



RELATIONSHIP BETWEEN PEER ATTACHMENT WITH KOREAN WAVE CULTURAL CONFORMITY IN EARLY YOUTH

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Abstract: The Korean wave cultural conformity that occurred in early adolescents was triggered because of a close relationship in friendship which made him adjust his behaviour with his peer group. This study aims to describe empirically the relationship of peer attachment with Korean wave culture conformity of students. The research uses a quantitative approach with correlational methods. The samples used were saturation samples, namely all students of class 7th grade SMP Negeri 44 Bandung Academic Year 2018/2019 who enjoyed Korean wave culture in the form of Korean pop and Korean drama totalling 88 people. Data collection techniques using peer attachment instruments adapted from the inventory of parents and peer attachment-revised and the Korean wave cultural conformity instruments developed by researchers. The results showed that in general, the peer attachment of students was in the category of secure attachment and Korean wave cultural conformity of students was in the category of obedience. This study recommends basic group guidance services that can improve the achievement of peer attachments and can reduce the Korean wave cultural conformity of students.

Keywords: Peer Attachment, Conformity, Korean Wave Culture

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INTRODUCTION

The spread of culture designed by the Korean government to improve its image in the eyes of other countries is called the Korean Wave. The Korean wave phenomenon in Indonesia is currently more prevalent in the younger generation, especially Indonesian teenagers who generally like drama or called K-Drama and Korean Pop Music, or better known as K-Pop (Nastiti, 2010, p. 2). The transformation of Korean popular culture in Indonesia also gave birth

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to conformity, especially among teenagers. The transformation of Korean popular culture in Indonesia also gave birth to conformity, especially among teenagers.

The popularity of the Korean wave culture among teenagers is one of them caused by the similarity in favour of Korean culture with their peers. This shows that attachment to peers can also lead to conformity behaviour in adolescents.

Attachment with peers (peer attachment) is an inherent bond that occurs between an individual with his friends, both with a person or with his peer group. From this bond, a child will see and imitate all actions, thinking styles, and will understand all the behaviour carried out by his peers (Neufeld in Mahmudi, et al., 2015, p. 32; Duru, et al, 2015, p. 68)

The existence of attachment to peers can also make teenagers have a tendency to adopt the behavior of others for social purposes, where a person changes attitudes and behaviour to conform to applicable social norms with the aim that he does not get rejected from his group (Kosten, et al., 2016 , p. 568; Lawson et al., 2013, p. 153; Murray, et al., 2011, p. 318). The attitude of adolescents who act according to group values and rules, whether in accordance with personal values or not, to be accepted by the group is what is called conformity (Palinoan, 2015, p. 80).

Conformity is a state of someone changing attitudes and behaviour to fit social norms in effect with the aim of gaining acceptance from social groups (Baron & Byrne, 2005, p. 53). Thus, Korean wave cultural conformity that occurs among adolescents arises when individuals imitate attitudes or behaviour related to the popularity of Korean culture because they want to get social acceptance from their peers.

Korean wave cultural conformity that occurs in adolescents is certainly influenced by several factors, including the great influence of friends who have the same idol, such as teenagers who like Korean drama and pop music, tend to follow the behavior of group friends who have the same idol as buying an album, watching concerts, watching Korean dramas, and buying Korean-style clothing.

In addition, group cohesiveness or often called group cohesiveness also greatly affects conformity behaviour. the more cohesiveness of a group, the stronger the influence that is in shaping the mindset and behaviour of each group member. The conformity of the Korean wave culture will also increase

in line with the increasing number of group members. The larger a group, the greater the desire of group members to participate in various activities carried out (Sears, et al., 1994; Baron & Byrne, 2005)

The phenomenon of Korean wave culture conformity also occurs in several junior high schools in Bandung, one of them is in SMP Negeri 44 Bandung. Based on the identification results that have been done through direct observation in the field, there are many students who are fond of Korean culture, this can be seen from their passion in watching Korean dramas and listening to Korean pop music. In addition, there are many students who have the desire to join the Korean lover community and some have even joined the BTS ARMY (Adorable Representative MC for Youth) fan club which is a K-POP BTS fan community and the Wannable fan club which is a K- fan club community POP Wanna One.

