PROFILE OF SELF-IDENTITY AMONGST ADOLESCENTS: A STUDY IN JOHOR

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ABSTRACT

Adolescents are synonymous with the era of self-identity confusion. The effect of self-identity disorder among adolescents can be described through misconduct on school discipline. Various efforts have been made to help adolescence to achieve a positive self-identity. The situation became more challenging when adolescents known as generation Y are easily allured by the current trend. Considering this, the study was conducted to identify the profile of self-identity among adolescents of generation Y. This study was conducted in 22 secondary schools around Johor involving a sample of 807 students. Data were collected through questionnaires EOMEIS-2, which adapted and modified. Descriptive analysis showed that adolescents give a high-level perception of the identity achievement (mean=3.84) and identity moratorium (mean=3.78), and moderate level to identity foreclosure (mean=3.32) and diffusion (mean=3.43). Cluster analysis showed that a total of 276 adolescents comprise identity foreclosure, identity diffusion followed 220 students, 187 students of identity achievement and 124 students of identity moratorium. MANOVA analysis showed that adolescent identity differs significantly by gender and age. The study's findings have implications as additional information to the various parties, particularly parents and teachers as a guide in guiding adolescents to achieve positive self-identity.

Keywords: Identity Achievement; Identity Foreclosure; Identity Moratorium; Identity Diffusion

PROFIL IDENTITI DIRI DALAM KALANGAN REMAJA GENERASI Y: SATU KAJIAN DI JOHOR

ABSTRAK

Remaja sinonim dengan zaman kekeliruan identiti diri. Kesaran kecelaruan identiti diri dalam kalangan remaja ini boleh digambarkan melalui salah laku disiplin di sekolah. Pelbagai usaha dilakukan untuk membantu remaja mencapai identiti diri yang positif. Keadaan semakin mencabar apabila remaja yang dikenali sebagai generasi Y yang mudah terikut dengan trend
masa kini. Atas kesedaran itu, kajian ini dijalankan untuk mengenal pasti profil identiti diri dalam kalangan remaja generasi Y. Kajian ini dijalankan di 22 buah SMK di sekitar negeri Johor melibatkan seramai 807 sampel pelajar. Data diperoleh melalui edaran soal selidik (EOMEIS-2) yang diadaptasi dan diubahsuai. Analisis deskriptif menunjukkan remaja memberi persepsi yang tinggi terhadap identiti pencapaian (min=3.84) dan moratorium (min=3.78), dan sederhana baga identiti penyerakan (min=3.32) dan difusi (min=3.43). Analisis kluster pula menunjukkan seramai 276 orang remaja terdiri daripada identiti penyerakan, diikuti 220 orang identiti difusi, 187 orang identiti pencapaian dan 124 orang identiti moratorium. Analisis MANOVA menunjukkan identiti diri remaja berbeza secara signifikan berdasarkan jantina dan umur. Penemuan kajian ini memberi implikasi sebagai maklumat tambahan kepada pelbagai pihak termasuk ibu bapa dan guru sebagai panduan dalam membimbing remaja untuk mencapai identiti diri yang positif.

Kata kunci: Identiti Pencapaian; Identiti Penyerakan; Identiti Moratorium; Identiti Difusi

INTRODUCTION

The concept of “identity” is actually comes from the French word known as “identite” and Latin word “essentitis” which means a condition, behaviour and “identitem” that refers to something which happens repeatedly or consistent and not easily change (Penuel & Wertsch 1995). Based on this definition, many academicians tried to find out who are these mysterious and special human. Psychologists, sociologists, anthropologists, economist, theologians and a few groups of scientists debated with their own perspectives. Erik Erikson (1902-1994), a development psychologist who is an individual that tried to reveal humans secret from the early age until the elderly. Erikson effort can be well-praised as his research encompassed all ages. It is an improvement by a development psychologist that is Sigmund Freud that only stops at the adolescent level. Erikson (1968, 1980) has also define based on his own explanation which is:

“The wholeness to be achieved at this stage I have called a sense of inner identity....... identity includes, but is more than, the sum of all the successive identifications of those earlier years when the child wanted to be, and often was forced to become, like the people he depended on. Identity is a unique product, which one meets a crisis to be solved only in new identifications with age mates and with leader figures outside of the family”.

