

The Influence of Engagement Levels within University Organization on the Formation of Identity During Emerging Adults

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DOI: 10.47760/cognizance.2023.v03i10.003

Abstract— *This study looks into how university organization affects identity formation as individuals during emerging adulthood. Concentrating on emerging adulthood, a crucial stage marked by identity exploration. This study aims to understand how the social environment within university organizations shapes individuals' identity formation. By integrating theoretical frameworks from Erik Erikson and Jeffrey Arnett, the research employs a quantitative approach with non-experimental design, utilizing surveys to measure organizational involvement and the Function Identity Scale (FIS) to assess identity development. Linear regression analysis is conducted to explore the relationship between organizational involvement and identity development. The result of the calculation, organizational activity significantly predicts identity, $F(1.46) = 9.125$, $sig = .004$. Then a small correlation of $R=.166$ shows that the prediction level given is 16%. This result will contribute to a better verified the role of higher education institutions in supporting emerging adults' identity formation through organization, guiding the development of supportive environments and promoting the well-being and success of individuals during this transitional phase*

Keywords— *Identity development, university, organization, emerging adulthood, students identity*

I. INTRODUCTION

Between adolescence and young adulthood, there is a separate developmental stage called emerging adulthood (Arnett, 2000; Hochberg & Konner, 2020). Young people are at a stage of immense potential and peril at the same time (Halfon et al., 2018). It is a moment of development when they pass from being teenagers to being totally independent adults. As they make their way towards adulthood, young people go through a substantial period of change and encounter new difficulties. Emerging adulthood occurs at the age of 18-25 years and is a time of exploration & experimentation (Miller, 2011; Santrock, 2016). During emerging adulthood, the focus is on love, work, and worldviews which are preparations for facing adulthood and taking responsibility of the life (Arnett, 2000).

Exploration is a crucial part of emerging maturity (Arnett, 2015). They might try out multiple occupations, pursue other interests or pastimes, and investigate various kinds of relationships. They gain a sense of identity and gain clarity about their goals in life as a result of this exploration (Nguyen, 2020). As people struggle with the sense of being "in-between" and make crucial life decisions, it may also be a time of uncertainty and difficulties. For their personal development and a smooth transition into adulthood, emerging people must be understood and supported at this key stage.

Having policies and programs that encourage young people to explore and grow during this critical phase of their lives is essential (Nelson & Barry, 2018). The higher education sector also bears the responsibility of fostering the development of identity among young individuals. In Indonesia, the majority of undergraduate students on the age range of 18-24 years old (Paramita, 2010), which coincides with the stage of emerging adulthood. The goal of higher education is to prepare individuals for the workforce by developing their cognitive abilities (Hashim, 2022; McKenna, 2013). Activities within universities play a significant role in shaping identity formation.

In reality, we can see that there is a 5.91% unemployment rate among bachelor's degree graduates in Indonesia (BPS, 2023). This indicates that the development of identity is not fully realized in higher education. However, if we refer to the goal of higher education to prepare individuals for careers that are part of their identity, self-development efforts should not only be approached from an academic perspective but also from a non-academic perspective, such as involvement in organizations. Research has also found that organizations contribute to the formation of identity, particularly self-efficacy (Fauziah *et al.*, 2016).

Organizations on higher education provide various possibilities for students to develop interests, talents, and values that are part of their identity through extracurricular activities, student organizations, and study groups, allowing students to explore different aspects of life and broaden their perspectives (Smith, 2018). Active participation in campus organizations can significantly contribute to the personal growth and identity formation of students, serving as crucial platforms for them to explore their interests and personal values, as well as acquire social experiences and skills that support their personal and professional development (Ebede, 2015; Haines, 2019). This study aims to investigate how significantly campus organisations affect how students define themselves. The development of personal identity during emerging adulthood will benefit from greater organisational involvement, according to our alternative hypothesis.

II. LITERATURE REVIEW

According to Arnett (2006) emerging adulthood is the transition from adolescence to adulthood with a focus age 18-25 years of age, this period characterized by experimentation and exploration. In this age, According to Arnett (2006), emerging adulthood is characterised by five main characteristics: (1) examining one's identity, particularly in relationships, employment, and worldviews; (2) unpredictability; (3) self-focus; (4) feeling in-between; (5) the age possibilities, where people have the chance to make changes in their lives.