METHODS

This research uses a quantitative approach with a correlational method. The design used in this research is explanatory design. This explanatory research design shows that changes in one variable will be reflected in changes in other variables (Creswell, 2012, p. 340). The use of the correlational method with the explanatory research design aims to describe the correlation between peer attachment and the conformity of the Korean wave culture of early adolescents by analyzing all participants as a group, so it can be seen the form of positive linear or negative linear correlation.

The study used a saturated sample of all VII grade students of SMP Negeri 44 Bandung in the 2018/2019 Academic Year who enjoyed the Korean wave culture in the form of Korean pop and Korean drama totalling 88 people.

The instrument used in the study to reveal the level of peer attachment is to use a peer attachment instrument adapted from the inventory of parents and peer attachments-revised which includes three aspects, namely trust, communication, and alienation. The total number of statements was 25 items. The Korean wave cultural conformity is revealed using the Korean wave cultural conformity instrument which includes three aspects, namely cohesiveness, agreement and obedience. In total, 30 items were stated in this instrument.

The research scale used is a Likert scale with five alternative answers that produce ordinal data so that the correlation analysis is performed using the Spearman 's rho correlation test using SPSS 25 application assistance.

RESULTS AND DISCUSSIONS

The findings of the study showed that peer attachments for students in the secure attachment category were 53 people with a percentage of 60.2%. Furthermore, in the anxious-ambivalent attachment category, there were 35 people with a percentage of 39.8%, and there were no students in the avoidant attachment category so the percentage was 0%. Thus, in general students' peer attachments are in the secure attachment category. Peer attachment description is presented in Table 1.

Table 1
Percentage of Peer Attachment Overview

Category	Frequency	Percentage
<i>Secure</i>	53	60,2 %
<i>Anxious-Ambivalent</i>	35	39,8 %
<i>Avoidant</i>	0	0 %
Total	88	100%

Furthermore, the percentage description based on aspects can be seen in table 2.

Table 2
Percentage Peer Attachment Based on Aspect

Category	Trust	Communication	Alienation
<i>Secure</i>	57,9%	59,1 %	60,2 %
<i>Anxious-Ambivalent</i>	42,1 %	40,9 %	39,8 %
<i>Avoidant</i>	0 %	0 %	0 %
Total	100 %	100 %	100 %

Based on Table 2, it can be seen that the general trend of all aspects shows that it is in the category of secure attachment. In the aspect of alienation, scoring is done in reverse (reserved score), this means that the low level of alienation of students is in the secure attachment category. In

sequence, aspects with the lowest level of secure attachment are trust, communication, and low alienation.

Furthermore, the findings of the Korean cultural waveform conformity research of students showed that students who were in the acceptance category were 15 people with a percentage of 17%. Then in the obedience category, there were 65 people with a percentage of 73.9%, and in the compliance category, there were 8 people with a percentage of 9.1%. Thus, in general, the conformity of Korean wave culture of students is in the category of obedience. An illustration of Korean wave culture conformity is presented in Table 3.

Table 3
Percentage of General Description of Korean Wave Cultural Conformity

Category	Frequency	Percentage
<i>Acceptance</i>	15	17 %
<i>Obedience</i>	65	73,9 %
<i>Compliance</i>	8	9,1 %
Total	88	100 %

Furthermore, the percentage description based on aspects can be seen in the following table 4.

Table 4
Percentage of Korean Wave Cultural Conformity Based on Aspects

Category	Cohesiveness	Agreement	Obedience
<i>Acceptance</i>	27,3 %	27,3 %	5,7 %
<i>Obedience</i>	67 %	67 %	75 %
<i>Compliance</i>	5,7 %	5,7 %	19,3 %
Total	100 %	100 %	100 %

Based on Table 4, it can be seen that the general tendency of all aspects shows to be in the obedience category. In sequence, aspects with the lowest level of obedience are cohesiveness, agreement and obedience.

Correlation analysis between peer attachment and Korean wave cultural conformity using Spearman's rho correlation test with the help of SPSS 25 application. If the results of the correlation test show a p-value <0.05, it can be concluded that there is a relationship between peer attachment and Korean

wave cultural conformity of students. Spearman rho correlation test results can be seen in Table 5.

