

## Relationship Between Attachment to Parents with Autonomy of Adolescents

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**ABSTRACT.** This study aims to determine the relation between attachment of adolescents with autonomy in adolescents in SMP Muhammadiyah 3 Kepanjen. Subjects in this study amounted to 50 people, students of SMP Muhammadiyah 3 Kepanjen aged 13-16 years. Researchers spread two scales, namely adult-adolescent scales adapted from Inventory of Parent and Peer Attachment (Armsden & Greenberg, 1987) and autonomy scales based on self-sustained aspects of Steinberg (2009) developed by Suharnan. The data obtained in this study were analyzed through a simple regression analysis to see the relation between parent-adolescent attachment variables and self-reliance. Regression analysis yielded probability value with significance: 0.000 ( $P < 0,005$ ) the result of this research indicate that there is a significant and positive correlation between adolescent attachment with autonomy, which means higher adolescent attachment with parent also higher adolescent autonomy. The coefficient of determination ( $r^2$ ) is 0.573. This value means that the effective contribution of parent-adolescent attachment variable to adolescent self-reliance variable is 57,3%. The rest of 42.7% is influenced by other factors outside of adolescent-adolescent attachment.

**Keywords:** Attachment, autonomy, adolescence

### Introduction

At present, there is a phenomenon that occurs among adolescents who study in school, from junior high school to senior high school. The phenomenon is about the degradation of autonomy. Teenagers are now increasingly busy with all their schoolwork, this raises a situation that causes parents to serve all their needs. Children often rely on parents to meet their needs of those they should be able to do by themselves, such as tidying up the beds, preparing school clothes, cleaning shoes, and even doing homework. This indicates that the current level of adolescent teenage is beginning to decline and needs to be improved in order to reach the stage of development according to his age (Komala, 2015). The low level of adolescent autonomy also occurs in students in SMP Muhammadiyah 3 Kepanjen-Malang.

Based on the explanation of teachers, it is stated that students of SMP Muhammadiyah 3 Kepanjen-Malang often do not do homework, cheating habit when the exam is also still often happened, even some students who violate school rules for uniform and incomplete school uniform.

In adolescence there are several developmental tasks that must be faced, one of which is the development of autonomy. The role of parents is not separated in the formation of adolescent autonomy due to an emotional relation between parents and teenagers (Dewi.A, 2013). Adolescence is a period of developmental transition that occurs between childhood and adulthood, involving both biological, cognitive and socio-emotional changes (Santrock, 2007). This developmental transition is also evident, one of them in the socio-economic development of adolescents. Erikson (Santrock, 2011) describes the stage of socio-emotional development experienced by adolescents is the fifth stage of identity versus identity confusion. At this stage the teenager tries to develop a self-understanding that is in accordance with his

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identity, including the role that will be lived in society. The freedom of teenagers in seeking self-identity do not make teenagers out of touch with their parents. Teens are also still part of a family (Rosenberg, 2006). The system in the family helps and shapes the teenager to better understand who he is. Allen (Santrock, 2011) mentions parents play an important role in adolescent development. From the day-to-day conflict between parents and teenagers is a positive feature of relations, as small disputes and negotiations can facilitate the transition from adolescent-dependent adolescents to independent individuals.

Autonomy is the ability of individuals to behave in isolation and is part of the achievement of self-autonomy in adolescents. There are three aspects to achieve autonomy, namely the aspect of emotional autonomy, the aspect of self-reliance and value autonomy aspects (Steinberg and lerner 2009, Dewi.A, 2013). In the formation of individual autonomy can't be separated from the factors that affect the autonomy. Factors influencing individual autonomy include genetic or parentage, parental care, education system in school, and life system in society (Rahmawati, 2011).

The family is an effective system that is primary in the formation of the child's personality and it is influenced by the family type. Families that engage in good communication relations and attachment between parents and children will be the basis for life and good fortune of human life (Mansour, M and Sabeti, G.2012). The role of parents is not separated in the formation of adolescent autonomy because of an emotional relation between parents and adolescents. This long lasting emotional connection is called attachment (Dewi, A.2013).

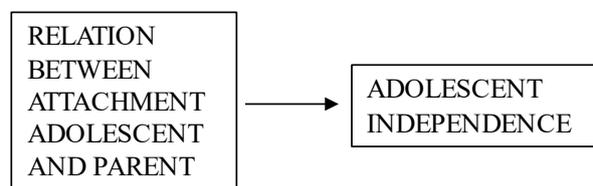
Attachment also makes teenagers do not break away from family ties when teenagers learn to develop relations outside the family. As Ainsworth (Lopez & Gover, 1993) says, attachment contributes to human development through out life through emotional support and a sense of closeness, in this case from parents to adolescents. So when teenagers learn to connect with people outside of their family, support from the family will help teenagers to be more confident and open to others (Rice & Dolgin, 2001). When adolescents seek to develop relations outside of their families, adolescents also develop self-reliance. Self-reliance enables teenagers to learn about connectedness within the family, through communication between

adolescents with parents and the monitoring of parents who guide youth development (Beyers, Goosens, Vansant & Moors, 2003).

