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THE RELATIONSHIP BETWEEN FAMILY SUPPORT WITH SELF IDENTITY ON ADOLESCENT STREET CHILDREN

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ABSTRACT

Adolescence can be interpreted as growing into adulthood or in adult development. Adolescence is one phase that must be passed in human life which is characterized by changes in physical, mental, emotional, and social development. (Desmita, 2008; Rita et al., 2008; Cahyaningsih, 2011). In this stage of transition problems and confusion of teens often occur. In this phase teenagers can no longer be referred to as children. But in life, adolescents often get demands from the environment to become adult figure, but on the other hand adolescents feel that he is still a child (Sarwono 2011). The process of change associated with the development of the ideals of adolescence, where the formation of future orientation and all these processes occur at the stage of adolescent development (Judja Jahja, 2013). At this time, teenagers try to escape from the influence of parents in order to find themselves. Erikson instilled that the process of identity the ego is the process of identity formation, where its development leads to a fixed individualist, an important aspect of development for the adolescent itself (Monks, 1996). Identity in adolescents can be influenced by internal and external factors. Family support is the attitude and act of family acceptance in the form of informational support, assessment, instrumental and emotional, so that family members feel there is attention. Family support also helps the individual to be able to solve a problem, increase confidence and motivation. (Tamher and Noorkasiani, 2009; Friedman, 2010). From the results of this study it was found that the identity of the teenagers of street children influenced by the support of families with the value of 0.000. This means that the significance is smaller than the error rate of 5% (0.003 <0.05) so it can be concluded the first hypothesis in this study is accepted which means there is a relationship between family support families with street children's self identity. The coefficient shows a positive direction which means that the better the family support means the higher the self identity. According to the results of a better study of family support then, the more positive also the identity of the adolescent (Esther, 2014). The same is also found in research areas of yogyakarta, where the higher the closeness of the parents adolescent adolescents the worse also identity in adolescents (Husni and Eko, 2013).

KEYWORDS: Adolescence, Self Iidentity, Adolescence Street Children, and Family Support.

INTRODUCTION

Based on data that can be in 2010 was 237.6 million people, and 43.5 million people (18%) of whom are teenagers. The Central Bureau of Statistics (BPS) and Bappenas projected that the Indonesian population will be dominated by young people in 2000-2025. With a population of reproductive age (15-49) of 66.8 people, by 2025 and that number will increase to 70.8 million, with women increasing by 10.1 million (National Statistics Agency, national , Health & DHS, 2013).

In adolescence there are certain developmental tasks that should be achieved by every teenager in general, namely identity (Self Identity). Self identity is self-consciousness that comes from observation or judgment, which includes the synthesis of all aspects of self-concept as a whole (Stuart & Sundeen, 2013). Conflict that will arise in adolescence with a transitional period concerning the role of adolescents and identity crises. According to Erikson (1968) Identity versus identity confusion is the fifth stage in eight cycle stages in life. In this case, adolescents begin to dare to define their attitudes, look for their inner characteristics, search for uniqueness, find

out who they are, how they are, and where their life goals are. Marcia (1993) defines itself as a self-structure, a dynamic organization of encouragement and structured abilities and beliefs within the individual during development, with reference to two dimensions of exploration and commitment (Kau, 2008). Identity in adolescents can be influenced by internal and external factors. Erikson (1989) can be cited as the first to present a fairly comprehensive and provocative theory of the development of self-identity, especially in adolescence. In adolescent development there are eight developments according to Erikson which will be described in the table below.

Table 1.1: Eight Stages of Development by Erikson.

