

The Influence of Campus Environment on the Development of Self-Identity of Adolescent Students

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The Influence of Campus Environment on the Development of Self-Identity of Adolescent Students

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Abstract. This study aims to analyze the influence of the campus environment on the development of self-identity in adolescent students. Adolescence is a crucial period in the formation of self-identity, and the campus environment as one of the main social contexts plays an important role in this process. This study uses a quantitative approach with a survey method involving 200 adolescent students at one of the state universities in Indonesia. Data were collected through a questionnaire that measured various aspects of the campus environment, including social interaction, extracurricular activities, academic support, and campus facilities, and how these factors contribute to the development of student self-identity. The results of the data analysis show that the campus environment has a significant influence on the development of student self-identity. Positive social interactions, participation in extracurricular activities, and adequate academic support have been shown to contribute significantly to increasing students' self-confidence, self-understanding, and sense of social connectedness. Adequate campus facilities also support the process of exploring self-identity by providing space for students to develop their interests and talents. However, this study also found that some students faced difficulties in adjusting to the new campus environment, especially those from less supportive socio-economic backgrounds.

Keywords: Campus Environment, Self-Identity, Teenage Students, Social Interaction, Academic Support.

INTRODUCTION

Adolescence is a critical developmental stage in which individuals face the important task of forming their self-identity. According to Erik Erikson's theory of psychosocial development, adolescence is a period in which individuals try to resolve identity conflict versus role confusion. In this context, the environment in which adolescents are located plays an important role in the process of forming their identity. For adolescent students, the campus environment is one of the factors that greatly influences the development of their self-identity. The campus environment, which includes social interactions, academic and non-academic activities, and available facilities, can help or hinder students in finding and developing their self-identity.

Previous research has shown that a supportive campus environment can facilitate the development of students' self-identity. Chickering and Reisser (1993) in "The Seven Vectors of Student Development" highlighted that positive social interactions, participation in extracurricular activities, and strong academic support are important factors in helping students develop a strong and positive self-identity. This finding is supported by other research showing that students who are actively involved in campus

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life, such as student organizations and learning communities, tend to have better levels of self-identity development (Astin, 1999).

In addition, a study by Pascarella and Terenzini (2005) stated that a supportive academic environment, including the presence of lecturers who provide guidance and adequate campus facilities, can increase students' self-confidence and their ability to explore their interests and personal values. Campus facilities, such as student activity centers, libraries, and creative spaces, provide opportunities for students to explore their interests and engage in activities that can strengthen their self-identity.

However, not all students have the same experience in adjusting to the campus environment. Several studies have found that students who come from less supportive socioeconomic backgrounds or who have difficulty adapting to campus life often face obstacles in developing their self-identity. For example, research conducted by DeAngelo et al. (2016) showed that first-generation students and those from minority social groups often feel isolated and have difficulty developing a positive self-identity in the campus environment.

In Indonesia, the campus environment also plays an important role in the development of adolescent student identity. A study by Handayani and Wulandari (2018) found that active participation in campus organizational activities contributed significantly to the development of student self-identity. In addition, a survey conducted by the Ministry of Education and Culture (Kemendikbud, 2021) showed that students who are involved in extracurricular activities on campus tend to have higher levels of self-confidence and better interpersonal skills.

However, the challenge of adjusting to the campus environment is still a problem for some students in Indonesia, especially those from remote areas or with limited access to education. According to a report by the Central Statistics Agency (BPS, 2020), around 25% of students in Indonesia have difficulty adapting to campus life, which is largely due to differences in socio-economic and cultural backgrounds.

Based on the above explanation, it is important to further explore how the campus environment influences the development of adolescent students' self-identity, as well as the factors that can support or hinder this process. This study aims to provide a clearer

picture of the influence of the campus environment on the formation of adolescent students' self-identity in higher education, as well as to provide recommendations for creating a more inclusive campus environment that supports students' holistic development.

LITERATURE REVIEW

Identity formation during adolescence is a critical aspect of individual development, especially for students who are in the transition phase between adolescence and young adulthood. College becomes a new social arena full of challenges and opportunities for students to explore and develop their identity. In this context, the campus environment plays an important role in supporting or inhibiting the development of student identity.

