



## INVESTIGATING PARENT AND *PEER* ATTACHMENT WITH THE LEVEL OF TEENAGER *PSYCHOLOGICAL WELL-BEING* WHO HAVE WORKING MOTHER IN SMA NASIMA SEMARANG

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**Abstract:** This research aims to determine the relationship between parent and peer attachment and the level of psychological well-being of teenagers who have working mothers at Nasima High School, Semarang. Sampling used a saturated sampling technique with the research population being 176 students at Nasima Semarang High School. In research, data collection uses a Likert scale with five categories, namely, Very Suitable (VS), Suitable (S), Quite Suitable (QS), Not Suitable (NS) and Very Unsuitable (VUS). Analysis of research instruments contains the validity and reliability of the instruments. Next, data analysis was carried out using statistical description tests and multiple linear regression tests. The research results show that (1) There is a positive and significant relationship in the category between parental attachment and the psychological well-being of Nasima Semarang High School students; (2) There is a positive and significant relationship in the medium category between peer attachment and the psychological well-being of Nasima Semarang High School students; and (3) There is a positive and significant relationship in the medium category between parent and peer attachment and the psychological well-being of Nasima Semarang High School students. The attachment of parents and peers contributes simultaneously to psychological well-being by 30.0%.

**Key Words:** *Parent Attachment; Peer Attachment; Psychological Well-Being*

**Abstrak:** Penelitian ini bertujuan untuk mengetahui hubungan antara parent and peer attachment dengan tingkat psychological well-being remaja yang memiliki ibu bekerja di SMA Nasima Semarang. Pengambilan sampel menggunakan teknik sampling jenuh dengan populasi penelitian adalah 50 siswa SMA Nasima Semarang. Dalam penelitian pengambilan data menggunakan skala likert dengan lima kategori yaitu, Sangat Sesuai (SS), Sesuai (S), Cukup Sesuai (CS), Tidak Sesuai (TS) serta Sangat Tidak Sesuai (STS). Analisis instrumen penelitian memuat validitas, dan reliabilitas instrumen. Selanjutnya dilakukan Analisis Data menggunakan uji deskripsi statistik, serta uji regresi linear berganda. Hasil penelitian menunjukkan bahwa (1) Terdapat hubungan yang positif dan signifikan pada kategori sedang antara parent attachment dengan psychological well-being siswa SMA Nasima Semarang; (2) Terdapat hubungan yang positif dan signifikan pada kategori sedang antara peer attachment dengan psychological well-being siswa SMA Nasima Semarang; dan (3) Terdapat hubungan yang positif dan signifikan pada kategori sedang antara parent and peer attachment dengan psychological well-being siswa SMA Nasima Semarang. Parent and peer attachment memberikan kontribusi secara simultan terhadap psychological well-being sebesar 30,0%.

**Kata Kunci:** Kelekatan Orang Tua; Kelekatan Remaja; Kesejahteraan Psikologis

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## INTRODUCTION

Adolescence is a stage where teenagers are tasked with finding their identity (Erikson, as cited in Santrock, 2012). This transformation requires support from adults and adaptation by teenagers (Santrock, 2012). The way parents, especially mothers, nurture and communicate with teenagers plays a crucial role in shaping their personalities (Gunarsa, 2012).

Similar to previous developmental stages, parental attention and presence remain essential for teenagers (U.S Department of Education, 2013), as adolescence is a period of developmental transition. Teenagers are undergoing a transition from childhood to adulthood, marked by various developments in cognitive, physical, emotional, behavioral, and social aspects of their lives (Papalia, Feldman, & Martorell, 2014). This condition can make them feel a loss of protection and attention from their parents, leading to discomfort while facing the physical and mental changes ahead (Liao, Hu & Zhang, 2014).

Being left behind by parents can be associated with several issues, such as mental health problems in teenagers. According to Tang et al. (2018), left-behind adolescents (LBA) exhibit symptoms of depression, panic, and psychological distress. Additionally, LBAs often have low self-esteem and experience bullying at school. These problems may be linked to the psychological well-being of teenagers, as indicated by Shen and Zhang's (2018) study, which found that working adolescents left behind by their parents have lower psychological well-being compared to those who are not.