Stage (Age)	Psychosocial crisis	Primary Social Environment	Modalities Psikososial	Psychosocial Goals	Maladaptif and Malignansi
I (0-1) baby	*Trust vs mistrust*	Mother	Take, return	Hope, trust	Distortion, timid
II (2-3) early child	*Authonomy vs shame, adoubt*	Parents	Mastering, then releasing	Desire, decision	Impulsive, compulsive
III (3-6) Preschool	*Initiative vs guilt*	Family	Playing	Usefulness, courage	Indifference-silence
IV (7-12) School Age	*Industri vs isolation*	Make friends and school	Get things done, work together	faithful, loyality	Expertise - inaction
V (12-18) Adolance	*Identity vs identity confusion*	Family, Friends, gang role modes	Be yourself, share with people	faithful, loyality	Fanaticism - rejection
VI (usia 20-an) Young	*Intimacy vs isolation*	Friends	Finding identity in others	Love	Feeling indifferent
VII (late 20-n to 50's) Middle-aged	*General tivity vs stagnasi*	Households, co-workers	Creating, keeping	Concern, wisdom	Too concerned about rejection
VIII (age 50s and so on) elderly	*Integrity vs despair*	Human life	To surrender, to feel enough, to die		Vanity, hopeless

Source: Eight Stages according to Erikson (Yusuf Samsul & Nurihsan Juntika, 2007).

Researchers only use external factors because adolescents will face various roles ranging from job roles and roles in socializing. In addition, adolescents are also able to explore and experiment with various roles, conflicting with each other in this adolescent can appreciate how the teenagers overcome problems that appear can change himself, and in this case can be done on external factors. And in this research the researcher chose juvenile street children who become respondents in this research.

Street children or often abbreviated asjal is a generic term that refers to children who have activities or economic interests on the street, but they still have family relationships. They have no permanent residence, or are not authentically domiciled. And most of them do not have the value of nobility. (Suyanto, 2010; Sudarsono, 2009). Based on the results of research conducted by the Ministry of Social street children in Huraerah (2007) has the following criteria

1. Street children living in the streets, have the following criteria: Disconnect with family or not meet with parents, for 8 to 10 hours on the streets to work, usually their activities singing, begging, scavenging and other activities that is vagabond or sleep.

2. Street children working on the streets with the following criteria: Rarely meet with their parents, for 8 to 16 hours on the streets, they rent their own room to stay with friends, join their parents or close relatives (generally they live in slum areas), no longer in school, the usual jobs they do as newspaper sellers, buswashers, street vendors, shoe polishers, scavengers and so on, most of them are under the age of 16.

Family support is the attitude and act of family acceptance in the form of informational support, assessment, instrumental and emotional, so that family members feel there is attention. Family support also helps the individual to be able to solve a problem, increase confidence and motivation. (Tamher and Noorkasiani, 2009; Friedman, 2010). According to the results of a study the better the support of families then, the more positive also the identity of the adolescent (Esther, 2014). The same is also found in research conducted in the area of yogyakarta, where the higher the closeness between parents and adolescents then the better also the identity of the adolescent and vice versa, the further closeness between parents and adolescents the worse also identity in adolescents (Husni and Eko, 2013).

Research and preparation of this journal aims to determine the relationship of family support to the

identity of self in adolescent street children. So as a mental nurse can provide preventive measures to juvenile street children in order not to damage self-identity. But if the teenager is already experiencing damage Identity self, nurse soul can provide appropriate action. So the young generation of Indonesia can be a quality generation. Because the right of adolescent street children, just like the rights of other teenagers.

MATERIALS AND METHODS

The design of this research using Descriptive with Cross Sectional approach. Samples in this research are teenage street children in Malang City and Sidoarjo Regency that fulfill inclusion and exclusion criteria as many as 129 juvenile street children with inclusion criteria are: street adolescents aged 12-18 years old, adolescent street children who have family or family substitute , adolescents are willing to be respondents and adolescents do not experience severe mental disorder with the exclusion criteria of juvenile street children aged 19-21 years. The sampling technique used in this research is Purposive Sampling technique.

This study used questionnaire.

Questionnaire A: Sociology Demographic Questionnaire.

In this questionnaire contains the characteristics of street children ranging from age, gender, educational status, have a family, have a place to live or not.