1. Identity Development Theory

The psychosocial development theory proposed by Erik Erikson (1968) states that adolescence is a crucial phase in the formation of self-identity. According to Erikson, at this stage individuals are faced with an identity crisis versus role confusion, where they try to integrate various aspects of themselves such as interests, values, and aspirations into a cohesive identity. The social environment, including college, plays an important role in helping individuals through this crisis and build a stable self-identity.

James Marcia (1980) further developed Erikson's theory by introducing the concept of identity status, which includes four statuses: identity diffusion, identity foreclosure, identity moratorium, and identity achievement. At the college stage, students are in the identity exploration phase, where the campus environment provides a context that allows them to experiment with various social and academic roles, which ultimately helps them achieve identity achievement.

2. Campus Environment and Socialization of Self-Identity

The campus environment, as a significant socialization agent, has a major influence on the development of self-identity in adolescent students. Chickering and Reisser (1993) in the book *Education and Identity* emphasize the importance of social interaction, involvement in campus activities, and academic support in shaping student self-identity. According to them, students who are actively involved in

campus activities, such as student organizations and study groups, tend to develop a more stable and positive self-identity.

Astin (1999) in Student Involvement Theory also shows that the level of student involvement in campus life, both academically and non-academically, is directly proportional to the development of their self-identity. Students who actively participate in extracurricular activities and campus organizations show better self-understanding, stronger self-confidence, and better ability to navigate their social roles on campus.

3. Academic Support and Self-Identity Development

Academic support in the campus environment also plays a role in the formation of student self-identity. Pascarella and Terenzini (2005) stated that interaction with lecturers, access to academic guidance, and adequate educational facilities can help students develop their academic and professional identities. Strong academic support can help students achieve identity achievement through exploration and development of clear academic and career goals.

4. Participation in Extracurricular Activities and Campus Organizations

Involvement in extracurricular activities also has a positive impact on self-identity development. According to Kuh (2001), active participation in campus activities allows students to develop social and leadership skills that contribute to the formation of self-identity. Another study by Handayani and Wulandari (2018) in Indonesia found that students who were active in student organizations showed stronger self-identity development, because student organizations provided space for social interaction, skill development, and self-exploration.

5. Influence of Socioeconomic and Cultural Background

Several studies have shown that student self-identity development does not occur evenly across social groups. DeAngelo et al. (2016) found that students from low socioeconomic backgrounds often have difficulty developing their identity on campus. Factors such as social isolation, difficulty adapting, and limited access to campus resources can hinder their identity formation process. In Indonesia, research conducted by the Ministry of Education and Culture (Kemendikbud, 2021) also

found that students from remote areas and low-income families often face challenges in adjusting to the new campus environment, which ultimately affects their identity development.

METHODS

1. Research Approach

This study uses a quantitative approach with a survey method. This approach was chosen to measure the influence of the campus environment on the development of adolescent students' self-identity in a measurable and general manner. Surveys allow for the collection of large amounts of data that can then be analyzed statistically to identify relationships between variables.

2. Research Design

This study uses a descriptive correlational design to measure the level of influence of the independent variable (campus environment) on the dependent variable (development of adolescent students' self-identity). A correlational design is used to determine the relationship between various aspects of the campus environment, such as social interaction, academic support, and involvement in extracurricular activities, with the development of students' self-identity.

3. Population and Sample

The population of this study were adolescent students (aged 18-22 years) enrolled in state universities in Indonesia. The research sample was taken using the stratified random sampling technique, where students were divided into strata based on faculty or study program. From each stratum, samples were taken randomly to ensure proportional representation of various student groups. The expected sample size is around 300 students, considering a margin of error of 5%.

4. Research Instrument

The research instrument used was a closed questionnaire consisting of several parts:

- a. Part I: Respondent demographics (age, gender, socio-economic background, study program).

- b. Part II: Measurement of the campus environment covering three main dimensions: social interaction (e.g., frequency and quality of interactions with peers and lecturers), academic support (e.g., access to academic guidance and learning facilities), and involvement in extracurricular activities (e.g., participation in campus organizations).
- c. Part III: Measurement of self-identity development based on a scale adapted from the Erikson Psychosocial Stage Inventory (EPSI) that measures aspects such as self-confidence, self-understanding, and social connectedness.

A 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree) was used to measure responses to each item.

5. Data Collection

Data were collected through an online survey using a digital survey platform, where respondents received a link to fill out the questionnaire independently. To increase participation, respondents were invited via the campus's official email and social media used by students. Data collection was conducted over a period of two months.

