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Publication details, including author guidelines

URL: <https://jurnal.konselingindonesia.com/index.php/jkp/about/submissions#authorGuidelines>

Editor: Yola Eka Putri

## Article History

Received: 26 May 2025

Revised: 28 Jun 2025

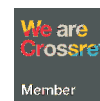
Accepted: 31 Jul 2025

## How to cite this article (APA)

Kumoro, R., Herawati, T., Sumarwan, U., & Muflikhati, I. (2025). The influence of family support, school environment, and coping strategies on the self-identity development of adolescents in government-affiliate school. *Jurnal Konseling dan Pendidikan*. 13(2), 531-540. <https://doi.org/10.29210/1164700>

The readers can link to article via <https://doi.org/10.29210/1164700>

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## Jurnal Konseling dan Pendidikan

ISSN 2337-6740 (Print) | ISSN 2337-6880 (Electronic)





# The influence of family support, school environment, and coping strategies on the self-identity development of adolescents in government-affiliate school

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## ABSTRACT

This study aims to analyze the influence of family support, school environment, and coping strategies on the self-identity development of cadets in government-affiliate school. A quantitative approach with an explanatory design and survey method was used, involving 331 cadet respondents from levels I and II, aged 18 to 21, at a vocational school under the Ministry of Transportation. The instrument used was a standardized questionnaire to measure the variables of family support, school environment, coping strategies, and the self-identity development. Data were analyzed using Structural Equation Modelling-Partial Least Square (SEM-PLS). The results of the study indicate that family support, school environment, and coping strategies have a significant positive effect on the self-identity development. Family support plays a crucial role in personal development and future planning, while a supportive school environment, characterized by positive relationships between teachers and peers, accelerates the self-identity development. Furthermore, effective coping strategies assist in managing stress and life challenges more effectively. These findings emphasize the importance of family support, school environment, and coping strategies in supporting the personal development of cadets in government-affiliate school. The implications of this study suggest that the government should support inclusive educational policies, train teachers to address the emotional and social needs of cadets, and encourage further research on coping strategies and mental health in the context of vocational education.

## Keywords:

Adolescents  
Coping strategies  
Family support  
School environment  
Self-identity development

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## Introduction

The period of late adolescence is a critical phase in an individual's development, during which teenagers experience significant changes in identity formation and self-concept, as well as begin to reflect on their future. At this stage, adolescents face various social, emotional, and cognitive challenges that influence how they build life goals, develop aspirations, and plan their direction in life (Fuligni et al., 2021). Adolescents' ability to undergo self-identity development the journey toward maturity and the formation of identity is profoundly influenced by the social environment surrounding them, including family, school, and the strategies they employ to cope with life s

pressures. Environmental factors play a crucial role in shaping adolescents' psychological well-being, which is a key determinant in their ability to cope with life stressors (Alfano & McMakin, 2015; Heinonen-Guzejev et al., 2024).

This study aims to address the gap in understanding how family support, school environment, and coping strategies collectively influence the self-identity development of cadets in government-affiliated vocational schools. In Indonesia, the term "youth" is commonly used to describe the age group ranging from adolescence to early adulthood. According to data from the Central Statistics Agency (2020), the National Socio-Economic Survey estimates the number of youth to be approximately 64.50 million, or nearly a quarter of Indonesia's total population (23.86 percent). Regionally, more than half of the youth population is concentrated on Java Island (54.8 percent). However, Indonesian youth face significant challenges. According to a UNICEF Indonesia report (2022), there are 10,300 children out of school, and 65,700 children are at risk of dropping out. Additionally, the smoking rate among adolescents is 22.04 percent, predominantly among male adolescents. Equally concerning, around 160,000 adolescents are experiencing mental health issues, with 66 percent of them being female. In addressing these challenges, the role of the family is crucial. Family support, encompassing emotional, social, moral, and practical aspects, plays a key role in helping adolescents manage life challenges (Noorsyarifa & Santoso, 2023).

Family support plays a significant role in fostering resilience, mental health, and character development in adolescents. The family is the first environment that shapes how an individual responds to challenges, provides a sense of security, and forms their self-identity. Financial, moral, and social support from the family can enhance adolescents' self-confidence, reduce the risk of deviant behavior, and promote healthy social relationships. A supportive family also contributes to the development of emotional intelligence, such as empathy and communication skills, which are crucial for harmonious social interactions (Mulyanti & Khasanah, 2025).

