

January 2011

ISSN 0215-0158
Volume 26, Number 2



ANIMA

INDONESIAN PSYCHOLOGICAL JOURNAL



ISSN 0215-0158
Volume 26, Number 2
January 2011

Anima Indonesian Psychological Journal
publishes reviewed articles with reviewers and consultants providing
detailed assistance to authors to reach publication. The journal publishes research reports and scientific papers in
psychology and/or related sciences with the aim to advance science, knowledge, and theory of psychology

Advisory Board

Hora Tjitra (Zhejiang Univ., Hangzhou, China), Jan Vinck (Universiteit Hasselt, Belgium), Angela E. Hope (OMF, Australia),
J. E. Prawitasari (UGM, Yogyakarta), Anita Lie (UWM, Surabaya), Sarito W. Sarwono (UI, Jakarta),
P. Janssen, CM (Bhakti Luhur, Malang), S. C. Utami Munandar (UI, Jakarta), W. F. Maramis (DSI),
T. Dicky Hastjarjo (UGM, Yogyakarta), Fahul Himam (UGM, Yogyakarta),
Yusti Probawati (UBAYA), Laurens Kaluge (UNESA), Srisuni Sugeto (UBAYA), Hartanti (UBAYA)

Editor-In-Chief

Hari K. Lasmono

Editorial Board

I. Bagus Siaputra, A. Aditono, Hari K. Lasmono

Managing Editor

Thomas S. Iswahyudi

Administration Board

Thomas S. Iswahyudi (General Manager)
Arko Indramawan (General Supervisor)

Marketing Staff

Sabarianto, Soemarseno, Chusnul, Riwahyono, Tri Lina Rosita,
Sunamah Matrolin, Nupai Wulandoro, Lucia S. Napitupulu

Accredited by the Indonesian Directorate General of Higher Education
No. 43/Dikti/Kep/2008

Anima is published quarterly (first published October 1985)
by the Laboratory of General Psychology
Faculty of Psychology Surabaya University

Editors and Administration Address
Faculty of Psychology, Surabaya University
Jalan Raya Kalirungat, Surabaya 60293
Call (62-31) 2981246, 2981140
Fax (62-31) 2981271
E-mail: anima@ubaya.ac.id / arli@mitra.net.id

Subscription

Inside Java Rp 100,000.00; Outside Java Rp120,000.00
Overseas US\$80.00/Volume (four issues, including airmail)
Payable through PermataBank Jenar Sari, Surabaya, Indonesia. Account number: 291 113 9394 (Hari K.L. UBAYA)
A copy of the receipt should be send, e-mailed, or fax-ed to the administration address

Instructions to Authors

Guidelines for contributors can be read at inside back cover, which are in accordance with the Publication Manual of the American Psychological
Association (6th ed., 2010)

Journal Profile

Anima

eISSN : 26205963 | pISSN :

Universitas Surabaya



S2

Sinta Score



Indexed by GARUDA

17

H-Index

12

H5-Index

1593

Citations

1006

5 Year Citations

-
- 81 Communication Skill in Selling and Salespersons' Self-efficacy in Insurance Business
Desak Nyoman Arista Retno Dewi and Supra Wimbarti
- 91 Self Identification and Trust Towards In-Group
Juliana Murniati, Hoshael Wahyu Erlan, and Rayini Dahesihsari
- 104 Discrepancy Between Knowledge and Behavior Among Mothers of Children With Diarrhea
Kwartarini Wahyu Yuniarti
- 118 The Effects of Peer Attachment on Delinquent Behavior (A Meta-analysis study)
Elly Yuliandari and Sugiyanto
- 128 Subjective and Projective Measures of Thesis Writing Procrastination: Real World and The Sims World
Ide Bagus Siaputra, Johana E. Prawitasari, Thomas Dicky Hastjarjo, and Saifuddin Azwar
- 150 Leukemia and Its Impacts on the Quality of Life of a Child: A Case Study
Mila Rahmawati, Nanik, and Yusti Probowati

