



Risk Factors for Identity Crisis in Adolescents

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Abstract

Adolescents are particularly vulnerable to experiencing identity crisis due to their inability to resolve internal conflicts effectively. The emergence of an identity crisis can be influenced by several factors, including the roles of parents, teachers, classmates, close friends, and other individuals within the school environment. This research aimed to identify the risk factors associated with identity crisis among adolescents. It used a quantitative research method with a cross-sectional design and chi-square statistical analysis. The sample consisted of 175 students of a junior high school from grades 8 and 9, selected through cluster random sampling technique. Data were collected using Child and Adolescent Social Support Scale (CASSS) and an identity crisis questionnaire. The findings indicated that 79% of respondents experienced a moderate level of identity crisis. There was a significant correlation between identity crisis and the roles of parents ($p=0.001$), teachers ($p=0.001$), classmates ($p=0.001$), close friends ($p=0.001$), and other individuals in the school environment ($p=0.001$). To conclude, most adolescents experience a moderate-level identity crisis. Low levels of support from parents, teachers, peers, and the school environment were correlated with the increased risk of identity crisis in adolescents.

Keywords: adolescents, identity crisis, risk factors

Faktor Risiko Krisis Identitas pada Remaja

Abstrak

Krisis identitas pada remaja sangat rentan terjadi karena ketidakmampuan mereka dalam menyelesaikan konflik dalam dirinya dengan baik. Krisis identitas dapat dipengaruhi oleh faktor peran orangtua, peran guru, peran teman kelas, peran teman dekat dan peran orang di sekolah. Tujuan penelitian ini adalah untuk mengetahui faktor risiko krisis identitas pada remaja. Metode penelitian yang digunakan adalah kuantitatif dengan rancangan penelitian cross-sectional dengan uji chi square. Sampel terdiri dari 175 siswa kelas 8 dan 9 sebuah sekolah menengah pertama yang dipilih melalui teknik cluster random sampling. Data dikumpulkan menggunakan kuesioner dan dianalisis menggunakan uji statistik. Instrumen yang digunakan adalah kuesioner Child and Adolescent Social Support Scale (CASSS) dan kuesioner krisis identitas. Hasil penelitian menunjukkan bahwa 79% responden mengalami krisis identitas sedang. Terdapat hubungan yang signifikan antara peran orangtua ($p=0,001$), peran guru ($p=0,001$), peran teman kelas ($p=0,001$), peran teman dekat ($p=0,001$), dan orang di sekolah ($p=0,001$) dengan krisis identitas pada siswa. Penelitian ini menyimpulkan bahwa sebagian besar remaja mengalami krisis identitas tingkat sedang. Dukungan yang rendah dari orangtua, guru, teman, dan lingkungan sekolah berkaitan dengan meningkatnya risiko krisis identitas pada remaja.

Kata Kunci: remaja, krisis identitas, faktor risiko

Introduction

An identity crisis refers to a situation in which an individual questions their life values, goals, and beliefs. Adolescents are particularly susceptible to experiencing identity crises due to their limited capacity to effectively resolve internal conflicts well (Pratama et al., 2021). Failure to manage an identity crisis may lead adolescents to feelings of futility, helplessness, social withdrawal, and even aggressive behaviors, such as juvenile delinquency (Erikson, 1968).

According to data from the Central Statistics Agency (*Badan Pusat Statistik*, BPS), incidents of juvenile delinquency and youth crime including both physical and psychological violence have shown a consistent increase over the years. In 2018, there were 3.145 recorded cases involving adolescents aged ≤ 18 as perpetrators of delinquent and criminal acts. This number rose to 3.280 in 2019, 4.123 in 2020, and further increased to 6.325 cases in 2021, which represents a 10.7% increase in juvenile delinquency between 2018 and 2021 (Badan Pusat Statistik, 2021). In addition, juvenile delinquency has also been reported in the Banyumas Regency. In 2023, there were 7 cases involving motorcycle gangs, 20 sexual offense cases, and 9 drug-related cases. According to the Chief of Police in Banyumas, these incidents were largely caused by identity crises among adolescents (Suara Merdeka Banyumas, 2023).

The causes of identity crisis can stem from various factors, including parents, reference groups, and significant others (Hestikasari & Ediyono, 2023). If this condition is not addressed properly, there is a risk that external influences may fulfill the individual's needs, potentially leading to life disruption and eventual destruction (Rope, 2022). Therefore, parental attention, affection, and understanding (parental support) in dealing with adolescents are essential in helping them achieve emotional maturity and social competence (Azizah et al., 2018).

