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Adolescent Identity Status and Socio-Demographic Factors: A Cross-Sectional Study Using the Three-Dimensional Model

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Abstract

Background: Identity formation represents a key aspect of psychosocial development during adolescence. In the three-dimensional model, identity comprises commitment, in-depth exploration, and reconsideration of commitment. The configuration of these elements determines adolescent identity status. The present study aims to identify the elements of adolescent identity and the identity statuses associated with socio-demographic factors.

Methods: A descriptive analysis design with a cross-sectional approach was employed. Sample selection was conducted in two stages using cluster and purposive sampling methods.

Results: Adolescent identity was assessed using the Utrecht Management of Identity Commitments Scale. The association between socio-demographic factors and adolescent identity status was analyzed using the Chi-square test. The findings indicate that adolescents demonstrated high commitment, moderate in-depth exploration, and low reconsideration of commitment. Most adolescents were in a moratorium stage, while a smaller proportion had achieved identity status.

Conclusion: Identity status was influenced by gender, family type, maternal employment status, and school location. These findings suggest that adolescent commitment remains malleable.

Keywords: Adolescents, Identity,Sociodemographics,Three-dimensional Model

BACKGROUND

Identity formation is the main developmental task of adolescents. In Erikson's theory of psychosocial development, it is explained that adolescents who fail to achieve identity will experience identity confusion. Marcia further explored Erikson's theory by classifying identity into 4 statuses: achievement, foreclosure, moratorium, and diffusion (1). This status is determined based on the presence or absence of exploration and commitment carried out by adolescents (2). Meeus further developed Erikson and Marcia's theory, resulting in a three-dimensional model: identity is constructed through commitment, in-depth exploration, and reconsideration of commitment (3).

The three-dimensional model sees identity formation as a dynamic process that occurs throughout human life. In the adolescent stage, a person already has commitments formed at the previous stage of development. The major changes that occur in adolescence create crisis conditions, so adolescents need a deeper exploration of existing commitments (4). Deep exploration is the extent to which the youth reflect on current commitments, seek additional information, and talk to others about their options (5). In-depth exploration can reinforce existing commitments or lead to alternative commitments. A reconsideration of commitment occurs when adolescents find an alternative to commitment. Youth will compare current commitments to alternative commitments that emerge from deep exploration. Adolescents then decide whether to maintain existing commitments or replace them with new ones (6).

The decision to determine commitment is very important for teenagers. A commitment that is well formed in early adolescence will be the foundation for achieving identity at the end of adolescence or early adulthood (7). This study identified identity formation in early adolescents in junior high school. Identity is measured by the Utrecht-Management of Identity Commitments Scale, which was developed from a three-dimensional model (8). Adolescent identities will be drawn by displaying the results of commitment value calculations, in-depth exploration, and commitment reconsideration until the adolescents' identity status is identified. These three components of identity are important for teenagers. The results of the study show that commitment is associated with resilient personality traits such as emotional stability (8,9), high clarity of self-concept and self-esteem (8,10), positive relationships with family (6), and high academic achievement (11).

Deep exploration is positively associated with openness to experience (12), active cognitive social strategies to evaluate information (13), warm family relations (6), and social responsibility (14). Whereas a commitment review provides the opposite relationship with commitment. Studies on adolescent identity have been conducted in many countries. The study across 6 countries in Europe found average commitment scores of 3.36-3.83, exploration scores of 3.09-3.51, and reconsideration of commitment scores of 1.86-2.68 (15).

A similar study has also been conducted in Indonesia, namely among adolescents in Surabaya, whose results indicate an average initial adolescent commitment score of 3,799, an in-depth exploration of 3,654, and a commitment review of 2,908. Commitment scores increase as teens age (16). The study also displayed identity status by gender and age group. In the adolescent category, early adolescence attains the least status achievement, and most of the time is in the status diffusion. The majority of teenagers are in a moratorium, with adolescent girls slightly more likely than adolescent boys to be in one. The second most common status is a searching moratorium, with a balanced percentage between men and women. Status achievement is more common among adolescent girls, while status diffusion is more common among adolescent boys (16). These results showed that adolescents in different regions had different commitment scores, in-depth exploration, and reconsideration of commitment, which affected the status they achieved. Differences in scores across these components lead to different outcomes in achieving adolescent identity status. There has been no identity research on adolescents in Banyumas Regency. The aim of the research is to provide a detailed overview of adolescent identity,

including its components and status. The researchers also conducted further analysis by linking sociodemographic factors with adolescent identity status.