Table 5
Correlation Coefficient Between Variables

Correlations			<i>Peer Attachment</i>	<i>Conformity Budaya Korean Wave</i>
Spearman's rho	Peer Attachment	Correlation Coefficient	1,000	,270**
		Sig. (1-tailed)	.	,006
		N	88	88
	Cultural Conformity <i>Korean Wave</i>	Correlation Coefficient	,270**	1,000
		Sig. (1-tailed)	,006	.
		N	88	88

** . Correlation is significant at the 0.01 level (1-tailed).

Based on table 5, it can be seen that the significance value between peer attachment and Korean wave cultural conformity is 0.006 <0.05. This means that there is a relationship between peer attachment and Korean wave cultural conformity of early teens. The value of the correlation coefficient of 0.270 indicates the criteria of the correlation coefficient is low, positive. This means that the higher the peer attachment the higher the Korean wave cultural conformity of the students. Vice versa, the lower the peer attachment, the lower the Korean wave culture conformity of students.

Next, to find out the percentage contribution of the peer attachment variable to the conformity of the Korean Wave culture, the coefficient of determination is determined with Table 6.

Table 6
Determination Coefficient Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,278 ^a	,077	,066	15,878

a. Predictors: (Constant), Peer Attachment

Based on table 6, it can be seen that the coefficient of determination is 0.077, meaning that the variation of Korean wave culture conformity can be explained by peer attachment of 7.7%, while 92.3% is explained by variables not proposed in the study.

In general, peer attachments for VII grade students of SMP Negeri 44 Bandung in Academic Year 2018/2019 are in the category of secure attachment, it can be said that students have a high level of trust and communication but show a low level of alienation, such as having a feeling of security and trusting that friends will help or meet his needs, have the perception that friends are sensitive and responsive to their emotional condition by showing the quality of involvement through verbal communication and feel there is no distance in friendship and empathetic peers toward themselves so they do not feel rejected in bonding friendship.

Individuals in the secure attachment category find it easy to feel close to others and do not feel uneasy about the emergence of feelings of neglect (Bartholomew & Horowitz in Myers, 2012, p. 165). For example, even though the individual is faced with a new friendship environment, he will have no difficulty in forming close relationships with his friends.

Peer attachment in this secure attachment category is a good achievement related to the interaction patterns carried out by students with their peers. Individuals can reach the level of secure attachment when individuals are in an environment of friendship that is attentive and understanding, there is sensitivity, mutual respect, care for each other and provide protection, and provide mutual support (Armsden & Greenberg, 1987; Collin & Feeney, 2004; Baron & Byrne, 2005).

Student achievement in every aspect of peer attachment also shows the secure attachment category. This shows that the forms of behaviour and feelings in aspects of trust (trust), communication (communication), and alienation (alienation) can be done by students to create close relationships that can sustain friendships when conflict occurs.

Peer attachment in the aspect of trust (trust) also shows being in the category of secure attachment which means students have a safe feeling and believe that friends can help meet their needs. The formation of this attachment is rooted in trust which is characterized by intimacy (Bartholomew & Horowitz in Myers, 2012, pp. 166-167). According to Armsden & Greenberg (in Noviana & Sakti, 2015, p. 177) that trust is an important quality in an attachment relationship with peers and can determine the quality of the peer attachment produced.

Peer attachment on the communication aspect also shows being in the secure attachment category which means students have the perception that friends are sensitive and responsive to their emotional condition by showing

the quality of involvement through verbal communication. This attachment is formed because they are sensitive to cues that indicate a good relationship through verbal communication (Griffin & Bartholomew in Baron & Byrne, 2005, p. 15). As explained by Armsden & Greenberg (in Noviana & Sakti, 2015, p. 177) that in the aspect of communication, adolescents look for closeness and comfort in the form of advice, which can create a strong emotional bond between the individual and his sticky figure.

Peer attachment in the aspect of alienation also shows being in the category of secure attachment which means that individuals have a feeling that there is no distance in empathic friendship and peer relationships with themselves so that they do not feel rejected by friendship. According to McGowan (in Baron & Byrne, 2005, p. 15) that adolescents who are in this attachment if asked to think of significant closest people, they do not think about the fear of rejection. According to Armsden & Greenberg (in Noviana & Sakti, 2015, p. 177) states that when someone feels or realizes that a sticky figure is not present, it will result in poor attachments owned by individuals. This means that the feelings of adolescents about the presence or absence of sticky figures related to aspects of alienation in their friendship relationships can determine the quality of the peer attachments that are produced.