Based on Erikson (1968) statement above, he has explained that identity is a process to build an intact self-esteem within person starts from the childhood level until adulthood which the process is unique and need support from the people around especially family support. Identity formation is rapidly developed when adolescents enter the final adolescences stage that starts from 16 years old until 21 years old (Erikson 1970) where majority of them are matured and can make a decision for their futures (Asmawati 2009). Therefore, identity formation is not only closely related with internal development of adolescents but also on how the environment can support their development.

Identity concept is actually being featured from various psychologists’ opinions. Many theories tried to develop identity model such as Erik H. Erikson, Jone Loevinger dan Peter Blos (Susanne & Erling 2005). From all the psychologists, Erik H. Erikson (1959) has exponent the self-identity concept. In Erikson theory (1968), he has listed out 8 stages of human psychology development, each stage consists of two main aspects which are physical and psychosocial development in context of social set community. From the eight stages, fifth stage being seen as adolescents self-conflict which are identity achievement and identity confusion. (Bradley et al 2000; Bergh & Erling 2005). As referred to Erikson (1959,1969), identity process
is actually being built from the early development in childhood stage. In addition, Erikson stated that in early adolescences level, individual started to realize, take care of whom they are and face towards identity crisis (Beger & Thompson 1995). A person identity development is closely related with parents 'influences on the aspects of their roles, value and beliefs. Because of that, adolescents being seen as the people who always have conflict on whom they are and which roles for them to carry on into their adolescences (Intan Fariza 2006).

Identity concept that has been featured by Erikson (1959, 1969) has been developed by Marcia (1980, 1987, 1991, and 1994). Marcia has empirically elaborated Erikson identity concept through a public interview that she has conducted. Through the interview, it can be stated that the participants have different ways in explaining the identity concept which being divided into two main process. The processes are “exploration” and “commitment”. Both of these process have been defined by Marcia (1993a, 1994) into four main levels which are “Identity Achievement”, “Moratorium”, “Foreclosure” and “Identity Diffusion”. Generally, an individual being known as identity achievement once they portrayed exploration and commitment while an individual being defined as moratorium identity when they portrayed exploration without commitment. Next, if they portrayed commitment without exploration they are being known as “foreclosure” identity while identity diffusion refered to those who have not portrayed commitment and no exploration (Dunkel & Papini 2005; Intan Fariza 2006).

Woolfolk, Anita E. et al. (2012) stated that identity formation can prepare a strong support for adolescents into their adolescences. Outwardly, an individual has been through development process since their young age but the effort to find out the answer for the question of “who am I?” being figured out. The conflict in searching for the answer for this known as opposite identity confusion role. Identity can be explained as a support process, belief and individual history to form a consistent self-image (Woolfolk, Anita E. et al. 2012). It involves choices and decisions that need to be done in working matters, ideology or beliefs, commitment towards other people and ideas that they have been thinking of (Marcia 1987; Penuel & Wertsch 1995; Woolfolk, Anita E. et al. 2012). If the adolescents failed to integrate all aspects or are not able to decide, identity confusion will occur.

Based on the self-identity concept, the researcher focus is to produce profile of school adolescent identity that refers to four identity status which are achievement, foreclosure, moratorium and diffusion. From all above, the researcher tried to survey self-identity of adolescents in Malaysia in context of nowadays adolescents’ trends which closely related to Millennium generation.

**PROBLEM STATEMENT**

Adolescents has actually facing the self-identity crisis (Ungku Aziz 2005). This statement being supported by Azizi Yahya et al. (2005) which is adolescents who faced self-identity crisis will go through a process whereby they thought of themselves as unique, has an ideology and responsibility towards themselves and other people. This shows that adolescents who are able to face the crisis will have a set of positive self-identity while the one who have failed will encountered identity confusion. Impact from the identity confusion is that they will not prepare to hold on responsibilities and commitment or making wrong choices. This will lead towards negative self-identity that make them being involved in crimes, social cases and misbehaviour in school. (Johari & Sutinah 2006; Hasimah 2010).

From days to days, media has reported on social problems amongst the adolescents which involved self-identity confusion between men and women. One of them is when Malaysia being clamorous with the transgender issue where the men wore women’s clothes (Berita harian, 7 November 2014) and an Islam woman hugged the K-pop artist (Berita Harian
12 Januari 2015). These issues show that adolescents have been facing self-identity crisis. This will not only make the public to have a negative perspective towards adolescents but also affect identities until the national level. Misbehaviour among adolescents has always been an issue in Malaysia and there are many people who make an effort to face the identity crisis (Ab Halim & Jaafary 2005). Some of the efforts are law enforcement, awareness campaign, social activities and moral awareness. But the question is that why the issue still occurred until it against the value in society? (Azyyati, Fariza & Salasiah 2013).