Children who grow up in environments characterized by negative or inappropriate parenting styles often develop a negative self-concept, which may result from parental behaviors such as physical punishment, neglect, lack of attention, verbal abuse, humiliation, unfair treatment, absence of praise, and frequent displays of anger. Consequently, children tend to evaluate themselves based on their experiences and the

treatment they receive from their surroundings. Moreover, adolescents need role models in their parents who can serve as behavioral guides. However, some adolescents remain unaffected by their parent's behavior, which may lead to confusion regarding their identity (Jannah & Satwika, 2021). In such cases, the school environment including teachers and peers can play a significant role in adolescent development by offering support that helps them discover and understand their identity.

Through interactions with teachers, children can gain knowledge that fosters the development of positive values within themselves, as well as an awareness of their strengths and weaknesses. A study by Tea et al. (2020) on junior high school students found that teachers consistently listened to students' opinions and praised their efforts. This trust and positive reinforcement can enhance students' self-confidence and foster a positive attitude.

Peer influence also plays a significant role in shaping adolescent behavior, which may, at times, lead to delinquency. This is often due to strong peer pressure encouraging adolescents to conform to the social behaviors prevalent within their peer group (Tianingrum & Nurjannah, 2019). Much like a child entering school, peers often come from the same classroom environment. Among these peers, some become close friends trusted companions with whom they can share personal stories, who offer support during difficult times, provide emotional care, and maintain confidentiality. With such friends, individuals form long-term reciprocal relationships characterized by mutual comfort, shared interests, and emotional support (Shaquilla & Nio, 2023).

In addition to peers, teachers also serve as mentors and role models who exert a significant influence on the development of adolescents' values and beliefs. Schools that support the holistic development of adolescents focus not only on academic achievement but also on character development and emotional well-being factors that are essential in shaping a healthy and positive identity. The role of teachers, particularly guidance and counseling (GC) teachers, is crucial in assisting adolescents who are experiencing an identity crisis (Umar & Masnawati, 2024). Furthermore, the broader school community also plays an important role in shaping students into individuals with noble

character and strong moral values, which serve as guiding principles in both worldly and spiritual life (Wibowo et al., 2022).

Based on a preliminary study conducted through interviews with the guidance and counseling teacher at SMP Negeri 3 Pekuncen, data from the counseling records revealed that students committed 231 violations between January and October 2024. These violations included fighting on school grounds, bullying, smoking during school hours, engaging in romantic relationships in the classroom, escaping from school by climbing over fences, using offensive language, and various acts of misconduct related to non-compliance with school discipline. Common violations also included truancy, tardiness, and failure to wear proper school uniforms. These incidents were most frequently reported in grades VIII and XI.

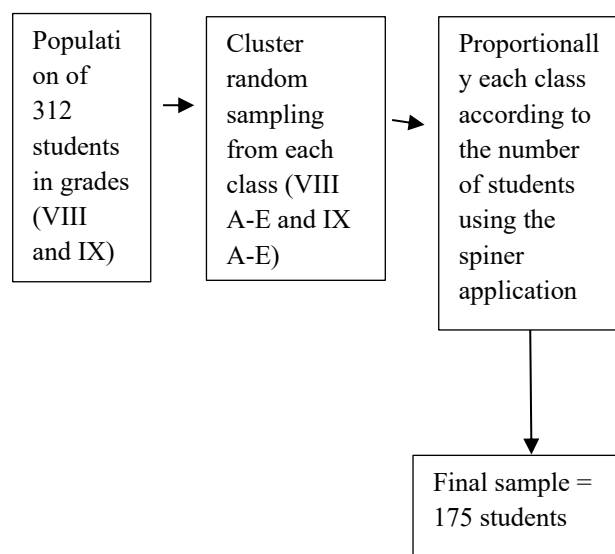
Referring to existing literature, this study aims to provide a deeper understanding of the factors correlated with identity crises in adolescents. The findings are expected to serve as a basis for designing appropriate interventions and preventive strategies. Furthermore, this research seeks to contribute to the academic literature on adolescent identity crises and offer recommendations for families, schools, and communities to support adolescents in developing a positive and healthy identity.

Methods

This research is a quantitative correlational study used a cross-sectional approach. The population was all 312 students of grades VIII and IX of SMP Negeri 3 Pekuncen, Banyumas, Central Java, selected using cluster random sampling. From this number, a sample of 175 students was taken with proportional calculations in each grade (VIII A–E and IX A–E).

