



Interaction between Parent - Child Attachment and the Environment Social School in Predicting Adjustment Psychosocial Teenager

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ABSTRACT

Study This aim For analyze influence Parent - Child Attachment and the Environment Social School in a way simultaneous, partial, and interactive (moderation) in predict Adjustment Psychosocial Teenager. Study quantitative with design correlational predictive use Moderated Multiple Regression (MMR). Participants are 250 high school students/equivalent (aged 15-18 years) who were selected through technique purposive sampling. Data collected using the Parental Attachment Scale ,Environmental Scale Social Schools, and Adjustment Scales Psychosocial. The results show that Parent - Child Attachment and the Environment Social School in a way simultaneous influence Adjustment Psychosocial Teenager in a way significant ($R^2=0.425$; $p<0.001$). More furthermore, there are effect interaction significant positive ($\beta_{\text{interaction}} = 0.210$; $p < 0.001$), indicating that Environment Social School act as a positive moderator. Adjustment psychosocial highest achieved when teenager accept high and consistent support from second environment. Adjustment psychosocial optimal adolescence is results synergy between support from family (attachment) and support from school. Implications practical emphasize importance intervention holistic and collaborative between parents and schools in create network stable support for teenager.

INTRODUCTION

Adolescence is period development crucial marked with change significant physical, cognitive, and psychosocial impairment, with task main reach adjustment healthy psychosocial (Erikson, 1968). Adjustment psychosocial in adolescents refers to the ability For face internal and external demands, building effective interpersonal relationships, and internalizing norms social, which becomes foundation important for mental health and functioning them in adulthood (Cynthia & Basaria, 2023).

In a way traditional, parent - child attachment recognized as system primary support that plays a role central. Quality attachment especially marked with warmth, support, and communication open providing a sense of security and value self, which allows teenager For exploring environment more social wide with belief (Latifah & Fitriyanti, 2021; Wulandari, 2022).

During adolescence, the influence environment social school (including teachers and friends peers) increased in a way substantial. Environment positive schools, characterized by support strong social and good treatment, become source support emotional and a strong sense of belonging important, which has an impact significant to welfare psychological (Hasanuddin & Khairuddin, 2021; Ardini, Sugiarti, & Erlangga, 2024).

Although role each factor This has Lots researched, understanding about How interaction between parent child attachment and the environment social school in a way synergistic predict adjustment psychosocial teenager Still need exploration in depth research This aim analyze interaction this, giving contribution significant for development of intervention models integrated psychosocial

LITERATURE REVIEW

Adjustment Psychosocial Teenager

Adjustment psychosocial covers success teenager in conflict identity versus confusion (Erikson) measured role through dimensions personal and social. Successful adjustment correlated with welfare psychological (Ardini, Sugiarti & Erlangga, 2024) while failure can contribute to emotional mental problems (Devita, 2020).

Parent - Child Attachment

Quality attachment (secure vs insecure) safe forms an Internal Working Model (*IWM*), influencing method teenager look at self and others (Bowlby, 1988). Attachment safe produce regulations more emotions good , price high self-esteem , and behavior prosocial , all of which facilitate adjustment self (Cynthia & Basaria , 2023; Wulandari , 2022).

Environment Social School

Environment supportive schools, marked with support from teachers and friends peers, act as system supporters vital external factors (Hasanuddin & Khairuddin, 2021). A positive environment grow *sense of belonging* and giving opportunity for teenager For testing and developing skills social they (Ardini, Sugiarti & Erlangga, 2024).

Hypothesis Interaction

Based on perspective ecological (Bronfenbrenner) hypothesized that Parent - Child Attachment will interact positive with Environment Social School. Strong attachment functioning as secure base, and existence environment supportive school will strengthen ability teenager For apply competence emotional and social, resulting in synergy Adjustment Optimal psychosocial

METODOLOGY

Design Study

Study This use approach quantitative with design correlational predictive For test effect moderation (interaction) between X₁ (Parent - Child Attachment) and X₂ (Environment Social School) to Y (Adjustment Psychosocial Teenager).