Good psychological well-being can be observed through various aspects, such as an individual's ability to accept themselves, establish warm relationships with others, cope independently with social pressure, control the external environment, find meaning in life, and continuously realize their potential (Ryff, 1989). The level of psychological well-being varies among teenagers, depending on factors influencing an individual's well-being. One such factor is the attachment of teenagers to their parents (parental attachment) and peers (peer attachment) (Navarro et al., 2017).

Ryan & Deci (2001) assert that achieving good psychological well-being involves fulfilling basic needs, including relatedness. Furthermore, achieving psychological well-being requires attachment and intimacy. Attachment is defined as a strong emotional bond between individuals that begins in infancy and continues to develop into adolescence (Chaffin et al., 2006).

Busy working parents can weaken emotional bonds between teenagers and their parents (Zhao et al., 2018). Teenagers may exhibit ambivalent behaviors or even refuse to interact with their parents (Donghui, 2015). When teenagers have poor attachment to their parents, they tend to seek closeness with peers. Neglected children believe that closeness with friends can help them cope with the challenges arising from the complete absence of parents (parental absence) (Zhao, Liu & Wang, 2015). The quality of the relationship between teenagers and parents and peers can be understood through attachment measurements (Guo et al., 2015).

Research by Khaeruddin & Ridfah (2017) explains that teenagers with good parental attachment have positive self-esteem and well-being. Low attachment in Makassar is attributed to working mothers, reflecting low communication, trust, and concern. Teenagers in Makassar with low maternal attachment tend to have poor self-esteem and well-being. Farradinna's (2018) study reveals a significant influence of maternal attachment to working mothers on the psychological well-being of teenagers, emphasizing that maternal attachment improves communication and, consequently, the psychological well-being of teenagers.

Attachment is a strong and relatively enduring emotional bond between a child and someone considered an attachment figure (Armsden and Greenberg, 1987). In adolescence, attachment includes various figures besides parents, such as non-parental figures like friends (Allen & Tan, 2016). Attachment is divided into parent attachment and peer attachment. Parent

attachment involves the relationship between parents and children, with mother and father attachments as its two components (Santrock, 2003). Peer attachment is the perception of teenagers about peer relationships, involving shared understanding, good communication, and feelings of comfort and safety (Armsden & Greenberg, 2009).

Neufeld (2004) describes peer attachment as an individual's bond with peers, either in groups or individually. Santrock (2003) emphasizes the importance of peer attachment in adolescent development, highlighting that teenagers may become more attached to peers than to their parents. The role of peers during adolescence is crucial, as peer attachment can serve as a source of learning and skill development.

Rasyid (2012) found that teenagers with positive peer attachment can collaborate and solve problems effectively, even in confusing and frustrating situations. Peer attachment helps individuals cope with challenges and reflects positively on emotional reflection, both positive and negative (Rasyid, 2012). Thus, peer attachment aids individuals in accepting themselves, fostering communication, understanding, and sharing experiences with their close friends.

Furthermore, Baytemir's (2016) research suggests a relationship between attachment to parents and peers and the subjective well-being of teenagers aged 14-18. The study shows that maternal, paternal, and peer attachments are significantly positively correlated with all components of subjective well-being. Adolescents with secure attachment consider themselves valuable, confident, and capable of forming efficient social support (Baytemir, 2016).

Armstrong & Taylor (2017) and Santrock (1995) state that adolescents who are close to their parents also develop attachment to peers. Putri & Novitasari's (2017) research explains the relationship between peer attachment and psychological well-being. Hence, the higher the peer attachment, the higher the psychological well-being observed in final-year college students.

A strong attachment to peers can influence attachment to parents. Attachment to parents may decrease in teenagers who have working mothers that are difficult to find or communicate with (Hurlock, 1980; Santrock, 1995). Raissachelva & Handayani's (2020) study discusses the relationship between positive affection in maternal attachment and peer attachment with happiness (Subjective Well-being). Additionally, research on adolescents with migrant working parents shows a connection between parent and peer attachment with depression (Guo et al., 2015) and even self-injury (Wang et al., 2019). Consequently, parent and peer attachment are linked to the psychological well-being of teenagers with working mothers.