The school environment also plays a strategic role in the lives of adolescents. School is not only an academic learning space but also a social environment that shapes values, character, and self-identity. Interactions with teachers, peers, and the physical and social atmosphere of the school can significantly influence adolescents' emotional well-being and psychological development. An inclusive, safe, and supportive school environment can reinforce positive values such as empathy, responsibility, and perseverance, while also facilitating essential life skills such as decision-making and problem-solving (Van Ryzin, 2011; Wong et al., 2021). On the other hand, pressures at school, such as bullying, unhealthy academic competition, and social tensions, can disrupt adolescent development. Therefore, creating a healthy and conducive school atmosphere is an important investment in shaping adolescents who are well-rounded mentally and socially (Eccles & Roeser, 2011; Kaur, 2015).

Coping strategies, or the ways adolescents manage stress and life pressures, are crucial in determining the quality of mental health and self-identity development during adolescence. Adaptive coping strategies, such as problem-solving, positive reframing, and seeking social support, have been shown to enhance resilience, emotional well-being, and life satisfaction in adolescents. In contrast, maladaptive coping strategies, such as avoiding problems, self-blame, or withdrawing from social environments, can worsen psychological conditions, increasing the risk of anxiety, depression, and deviant behavior. The use of coping strategies is also influenced by factors such as age, gender, and the socio-economic and cultural conditions of the family (Schröder et al., 2018; Rodríguez et al., 2016; Alenezi et al., 2024).

In the context of vocational education, the challenges faced by adolescents are more complex compared to those in general schools. Cadets are not only required to excel academically but must also adhere to high levels of discipline, embrace institutional values, and adjust to a competitive and highly structured environment. This situation makes self-identity development, aspiration development, and adjustment to adult role demands a process that requires strong psychological resilience. Therefore, a deep understanding of the roles of family support, the school environment, and coping strategies in shaping self-identity development in cadets is essential. Based on this

background, this study aims to analyze the influence of family support, school environment, and coping strategies on self-identity development of cadets in government-affiliate schools.

## Methods

### Design, Location, and Time of the Study

This study adopts a quantitative approach with an explanatory research design, aimed at testing the relationships between variables and verifying the hypotheses formulated. The approach used is cross-sectional, meaning that data are collected at a single point in time through a survey method as the primary data collection technique. The study was conducted at a vocational school under the Ministry of Transportation, located in Bekasi, West Java. This school was purposively selected due to having the highest number of cadets compared to other government-affiliate school under the same ministry. Data collection took place in April 2025.

### Population, Sample, and Sampling Technique

The population of this study consists of all cadets in their first and second years, aged between 18 and 21 years. The sample was selected using a simple random sampling technique. The inclusion criteria include cadets aged 18 to 21, currently enrolled in the first or second year of study, with both parents (father and mother), and who consented to participate in the study. A total of 331 respondents were successfully collected, consisting of 185 male cadets and 146 female cadets, meeting the minimum requirement for multivariate statistical analysis.

### Instruments and Variable Measurement

The instruments used in this study are standardized questionnaires that have been empirically validated from scientific sources, as follows: (1) Family Support was measured using the Perceived Social Support-Family Scale (Prociano & Heller, 1983), which consists of 20 items covering emotional, esteem, informational, and instrumental support. Cronbach's alpha = 0.956. (2) School Environment was measured using the School Environment Inventory (Stern, 1974), which consists of 19 items covering physical, social, and cultural dimensions. Cronbach's alpha = 0.710. (3) Coping Strategies were measured using the Ways of Coping Questionnaire (Folkman et al., 1986), which consists of 20 items divided into two dimensions: problem-focused coping and emotion-focused coping. Cronbach's alpha = 0.787. (4) Self-Identity Development was measured using a modification of the WHOQOL-BREF (WHO, 2004), based on the framework of the Quality of Life Research Unit, University of Toronto (2003), which consists of 15 items focused on the domain of becoming. Cronbach's alpha = 0.921.

### Data Processing and Analysis

The quantitative data processing and analysis were carried out through several stages, including editing, coding, entry, and scoring. Data were analyzed using Microsoft Excel and Statistical Package for the Social Sciences (SPSS) version 25.0 for descriptive and inferential analysis, as well as Structural Equation Modeling Partial Least Square (SEM-PLS) to analyze the influence between variables.