METHODS

Study Design

This research used a quantitative, descriptive, cross-sectional design to describe adolescent identities associated with sociodemographic factors. The cross-sectional design was chosen because data collection was carried out once as the initial data in a series of research processes. This data will serve as a basis for preparing interventions in the next stage of research.

Sample and Participants

The target population in this study comprises adolescents enrolled in junior high school in Banyumas Regency. Sampling proceeded in two stages. First, schools were selected using cluster random sampling to represent urban and rural settings. The school selected as the sample for this study is a junior high school under the jurisdiction of the Banyumas Regency Education Office, accredited A, and willing to participate in the research. There are 166 junior high schools registered with the Banyumas Regency Education Office, divided among 7 sub-districts. The center of Banyumas Regency is Purwokerto, located in sub-district 1. Sub-districts 2 to 7 are in suburban and rural areas. The researcher will involve 4 schools as the sample: 2 from rural areas and 2 from suburban areas. These schools were randomly selected in the presence of representatives from the Musyawarah Kerja Kepala Sekolah (MKKS).

Second, classes within these schools were chosen through purposive sampling. The selection of respondents was carried out based on an agreement with the school, namely by determining classes to be used as a sample, and then screening students who met the inclusion and exclusion criteria. Inclusion criteria were students aged 12–14 years, actively enrolled in junior high schools in Banyumas, willing to participate, and parental/guardian consent. Exclusion criteria were students who were absent during data collection, identified as having special needs, or lacked smartphones to complete digital questionnaires. Slovin's formula yielded a total sample of 338 adolescents. The first selection was conducted in May 2025, and the second in June 2025.

Instrument

This research uses the Utrecht-Management of Identity Commitments Scale, which was developed from a three-dimensional model (8). This instrument was chosen because it measures identity in the domains that are appropriate to adolescent life, namely the educational and interpersonal domains with peers. It comprised 26 items (13 in education, 13 in interpersonal domains) across three subscales: commitment (5 items), in-depth exploration (5 items), and reconsideration (3 items). The instrument has been translated into 23 languages, including Indonesian, and can be accessed openly. This instrument has been tested in various countries and produced an alpha Cronbach value in the range of 0.76 - 0.93. Meanwhile, the instrument in the Indonesian version has a Cronbach's alpha value of 0.826 for the commitment, 0.707 for the in-depth exploration, and 0.744 for the reconsideration of commitment. The reliability results show that this instrument is suitable for use.

Data Collection

The data collection procedure begins with submitting a permit from the study program to the Banyumas Regency Investment and Licensing Agency, followed by submission to the Banyumas Regency Kesbangpol, with copies to the Banyumas Regency Health Office, the Banyumas Regency

Education Office, and the intended school. The selection of respondents was carried out in collaboration with the school, using the established inclusion and exclusion criteria. An agreement was reached on the trend of collecting search data. During the implementation stage, prospective respondents were first given an explanation of the research, then completed an approval sheet. The researcher will convey that participation in the research is voluntary. Students are also given informed assent to get parental approval. The questionnaire was given after the researcher obtained consent from students and parents. Data collection was conducted via a Google Form. The incoming data is then corrected by the researcher to ensure the questionnaire is fully answered. The data collection process was carried out in June 2025

Data Analysis

The data were analyzed univariately and bivariately. A univariate analysis was conducted to provide an overview of respondent demographic characteristics and adolescent identity. The data are analyzed using a frequency distribution because all variables are categorical. Associations between social demographics and status identity were examined using Chi-square tests.

Ethical Considerations

Ethical clearance was granted by the Research Ethics Committee of the Faculty of Nursing, Universitas Indonesia, with the number KET-158/UN2. F12. D1.2.1/PPM.00.02/2025

RESULT AND DISCUSSION

RESULT

Table 1 shows that the most respondents are female (53.6%), first child (42.9%) living in nuclear families (76.6%), unemployed mothers (52.7%), and schools in urban areas (52.7%). The results of the study also showed that the majority of adolescents were in the status of searching moratorium at 33.4%, while the smallest percentage was the achievement identity status 13.3%).