Some research results indicate that there is interconnectedness between parent attachment and child with child autonomy level. This is in accordance with the results of research that has been conducted previously in Iran which states that there is a significant relation between attachment of parents and children with autonomy (Mansour.M, 2012). Similarly, research in America by MartinF.Lynch (2013) and Dewi.A (2013) in Indonesia, obtained similar results about a significant relation between parental attachment and children with autonomy.

Based on the above exposure, the researchers wanted to know the relation of adolescent attachment and parents with autonomy in adolescent in SMP Muhammadiyah 3 Kepanjen-Malang. This research is expected to provide study of thought in psychology, especially developmental psychology about the relation between adolescent attachment and parents with autonomy in adolescent in SMP Muhammadiyah 3 Kepanjen-Malang. Practical benefits that can be obtained through this research, namely for parents of this study can be additional knowledge about the relation of parents-teenagers, as well as a reference in assisting the process of growing up teenagers. For researchers, it can provide information about the relation between attachment adolescent and parents with autonomy in adolescent in SMP Muhammadiyah 3 Kepanjen-Malang, so it can be easier for researchers who want to do a follow-up research similar to adding or replacing one of the variables used.

Here is the frame of mind in this study:



Based on the description above, the hypothesis in this study is that there is a significant relation between attachment adolescents and parent with autonomy in adolescent.

## Research Methods

This research uses Non-Experimental research with correlational quantitative research type that is to know the relation of independent variable to dependent variable. The dependent variable is autonomy and the independent variable is the attachment of parents and children.

The operational definition of adolescent attachment in this study is the emotional bond between adolescent and parent formed since childhood that has special meaning for adolescent itself that gives rise to teenagers' responsiveness to parents as their sticky figure. Parent-adolescent attachment was measured on the basis of three aspects of attachment of Bowlby's parents (Armsden & Greenberg, 1987): trust, communication, and alienation that has been developed in the Inventory of Parent and Peer Attachment (IPPA).

The operational definition of autonomy in this study is the ability of adolescents to escape and not dependent on parents, either emotionally, in making decisions or in defining values that are believed. Researchers use the autonomy scale based on self-reliance aspects expressed by Steinberg (Pardeck, 1990), the aspects of emotional autonomy, the aspect of self-reliance and value autonomy aspects.

The population in this study is students of SMP Muhammadiyah 3 Kepanjen - Malang Students who study in junior high school are included in the category of adolescents. Characteristics of the sample in this study are students of SMP Muhammadiyah 3 Kepanjen - Malang, aged 13-16 years, living in a house with parents and domiciled in Kepanjen-Malang.

The measurement scale of adolescent parental attachment is measured using the Inventory of Parent and Peer Attachment (IPPA) that has been adapted by. IPPA is an instrument that measures attachment based on individual cognitive and affective dimensions. IPPA is based on the paradigm of attachment expressed by Bowlby such as trust, communication and alienation which consists of 34 statement statements. Items on parent-to-parent attachment scale consists of favorable and unfavorable statements consisting of 4 choices of answers, Very Match (SS), Match (S), Inappropriate (TS) and Very Unsuitable (STS).

On the scale of autonomy, researchers use a scale based on self-reliance aspects expressed by Steinberg, the aspects of

emotional autonomy, aspects of self-reliance and value autonomy aspects. The scale is the result of the development of Suharnan (2012). Autonomy is categorized into high autonomy, moderate autonomy and low self-reliance by using the mean and standard deviation of the ladder categorization. Items on the autonomy scale consists of favorable and unfavorable statements consisting of 4 choices of answers, which are Very Accordant (SS), Correct (S), Inappropriate (TS) and Very Unsuitable (STS). Both of these scales have been tested for validity and reliability in the research.

After the data collected the researcher then perform the data entry process, to test the validity and reliability of the measuring tool, Normality Test, Linearity test and data analysis using SPSS For Windows Version 18 with Regression analysis method.

## Research Result

The validity test of the parent-to-parent attachment scale or IPPA consisting of 34 items using the SPSS 16.0 for windows program resulted in the correlation coefficient of adult-to-parent attachment scale moving from 0.333 to 0.693. There are 6 items that fall from 34 item tested. The coefficient of alpha reliability of the parent-adolescent parity scale in this study was 0.914 with the number of subjects as many as 50 adolescents in SMP Muhammadiyah 3 Kepanjen-Malang.

Testing the autonomy scale validity is done with the help of SPSS 16.0 for windows software. Based on result of experiment as 46 items to 50 subject person, obtained coefficient between correlation that move from 0,327 until 0,658. Azwar (2008) reveals an item otherwise valid if the total correlation coefficient is greater than 0.3. Therefore, the item having a total correlation coefficient below 0.3 is aborted, so there are 8 items that fall from 41 items and leaving 38 items.