Data collection was carried out using 2 types of questionnaires: CASSS (Child and Adolescent Social Support Scale) and Identity Crisis Questionnaire. The CASSS questionnaire was developed by Michelle et. al (2000) and adapted by Aqilah (2018) in Indonesian version with validity test results of $r = 0.68-0.75$ and reliability test with Cronbach's Alpha = 0.962. A total of 60 question items using a Likert scale with answer options S (Always) = 6, SR (Often) = 5, KD (Sometimes) = 4, J (Rarely) = 3, P (Ever) = 2, TP (Never) = 1. This questionnaire is divided into 5 variables: parents (12), teachers (12), classmates (12), close friends

(12), and people at school (12). CASSS questionnaire classification by total score: 12–42 (low), 43–72 (high).



The Identity Crisis Questionnaire was adopted from (Rofi, 2024) with validity test result of $r = 0.224- 0.648$ and reliability test of Cronbach's Alpha = 0.871. Data were analyzed using the Chi-Square test. A total of 32 question items with a Likert scale with answer options SS (strongly agree) = 4, S (agree) = 3, TS (disagree) = 2, STS (strongly disagree) = 1, and measures aspects: having no purpose in life (7), not accepting one's uniqueness (14), relationship with significant other (11). The total score indicates the level of the respondent's identity crisis, with the higher the score meaning the higher the identity crisis. Identity Crisis Classification by total score: 32–42 (low), 43–85 (moderate), 86–128 (high).

The data were analyzed using the Chi-Square test with the independent variables: the role of parents, the role of teachers, the role of classmates, the role of close friends, and the role of people at school, while the dependent variable: identity crisis. The Chi-Square test was used because the researcher wanted to see the relationship between the dependent and independent variables.

Result and Discussions

The results of the data analysis on the frequency distribution of respondents in this study are as follows:

Table 1. Frequency Distribution of the Respondents' Characteristics

Variable	F	%
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Grade	F	%
8	87	49.7
9	88	50.3
Age		
13	47	26.9
14	91	52.0
15	37	21.1
Gender		
Perempuan	106	60.6
Laki-Laki	69	39.4
Parents' Occupation		
Private sector employee	33	18.9
Laborer	105	60.0
Entrepreneur	22	12.6
Others	15	8.6
Live with		
Both parents	117	66.9
Mother	29	16.6
Father	8	4.6
Other family members	21	12.0
Identity Crisis		
Low	4	2.3
Moderate	139	79.0
High	32	18.2

Based on Table 1, the majority of respondents were 14 years old, totaling 91 individuals (52.0%). In terms of gender, most respondents were female, accounting for 106 individuals (60.6%). Regarding parental occupation, the highest proportion of respondents reported having parents who work as laborers, totaling 105 individuals (60.6%). In terms of household composition, the majority of respondents lived with both parents, totaling 117 individuals (66.9%). The majority of respondents experienced a moderate level of identity crisis (score range 43–85), with a total of 139 respondents (79.0%).

Table 2. Frequency Distribution of Related Factors

Variable	F	%
Parent's Role		
Low	35	20
High	140	80
Teacher's Role		
Low	52	29.7
High	123	70.3
Classmate's Role		

Low	61	34.9
High	114	65.1
Close Friend's Role		
Low	55	31.4
High	120	68.6
Individual's Role in the School Environment		
Low	59	33.7
High	116	66.3

Based on Table 2, as indicated by the questionnaires completed by the respondents, the following results were obtained: in the sub-variable of parental role, the majority of respondents reported a high level of parental involvement, with 140 respondents (80%). In the sub-variable of teacher role, most respondents reported a high teacher role, totaling 123 respondents (70.3%). In the sub-variable of classmate role, the majority of respondents reported a high classmate role, with 114 respondents (65.1%). For the sub-variable of close friend role, most respondents reported a high close friend role, totaling 120 respondents (68.6%). Lastly, in the sub-variable of the role of individuals in the school environment, the majority of respondents reported a high level of support, with 116 respondents (66.3%).

Based on the results presented in Tables 3, all variables showed a significant correlation (P -value = 0.001, <0.05) with the identity crisis experienced by respondents. The parental role ($r = -0.586$), teacher's role ($r = -0.550$), classmates' role ($r = -0.572$), close friends' role ($r = -0.557$), and school environment ($r = -0.614$) each demonstrated a moderate and high negative correlation, indicating that lower levels of involvement or support from these figures are associated with higher levels of identity crisis, while greater involvement corresponds to lower levels of identity crisis.