Table 1. Characteristics of junior high school adolescents in Banyumas Regency in 2025 (n=338)

Variabel	Frequency	Percentage (%)
Gender		
Male	157	46,4
Female	181	53,6
Child position		
First child	145	42,9
Middle child	74	22,2
Youngest child	119	34,9
Family type		
Nuclear family	259	76,6
Extended family	79	23,4
Mother's Employment Status		
Work	160	47,3
Not working	178	52,7
School location		
Urban	178	52,7
Rural	160	47,3
Identity status		
Achievement	45	13,3
Early closure	46	13,6
Searching moratorium	113	33,4
Moratorium	62	18,3
Diffusion	72	21,3

The identity element's score is in the range of 1 to 5. The results of the analysis showed that adolescent commitment was at an average value of 3.99, meaning that adolescent commitment was at a high score. The average value of deep exploration is 3.43, which means that adolescents are quite high in doing deep exploration. Commitment review has a 2.7 rertata, which means that adolescents are low in conducting commitment reviews. The minimum and maximum scores are at the lowest and highest values (Table 2).

Table 2. Elements of identity of junior high school adolescents in Banyumas Regency in 2025 (n=338)

Identity elements	Median	Min-Max	Mean	SD
Commitment	4,1	1,5 – 5.0	3,99	0,59
In-depth exploration	3,4	1,8 – 5,0	3,43	0,55
Reconsideration of commitment	2,7	1,0 – 5,0	2,70	0,74

Based on the three-dimensional model, identity status is classified into 5 categories, namely: achievement, early closure, searching moratorium, moratorium, and diffusion. Status achievement is achieved when adolescents have high commitment and in-depth exploration, but low commitment reconsideration. Early closure status is achieved when adolescents have high commitment, but low in conducting in-depth exploration and reconsideration of commitment. The status-seeking moratorium is a condition in which adolescents have equally high commitment scores, in-depth exploration, and reconsideration of commitment. Moratorium status is experienced when commitment and in-depth exploration are low or moderate, but reconsideration of commitment is high. Teens with status diffusion have a low score on all three elements (2). (Figure 1)

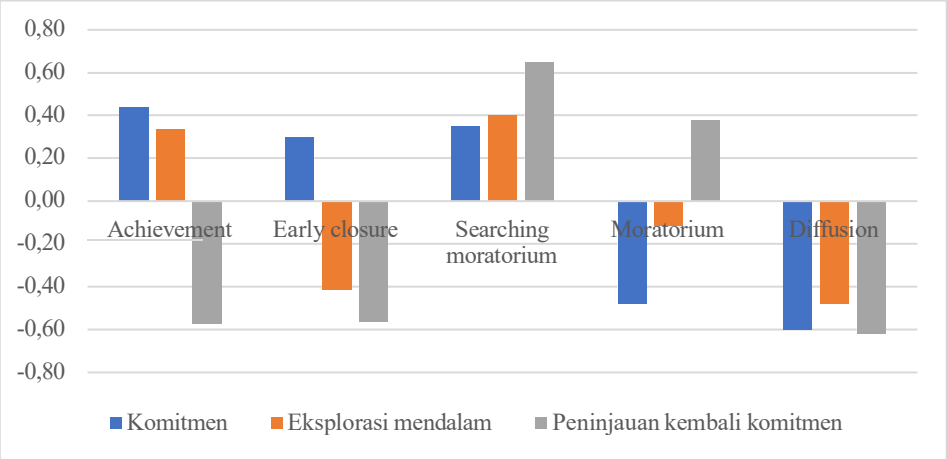


Figure 1. Composition of identity elements to identify the identity status of adolescents

Adolescent girls are more at an achievement status than adolescent boys, but adolescent girls are also at a higher diffusion status than adolescent boys. Adolescents who live in nuclear families achieve more identity (16.2%), while those who live in extended families experience more diffusion (25.3%). Working mothers have adolescents with greater achievement (16.9%), while mothers who do not work have the majority of their adolescent children in the status of search moratorium and diffusion, with percentages of 38.2 and 24.7, respectively. Adolescents attending urban schools have higher achievement than those in rural schools, but diffusion status is also higher in urban areas than in rural areas. The child's position in the family is not associated with identity status. Table 3 shows that the variables gender, family type, mother's employment status, and school location have degrees of freedom

values of 4 and Cramér's V values in the range of 0.15-0.25. These results mean that gender, family type, mother's employment status, and school location have a moderate strength of relationship with adolescent identity status. (Table 3).