The important issue in emerging adulthood are about identity versus role confusion, it's pursuing who we are, where we are going in life, what we are all about (Arikson, 1968). So in this age, we got very confusing about ourselves, we are like to trying everything, for example looking for a new job and then move again to the other job and so on. more precisely we are looking for identity, so in this case we need someone who can guide us.

It was discovered in the research by Sigumara *et al.* (2015) that most Asian cultures are expected to be able to adapt to groups or relationships rather than focusing on pursuing their uniqueness. As a result, it is crucial to understand how they can develop racial identity while still taking group or relationship considerations

into account. The findings of this study revealed that workers and university students share a pattern of relationships between self-construction, identity, and well-being that is relationally related to independence and interdependence. This study suggests that in order to express themselves and create a sense of identity and maintain harmonious relationships, Japanese emerging adults need more development.

As a person who is looking for self-identity, it is no stranger if they feel a crisis in finding their own identity. According to Hidayah (2016), adolescents who go through an identity crisis do so because they struggle with emotion regulation, having a hard time fitting in with their peers, having issues with their appearance, and not having the right body type to achieve a positive self-identity. Adolescents who are going through an identity crisis may act destructively as a result of their behaviour.

The crisis of self-identity makes someone look for it either in the real world or cyberspace. According to Hidayah (2016), adolescents who go through an identity crisis do so because they struggle with emotion regulation, having a hard time fitting in with their peers, having issues with their appearance, and not having the right body type to achieve a positive self-identity. Adolescents who are going through an identity crisis may act destructively as a result of their behaviour. Fitri (2020) reveals in more detail about the search for identity for these emerging adults, namely on Instagram, through Instagram they can communicate and interact with each other, thereby helping them find the hobbies, interests and talents they are looking for in themselves.

The study by Kustianingsih (2023) is discussed about community efforts in forming self-identities, in which humans are social beings who need other people to both interact and help each other. Basically humans need to recognize their identity, therefore one way that can be taken is by joining a community, in a community there are a group of individuals who need each other, so that peoples can interact one each other in order to open themselves up in it.

From several studies that have been conducted on emerging adulthood, it can be found that there are various ways used to see how far a person can find his identity in emerging adulthood. Based on the literature review above, we have not met researchers who discuss the influence of university organizations on the development of self-identity in emerging adulthood, therefore we are interested in investigating this theme to investigate whether university organizations have an effect on the identity development of students in emerging adulthood.

III.METHODOLOGY

In addressing the research inquiry, this study employs a quantitative approach with a non-experimental design. Quantitative research is used to explain how one variable influences another variable (Creswell, 2015). There will be no manipulation of the independent variable in a non-experimental design (Johnson & Christensen, 2019). In this study, no interventions will be provided concerning the students' identity variable, and it will be naturally measured in their existing conditions. The research aims to measure the impact of organizational involvement on the readiness of student identity during the emerging adulthood stage.

The participants in this study were selected using convenience sampling method. The researcher selected participants who were willing to complete the questionnaire randomly. One limitation of this method is

that the researcher cannot confidently state that the participants are representative of the population (Creswell, 2015). However, the use of this sampling technique is suitable for addressing the research question and hypotheses of the study (Creswell, 2015). To address this limitation, the researcher filtered the participants based on the research topic. All participants were filtered and chosen based on the criteria of being college students involved in organizations and currently within the age range of emerging adulthood as per the framework used in the study. The sample size for our study is 48 students (n=48). The statistic of participants showed in table I.

TABLE I
DISTRIBUTION OF THE PARTICIPANTS

Age	Number	Percentage
18	1	2%
19	9	19%
20	12	25%
21	16	33%
22	7	15%
23	2	4%
24	1	2%
Total	48	100%

The participants will be asked to complete two instruments. The first instrument is the organizational involvement instrument, which was adopted from a study conducted by Sulaeman (2017). It consists of 18 items that have been tested for validity and reliability. These 18 items measure the frequency of attendance, positions held, active involvement in expressing opinions, willingness to sacrifice, and member motivation (Sulaeman, 2017). The scale of this instrument is measured using a Likert scale with criteria of 4 (always), 3 (often), 2 (sometimes), and 1 (never). The likert scale is commonly used in psychometric calculations or latent aspects of human beings, such as opinions on a variable (Joshi et al., 2015).