Studies on adolescents left behind by working parents typically explore the relationship between attachment to parents and peers and the negative impact of being a left-behind adolescent, such as depression (Guo et al., 2015) and self-injury as a form of maladaptive coping (Wang, Zhang & Chen, 2019).

This research has implications for the Guidance and Counseling department, serving as a reference for providing services to enhance the psychological well-being of students in schools. Attention should be given to factors influencing well-being, especially for students with less favorable attachment backgrounds, such as those with working mothers. Guidance and counseling services should focus not only on addressing current issues but also on guiding students to develop a healthy and prosperous mental state, ultimately leading to high psychological well-being. With high psychological well-being, students can grow into autonomous, prosperous, and happy individuals.

## METHOD

Based on the research title, "The Relationship Between Parent and Peer Attachment and Psychological Well-Being in Adolescents with Working Mothers," it is evident that this study

employs a quantitative research design. This is reflected in the research objective, which aims to investigate the relationship between two independent variables, namely parent and peer attachment, and the dependent variable, psychological well-being.

### Participants

The participants consist of 50 adolescents, selected from all classes (10th to 12th grades), who have both parents working. The sampling method employed is non-probability saturation sampling, where every eligible participant from the specified population is included.

### Sampling Procedures

This study uses a sampling technique, specifically non-probability sampling with a saturation sampling method. According to Sugiyono (2016), non-probability sampling is a research sampling technique that involves taking the entire population as the research sample. So, for this research, the entire population of 50 individuals will be utilized as the sample.

### Materials and Apparatus

In data collection, a Likert scale is used, which is a scale employed to measure the perception, behavior, and paradigm of an individual or organization regarding social phenomena or events. The questions in this scale are formulated in both supportive (Favorable) and unsupportive (Unfavorable) formats, with five categories: Very Suitable (VS), Suitable (S), Fairly Suitable (FS), Not Suitable (NS), and Not Suitable at All (NSA). Instrument analysis in the research involves assessing the validity and reliability of the instrument. Subsequently, data analysis is conducted using descriptive statistical tests and multiple linear regression tests.

### Procedures

The research procedure involves distributing instruments containing scales on parent and peer attachment, as well as psychological well-being, to the entire sample of 50 students, with the assistance of the school counselor in instrument distribution. The instruments will be distributed during the school counseling hours. In this context, the researcher is responsible for aiding in the distribution of instruments during the school's socialization period.

As part of the procedure, participants will be given 2 class hours to complete the questionnaire. If not completed within this time frame, they are allowed to take the instrument home. The response options consist of five categories, namely Very Suitable (VS), Suitable (S), Quite Suitable (QS), Not Suitable (NS), and Very Unsuitable (VUS). Students are free to choose the option that best reflects their current circumstances."

### Design or Data Analysis

In data analysis, multiple regression analysis was employed, yielding the following results:

1. For the mother attachment variable, an R value of 0.415 was obtained, with a corresponding P-value of 0.003 (sig. < 0.05). The analysis indicates a significant relationship between mother attachment and students' psychological well-being.
2. Regarding the father attachment variable, an R value of 0.391 was obtained, with a P-value of 0.005 (sig. < 0.05). The analysis reveals a significant relationship between father attachment and students' psychological well-being.

3. In the case of the peer attachment variable, an R value of 0.499 was obtained, with a P-value of 0.000 (sig. < 0.05). The analysis demonstrates a significant relationship between peer attachment and students' psychological well-being.
4. Furthermore, the multiple regression analysis produced an overall R value of 0.574, with a P-value of 0.001 (sig. < 0.05). This signifies a simultaneous and significant relationship between mother attachment, father attachment, and peer attachment with students' psychological well-being.

Based on the R Square value, a coefficient of determination of 30.0% was obtained. This indicates that parent attachment and peer attachment collectively determine 30.0% of the variance in psychological well-being."Text formatting

## RESULT

Based on the research findings, it was determined that the average level of mother attachment among high school students at SMA Nasima Semarang, whose mothers work, falls within the moderate category. This is supported by the average scores falling within the criteria for the moderate category. This discovery aligns with Raihan et al.'s (2021) research, indicating a moderate level of attachment between children and mothers.