Anima	Vol. 26	No. 2	pp. 81-162	Surabaya January 2011	ISSN 0215-0158
-------	---------	-------	------------	--------------------------	-------------------

The Effects of Peer Attachment on Delinquent Behavior (A Meta-analysis Study)

Elly Yuliandari and Sugiyanto
Faculty of Psychology, Gadjah Mada University

This meta-analytic study was conducted through an analysis of 13 studies correlating peer attachment to delinquency. Subjects ($N = 9823$) were respondents aged 10 to 18 years. Result shows a positive and significant correlation between delinquency and peer attachment ($\rho = .4834$ on a 95% degrees of significance and interval of standard deviation = .02787). This study supports previous studies, which reveal correlation between peer attachment and delinquency.

Keyword: peer attachment, delinquency

Penelitian dengan menggunakan metaanalisis ini dilakukan dengan analisis terhadap 20 studi yang mengaitkan kelekatan sebaya dan perilaku delinkuen. Subjek penelitian melibatkan 9823 responden yang berusia antara 10 hingga 18 tahun. Hasil yang diperoleh menunjukkan adanya korelasi positif dan signifikan antara kenakalan dan kelekatan sebaya ($\rho = .4834$; dengan taraf kepercayaan 95% dan interval $SD = .02787$). Penelitian ini mendukung hasil penelitian sebelumnya yang mengungkapkan hubungan antara kelekatan sebaya dan kenakalan.

Kata kunci: kelekatan sebaya, kenakalan

Juvenile delinquency is a classic issue found from time to time. Narcotics issues, crime, or aggressive behavior involving teenagers increases in number. Problems related with narcotics, aggressive behavior, stress, and other psychiatric disturbances increase a lot. This disturbance happens in productive age. According to Indonesian National Narcotics Agency (Badan Narkotika Nasional Republik Indonesia, 2009), there was a significant increase of narcotics abuse in 1997-2008 with 50.1% increase in all ages. Users of 19 years of age and less showed 7% increase very year.

Delinquent behavior in teenagers was affected by peers. Studies conducted by Duncan, Biglan, dan Ary (1998), Elliott, Huizinga, and Morse (1985), Erickson, Crosnoe, dan Dornbusch (2000), Fergusson, Lynskey & Horwood (1997), and Moffitt (1993) revealed the effects of maladaptive friends on the increase in narcotics abuse. Law breaking affected by peer was found in studies by Farrington (1995), Fergusson, Lynskey & Horwood (1996), Hoge, Andrews, and

Leschied (1996), Moffitt (1993), Woodward, Fergusson, and Horwood (2002).

Peer influence is very significant. The role of peer is more powerful than parents, teachers, or the media. Relation with peer has a strong and unique characteristic patterns. Closeness of relation and entanglement with peers is part of the social competency process. Relation with friend of the same age is needed to develop social skills. On the other side, peer relation also has risk of possibility of delinquent behavior (Bradley & Wildman, 2002).

Parents' worries about children social relation is logical because some studies found the role of peers in developing delinquent behavior. Closeness and harmonious relation with family did not guarantee that children did not do delinquency (Ladd & Parke, 1992; Cloward & Ohlin, 1960). Coles, Corley, Falek, Lynch (2003) stated that peers gave significant effects on the tendency to consume alcohol.

Since peer is a significant factor in contributing teenage development, it is very important to know the relation pattern that gives the foundation the relation closeness and influence process that happens in teenagers. This study was to give a picture of peer influence in developing delinquent behavior.

Correspondence concerning this article should be addressed to Dra. Elly Yuliandari, M.Si., Faculty of Psychology, Universitas Surabaya, Jalan Raya Kalirungkut, Surabaya 60293. E-mail: el_yuliandari@yahoo.com

Delinquency Definition

The definition of delinquency can be differentiated as legal and non-legal. From legal point of view, delinquency is a law breaking behavior leading to criminal act. By this definition, the meaning of delinquency is very wide. Any behavior leading to law breaking such as aggressive behavior, unpleasing act toward others, and narcotics abuse belong to this definition (Flowers, 1986).