Respondent Characteristics Overview

Based on the research findings, the majority of respondents were 14 years old. Marcia, as cited in Muttaqin (2022), states that adolescence is a period during which individuals must make decisions. In relation to this, those in the middle adolescence stage are expected to have already made commitments regarding their career and higher education choices.

Table 3. Analysis Results of the Correlation between Parents' Role and Identity Crisis

Variable	Identity Crisis						Total	r	P-Value	
	Low		Moderate		High					
	N	%	N	%	N	%	N	%		
Parents' Role										
Low	0	00	12	34.3	23	65.7	35	100.0	-0.586	0.001
High	4	2.9	127	90.7	9	6.4	140	100.0		
Teacher's role										
Low	0	0.0	25	48.1	27	51.9	52	100.0	-0.550	0.001
High	4	3.3	114	92.7	5	4.1	123	100.0		
Classmate's Role										
Low	1	1.6	29	47.5	31	50.8	61	100.0	-0.572	0.001
High	3	2.6	110	96.5	1	0.9	114	100.0		
Close Friend's Role										
Low	1	1.8	25	45.5	29	52.7	55	100.0	-0.557	0.001
High	3	2.5	114	95.0	3	2.5	120	100.0		
Individuals' Role in the School Environment										
Low	1	1.7	26	44.1	32	54.2	59	100.0	-0.614	0.001
High	3	2.6	113	97.4	0	21.2	116	100.0		

Regarding gender, the majority of respondents were female. Roker and Bank, as cited in Ramdhanu et al. (2019) found that female adolescents attending private schools were more likely to achieve an "achievement status," which refers to a stage where adolescents have not yet experienced an identity crisis (have not explored what they want) and have not yet made commitments, as well as a "foreclosure status," where adolescents make commitments without having experienced an identity crisis. In contrast, female adolescents attending public schools were more likely to experience a "moratorium status," where they are in the midst of an identity crisis but have not yet made clear commitments to their identity, and "identity diffusion," where adolescents experience an identity crisis and are unable to make commitments. Based on these statements, we can conclude that there is indeed a correlation between gender and self-identity.

Based on parental occupation, the majority of respondents' parents were laborers. The nature of laborers' work often requires long working hours and, in some cases, may involve working away from home, either in other cities or even abroad. This results in limited time for parents to interact with their children. According to Hayat (2022)

parents often make the mistake of prioritizing work over child-rearing, which can negatively impact the cognitive and emotional development of children. In families lacking love and affection, the child's development can be disrupted (Hayat, 2022).

Based on family members living together, the majority of respondents live with both parents. According to Santrock, as cited in Ramdhanu & Sunarya (2019), co-parenting by both the father and mother is better for the emotional development of children compared to parenting by a single parent. Gunarsa, also cited in Ramdhanu & Sunarya (2019), supports this view, stating that in cases of divorce or incomplete families, the family bond and atmosphere no longer provide sufficient security for the child. As a result, the child may seek security elsewhere, such as with peers. When a child lacks a secure attachment with the mother, it also affects their attachment to peers. Adolescents without secure attachment are more likely to be influenced and bound by their peers, which increases the likelihood of engaging in delinquent behavior.

Several factors can cause identity crises. In this study, the factors examined include the roles of parents, teachers, classmates, close friends, and individuals in the school environment. The results

of this study indicate that students at SMP N 3 Pekuncen, Banyumas, experience high levels of support from parents, teachers, classmates, close friends, and individuals in the school. This is linked to the high level of social involvement and support provided by the surrounding environment, which can positively influence their identity formation process. High support from parents, teachers, classmates, close friends, and individuals in the school provides a sense of security, a better self-understanding, and helps students explore their identities more stably. As a result, students at SMP N 3 Pekuncen, Banyumas, are likely to have a more directed and stable identity formation process.

The Parents' Role

Parents play a crucial role in the formation of adolescent identity. This situation is influenced by the parenting style implemented by the parents. Parents who adopt a democratic parenting style encourage their adolescent children to participate in decision-making, fostering the development of identity achievement (Silitonga, 2019).