Although the tendency of students in the category of secure attachment, when viewed from the frequency there are still many students who are still in the anxious-ambivalent attachment category. Students who are still in the anxious-ambivalent attachment category need attention and guidance so that the level of peer attachment can develop toward secure attachment so that it gives a lot of positive influence on themselves in making friends.

Furthermore, in general, the Korean wave culture conformity of VII grade students of SMP Negeri 44 Bandung in Academic Year 2018/2019 is in the obedience category. It means that most students have a moderate level of compactness, agreement and obedience, such as being interested in a group and still wanting to become a member, adjust and comply with the rules that apply in the group, and are willing to take action in accordance with group norms because there are rewards in the form of rewards and avoid punishment in the form of rejection.

Myers (2012, p. 217) states that individuals who are in this category "perform conformity because of direct orders or instructions to obey and obey other people's requests to do certain behaviours because of the element of

strength or reward". This shows that the rewards or rewards given by the group can trigger individuals to make conformity.

Korean wave cultural conformity which is in the category of obedience also occurs due to environmental influences. Individuals who are in a compact social environment because of the similarity of interests, hobbies and perceptions and an environment full of demands and pressures in the form of reproach and rejection can trigger high conformity. In addition, a social environment that is interdependent and intolerant of differences can make an individual sacrifice his personal identity for the sake of recognition of his group which can then lead to conformity. Conversely, if the friendship environment is full of mutual tolerance and respect and gives freedom to certain roles and positions according to his own personality can minimize negative conformity so that appropriate conformity can be created (Kartono, 2014, p. 15).

Achievements of students in every aspect of the conformity of the Korean Wave culture also show in the obedience category. This shows that the forms of behaviour of Korean wave culture conformity in the aspects of cohesiveness, agreement and obedience are carried out because there are rewards in the form of rewards and avoid punishment in the form of social rejection.

Korean wave cultural conformity on the compactness aspect also shows being in the obedience category. This means that students have an interest in a group and want to become members because of the rewards in the form of rewards and avoid punishment in the form of rejection. According to Sears, et al (1994, p. 85) this conformity is done because individuals are reluctant to deviate because deviations pose a risk of rejection from group members. They assume that group members who commit irregularities will be rated as unpleasant by other group members and may even be removed from the group. individuals who are in this category experience the influence of information in the form of a tendency to depend on others as a source of information about various social world information (Taylor, et al, 2009, p. 258).

Korean wave cultural conformity on the aspect of the agreement also shows being in the obedience category. This means that students adjust and comply with the rules that apply in groups because there are rewards in the form of rewards and avoid punishment in the form of rejection. According to Sears, et al (1994, p. 85) when individuals already have trust in groups, they tend to equate their perceptions with group perceptions that will have an

impact on higher levels of conformity. Taylor, et al (2009, p. 259) also argued that individuals who change perceptions in certain situations so that following group perceptions are caused also because they are in situations of cognitive consequences (cognitive consequences) which assume the behaviour of group members is right. In addition, the view that differences of opinion can result in being legislated can make individuals adjust their opinions to the opinions of the group (Sears, et al., 1994, p. 86).

Korean wave cultural conformity on the aspect of obedience also shows being in the category of obedience. This means that students are willing to take action in accordance with group norms because of the rewards in the form of rewards and avoid punishment in the form of rejection. According to Sears, et al (1994, p. 92) adolescents will be willing to fulfil the requests of others just because others expect them to. This means that expectations given to other people can be a pressure that causes obedience. According to Taylor, et al (2009, p. 258) this happens because individuals are in a situation of normative influences which are social influences that include changes in behaviour to meet the expectations of others aimed at getting praise and being liked by others. This pressure can result in individuals taking actions that are not in accordance with their wishes so that triggers conformity behaviour.

Students who are in the category of obedience tend to lack confidence and feel uncertain about the right behaviour in certain situations. As a result, these individuals are difficult to neutralize the emergence of tension in a situation, they also tend to depend on others in overcoming problems (Hakim in Mayara, et al, 2016, p. 75). Thus, so that Korean wave cultural conformity that occurs in these students does not experience an increase, of course, students need attention and guidance so that they can have confidence in developing behaviour patterns based on their own personality so that they can independently reduce their conformity behaviour.