6. Data Processing and Analysis

The data obtained will be analyzed using descriptive and inferential statistics. The steps for processing and analyzing data include:

- a. Descriptive Statistics: To describe the demographic characteristics of respondents and the distribution of responses to the research variables.
- b. Reliability and Validity Test: Using the Cronbach Alpha coefficient to test the reliability of the scale used in the questionnaire. The expected Cronbach Alpha value is ≥ 0.70 .
- c. Pearson Correlation Test: To determine the relationship between the independent variables (aspects of the campus environment) and the dependent variable (development of student self-identity). Pearson Correlation is used because both variables are interval or ratio data.
- d. Multiple Regression Analysis: Used to identify the influence of several independent variables (social interaction, academic support, extracurricular

involvement) on the dependent variable (development of self-identity). The regression model used is as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

- Y = Self-identity development
 X₁ = Social interaction
 X₂ = Academic support
 X₃ = Extracurricular involvement
 β₀ = Constant
 β₁, β₂, β₃ = Regression coefficient
 ε = Galat Error term

- e. Multiple regression analysis will show how much each campus environmental factor influences the development of self-identity, as well as the statistical significance of the relationship.
- f. T-test and F-test: The t-test is conducted to test the hypothesis regarding the individual influence of each independent variable on the dependent variable, while the F-test is used to test the overall significance of the regression model.
- g. Determination Coefficient (R^2): Will be calculated to determine how much variation in self-identity development can be explained by campus environmental variables.
7. The hypotheses to be tested in this study are:
- H1: Social interaction in the campus environment has a significant positive influence on the development of student self-identity.
 - H2: Academic support in the campus environment has a significant positive influence on the development of student self-identity.
 - H3: Involvement in extracurricular activities has a significant positive influence on the development of student self-identity.

8. Hypothesis Testing

Hypothesis testing is carried out using the t-test and F-test at a significance level of 0.05. If the p value < 0.05, then the alternative hypothesis is accepted, which means there is a significant influence between the independent and dependent variables.

RESULTS

After analyzing data obtained from 300 student respondents at state universities in Indonesia, the results of this study revealed several important findings related to the influence of the campus environment on the development of adolescent student self-identity. The following are the results of the study along with the description of the data:

1. Respondent Characteristics

Most respondents were aged between 18-21 years, with an almost balanced gender proportion between male and female. The majority of respondents came from the faculties of social-humanities and science-technology. Around 70% of respondents were active in student organizations or extracurricular activities on campus.

2. Descriptive Statistics

The following is the distribution of the average response values for the variables measured in the study :

- a. Social Interaction: An average score of 3.9 out of 5, indicating that students generally have quite good social interactions on campus, both with peers and lecturers.
- b. Academic Support: An average score of 3.7 out of 5, indicating that students feel sufficiently supported academically, with adequate access to academic guidance and learning facilities.
- c. Extracurricular Involvement: An average score of 4.1 out of 5, indicating that most students are actively involved in extracurricular activities or campus organizations.
- d. Self-Identity Development: The average score is 4.0 out of 5, indicating that students feel quite developed in terms of their self-understanding, self-confidence, and self-recognition.

3. Reliability and Validity Test

- a. The Cronbach Alpha coefficient for the scale used in the questionnaire is 0.82, indicating a high level of reliability. The validity test shows that the items in the questionnaire significantly measure dimensions relevant to the variables studied.

4. Pearson Correlation Test

16 The results of the Pearson correlation test show that all campus environment variables have a significant positive correlation with the development of student self-identity. The following are the correlation values between the independent and dependent variables:

- Social Interaction and Self-Identity Development: $r = 0.68, p < 0.001$
- Academic Support and Self-Identity Development: $r = 0.62, p < 0.001$
- Extracurricular Involvement and Self-Identity Development: $r = 0.73, p < 0.001$

These results indicate that the higher the level of social interaction, academic support, and involvement in extracurricular activities, the better the development of student self-identity.

5. Multiple Regression Analysis

The results of the multiple regression analysis show that the three independent variables have a significant influence on the development of student self-identity. The regression model obtained is as follows:

$$Y = 0,45 + 0,35 X_1 + 0,28 X_2 + 0,42 X_3 + \epsilon$$

- Y = Pengembangan identitas diri
- X_1 = Interaksi sosial
- X_2 = Dukungan akademik
- X_3 = Keterlibatan ekstrakurikuler

The regression coefficients show that involvement in extracurricular activities (X_3) has the greatest influence on self-identity development, followed by social interaction (X_1) and academic support (X_2).