Table 1: Statistics of Juvana Involvement based on ages

<table>
<thead>
<tr>
<th>Years</th>
<th>7-12 Years Old</th>
<th>13-15 Years Old</th>
<th>16-18 Years Old</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>166</td>
<td>1450</td>
<td>3,184</td>
</tr>
<tr>
<td>2006</td>
<td>95</td>
<td>1155</td>
<td>2,950</td>
</tr>
<tr>
<td>2007</td>
<td>121</td>
<td>1476</td>
<td>3,729</td>
</tr>
</tbody>
</table>

(Source: Ibu Pejabat Balai Polis Bukit Aman 2008)

Aside from the gender factor, self-identity formation of adolescents always being occurred in the final adolescence level which is between 16 until 20 years old (Kamarulzaman 2014; J. Schwartz et al. 2011). This coincidentally with the research that has been conducted by Johari & Raja Shahrina (2012) which shows that adolescents at the age of 16 like to assert themselves towards excitement, freedom and attention seeker by making discipline problem in school. J. Schwartz et al. (2011) stated that, this condition is related with the final adolescence level which shows the signs of prepare to hold responsibilities and being a part of community. Erik Erikson (1970) and Shaffer (1999) explained that identity crisis generally related to adolescents between ages 12 until 20 years old. Erikson (1970) and Shaffer (1999) opinions have not explained in details on the ages of adolescents whom involve in identity confusion. Therefore, this study will explained more as a support towards statement by Kamarulzaman (2014) and statistics being listed out by Bukit Aman Police in 2008 which is to look how far adolescents have faced the identity crisis.

Based on the issue being discussed, there is a need to produce a profile of adolescents’ self-identity as there is no empirical research being conducted within adolescents’ context in Malaysia that discusses on four status of self-identity (Azizi et al. 2012). It is hope that this profile of identity will be used as a guidance to control misbehaviour amongst adolescents.

AIMS AND OBJECTIVES OF RESEARCH

This research aims to give a picture of self-identity profile amongst adolescents. The objectives of the research are:

i. Identify the level of adolescents’ self-identity, and

ii. Identify whether there is a significant difference between mean score of self-identity adolescent based on gender and ages.

RESEARCH METHODOLOGY
Research Design

Research formation is a way to collect data based on specific planning and systematic which involves some variables in a research (Chua 2006). Therefore, this research has been fully using the survey method which is to review self-identity amongst adolescents. The collection of data is through questionnaires. Through this method, descriptive analysis being used to survey self-identity level based on mean score and standard deviation. This self-identity level is being supported by cluster K-Mean analysis to survey sample that are in self-identity status. Besides that, MANOVA analysis is used to test if there is a significant difference (p<0.05) between self-identity status of adolescents based on gender and ages.

Research Location

There are 22 Secondary Schools (SMK) nearby Johor being chose as a research location. The choices are because of the students who have balanced cognitive abilities (Abdul Hamid 2013) that can give perception on self-identity without looking at the type of schools. In addition, the schools nearby Johor being chose as the statistics being stated by Kementerian Pelajaran Malaysia (KPM) from 2011 until 2012, which is Johor is the second highest school with discipline problem amongst adolescents after Selangor. This record shows the reason why this research need to be done here.

Population, Sample and Sampling Techniques

This research involves adolescents in the final adolescence level in all SMK in Johor. Thus, adolescents age 16 (form 4) and 19 years old (upper form 6) in 22 schools have been chosen as the sample. Based on students’ enrolment by JPN Johor (2015), student’s population of Form 4 students is 42,482 while 5,365 students of Upper form 6. Through the sample by Kriejcie & Morgan (1970), Form 4 students are 381 while 358 for Upper Form 6. Therefore, the minimum total sample is 739 students.

Originally, researcher has distributed questionnaires to 925 students. After the data being collected and cleaning data being done by researcher, only 807 questionnaires being used and analyzed descriptively and inferentially. Total sample (n=807) being obtained is more than enough with the total sample being suggested by Kriejcie & Morgan (n=739). So, from 807 research sample, 374 students (46.3%) are boys and 433 (53.7%) are girls students. From the age factor, 410 (50.8%) are form 4 students while 397 (49.2%) are upper form 6 students. Overall, the research sample being chosen stratified randomly which has not follow the actual population (disproportional stratified sampling). As referred to Pallant (2007) and Sekaran & Bougie (2010), stratified random sampling that has not followed the value which is aim to choose sample with same amount (balance). This is important as researcher can control number of sample who involved in each stratify so that it is enough, balance and clearly shows each population that represent the strata.