Questionnaire B: Questionnaire Identity self.
Questionnaire Identity is used to determine whether the remaa is in a position with a good Identity self or experiencing confusion Identity. Using a revised Identity Style Inventory (ISI6) 6th edition of 1992 adapted in accordance with this study. In this questionnaire there are 40 statement items and respondents can choose the range 1-5 where range 1 starts with a strongly agree statement until the 5th range is strongly disagree. After that will be classified according to code question diamna there are 3 categories code that is, Information, Normative, and Diffusie.

Tabel 1.2: Identity Style Inventory (ISI6).

No	Indicator of Self Identitiy	Question item
1.	Information	1, 4, 5, 9, 11, 16, 17, 21, 24, 26, 28
2.	Normative	3, 7, 12, 13, 14, 19, 23, 25, 30
3.	Diffuse/Avoidant	2, 6, 8, 10, 15, 18, 20, 22, 27, 29

After the data obtained from the questionnaire continued with the percentage of the percentage based on the following assessment

1. High self identity if score 76 -100%
2. Identity self enough when the score 56 - 75%
3. Low self-identity when the score ≤ 55%

Questionnaire C: Family Support
The questionnaire was adapted from the theory developed by Jhonson (1991) and Smet (1994) which contains how family support is to individuals. Where there are 33 statement points and selected according to the condition of the repondent condition. With criteria strongly agree, agree, disagree, and strongly disagree. In the questionnaire it is also classified into 4 sections: Instrumental Support, Information Support, Emotional Support, and Award Support.

Table 1.3: Family Support by Johnson (1991) and Smet (1994).

No	Family Support Indicator	Question item
1.	Instrumental Support	1, 2, 3
2.	Information Support	4, 5, 6, 7, 8, 9
3.	Emotional Support	10, 11, 12
4.	Reward Support	13, 14, 15, 16

After obtaining the next questionnaire data start categorized into a percentage based on the following assessment:
1. High family support when score of 76 -100%
2. Enough family support when the score is 56 - 75%
3. Low family support when score ≤ 55%

RESULTS

Table 1.4: Validity Test Results.

Question item	r count	r table	Information
Family Support			
DK1	0,404	0,176	Valid
DK2	0,223	0,176	Valid
DK3	0,294	0,176	Valid
DK4	0,276	0,176	Valid
DK5	0,286	0,176	Valid
DK6	0,326	0,176	Valid
DK7	0,383	0,176	Valid
DK8	0,512	0,176	Valid
DK9	0,229	0,176	Valid
DK10	0,492	0,176	Valid
DK11	0,483	0,176	Valid
DK12	0,296	0,176	Valid
DK13	0,384	0,176	Valid
DK14	0,404	0,176	Valid
DK15	0,430	0,176	Valid
DK16	0,418	0,176	Valid
Self Identity			
ID1	0,302	0,176	Valid
ID2	0,384	0,176	Valid
ID3	0,310	0,176	Valid
ID4	0,404	0,176	Valid
ID5	0,376	0,176	Valid
ID6	0,417	0,176	Valid
ID7	0,534	0,176	Valid
ID8	0,529	0,176	Valid
ID9	0,614	0,176	Valid
ID10	0,403	0,176	Valid
ID11	0,554	0,176	Valid
ID12	0,381	0,176	Valid
ID13	0,366	0,176	Valid
ID14	0,415	0,176	Valid
ID15	0,507	0,176	Valid
ID16	0,372	0,176	Valid
ID17	0,363	0,176	Valid
ID18	0,447	0,176	Valid
ID19	0,370	0,176	Valid
ID20	0,426	0,176	Valid
ID21	0,420	0,176	Valid
ID22	0,385	0,176	Valid
ID23	0,336	0,176	Valid
ID24	0,591	0,176	Valid
ID25	0,470	0,176	Valid
ID26	0,477	0,176	Valid
ID27	0,561	0,176	Valid
ID28	0,321	0,176	Valid
ID29	0,330	0,176	Valid
ID30	0,438	0,176	Valid

The results of the validity test in Table 1.1 above note that all items in family support variables, parenting patterns, family functions, peer support, idol figures, and self-identity have r value greater than 0.176. So all these items can be used in the next calculation.