Similarly, the level of father attachment among high school students at SMA Nasima Semarang is also categorized as moderate, as evidenced by the average scores falling within the moderate criteria. This is in line with the findings of Purnama & Wahyuni (2017), suggesting that father attachment is in the moderate category. Shafer (cited in Kuswardani, 2020) asserts that one influencing factor in attachment is the quality of parenting. Children with sufficient emotional bonds feel secure and more positive towards their environment. This suggests that students at SMA Nasima Semarang have strong emotional ties with their parents, enabling them to establish and maintain relationships with others effectively.

Furthermore, the research indicates that the average level of peer attachment among high school students at SMA Nasima Semarang, whose mothers work, is categorized as moderate. This is supported by the average scores falling within the criteria for the moderate category. This finding is consistent with Rohi's (2023) research, which demonstrates that a majority of students exhibit a moderate level of peer attachment. Students with moderate peer attachment can engage in effective communication with their peers, and these relationships contribute to their overall well-being. Rohi (2023) suggests that moderate peer attachment indicates a balanced attachment to both family and peers, playing a vital role in an individual's life.

Moreover, the research reveals that the psychological well-being of high school students at SMA Nasima Semarang, whose mothers work, is categorized as high. This is substantiated by the obtained average scores falling within the criteria for the high category. Consistent with the findings of Armandha & Fithria (2018), the majority of respondents in this study (90.5%) have high psychological well-being. This implies that students have a positive assessment of their life experiences and quality of life. They can navigate their lives independently, evaluate life experiences positively, and benefit from guidance and counseling provided by the school.

The statistical analysis indicates a positive and significant relationship between parent (father & mother) attachment and psychological well-being among high school students at SMA Nasima Semarang. The correlation test shows that both mother and father attachment have moderate positive relationships with psychological well-being. The study supports the idea that higher parent attachment correlates with higher psychological well-being, as suggested by Baytemir (2016) and Fernandasari & Dewi (2020).

Similarly, the research findings establish a significant relationship between peer attachment and psychological well-being among high school students at SMA Nasima Semarang. The correlation test indicates a moderate positive relationship, supporting the notion that higher peer attachment corresponds to higher psychological well-being, in line with previous research by Baytemir (2016) and Fernandasari & Dewi (2020). This relationship is attributed to the psychosocial development during adolescence, marked by the formation of peer groups and reduced interest in family activities.

Additionally, the research demonstrates that parent and peer attachment collectively have a simultaneous relationship with the psychological well-being of high school students at SMA Nasima Semarang. The correlation test reveals a moderate positive relationship, indicating that higher parent and peer attachment is associated with higher psychological well-being. The R Square value of 30.0% signifies that parent and peer attachment contribute collectively to 30.0% of the variance in psychological well-being.

These research findings are consistent with Fernandasari & Dewi (2020), suggesting a positive relationship between parent and peer attachment and psychological well-being. They highlight the importance of positive attachments with both parents and peers in enhancing self-acceptance and relationships with the environment. Lawler et al. (2017) and Oriol et al. (2017) emphasize the impact of family and peer relationships on psychological well-being, satisfaction with life, mental health, and self-image. Shaver et al. (2016) point out that as adolescents enter this phase, attachment broadens to include relationships with peers, friendships, and romantic relationships, allowing for a more nuanced understanding of emotions and complex needs, ultimately aiding in the development of empathy and prosocial behavior.

## CONCLUSION

Based on the research findings, the following conclusions can be drawn: (1) There is a positive and significant relationship in the moderate category between parent attachment and the psychological well-being of high school students at SMA Nasima Semarang; (2) There is a positive and significant relationship in the moderate category between peer attachment and the psychological well-being of high school students at SMA Nasima Semarang; and (3) There is a positive and significant relationship in the moderate category between parent and peer attachment and the psychological well-being of high school students at SMA Nasima Semarang. Parent and peer attachment collectively contribute simultaneously to psychological well-being by 30.0%.

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