Parenting is defined as the interactive relationship between parents and children, aimed at providing support, values, and control over the child's activities, which can help shape their identity. In this study, the role of parents was found to be significantly related to identity crisis. This is evident from the analysis of the correlation between identity crisis and parental involvement, where the P-value was 0.001, and the correlation coefficient (r) was -0.586, indicating a moderate correlation. This means that the lower the involvement of parents, the higher the identity crisis, while higher parental involvement is associated with a decrease in the level of identity crisis. Parents who allow their children to express themselves within the norms and values of society can support the formation of a stable adolescent identity (Lutfi et al., 2023). Positive parental involvement can also enhance attachment, leading to improved self-esteem, emotional stability, and physical health in children (Octaviani et al., 2019).

The findings of this study indicate that parents' involvement in helping children make decisions is relatively low. This is reflected in the response to question 11, where 25.7% of respondents answered "sometimes." Time is a valuable resource, and when parents do not allocate time for interaction or dialogue—forms of supportive involvement—the child may feel neglected. In addition to building

good communication, listening and paying attention to children are crucial. Providing information and advice is also necessary. However, when parents are indifferent or neglectful, children may become withdrawn and prefer to share their thoughts with others outside the family (Ismawati et al., 2024).

The Teacher's Role

Teachers, as educators, bear a significant responsibility in uncovering potential and shaping the character of students. They act as facilitators, mentors, and motivators who assist children and adolescents in developing positive personal qualities (Andinie & Sisiliaudra, 2023). Teachers are not only tasked with conveying information but also play a crucial role in shaping attitudes, values, and behaviors. They guide students in identifying their potential and directing them toward positive development. In addition to uncovering potential, teachers also play a vital role in building strong character in students. Strong character encompasses moral values, ethics, positive attitudes, leadership, self-confidence, and social responsibility.

In this study, it was found that the role of teachers is related to identity crisis. This is evident from the analysis of the correlation between identity crisis and the role of teachers, where the P-value was 0.001, and the correlation coefficient (r) was -0.550, indicating a moderate correlation. This suggests that the lower the role of the teacher, the higher the identity crisis. In contrast, a higher role of the teacher correlates with a decrease in the level of identity crisis. When teachers perform their roles well, they contribute to enhancing the quality of education, the character of students, and the student's capabilities in various aspects (Zulfatunnisa & Maknun, 2022).

The results of the study show that the role of teachers is relatively low in dedicating time to help students when needed. This is evidenced by the response to question 12, where 26.9% of respondents selected "sometimes." The role of teachers in shaping students' identities is crucial because teachers act not only as academic educators but also as role models, moral guides, and character builders. A student's identity encompasses personal, social, and cultural values, all of which can be influenced by interactions with teachers (Nabila et al., 2023).

One of the teachers most influential in character formation is the guidance and counseling (BK) teacher. BK teachers can provide individual counseling aimed at developing self-awareness, which is vital for students' future development. Once students are able to become aware of themselves, they will be better equipped to determine the direction of their future (Lestari et al., 2021).

The Classmate's Role

Social interaction with peers can occur anywhere, including at school. Similar to the general behavior of adolescents, the behavior of children at school often shows signs of demoralization as a result of the declining quality of character values among students. Various issues such as student brawls, cheating, bullying, sexual misconduct, destruction of school facilities, and other disciplinary violations have become a routine part of daily life for many students, especially at the secondary education level.

Adolescents today tend to conform to the opinions of their peer group, regardless of whether these opinions are correct in the public eye (Kurniawan & Sudrajat, 2018). In this study, it was found that the role of classmates is related to the identity crisis. This was demonstrated by the analysis of the correlation between identity crisis and the role of classmates, where the P-value was 0.001, and the correlation coefficient (r) was -0.572, indicating a moderate correlation. This means that the lower the role of classmates, the higher the identity crisis; conversely, a higher role of classmates is associated with a decrease in the level of identity crisis. The prosocial behavior of classmates can influence adolescents' perceptions, so examining both prosocial and deviant behaviors when determining the role of classmates is necessary (Mertens et al., 2021).

The results of the study show that the role of classmates is low in providing good advice. This was evidenced by the response to question 6, where 20.6% of respondents selected "sometimes," indicating that the role of classmates in providing support is limited. If classmates rarely offer constructive feedback, adolescents may struggle to find guidance or new perspectives that can help them understand themselves or the situations they face. The lack of meaningful input can make it more difficult for adolescents to define their values,

goals, or aspirations, which may decrease their self-confidence (Suharto et al., 2018). Pasaribu & Siregar, 2023) also stated that in a peer environment, individuals learn to formulate and express their opinions, appreciate different perspectives, negotiate solutions to conflicts cooperatively, and establish behavioral standards that everyone accepts.