## Results and Discussion

### Adolescent Characteristics

The study involved 331 adolescents, consisting of 185 males and 146 females. The ages of the adolescents ranged from 18 to 21 years, with an average age of 19.80 years. The average age for male adolescents was 19.90 years, while female adolescents had an average age of 19.67 years, indicating a significant age difference between genders. Regarding educational level, more than half of the adolescents (51.4%) were at level 1. Birth order varied from the first to the seventh, with the average being the second child.

### Family Characteristics

Fathers' ages ranged from 40 to 73 years, with an average age of 52.56 years. The majority of fathers (90%) were within the middle adulthood category. The length of fathers' education ranged from 6 to

21 years, with an average of 14.14 years, and more than half (52.6%) had completed higher education. Fathers' occupations were primarily in government service (31.1%), followed by BUMN/BUMD (19.3%), POLRI/TNI (18.7%), entrepreneurship (10.6%), private sector employees (9.4%), laborers (6.3%), farmers/traders (2.7%), and teachers (1.8%). Mothers' ages ranged from 39 to 65 years, with nearly all mothers (96.4%) falling within the middle adulthood category. The length of mothers' education also ranged from 6 to 21 years, with 55.9% of mothers having completed higher education. The majority of mothers were employed in other sectors (39.6%) or as homemakers, with civil service positions (32.9%) being the most common, followed by smaller percentages in other sectors. Family income ranged from less than IDR 1,500,000 to more than IDR 6,000,000 (approximately \$100 to \$400). The majority of families (24.1%) had an income exceeding IDR 6,000,000 (approximately \$400). Family size varied from three to ten members, with most families (89.4%) having between five and seven members.

### **Family Support**

The study reveals significant differences in the perceived family support between male and female adolescents. Male adolescents reported significantly higher levels of family support compared to females, with an average family support score of 88.34 for males versus 84.04 for females ( $p = 0.008$ ). Notably, gender-based differences were observed, with males perceiving greater emotional and material support, particularly in aspects such as emotional communication and appreciation. While both genders reported similar material support, emotional support was found to be considerably higher for males. These results suggest that gender plays a pivotal role in how adolescents perceive and experience family support, which may have a significant impact on their self-identity development.

### **School Environment**

The study also found significant differences in adolescents' perceptions of the school environment based on gender. Male adolescents generally had more positive perceptions of the school environment than females, with a statistically significant difference ( $p = 0.026$ ). Males had more favorable views on emotional comfort, relational support, and aspects of the 3S culture (smile, greet, salute). In contrast, female adolescents rated the school environment more negatively, particularly in terms of emotional comfort. These findings highlight gendered differences in how adolescents experience their school environment, suggesting that these differences could be a critical factor in influencing overall psychosocial development.

### **Coping Strategies**

Regarding coping strategies, both male and female adolescents exhibited similar overall coping abilities. However, males were more likely to use adaptive coping strategies, whereas females demonstrated a higher tendency to employ avoidance strategies. This difference in coping strategies is likely to contribute to variations in self-development and future planning. The findings indicate that gender influences how adolescents manage stress, which in turn affects their ability to cope with life challenges effectively.

### **Self-Identity Development**

The results show that male adolescents exhibited higher levels of self-development and future planning than female adolescents ( $p = 0.000$ ). Males were more confident in their problem-solving abilities, enjoy teamwork more, and had clearer life goals compared to females. In contrast, females were more inclined to prefer working independently. These findings suggest that males are generally more advanced in life planning and task execution, while females may benefit from additional support in fostering independence and teamwork skills.