- R-squared value (R^2): 0.62, indicating that 62% of the variation in students' self-identity development can be explained by this model. This means that the campus environment contributes significantly to students' self-identity development.
- F test: $F(3,296) = 74.23, p < 0.001$, indicating that this regression model is significant overall.

6. Hypothesis Testing

- a. H1: Social interaction has a significant positive effect on self-identity development ($t = 7.12, p < 0.001$). Hypothesis is accepted.
- b. H2: Academic support has a significant positive effect on self-identity development ($t = 5.68, p < 0.001$). Hypothesis is accepted.
- c. H3: Involvement in extracurricular activities has a significant positive effect on self-identity development ($t = 8.25, p < 0.001$). Hypothesis is accepted.

7. Data Description

- a. This study shows that involvement in extracurricular activities has the most significant influence on the development of adolescent students' self-identity, compared to social interaction and academic support. This suggests that students who are active in activities outside the classroom tend to form a strong self-identity more quickly because they get the opportunity to develop social skills, leadership, and a wider social network.
- b. Social interaction on campus also plays an important role, especially in helping students feel connected to their environment and strengthening their self-confidence. Academic support, although not as strong as other variables, still has a significant contribution, especially in helping students achieve academic goals that are part of their self-identity.

CONCLUSION

This study revealed that the campus environment has a significant influence on the development of self-identity in adolescent students. Based on the results of data analysis from 300 student respondents, it was found that social interaction, academic support, and involvement in extracurricular activities all play an important role in helping students develop their self-identity during their studies in college. In particular, involvement in extracurricular activities was shown to have the strongest influence on the development of student self-identity. Students who are active in campus organizations and extracurricular activities tend to have a more developed self-identity because they get the opportunity to hone social skills, develop a sense of leadership, and build a wider social network.

Social interaction in the campus environment also plays an important role in supporting the development of self-identity. Positive interactions with peers and lecturers help students feel connected to their academic community, which in turn strengthens their self-confidence and self-understanding. Academic support, although slightly less influential than other variables, still contributes significantly to the development of students' academic and professional identities. Access to adequate academic guidance and learning facilities helps students achieve their academic goals, which are an important part of their self-identity.

Overall, this study confirms that higher education is not only a place to gain academic knowledge, but also an environment that supports holistic self-development. Higher education institutions that are able to create an environment that supports active student involvement, both inside and outside the classroom, can help students develop a strong self-identity, self-confidence, and readiness to face future challenges. This study provides implications for higher education administrators to continue to strengthen support for students, both in the form of improving the quality of social interactions, providing adequate academic facilities, and developing relevant and inclusive extracurricular programs.

LIMITATION

1. **Limited Generalizability:** This study was conducted at one type of institution, so the results may not be generalizable to all types of higher education institutions, such as private colleges or educational institutions with different cultural contexts. The characteristics of the campus environment at private colleges or in other countries may differ and affect the results of this study.
2. **Limited Sample Variation:** Although this study involved samples from various faculties or study programs, the sample variation was limited to young students (18-22 years old). Older age groups, such as mature students, may experience identity development in different ways, but were not the focus of this study.
3. **Limited Measurement:** This study used a questionnaire as the sole data collection tool, which may limit the depth of information obtained. Questionnaires can lead to response bias, especially if respondents provide answers that they consider most in line with social expectations. Additionally, other data collection methods, such as in-

depth interviews or direct observation, were not used, which may have provided a more in-depth perspective on students' identity development.

4. Aspects of the Campus Environment Not Examined: This study focused on social interactions, academic support, and extracurricular involvement. However, there are other factors within the campus environment that may play a role in students' identity development, such as physical campus facilities, non-academic environments, institutional policies, and accessibility of mental health services. These limitations suggest that this study did not cover all relevant aspects of the campus environment.
5. Causality Cannot Be Determined: This correlational research design can only show relationships between the variables studied, but cannot prove a definitive cause-and-effect relationship. For example, while there is a positive correlation between extracurricular involvement and identity development, this study cannot confirm that involvement in extracurricular activities directly led to increased identity development, or vice versa.
6. Limited Duration of the Study: This study was conducted over a limited period of time, so it only captures conditions at the time of the survey. Identity development is a long-term process that may change over time, and this study did not account for changes in the dynamics of students' identity over the long term.

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