Instruments, Validity and Reliability

To measure the status of self-identity of adolescents, EOMEIS-2 (Extended Objective Measure of Ego-Identity Status second version) instrument has been used in this research. It is developed by Bennion and Adams (1986) who have adapted and modified to make sure it is suitable with the research ability level and culture amongst students in Malaysia. Through the translation
back to back and confirmation by four of the experts in psychology of adolescent development, EOMIS-2 which has been used in this research consists of 33 items.

Reliability for both instruments are obtained through previous research which has been conducted towards 120 students in SMK Ledang, Johor. Reliability level being seen through the value of Alfa Cronbach through EOMEIS-2 instrument which is 0.810. The value of alfa Cronbach obtained shows that both instruments have high reliability level (Pallant 2007; Frenkel & Wallen 2009; and Sekaran & Bougie 2010).

RESEARCH FINDINGS

Self-Identity Level of Adolescents

Table 1 shows that the number of adolescents based on self-identity cluster level. Research findings shows that foreclosure identity recorded the highest number of adolescents which is 276 students cluster 4 (identity diffusion) has recorded second highest students which is 220 students. Next, cluster 1 (identity achievement) with 187 students while cluster 3 (moratorium identity) with the least 124 students.

Table 2 Self-Identity Level Based on Mean Score and Number of Sample

<table>
<thead>
<tr>
<th>No</th>
<th>Cluster Names</th>
<th>Frequency (Sample amount)</th>
<th>Mean Score* (perception level)</th>
<th>Standard Deviation (SD)</th>
<th>Mean Score Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identity achievement</td>
<td>187</td>
<td>3.84</td>
<td>0.546</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>Identity foreclosure</td>
<td>276</td>
<td>3.32</td>
<td>0.623</td>
<td>Medium</td>
</tr>
<tr>
<td>3</td>
<td>Identity moratorium</td>
<td>124</td>
<td>3.78</td>
<td>0.580</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>Identity diffusion</td>
<td>220</td>
<td>3.43</td>
<td>0.767</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>807</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*1.00 – 2.33 = low, 2.34 – 3.66 = medium, 3.67 – 5.00 = high

Self-identity adolescents level based on 4 identity status can be explained through the data and cluster analysis and descriptive at table 2. Based on the findings of both analysis, although the identity foreclosure has recorded the highest 276 students, but their perception towards foreclosure identity is in medium level (mean=3.32). It same goes to identity diffusion which is the second highest (220 students, their perception level towards identity diffusion also medium. However, adolescents with identity achievement is the third highest and the total of identity moratorium is the lowest (124 students only), adolescents who agree to give perception towards identity achievement (mean=3.84) and moratorium (3.78) at the highest mean score. From overall of both analysis, it shows that adolescents nowadays mostly are from identity foreclosure which is still bounded with the parents’ decision in order to find who are they. Even so, adolescents feel that they are trapped which lead them to give a medium perception towards foreclosure identity.

Differences of Self-Identity Based On Gender and Age
To survey on the differences in each self-identity of adolescents based on gender and age whether it is significant or otherwise, therefore a strategic inferential analysis which involves Multivariate test (MANOVA sehala) being used in this research to test the research hypothesis. There are 2 hypotheses:

Ho1 There is no significant difference between mean score of identity achievement, identity foreclosure, identity moratorium and identity diffusion based on gender

Table 3 Score Analysis on Differences Level of Self-Identity Based on Gender

<table>
<thead>
<tr>
<th>Variables</th>
<th>Gender</th>
<th>Mean Score</th>
<th>Standard Division</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity Achievement</td>
<td>Boys</td>
<td>3.858</td>
<td>0.539</td>
<td>374</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>3.838</td>
<td>0.553</td>
<td>433</td>
</tr>
<tr>
<td>Identity Foreclosure</td>
<td>Boys</td>
<td>3.283</td>
<td>0.592</td>
<td>374</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>3.365</td>
<td>0.646</td>
<td>433</td>
</tr>
<tr>
<td>Identity Moratorium</td>
<td>Boys</td>
<td>3.810</td>
<td>0.576</td>
<td>374</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>3.768</td>
<td>0.584</td>
<td>433</td>
</tr>
<tr>
<td>Identity Diffusion</td>
<td>Boys</td>
<td>3.361</td>
<td>0.762</td>
<td>374</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>3.494</td>
<td>0.767</td>
<td>433</td>
</tr>
</tbody>
</table>

