person in building a good relationship with others. The capacity dimension to manage its life and environment effectively (Environmental Mastery) is the ability of individuals to choose or change the environment to suit their needs (Ryff & Keyes, 1995 in Ninawati, 2005). Individuals with high scores are individuals who have a feeling of being able to dominate and cultivate the environment, can control events outside of themselves, using every opportunity effectively, able to create and choose a situation that suits their needs and values.

Peer Attachment

Attachment is an individual perception of how good figure caregivers are able to provide a source of psychological security for themselves (Armsden & Greenberg, 1987). Armsden and Greenberg (1987) do factor analysis so become a three-dimensional model of IPPA, communication, trust, and alienation. Communication is a adolescence analogy to try to get closeness as by infants. Trust in this measure relates to the save feelings of adolescence, where adolescents perceive that figure attachments are sensitive and responsive to their wants and needs and prepared to help with concern. Meanwhile, the dimension of alienation is the distance from partners who tend not to be empathic. The alienation dimension

in peer attachment is a feeling of isolation and isolation with peers, but feels need to be closer to them (Armsden & Greenberg, 1987).

Generally, attachment can be divided into secure attachment and insecure attachment. In more detail, Caruso 2005 (in Muslimah & Wahdah, 2013) divided forms of adult attachment to secure-autonomous, it is a secure form of attachment; others are dismissing / avoidant, preoccupied / ambivalent, and unresolved / disorganized, they are insecure forms of attachment .

Attachment is not formed simply but consists of certain stages that have been built since the infants. According to Hetherington and Parke (1999), attachment is a strong emotional bond between the infant and the embryonic figure beginning in the first year of childbirth (in Erwina & Ervika, 2006). Secure attachment with parents can help teenagers cope with anxiety and possible feelings of pressure or emotional tension associated with the transition from childhood into adulthood. Secure attachment is theorized as an important foundation for psychological development in childhood, adolescence, and adulthood (Santrock, 2003).

Correlation between Peer Attachment and Psychological Well-being

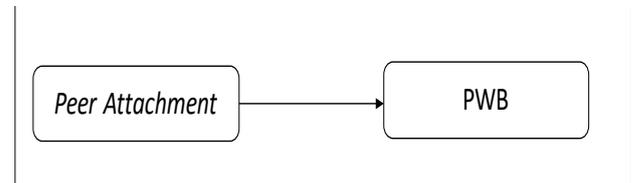
Psychological well-being defined as a combination of good feelings and individual functioning with the potential development, ownership of life control, ownership of goal and positive relationships to join effectively to confront of existential challenges such as emotions and negative experiences so that life can run well (Huppert, 2009 in Natalya and Herdianto 2016). The psychological well-being dimension includes the dimensions of development or personal growth, the dimension of belief (Purpose in Life), dimensions have the quality of positive relationships with others (Positive Relationship with Others), the dimensions of capacity to manage their lives and the environment effectively (Environmental Mastery) (Ryff & Keyes, 1995 in Ninawati, 2005).

Dimensions have a quality of positive relationship with others (Positive Relationship with Others) to be the main focus in the discussion of peer attachment. Peer attachment to students of divorce victims is one form of the quality of positive relationships with others. Amato and Keith (1991) in Amato

(2000) described that children whose parents are divorced have lower scores in various aspects of their development, include academic achievement, psychological adjustment, self-concept, and adolescent social skills. The relationship between adolescents with peer groups provides feedback for adolescence how to behave and evaluate themselves and others (Santrock 2007). From the description above, it can be concluded that having a good relationship with peers can be used as one of the factors that can provide psychological well being for children victims of divorced parents. Hypothesis in this research questions the correlation between peer attachment and psychological well being on the student victim of divorce.

Research Method

This research used non-experimental research with correlational quantitative research type that is to know the correlation of independent variable to dependent variable. The free variable is peer attachment and the dependent variable is psychological wellbeing.



The operational definition of Psychological wellbeing is a combination of good feelings and individual functioning with the potential development, ownership of life control, ownership of goal and positive relationships to join effectively in confronting existential challenges such as emotions and negative experiences so that life can run well (Huppert, 2009 in Natalya and Herdianto 2016). Meanwhile, peer attachment is an individual perception of how well figure of caregivers (peers) are able to provide a source of psychological security for themselves (Armsden & Greenberg, 1987).

The subjects of this study were students of MTs Maarif NU Blitar Regency whose parents are divorced as many as 48 young students aged 14-15 years old. The sampling technique was purposive sampling, that is selection of a group of respondents based on characteristics which are considered to have a close relation

with characteristic traits or population characteristic known (Hadi 2000).