Participants

Participants amount to 250 high school students/equivalent (aged 15-18 years) were selected use technique purposive sampling. Criteria inclusion covering student active class X and XI and live with parents/guardians.

Instruments Study

Data collected use standardized Likert Scale (5-point) questionnaire .

1. Parent - Child Attachment (X₁): Adaptation from IPPA-R (version Parent).
2. Environment Social School (X₂): Support Scale Social Schools (including support from teachers and friends peers).
3. Adjustment Psychosocial Adolescent (Y): Adjustment Scale Self focused on dimensions personal and social .

(Note : All instrument has passed the validity and reliability test, alpha > 0.70).

Data Analysis Techniques

Data analyzed use Analysis Regression Multiple for simultaneous and partial tests, as well as Regression Hierarchical (Moderated Multiple Regression/MMR) For test effect interaction with enter variables product (X₁\times X₂) (Ghozali, 2021).

RESULT AND DISCUSSION

Statistics Descriptive

Average score on the three variables is at in category Height (Parental Attachment: {X}=61.45
Environment School: {X}=58.91
Adjustment Psychosocial: {X}=80.12\$), shows adaptive sample.

Analysis Regression Multiple

The results of the F test show that X₁ and X₂ are simultaneous affect \$Y\$ significantly significant (F= 91.305; p < 0.001). The regression model This explains 42.5% of the variation in adjustment psychosocial (R² = 0.425).

The results of the t-test (partial) show:

- Parental Attachment (beta = 0.415; p < 0.001\$) has an effect positive significant.

- Environment Social School ($\beta = 0.312$; $p < 0.001$) has an effect positive significant.

Interaction Test (Moderation)

Regression Results Hierarchical show that variables interaction (Engagement \times Environment School) has coefficient significant positive ($\beta_{\text{interaction}} = 0.210$; $p < 0.001$).

- Variables interaction produce improvement Power prediction by $\Delta R^2 = 0.043$ from Model 1 to Model 2.

Findings This confirm existence effect moderation positive. Analysis simple slope show that connection between Parental Attachment and Adjustment Psychosocial become Far more strong and steep when Environment Social School perceived high, compared when perceived low.

Research result in a way consistent support role central Good Parent - Child Attachment and Environment Social School as predictor Adjustment Psychosocial Teenager.

Parental Attachment give more contributions big, affirm return his role as foundation psychological and resource secure base main for teenagers (Cynthia & Basaria, 2023). Meanwhile that, Environment Social School provide context social where teenagers validate self-efficacy and developing skills social outside house (Hasanuddin & Khairuddin, 2021).

Findings key and most important is existence interaction significant positive interaction. This show that Adjustment Psychosocial Teenager No only results from addition second support, but rather results from synergy. Strong attachment at home No only give benefit in a way directly, but also strengthens ability teenager for utilise in a way maximum source Power positive from environment school. Teenagers reach adaptation superior psychosocial when they own network coherent and consistent support across both domains of life they, support view ecological development

CONCLUSION AND RECOMMENDATION

Conclusion

Parent - Child Attachment and the Environment Social School is predictor positive significant to Adjustment Psychosocial Teenagers. There are effect interaction significant positive, confirming that Adjustment Optimal psychosocial is achieved through synergy high and consistent support between family and school.

Recommendation

1. Practical: School must focus on development climate supportive and inclusive schools (Ardini, Sugiarti & Erlangga, 2024), and establishing strong partnership with parents through parenting workshop that emphasizes communication and attachment (Cynthia & Basaria, 2023).

Theoretical: Study furthermore recommended For test variables mediation (e.g. ,self-efficacy) or resilience and use longitudinal design for strengthen understanding causality interaction This.

FURTHER STUDY

This research still has limitations so further research on this topic is still needed “Interaction between Parent - Child Attachment and the Environment Social School in Predicting Adjustment Psychosocial Teenager”

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