Table 4 MANOVA Analysis on Differences Level on Social Environment, Responsibilities and Self-Identity of Adolescents Based on Gender

<table>
<thead>
<tr>
<th>Effect</th>
<th>Value Wilks’s Lambda (λ)</th>
<th>Value F</th>
<th>DK Between Groups</th>
<th>DK in Groups</th>
<th>Sig. (p)</th>
<th>Value Eta Squared (η²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>0.981</td>
<td>3.918</td>
<td>1</td>
<td>805</td>
<td>0.004</td>
<td>0.019</td>
</tr>
</tbody>
</table>

* Significant in the level of 0.05, 2 hujung (two-tailed)

Analysis of MANOVA in table 4 shows the comparison between score mean of 4 self-identity level of adolescents which includes identity achievement, identity foreclosure, identity moratorium and identity diffusion based on gender with value Wilk’s λ = 0.981, F(1,805)=3.918, (p<0.05); η²=0.019.

This shows that hypothesis 1 being rejected which is a significant difference from the score mean value, identity achievement mean value, identity foreclosure, identity moratorium and identity diffusion based on gender. This shows gender factor has given a small impact (η² = 0.019) towards adolescents identity.

Ho2 There is no difference between mean score identity achievement, identity foreclosure, identity moratorium and identity diffusion based on age.

Table 5 Score Analysis on differences Level of Self-Identity Based on Age

<table>
<thead>
<tr>
<th>Variables</th>
<th>Age (years old)</th>
<th>Mean score</th>
<th>Standard Division</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity achievement</td>
<td>16</td>
<td>3.607</td>
<td>0.449</td>
<td>410</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>4.096</td>
<td>0.526</td>
<td>397</td>
</tr>
<tr>
<td>Identity foreclosure</td>
<td>16</td>
<td>3.286</td>
<td>0.584</td>
<td>410</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>3.369</td>
<td>0.658</td>
<td>397</td>
</tr>
</tbody>
</table>
Table 6 MANOVA Analysis on Differences Social Environment Level, Responsibilities and Self-Identity Based on Age

<table>
<thead>
<tr>
<th>Effects</th>
<th>Value Wilks’s Lambda ((\lambda))</th>
<th>Value F</th>
<th>DK Between Groups</th>
<th>DK in Groups</th>
<th>Sig. (p)</th>
<th>Value Eta Squared ((\eta^2))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>0.742</td>
<td>69.69</td>
<td>9</td>
<td>805</td>
<td>0.000*</td>
<td>0.258</td>
</tr>
</tbody>
</table>

* Signifikian pada paras 0.05, 2 hujung (two-tailed)

MANOVA analysis in table 6 shows that comparison on score mean 4 self-identity of adolescents status which include identity achievement, identity foreclosure, identity moratorium and identity diffusion based on age with value Wilk’s \(\lambda\) = 0.742, F(1,805)=69.699, (p<0.05); \(\eta^2\)=0.258

This shows that hypothesis 2 being rejected which is a significant difference from the score mean value, identity achievement mean value, identity foreclosure, identity moratorium and identity diffusion based on age. This shows age factor has given a big impact towards (\(\eta^2\) = 0.258) adolescents identity.

**DISCUSSION**

Overall, the results of this research shows that adolescents in this research have given perception that they agreed towards identity achievement (mean=3.84) and identity moratorium (mean=3.78) whereby each of them has recorded highest mean score while moderate mean score for identity foreclosure (mean=3.32) and identity diffusion (mean=3.43). This research shows that adolescents have less agreed towards identity foreclosure and diffusion values being showed. Adolescents of identity foreclosure and diffusion shows that they are too depends on other people decision especially their parents in order to explore themselves.

This is being explained by Robiah (2003) and Azizi Yahya, Halimah & Zuhaimy (2012) that adolescents condition who are facing a transit process from physical and psychology development especially emotion, tried to reduce dependency on parents. This is coincidence with the Adolescent Task Development Theory (Havinghurst 1952) which stated that adolescents tend to think more abstract and the emotion that wanted a freedom. Because of that, adolescents are not really agree with identity foreclosure and moratorium and agree with identity achievement and moratorium because of their characteristics focus more towards freedom for them to know themselves. Thus, perception pattern of adolescents towards self-identity in overall view is coincidence with previous academicians such as Adams et al. (1989), Susanne Bergh & Ann Erling (2005) Azizi (2007), Akhtar (2007) and Jing Yuann (2008).