Normality test results in this study indicate that the two variables in this study normal distribution. This can be seen from the normality test on the parent-adolescent parent variables that produce kolmogorovsmirnov of 1.026 (Z arithmetic <1.96) with P of 0.243 (P> 0.05) and autonomy variables that produce kolmogorovsmirnov of 0.664 (Z count <1.96) with P at 0.769 (P> 0.05).

The result of linearity test shows that there is a linear correlation between parental

adolescent attachment variable with autonomy. It is shown from P at 0.000 or has a significance level for linearity 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 passed through hypothesis testing using simple regression analysis techniques.

Tabel 1. Result of Regression analysis between Attachment and Autonomy

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	65.623	11.532		5.691	.000
Attachment	.592	.122	.573	4.839	.000

a. Dependent Variable: Autonomy

Based on table 1, it can be seen that t count is bigger than t table ( $4,839 > 1,960$ ) which means the hypothesis in this research is accepted, there is a significant and positive correlation between adolescent's attachment with autonomy in adolescent in SMP Muhammadiyah 3 Kepanjen-Malang. The above table also shows the amount of constant and free variable value that is adolescent-adolescent attachment to predict variation that occurs on dependent's variable, that is adolescent autonomy through regression line equation. Based on the above table, the equation of regression line for this research is  $Y = 65,623 + 0,592$ , which means increase of attachment will be followed by increase of autonomy equal to 0,592.

Tabel 2 .Attachment categories

Variabel	Score	Category	Subject	Percentage
Attachment	$X < 81$	Low	13	26 %
Adolescent-Parent	$82 < X > 106$	Medium	34	68 %
	$X > 107$	High	3	6 %

The categorization analysis on parent-adult attachment scales showed that subjects included in the low categorization were 26%, moderate categorization of 68% and high categorization of 6%. Based on the above table, nothing is included in the low categorization, 13 people including moderate categorization, 34 people and 3 people included in the high categorization.

Tabel 3. Autonomy Categories

Variabel	Score	Category	Subject	Percentage
Adolescent Autonomy	$X < 102$	Low	3	6 %
	$103 > X < 132$	Medium	37	74 %
	$X > 133$	High	10	20 %

The categorization analysis on the autonomy scale indicates that subjects included in the low categorization were 6%, moderate categorization was 74% and high categorization was 20%. Based on the above table, nothing is included in the low categorization, 3 people including moderate categorization, 37 people and 10 people included in the high categorization.

**Discussion**

Based on the results of analysis by using simple regression techniques proved that there is a significant and positive relation between adolescent attachment to adolescent autonomy. It is seen through regression coefficient (t count) 4,839 which is bigger than t table ( $4,839 > 1,960$ ) with significance level 0,000 ( $P < 0,05$ ). Testing the hypothesis showed the correlation coefficient between adolescent attachment variable with adolescent autonomy of 0.039 and the absence of a negative sign on the correlation coefficient indicates that adolescent-adolescent attachment has a direct and positive relation with adolescent autonomy. This means that the higher the attachment of the parents, the higher the autonomy of the teenagers.

The results in this study also states that there is a positive relation between adolescent-adolescent adolescence with teenage autonomy has a coefficient of determination ( $r^2$ ) of 0.573. This value means that the effective contribution of parent-adolescent attachment variable to adolescent self-reliance variable is 57,3%. The rest of 42.7% is influenced by other factors outside of adolescent-adolescent attachment. According to the assumptions of researchers based on previously described theories, other factors that may affect adolescent autonomy are gender, system in school, life system in society, birth order and parenting.

The results of this study, in accordance with the results of previous research conducted by Mansour, Sabeti, 2012) in adolescents in Iran who get a significant result between the relation attachment of parents and adolescents with autonomy. The same thing also conveyed by Martin, F.Lynch (2013) in America, which

states that there is a significant relation between parental attachment and adolescence with autonomy. In Indonesia, Dewi.A (2013) conducted a study on the subject of vocational students in Denpasar-Bali. The results of this study also get the same results that there is a significant relation between parental attachment and adolescence with autonomy. The results of this study, in accordance with the results of previous research conducted by Mansour, Sabeti, (2012) in adolescents in Iran who get a significant result between the relation attachment of parents and adolescents with autonomy. The same thing also conveyed by Martin, F.Lynch (2013) in America, which states that there is a significant relation between parental attachment and adolescence with autonomy. In Indonesia, Dewi.A (2013) conducted a study on the subject of vocational students in Denpasar-Bali. The results of this study also get the same results that there is a significant relation between parental attachment and adolescence with autonomy.

## Conclusion

Based on the overall analysis, it can be seen that this research has reached the goal of knowing the existence of a significant and positive relation between adolescent attachment and parentwith autonomyof adolescents. This indicates, the higher attachment with parents, the higher the autonomy of teenagers. Although it has a relation, attachment is not dominant in the formation of autonomy. There are other factors such as sex, birth order, school activities and community activities.

## Suggestion

For further research can be made with a different approach method that is qualitative method in order to get a picture of adolescent attachment to parents and also peers as well as to see the autonomy of teenagers as what is very prominent in middle adolescence, associated with emotional autonomy, autonomy of behavior or autonomy of value.

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