The researcher will use the Function Identity Scale (FIS) instrument to assess identity development. According to Erik Erikson's theory, this instrument's 22 items measure the functional dimensions of identity, which include a commitment to education, career choices, political activism, and individual choices regarding relationships and personal development (Serafini & Adams, 2002). Structure, future, goal, harmony, and control are just a few of the five identity functions that are represented by the items in this instrument. Measurement will be done using a Likert scale with criteria of 1 (never), 2 (seldom), 3 (sometimes), 4 (often), and 5 (always). The validity and reliability of this instrument have been examined in numerous studies (Demir, 2011; Serafini & Adams, 2002).

In analyzing the data, linear regression as a statistical technique will be used to predict the influence of student involvement on identity formation. Regression is used to calculate the relationship between variables

(Pallant, 2020). Statistical calculations will be performed using SPSS software to reveal whether the independent variables are correlated with the dependent variable. The calculations have undergone assumption tests before conducting the regression analysis.

IV. FINDINGS & DISCUSSION

This study aims to look at the relationship between identity formation which is influenced by the level of organizational activity. The results of the findings were seen based on 48 participants (n = 48) who had filled out the function identity scale instrument to determine the level of identity maturity and the instrument for the level of organizational activity. The data can be processed through linear regression. Table 2 Show the descriptive statistics mean and standard deviation of this study.

TABLE 2
DESCRIPTIVE STATISTICS

	Mean	Std. Deviation	N
Function Identity Scale	85.52	2.768	48
active level of the organization	66.73	1.526	48

In answering the research question, linear regression calculations performed using SPSS are used to predict the impact of organizational activity in identity formation. The result of the calculation, organizational activity significantly predicts identity, $F(1.46) = 9.125$, $sig = .004$. Then a small correlation of $R=.166$ shows that the prediction level given is 16%.

TABLE 3
CORRELATION ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.591	1	59.591	9.125	.004 ^b
	Residual	300.389	46	6.530		
	Total	359.979	47			

a. Dependent Variable: Function Identity Scale

b. Predictors: (Constant), active level of the organization

TABLE 4
MODEL SUMMARY^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.407 ^a	.166	.147	2.555	1.409

a. Predictors: (Constant), active level of the organization

b. Dependent Variable: Function Identity Scale

The results of the research indicate that organisational activity and identity formation have a positive relationship. The significant prediction ($p=.004$) provided by the organizational activity level indicates that individuals who are more actively involved in organizational activities are more likely to have a more mature sense of identity. This influence reaches 16% ($R^2=0.166$). This implies that engaging in organizational activities, such as participating in group discussions, socializing with peers, or taking leadership roles, may contribute to the development and strengthening of one's identity.

It is important to note the level of correlation coefficient ($R^2=0.166$) which shows that organizational activity is not the sole factor that determines identity formation. So we need to pay attention to other factors, both internal and external, in the development of identity. The high level of organizational activity shows the intense level of individual social interaction which is a factor influencing the formation of the organization. Activities in organizations that are in a positive group help in increasing the ability to imagine themselves in the future which reflects their identity (Pugh & Hart, 1999). High social interaction also affects the strength and stability of romantic relationships (Klimstra et al., 2013).

This study aims to provide additional information to the existing literature which discusses the importance of organizational activity in shaping individual identity. An understanding of identity formation can have practical implications, especially in setting up an organization to promote the self-development of its members.

V. LIMITATION

This research was conducted using linear regression and ignoring other factors in identity formation. This limitation can be a reference for further research that looks at the influence of other factors using multiple regression.

In addition, the sample size of 48 participants may limit the generalizability of the findings. The recommendation for this research to replicate this study with a larger and more diverse sample to increase the external validity of the results.

VI. CONCLUSION

The results of this study show a link between organisational activity and identity development in young adults. According to the findings, people who actively participate in organisational activities have a more developed sense of who they are. It is crucial to remember that other internal and external factors should also be

taken into account because organisational activity is not the only factor influencing identity formation. The study emphasises the value of interpersonal relationships and participation in group activities for the growth and reinforcement of one's identity. The study makes recommendations for organisations looking to encourage the personal growth of their members.

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