### **Factors Influencing the Self-Identity Development**

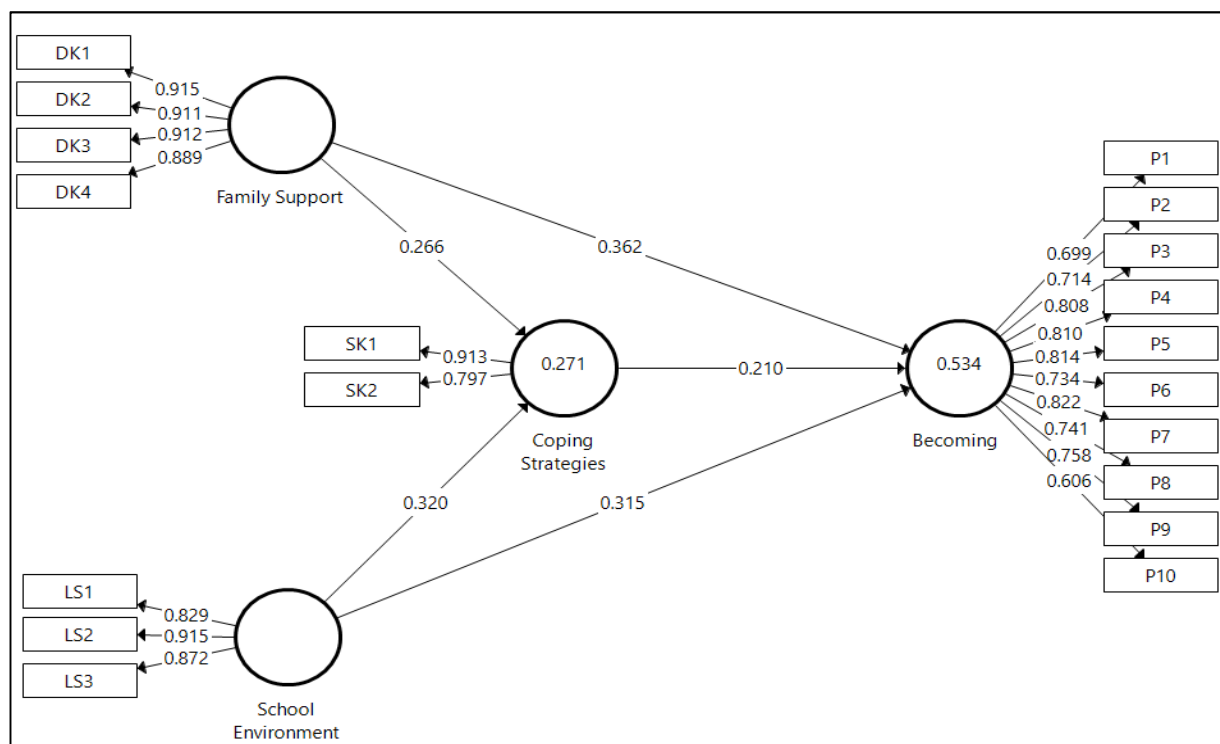
The results show that the latent variables of family support, school environment, coping strategies, and self-identity development have met the criteria with AVE values  $> 0.5$ , composite reliability  $> 0.7$ , and Cronbach's alpha  $> 0.6$ . The outer loading values for the empirical model of family support, school environment, coping strategies, and self-identity development all exceed 0.5. This indicates that the

dimensions in this study have validly represented the characteristics of the variables and are consistent.

**Table 1.** SmartPLS Effect Testing Results

Variable	Direct Effect	Indirect Effect	Total Effect
Family support -> Coping strategies	0.266**		0.266**
School environment -> Coping strategies	0.320**		0.320**
Family support -> Self-identity development	0.362**	0.056*	0.418**
School environment -> Self-identity development	0.315**	0.067*	0.382**
Coping strategies -> Self-identity development	0.210**		0.210**

Note: \*) significantly 0.05; \*\*) significantly 0.01



**Figure 1** SEM-PLS Model influence test

Based on the effect testing results obtained from the SmartPLS analysis, it can be interpreted that all independent variables, namely Family Support, School Environment, and Coping Strategies, have a significant positive effect on the dependent variable, self-identity development, albeit with varying levels of influence. The effect of Family Support on the self-identity development is quite significant, with a path coefficient of 0.362, indicating that the higher the support received by adolescents from their family, the greater their self-development, future planning, and ability to adapt to life demands. Strong family support, whether emotional, social, or material, can strengthen adolescents' self-confidence and encourage them to plan their future more effectively. Additionally, Family Support also significantly influences the use of more adaptive coping strategies, with an effect size of 0.266. This suggests that adolescents who receive strong family support tend to develop better coping mechanisms in dealing with stress and life pressures. The School Environment also showed a significant effect on self-identity development, with a path coefficient of 0.315, meaning that factors within the school environment, such as relationships with teachers and peers, as well as the physical and social atmosphere at school, play an important role in adolescents' self-development and future

planning. A supportive and safe school environment can accelerate the self-identity development in adolescents. Furthermore, the School Environment also influences the use of coping strategies, with an effect size of 0.320, indicating that a positive and supportive school can help adolescents cope better with problems and stress. Finally, Coping Strategies have a positive influence on the self-identity development, with an effect size of 0.210, suggesting that adolescents who can manage stress and life challenges in an adaptive manner are more likely to achieve their life goals, plan for the future, and develop themselves optimally. All these findings indicate that family support, the school environment, and adolescents' coping abilities work together to facilitate their self-development and future planning (Table 1 and Figure 1).