Table 3. The relationship of demographic factors to the identity of junior high school adolescents in Banyumas Regency in 2025 (n=338)

Variable demographics	Identity status					X^2	df	*Pv*	*V*
	Achievement n (%)	*Early closure* n (%)	*Searching moratorium* n (%)	*Moratorium* n (%)	*Diffusion* n (%)				
Gender									
Male	14 (8.9)	27 (17,2)	50 (31.8)	36 (22.9)	30 (19.1)	11.275	4	0.024	0.183
Female	31 (17.1)	19 (10,5)	63 (34,8)	26 (14.4)	42 (23.2)				
Child position									
First	14 (9.7)	19 (13.1)	47 (32.4)	27 (18.6)	38 (26.2)				
Middle	8 (10.8)	8 (10.8)	30 (40.5)	12 (16.2)	16 (21.6)	11,524	8	0.174	0.131
Youngest	23 (19.3)	19 (16.0)	36 (30.3)	23 (19.3)	18 (15.1)				
Family type									
Nuclear family	42 (16,2)	32 (12,4)	84 (32,4)	49 (18,9)	52 (20,1)	9,605	4	0,048	0,169
Extended family	3 (3,8)	14 (17,7)	29 (36,7)	13 (16,5)	20 (25,3)				
Mother's employment status									
Work	27 (16,9)	29 (18,1)	45 (28,1)	31 (19,4)	28 (17,5)	12,244	4	0,016	0,190
Not working	18 (10,1)	17 (9,6)	68 (38,2)	31 (17,4)	44 (24,7)				
School location									
Urban	27 (15,2)	32 (18,0)	50 (28,1)	28 (15,7)	41 (23,0)	11,382	4	0,023	0,184
Rural	18 (11,3)	14 (8,8)	63 (39,4)	34 (21,3)	31 (19,4)				

DISCUSSION

Identity Elements

Identity is built from elements of commitment, in-depth exploration, and reconsideration of commitment. Commitment is a choice made in the realm of development that gives adolescents confidence (2). The focus of this study is adolescent development in education and interpersonal relationships with peers. Early adolescents in Banyumas Regency have a higher average commitment score than adolescents in Surabaya (16) and adolescents in 7 European countries (15). These results show that adolescents in Banyumas Regency have a higher commitment than adolescents in other regions in Indonesia and the world.

This study was conducted with early adolescents aged 12-14 years, who were in first grade or the beginning of second grade. The high commitment of these adolescents suggests they are in a phase of demonstrating their sense of responsibility for the education they received at the junior high school of their choice. Previous studies have shown that commitments formed in adolescence lay the foundation for stable, long-term commitments in early adulthood (7). Commitment can be strengthened through in-depth exploration.

Deep exploration is an act that shows the extent to which youth are actively reflecting on their commitments, seeking additional information, and discussing them with others (2). The average in-depth exploration in this study was lower than in other Indonesian cities (6) but higher than that for adolescence in Europe (15). The results are moderate. The school provides a variety of activities that

facilitate students to expand themselves. Grade 1 and 2 students in Banyumas Regency and in other schools in Indonesia are required to participate in extracurricular activities. Some of these activities are mandatory, such as Scouting, while others are optional and tailored to students' talents and interests.

The third element is a reconsideration of commitments; the average in this study is lower than that in other Indonesian studies (16) but much higher than that in European research (15). A reconsideration of commitment is an act of comparing the current commitment with the possibility of an alternative commitment because the current commitment is no longer considered satisfactory (2). In this study, although adolescents already have high commitment, this score suggests the possibility of future change in commitment. Graying can occur because adolescents are still exploring and identifying educational plans for the high school level. Teenagers in high school generally choose a school at the end of the third grade. A similar thing happened to adolescents in Japan (9).

Adolescent Identity Status

The findings indicate that most adolescents are in a searching moratorium. This outcome contrasts with earlier research on adolescents in Surabaya, which reported that the majority were in moratorium status (16). The moratorium status of searching suggests that adolescents are in the process of identity formation; they have high commitments, engage in in-depth exploration, yet continue to review their existing commitments (2). The present study also identified relationships between demographic factors and adolescent identity status. The study further demonstrates a relationship between gender and adolescent identity status. These findings are consistent with previous research on adolescents in Cirebon (18) and the Netherlands (3).