Table 1.5: Test Results Reliability.

Variables	Cronbach's Alpha	Alpha	Information
Family Support	0,770	0,600	Reliabel
Self Identity	0,886	0,600	Reliabel

Source: Primary data processed, 2018

Based on the result of Cronbach's Alpha coefficient values all variables have Cronbach's Alpha> 0.600 coefficients. This indicates that all variables in this study have a good level of reliability / reliability.
Univariate Analysis

The univariate analysis will describe each of the variables studied: family support, parenting, family function, peer support, idol, and identity. Univariate analysis based on the level of family support obtained based on the results of the study are presented in the following table:

Table 1.6: Family support.

Characteristis	Frequency	
	Amound (n)	Percent (%)
Low	1	,8
Less	6	4,6
Good	123	94,6
Total	130	100,0

Source: Primary Data Processed 2018

Based on Table 1.6 above, the results of the study showed that the majority of family support for street children who became the sample in this study included in the good category that is as many as 123 people (94.6%).

Univariate analysis of self-identity obtained based on research is presented in the following table:

Table 1.7: Identity.

Characteristics	Frequency	
	Amoung (n)	Percent (%)
Low	12	9,2
Less	118	90,8
Good	130	100,0

Source: Primary Data Processed 2018

The results in Table 5.13 above show that the identity of self in street children in this study the majority included in the category of tinngi, ie there are as many as 118 people (90.8%). Then the low category there are as many as 12 people (9.2%).

Table 1.8: Spearman Test Results.

Dependent Variable : Self Identity			
Variable	p sig.	*Spearmann* Coeffitien	Information
Family Support	0,000	0,461	signifikan

Source: Primary Data Processed 2018

The results of the research with Spearman test showed the significance value of family support variable of 0.000. This means that the significance is smaller than the error rate of 5% (0.003 <0.05) so it can be concluded the first hypothesis in this study is accepted which means there is a relationship between family support families with street children's self identity. The coefficient shows a positive direction which means that the better the family support means the higher the self identity.

DISCUSSION

Relationships of family support with self-identity in street children adolescents
The results showed that family support to street adolescents in this study the majority included in either category. Spearman correlation test results indicate a relationship of family support with self-identity in adolescent street children so that the first hypothesis in this research is accepted. The results also showed that the better the family support the higher the self identity of juvenile street children.

The results of this study support previous research conducted by Husni and Eko (2013), which states that the higher the identity of adolescents have a very good closeness with their parents this is the case also vice versa. This is also reinforced by research conducted by Ambarwati (2012) where there is a significant relationship between family support to self-concept. And in this study also get the result that good family support self-identity in children will also be good. Family support is the attitude and acts of family acceptance in the form of informational support, assessment, instrumental and emotional, so that family members feel there is attention. Family support also helps the individual to be able to solve a problem, increase confidence and motivation. (Tamher and Noorkasiani, 2009; Friedman, 2010).

Family support is something that can affect identity. High or good family support can affect a positive identity. People who get high family social support will get a lot of emotional support, awards, instrumental, and informative from the family. When emotional support is high, individuals will feel a high boost from family members. If the award for the individual is large, it will increase confidence. If an individual obtains instrumental support, he / she will feel he or she has adequate facilities from the family. When the individual receives a great deal of informative support, the inidividu feels gained attention and knowledge. It affects the individual's self-identity becomes high because the individual is able to effectively manage his own learning experience in various ways to achieve optimal learning outcomes.

CONCLUSION

Based on the results of research the relationship of family support with the identity of self in adolescent

street children can be concluded that there can be family support relationship with self identity in adolescent street children.

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