The method of this study used a questionnaire method. That is a method of research using a list of questions that contain some aspects to measure. Then, the researcher took conclusions about the research subject. In the presentation of alternative answers, this questionnaire is based on Likert scale using 4 categories of answers: Very Suitable (SS), Suitable (S), Unsuitable (TS), Very Unsuitable (STS), and the questionnaire consist of statements that are Favorable and Unfavorable. Data have been taken using the Riff's Psychological wellbeing scale adapted by Sofa Amalia and the peer attachment scale measured using a questionnaire from Armsden and Greenberg (1987) by the title "Inventory of Parent and Peer Attachment" (IPPA), as many as 25 statements. After data collected, researchers then proceed the data entry, test the validity and reliability of instruments, normality test, linearity test, and data analysis using SPSS with regression analysis method.

Result

Azwar (2008) said that an item is valid if the total correlation coefficient is greater than 0.3. Therefore, the item that has a total correlation coefficient below 0.3 is aborted. In the validity test item of peer attachment scale, from 25 items using the SPSS program produced a moving correlation coefficient of 0.333 to 0.693. There are 7 items that abort from the 25 items tested. The coefficient of alpha reliability of the parent-adolescent attachment scale in this study was 0.914 with 50 students as the subjects.

Based on the validity test of the psychological wellbeing try out result of 54 items to 50 students, the correlation coefficient between moving from 0.327 to 0.658 is obtained. Thus, there are 27 items that abort from 54 items and leaving 27 items.

Normality test results in this study indicate that the two variables in this study have a normal distribution. It can be seen from the normality test on the peer attachment variable that produced kolmogorov smirnov of 0.114 (Z arithmetic <1.96) with P 0.200 (P> 0.05) and the PWB variable produced kolmogorov smirnov of 0.078 (Z arithmetic <1, 96) with P of 0.152 (P> 0.05).

Linearity test results showed a linear relationship between the variables of peer

attachment with psychological well-being. It is shown from P as big as 0.011 or has a linearity significance level less than 0.05 (P <0.05). With the fulfillment of these two simple regression requirements (normal and linear distributed data) this study can be continued by hypothesis testing using simple regression analysis techniques.

Tabel 1. Regression Analysis result

Model	Coefficients ^a					
	Unstandardized Coefficients		Standardized Coefficients		Sig.	
	B	Std. Error	Beta	t		
1	(Constant)	61.809	6.443		9.593	.000
	Peerattach	.296	.119	.344	2.486	.017

a. Dependent Variable: Psychological Well-being

Based on table 1, it can be seen that t arithmetic is bigger than t table (2,486> 1,960) and significance 0.017 which means the hypothesis in this research accepted, that there is a significant and positive relationship between peer attachments and psychological wellbeing at student of divorce victim. The table above also shows the value of constant and free variable that is peer attachment to predict the variation that happened on the dependent variable, that is psychological wellbeing by regression line equation. Based on the table, the equation of regression line for this research is $Y = 61.809 + 0.296x$, which means the increase of peer attachment will be followed by psychological wellbeing increase of 0.296.

The categorization analysis on the psychological wellbeing scale shows that the students with the psychological well-being category are high at 14.58%, the middle category is 79.16% and the low category is 6.25%. The categorization analysis on the peer attachment scale showed that students with high peer attachment category were 8.33%, medium category were 79.16% and low category was 12.5%

Discussion

The results of this study indicate a positive and significant relationship between peer attachment with psychological wellbeing in the child of divorced parents victim with t count bigger than t table (2,486> 1,960) and significance of 0.000. This is possible because of the students who are victims of the divorce; the relationship with each parent is changed

due to the conflict. Thus, in the student of the victim of divorce who establishes attachment relationship can give good effect to their happiness. Suppose it helps students to occupy themselves with what they like with peers so that it gives them a chance to forget about problems and give them comfort.

Ryff (in Yulianti & Harmaini, 2014) said that one dimension of psychological wellbeing is a positive relationship with others. The ability to relate and love others is considered as a first component of a healthy mental. The results of this study are the same as the research done by Yulianti and Harmaini under the title Events of a Happening Event. The aim of this study is to explore the events that happen and make adolescence happy with the survey method to sample high school adolescents as many as 51 men and 159 women in Pekanbaru City. The scale used was open-ended question and the data processing used descriptive analysis. Based on the results of the research, three components of events that make teenagers happy are relation aspects of 55.7% covering events related to parents, family, and peers. Research by Annisa Binarti Farliani entitled the correlation between parental attachment, peer attachment and, psychological wellbeing revealed that there is a significant positive relationship between parental attachment and peer attachment and psychological wellbeing. Thus, the higher the parental and peer attachment a person has, the higher too the psychological wellbeing will be.

Children who have high quality of friendships and high life satisfaction (Huebner, Alderman, 1993), and increased friendships will result in more social support or involved in positive extracurricular activities. The quality of social relationships and social skills is related to emotional well-being, which finally affect to academic motivation and success in achieving goals (Wentzel, 1991).

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