The Close Friend's Role

Interactions with peers serve as the foundation for friendships, where reciprocal relationships are formed. Peer groups are a primary point of social interaction for children and adolescents in their social environments (Khoirunnisa et al., 2023). The development of a child's social behavior is characterized by increased interest in peer activities and a strong desire to be accepted as part of a group. Children feel dissatisfied when they are not with their friends.

When a child interacts with their social environment, they influence and are influenced by others (Utami, 2018). This interaction helps children understand themselves, others, and their surrounding environment (Wahyuni, 2022). The results of this study show that the role of close friends is related to the identity crisis. This was evident in the analysis of the correlation between identity crisis and the role of close friends, where the P-value was 0.001, and the correlation coefficient (r) was -0.557, indicating a moderate correlation. This means that the lower the role of close friends, the higher the identity crisis; conversely, a higher role of close friends is associated with a decrease in the level of identity crisis. During adolescence, significant developmental changes occur in a child's life and their relationship with their parents. As children become teenagers, they are often allowed to spend more time with their friends, who can play a crucial role in helping individuals cope with an identity crisis and build a stable identity (Azhar et al., 2021).

The study found that the role of close friends in honestly evaluating the attitudes of respondents is low. This was evident from the responses to question 12, where 24.6% of respondents selected "sometimes," indicating that close friends failed to provide supportive functions that could help adolescents solve problems. Close friends can also act as mediators by spending time listening to stories, offering support, or helping to solve

problems. Additionally, friends provide encouragement, which is critical in the development of children, especially when the encouragement comes from close friends (Pratiwi et al., 2020). Therefore, maintaining good friendships is one way to sustain identity and morality, as not all friends have a positive impact. It is essential to choose friends who have a positive influence on one's life (Mahmud, 2024).

The Individuals' Role in School Environment

School is not just a place for acquiring academic knowledge; it is also a critical arena where adolescents develop social skills, values, and behaviors that will shape their identities in the future. Interactions with peers, teachers, and school staff, as well as extracurricular activities and the curriculum applied, all contribute to this process (Umar & Masnawati, 2024).

A supportive school environment can help adolescents discover their identity, build self-confidence, and develop their full potential. The results of this study indicate that the role of people in school is related to the identity crisis. This can be observed based on the analysis of the correlation between the identity crisis and the role of people in school, where the P-value was 0.001, and the correlation coefficient (r) was -0.614, indicating a strong negative correlation. This means that the lower the role of people in school, the higher the identity crisis, whereas a higher role of people in school helps reduce the level of identity crisis. Positive social interactions at school help form a stronger sense of self-identity. Adolescents are advised to improve their social interaction skills by maintaining good social contact and communication with the school environment to ensure their identity develops in a positive direction (Sumitra et al., 2018). Social interactions at school significantly influence students' learning outcomes and help build students' identities as responsible individuals (Sari, 2019).

The research also showed that the role of people in school is low in terms of spending time when students need it. This is evident from the responses to question 9, where 32.0% of respondents selected "sometimes," indicating a lack of support from individuals in the school environment. When people at school, such as teachers, counselors, staff, and peers, do not spend time with students when needed, it can affect various aspects of student development,

particularly emotional, social, and academic development. Students who feel unsupported may believe that they cannot cope with challenges or problems independently. If people in school are unresponsive, students may feel isolated or disconnected from the school community, which can increase the likelihood of engaging in negative behaviors such as truancy or delinquency (Sanusi, 2023).

Through supportive relationships, relevant teaching, and an inclusive environment, school personnel help students recognize their values, goals, and roles in society. A strong identity supports students in developing as confident and responsible individuals (Audet et al., 2021).

Conclusions

The research findings indicate that the majority of adolescents experience a moderate level of identity crisis. Based on the results of the Chi-square test, there is a significant correlation between the roles of parents, teachers, classmates, close friends, and other individuals at school with the identity crisis. The lower the roles of parents, teachers, classmates, close friends, and school personnel, the higher the risk of adolescents experiencing an identity crisis. A limitation of this study is that identity crisis screening was only measured with questionnaire based on subjective data. Therefore, future researchers are advised to add other methods such as in depth interview or clinical examination by an expert to obtain more comprehensive and objective data.

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