### Discussion

The results of this study show that male adolescents exhibit higher levels of self-identity development compared to female adolescents, particularly in areas such as life planning, independence, and task execution. Males tend to have clearer life goals and greater confidence in time management and problem-solving skills. In contrast, female adolescents are more likely to complete tasks independently and seek social support, as well as manage their leisure time for activities that promote personal well-being, such as exercising. These findings suggest that while there are differences in aspects of self-identity development, both genders have their strengths in planning for the future and managing life challenges, reflecting the importance of gender factors in the adolescent self-identity development. Previous studies have shown that male adolescents generally have higher levels of self-esteem, resilience, and internal self-control compared to females, and tend to excel in areas such as mathematical ability, physical appearance, and relationships with parents. On the other hand, female adolescents tend to perform better in verbal abilities, overall academic achievement, peer interactions, and social media engagement, as well as show higher levels of socio-emotional development (Esnaola et al., 2018; Rashid et al., 2021; Rachman et al., 2025).

The findings of this study indicate significant differences in the perception of family support between male and female adolescents. Male adolescents reported higher levels of family support, particularly in emotional and communication aspects, feeling more often listened to and valued by their families. Previous studies by Zainab, Loona, & Zahid (2025) have also indicated that male adolescents tend to report higher perceptions of family support compared to female adolescents, although this difference is not always significant in terms of its impact on happiness or psychological adjustment. However, in general, both male and female adolescents who feel supported by their families tend to experience better psychological adjustment, life satisfaction, and happiness.

This study also reveals significant differences in the perception of school environment quality between male and female adolescents. In general, male adolescents have a more positive perception of the school environment, particularly regarding emotional comfort and relational support. Males more frequently report the consistency in the implementation of the 3S culture (smile, greet, and salute) and the firmness in addressing violations, as well as feeling more appreciated in social activities and creative freedom. Nevertheless, both groups perceived the school environment similarly in terms of physical facilities such as buildings and libraries. Previous research has shown that male adolescents tend to feel healthier, happier, and safer at school compared to female adolescents. For males, the sense of safety at school is a major factor contributing to their happiness and health, while for females, in addition to safety, experiences of bullying and how frequently teachers intervene in bullying incidents also significantly influence their well-being. Furthermore, female adolescents often have higher expectations of the learning environment and tend to feel less satisfied compared to their male counterparts (Lesinskiene et al., 2025; Taraszow, Gresch, & Kempert, 2023).

This study reveals differences in the coping strategies used by male and female adolescents, although both groups exhibit similar overall coping levels. Male adolescents tend to employ more adaptive coping strategies, while female adolescents are more likely to avoid problems, such as by sleeping longer. In terms of maladaptive coping, males tend to blame themselves, whereas females are more open to sharing their concerns with friends and are more responsive to emotional support.

The study by Sijinjak et al. (2024) indicates significant gender differences in adolescent coping strategies, with female adolescents generally using maladaptive strategies that reflect negative thinking when facing stress. In contrast, male adolescents adopt a more balanced approach to coping, combining both maladaptive and adaptive strategies, which demonstrates greater flexibility in their coping mechanisms. The diversity of coping strategies among males may enhance their resilience.

Family support has a significant positive impact on the adolescent self-identity development. Adolescents who receive strong support from their families tend to be better at managing important aspects of their lives, such as future planning, academic ability, as well as time management and collaboration skills. This support not only aids academic and career development but also helps adolescents develop a healthy self-concept and positive outlook, even when facing challenges. Previous studies have shown that family support, including parental autonomy, plays a crucial role in an adolescent's ability to plan for the future and overcome difficulties, influenced by their views on the future and the meaning of life. Furthermore, family involvement in adolescents' academic achievements has been proven to enhance performance, motivation, and attendance, especially during the late adolescence stage (Rahma & Rahayu, 2018; Zeng et al., 2022; Taseer et al., 2023).

The results of this study indicate that the school environment has a positive impact on the adolescent self-identity development, with a supportive environment accelerating adolescent development. A conducive school climate, adequate facilities, and proactive teaching approaches assist adolescents in planning for the future, improving academic ability, and developing time management and collaboration skills. Factors such as noise, lighting, classroom conditions, and interactions between students and teachers affect students' concentration, motivation, and academic performance, which in turn supports their psychological and academic development. A positive school environment can also enhance students' motivation, self-awareness, and self-control, helping them develop good learning habits and discipline. Additionally, the school environment plays an essential role in shaping students' self-identity and influencing their outlook on the future through teaching methods, relationships with teachers, and extracurricular activities that foster self-confidence and career aspirations (Cheng, 2022; Lee et al., 2024).