Correlation test results using the Spearman Rho correlation show the results that there is a positive relationship between peer attachment and the conformity of the Korean wave culture of students. It means that the higher the peer attachment, the higher the conformity of Korean wave culture for students, conversely, the lower the peer attachment, the lower the conformity of Korean wave students.

High-quality peer attachments can have positive effects such as increasing self-esteem, academic achievement, mindset and well-being (Wardhani, 2017, p. 17). Nevertheless, it turns out that peer attachment does

not always have a positive influence on adolescents, as is the case in this study that peer attachment has a positive and significant relationship to conformity behaviour. In line with this, Rahma & Prasetyaningrum (2015, p. 154) argues that the friendship that exists in adolescence often creates pressure that results in individuals making behavioural adjustments for fear of rejection. Adjustment of behaviour made by adolescents is what triggers adolescents to perform conformity behaviour.

Conformity that occurs in adolescence is closely related to individual trust in peer groups. Sears, et al (1994, p. 87) state that when individuals already have trust in groups, they tend to equate their perceptions with group perceptions that will have an impact on higher levels of conformity.

Trust is one aspect of determining the quality of peer attachments. According to Armsden & Greenberg (in Noviana & Sakti, 2015, p. 177) that trust that can determine the quality of peer attachments is a feeling of security and trust that others will help to meet their needs. This means that trust can be formed when the relationship is firmly established. Strong relationships in friendship can certainly create a cohesiveness. In the conformity variable, compactness is one aspect that can determine high or low conformity. Sears, et al (1994, p. 85) states that high cohesiveness will also lead to higher levels of conformity that occur in a group.

The existence of a close relationship between adolescents is also influenced by feelings of like because there are a common goal and great expectations in the group (Sears, et al, 1994, p. 85). Interest, love and hope for this group can gradually make individuals adjust to the norms and all forms of behaviour carried out. Familiarity with friendships can certainly bring out a sense of solidarity within the group. Solidarity in a compact group is also very influential on the emergence of high conformity because each group member in a compact group tends to agree and obey all the rules set in the group (Sears, et al., 1994, p. 85).

The results also showed that peer attachment influenced the conformity of Korean wave culture by 7.5%, meaning that there were still other factors that could influence the conformity of Korean wave culture. Research conducted by Rengganis (2016) entitled "the contribution of social identity to conformity in K-Pop fans" shows the result that social identity affects conformity by 17.9%. In addition, Mayara, et al (2016) also proved in their study entitled "the relationship of self-confidence with conformity in adolescents" showed that there was a significant relationship between self-

confidence and conformity in adolescents. This means that other factors that can affect the level of conformity besides peer attachment are social identity and self-confidence.

Because the relationship between peer attachment and the Korean wave cultural conformity proved to be significant, guidance and counseling efforts are needed to increase the more positive peer attachment and reduce the behavior of the Korean wave cultural conformity of students through guidance and counseling services using various techniques that are tested effective and relevant to increase the more positive peer attachment and reduce the conformity of Korean Wave culture.

CONCLUSIONS

The research resulted in findings and conclusions, namely: a) In general, peer attachments for VII grade students of SMP Negeri 44 Bandung in Academic Year 2018/2019 were in the category of secure attachment which meant students had a high level of trust and communication but showed a low level of alienation, such as have a safe feeling and believe that friends will help or meet their needs, have a perception that friends are sensitive and responsive to their emotional condition by showing the quality of involvement through verbal communication and feel there is no distance in friendship and empathetic peers towards themselves so they do not feel rejected in friendship ties; b) In general, korean cultural conformity wave VII grade students of SMP Negeri 44 Bandung Academic Year 2018/2019 are in the obedience category which means students perform conformity due to direct orders or instructions marked by the level of compactness, agreement and obedience that is being , such as being interested in a group and still wanting to become its members, adjusting and obeying the rules that apply in the group, and willing to take action in accordance with group norms because of the rewards in the form of rewards and avoid punishment in the form of rejection; c) There is a positive relationship between peer attachment with Korean wave culture conformity for VII grade students of SMP Negeri 44 Bandung in Academic Year 2018/2019, which means that the higher the peer attachment of students, the higher the conformity of Korean wave culture of students. Conversely, the lower the peer attachment of students, the lower the conformity of the Korean wave culture of students.

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