Based on the differences of mean score for each identity construct, it was found that girls adolescents recorded highest score than the boys towards identity foreclosure and diffusion. This shows that girls always facing on decision made by their parents and agree without being given chances for them to explore their own potential. For boys, they recorded highest mean score towards identity moratorium than the girls. The findings is parallel with the
Azizi Yahya & Halimah (2010) research and Sidek (2007) which shows that boys are tend towards identity moratorium while girls towards identity foreclosure and diffusion.

This findings are parallel with Rohaty (1998, 2001), Azizi (2005), and Kamarulzaman (2014) which shows age differences have given a significant impact towards the tendency of adolescents in their own self-identity. This shows that adolescents of 16 years old who have just entered a final adolescence stage are still not clear with their own identities and still searching for their own identities from the interest aspects, types of friends and career (Johari & Raja Shahrina 2012). So, 16 years-old adolescents can be categorized as identity moratorium adolescent compared to 19 years-old who are in the final zone of adolescents to adult level. They show characteristics of identity achievement which is clear with their own career, type of friends or spouse that they wanted to be, a clear vision and confident with their own decision. Overall, the findings in this research show that adolescents age can influence their self-identity.

**IMPLICATIONS AND CONTRIBUTION**

This research finding supported the Adolescents Self-Identity Theory by James Marcia (1966) which is being used in any recent research empirically. Some of consolidation aspects for self-identity theory:

1. Adolescents self-identity exist in a status set of identity achievement, identity foreclosure, identity moratorium and identity diffusion. This research shows that this four self-identity really exist amongst adolescents.
2. Not many of the adolescents in this research are made of identity achievement and that the dominant identity is identity foreclosure and diffusion which has recorded the highest adolescents sample.
3. This research supports findings by Bennion & Adams (1986) who is the pioneer to measure self-identity of adolescents where they have given perception that they agree with the identity achievement and moratorium while also gave medium perception towards identity foreclosure and diffusion. This is parallel with James Marcia expectation that adolescents have been through process of searching an optimum identity to explore who they are without any dependency on others such as parents which is being showed in identity foreclosure.
4. Parallel with this research which has been conducted in Johor as one of the states that has recorded the highest discipline problem amongst adolescents in Malaysia (2012), research sample shows that the adolescents are in dominant group with status of identity diffusion after identity foreclosure. James Marcia affirms that adolescents in identity diffusion consist of adolescents who always have discipline and social problem where they show characteristics of not following instructions, do not want to explore themselves and passive while some may be aggressive (Azizi Yahya & Halimah Ma’alip 2012).
5. Age differences among adolescents give impact towards significant differences in formation of self-identity. As being stated in Psikoanalisis Theory, by Erik Erikson which is being developed by Marcia (1965), adolescents will show clear characteristics towards their self-identity when they grow as adolescent towards identity achievement.

Besides that, in this research adolescents are the groups that need to be pay attention. Although they are not directly reading this research, the important one is that the findings can be shared with parents and teachers towards adolescents’ identity. The sharing of this exposure towards findings in the research can give information for them to understand better about themselves.
As being stated by Marcia (1966) in a theory related with adolescents’ identity, the one who have a great identity known as identity achievement adolescents. They need to be chance to explore by themselves on their own talent through the process of development in order to produce individual who have their own identity. The development process includes controlled-freedom which is being given for the adolescents to be independence in exploring themselves but still need to be guided in the aspect of support, treat, discussion, role model and sharing ideas and problems from time to time. They also being given chances to decide thing based on their interest and career that they wanted that can give impact towards their confidence and open-minded. If these things being instilled in themselves, they will tend to achieve identity achievement with the great characteristics. Therefore, adolescents should make a smart move and take all chances to maximize their self-exploration and take into account others’ opinions.

CONCLUSION

As the adolescents are becoming role model who can play a vital role in making the vision of our country successful, self-identity of adolescents need to be improved from time to time. Based on this need, the researcher has conducted a research towards self-identity of adolescents in SMK whereby the background of the adolescents is balanced. The findings show that identity achievement has recorded the highest number of students followed by identity diffusion. Even so, the adolescents have given medium perception towards identity foreclosure which shows that they do not want to be shackled especially by their parents in order to explore themselves.

REFERENCES