Coping strategies also have a positive influence on the adolescent self-identity development, as effective coping strategies support adolescent development. Adolescents who develop healthy coping strategies, such as problem-solving planning or positive reframing, are better at planning for the future, improving academic performance, and managing time and collaboration. Research has also shown that adolescents who use effective coping strategies tend to adapt more easily to academic challenges, improving their performance and personal development. For example, adolescents with strong coping skills adapt more quickly to higher education, which supports academic success (Luca et al., 2018). Coping strategies focused on problem-solving and social support have a positive relationship with academic adjustment, while emotion-focused and avoidance strategies may hinder such adjustment (Carlotto et al., 2015). Parental autonomy support also plays a crucial role in developing future-oriented coping strategies, helping adolescents plan and manage challenges more effectively (Zeng et al., 2022).

The findings indicate that both family support and the school environment indirectly influence the adolescent self-identity development through coping strategies. These results are supported by findings that family support and the school environment positively affect coping strategies. Family support has a positive impact on adolescent coping strategies, meaning that good family support can help adolescents develop more effective coping strategies in dealing with stress or life challenges. When families provide emotional support, attention, and positive guidance, adolescents are more likely to use healthy coping strategies, such as problem-solving planning, emotional regulation, and constructive ways of dealing with problems. This support helps adolescents face pressures and difficulties better, which in turn contributes to personal development and well-being. Previous studies have highlighted that family support plays an essential role in shaping coping strategies in various contexts, significantly affecting mental health, reducing anxiety, and improving well-being (Yang et al., 2022; Sari et al., 2019; Setyoadi et al., 2023; Mashudi & Yusuf, 2021).



The results also show that the school environment positively influences coping strategies, meaning that the better the support provided by the school environment, the more likely students are to develop effective coping strategies in facing stress and challenges. A supportive school environment, such as positive relationships with teachers and peers, adequate facilities, and a conducive atmosphere, can help students manage stress more adaptively, such as by seeking solutions and social support. Educational settings, including school climate and existing support systems, influence how students cope with stress. Adolescents in schools with proactive approaches are more likely to use positive coping strategies, such as planning solutions, compared to adolescents in less supportive environments who may adopt confrontational approaches (Khlokov et al., 2020). Social support from peers, teachers, and family also helps mitigate the negative effects of violence and stress in schools (Kim, 2020). In high academic pressure environments, psychological education and emotion management are vital to help students cope with stress, while academic pressure and social challenges often push adolescents to rely on emotion-based coping strategies, highlighting the need for interventions to improve problem-solving skills (Parikh et al., 2019).

## Conclusions

Research findings indicate significant differences in family support, school environment, coping strategies, and adolescent self-identity development, with male adolescents scoring higher than female adolescents. The study also reveals that the variables influencing self-identity development in adolescence are family support, school environment, and coping strategies. Among these variables, family support has the strongest influence on adolescent self-identity development. Furthermore, the results show significant positive relationships between the variables, with both family support and school environment having a significant positive effect on coping strategies.

However, it is important to note that these findings should be interpreted within the limitations of the study. The research design, being cross-sectional, limits the ability to draw causal conclusions. The sample, consisting of cadets from a single vocational school, may not fully represent the broader adolescent population, and the external validity of the findings may be limited. Additionally, methodological biases related to self-reported data and the use of standardized instruments should be considered when applying these results to other contexts.

Based on the findings of this study, the following recommendations are made to enhance adolescent self-identity development: Adolescents should develop healthy coping strategies, such as problem-solving and positive reframing, while leveraging support from family and school to foster personal development and future planning. Parents are encouraged to provide consistent emotional, social, and material support to strengthen adolescents' self-confidence and assist them in planning for the future. Families should establish open communication to ensure adolescents feel comfortable sharing their issues, and support personal growth through joint activities. Schools must create a positive and safe environment, offer training on coping strategies and stress management, and promote positive peer relationships. The government should support inclusive educational policies, train teachers to address the emotional and social needs of adolescents, and encourage research on coping strategies and adolescent mental health to accelerate adolescent self-identity development.

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