The data indicate that identity achievement is higher among adolescent girls than boys, which may be attributed to earlier physical and cognitive maturity in girls (3). Studies have shown that girls typically reach puberty one to two years earlier than boys (19). Unlike research in the Netherlands, where high identity achievement among girls is associated with low diffusion status, the present study found that adolescent girls also exhibit higher diffusion levels than boys. This pattern is similar to that observed among adolescent girls in Surabaya (16). Overall, these results suggest that gender is associated with identity status. Family structure is another factor associated with identity status. As the primary environment for adolescents, the family significantly influences the developmental processes that begin in adolescence and contribute to identity formation (20). The present study indicates that adolescents residing with both parents achieve higher levels of identity. Parental presence is crucial in shaping adolescent identity, as research demonstrates greater diffusion among adolescents whose parents are separated (18).

Additional studies suggest a reciprocal relationship: the family influences adolescent identity formation, and adolescent identity, in turn, affects family relationships (6). Parental presence encompasses not only physical availability but also the quality of relationships and interactions with adolescents. Parenting styles vary and have distinct impacts on adolescent development. Research indicates that authoritative parenting fosters confidence, sociability, self-control, politeness, cooperation, and curiosity in adolescents (21). Such parenting patterns facilitate the attainment of identity achievement status (22). Conversely, authoritarian parenting is associated with fearfulness, anxiety, lack of initiative, and poor communication skills in children. Adolescents raised with authoritarian parenting are more likely to experience identity diffusion (18). This may be due to the high level of parental control, which limits adolescents' autonomy and decision-making. Parenting style reflects the nature of the relationship between parents and adolescents. Highly controlling or negative parental relationships adversely affect identity development (23-25).

Poor-quality parental relationships also contribute to increased conflict, which can further impact adolescent identity. Research by Becht highlights the significance of relationship quality in the formation of adolescent identity. Effective parenting fosters positive parent-adolescent relationships,

thereby supporting the development and achievement of adolescent identity (7). The role of the mother remains integral to family dynamics. The increasing participation of women in the workforce has diversified maternal roles beyond traditional nurturing. The present study found an almost equal distribution between working and non-working mothers. Further analysis revealed differences in adolescent identity status by maternal employment status. A mother's employment status may influence her capacity to provide support. Research indicates that supportive mothers reduce adolescents' reconsideration of commitments, while less supportive mothers increase the likelihood that adolescents will question their options and seek alternatives (6). These findings underscore the importance of parental roles in shaping adolescent identity.

The last demographic factor, school location, is the final demographic factor examined; differences in identity status were observed between adolescents attending urban and rural schools. These findings contrast with previous studies on Japanese adolescents (9). Japan, as a developed country, exhibits relatively uniform development and government support for education across urban and rural areas. In contrast, Indonesia is a developing country with a large and diverse population, where educational conditions remain uneven despite significant government investment. The availability of teaching resources, student enrollment, and educational support facilities varies considerably. Most high-quality schools are concentrated in urban areas, which broadens adolescents' perspectives on education. The family is not associated with adolescent identity status. This finding is different from the results of previous research on adolescents in Cirebon (18). People in Indonesia do tend to give greater responsibility and expectations to the first child, but as a student, every child has the same responsibilities regardless of whether they are the first, second, or last child.

CONCLUSION

Identity formation in this study is focused on early adolescence. The majority of respondents were female, lived in nuclear families, had non-working mothers, and went to school in urban areas. The majority of early adolescents in the Banyumas district are in the search moratorium status, and the lowest percentage is in the achievement status. Based on the average scores of the constituent components, adolescents show high commitment, moderate in-depth exploration, and low reconsideration of commitment. Gender, family type, mother's employment status, and school location are associated with adolescent identity status. Adolescents' commitment can be strengthened by optimizing family and school participation to facilitate in-depth exploration, thereby moving their identity status toward a more stable state, namely, early closure and achievement.

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AUTHOR'S CONTRIBUTION STATEMENT

KGS:Conceptualization & Writing Original Draft, Formal analysis, Review & editing. BAK: Conceptualization, Methodology, Supervision, Manuscript Review. YSEP: Methodology, Supervision, Formal analysis. W: Supervision, Formal Analysis & Manuscript Review.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

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