Legal action is in social, psychological, medical, and individual context. From sociological point of view, delinquency is an action that put oneself or environment in danger. From psychiatric point of view, delinquency is an emotional condition or attitude showing pathological mental condition. From psychological point of view, delinquency is not only actual action, but also individual view on individual action. Based on definition from many disciplines, delinquency is aggressive act done by teenagers of 18 years of age based on norms, situation, and oneself view. By non legal definition, all people belong to delinquency category, so legal definition of delinquency is used (Flowers, 1986). Legal definition classifies delinquency as individual who acts against current norms and law. This action is categorized as criminal act, deviant behavior (offender).

Aggressive Behavior

Aggressive behavior is a form of behavior possessed by anyone with certain portion or degree. Aggressive behavior is an embryo of the possibility of conduct disorder or delinquency. Tremblay and Le Marquand (2001) stated that aggressive behavior was a predictor of delinquent behavior. Moreover, Tremblay and Le Marquand stated that teenagers before 13 years of age that showed excessive aggressive behavior should be cautioned because of possibility of delinquent conduct.

Criminal Behavior

Criminal behavior is prominent in delinquency. About 90 % criminal action is part of delinquency. Patterson and Yoerger (1993) stated that if children at the age of 6-13 years had been involved in delinquent act leading to law enforcement, there was a great possibility that they would be involved in criminal act in the future. If criminal act was done at the age of more than 13 years, the probability to do the same thing would be one to three. This statement was supported by Katsiyannis, Zhang, Barrett, & Flaska (2004) who revealed that involvement of criminal act in younger age would risk criminal act in adult age.

Assault

Assault consists of killing, raping, hurting other people, and robbery. These actions are considered offense. Stealing, using narcotics, and avenging are included. Mostly offensive actions are not detected and not necessarily arrested and they are not having any consequences with law (Bradley & Wildman, 2002).

Delinquency Theory

There are many theories concerning delinquent behavior, from perspectives of biology, psychology, psychiatry, sociology, and differential association (Flowers, 1986).

Biological Theory

This theory stresses the role of biological factor that influences delinquent behavior. Lombroso's atavism is a theory that reveals body type of convicts, but this theory is considered an anomaly because convicts have many different kinds of body type.

Psychogenic Theory

Psychoanalytic theories. Delinquent behavior is considered as a form of unsettled instinctive conflict manifested in abnormal behavior including delinquency. Delinquent behavior is considered as a form of unsettled instinctive conflict manifested in abnormal behavior including delinquency.

Personality theories. Delinquency is related to someone's characteristics. Delinquent teenagers usually like to run away from homes, teenagers with immature consideration and behavior. They feel rejected at homes and find it difficult to make friends. Some individuals tend to steal. Personality risk of delinquency can be detected through some series of test.

Delinquency is related to someone's characteristics. Delinquent teenagers usually like to run away from homes, teenagers with immature consideration and behavior. They feel rejected at homes and find it difficult to make friends. Some individuals tend to steal. Personality risk of delinquency can be detected through some series of test.

Psychopathic Theory

The term psychopathic is controversial. The cause is still unclear as related to delinquency. There is a psychiatric school of thought that stresses similarity between psychopathic and sociopathic personality in abnormal feeling

pattern so that those individuals do not have relation and responsibility to do social norms. These individuals are considered as off the hook of reality context. Psychopath or sociopath tends to neutralize and justify rightly what they are doing. The behavior itself would bring out social punishment.

The term psychopathic is controversial. The cause is still unclear as related to delinquency. There is a psychiatric school of thought that stresses similarity between psychopathic and sociopathic personality in abnormal feeling pattern so that those individuals do not have relation and responsibility to do social norms. These individuals are considered as off the hook of reality context. Psychopath or sociopath tends to neutralize and justify rightly what they are doing. The behavior itself would bring out social punishment.

Psychiatric Theory

Psychiatric theory is based more on theoretical than empirical background. Theory that explains delinquency is "superego lacunae" or existential emptiness in superego as stated by Adeslaide Johnson (cited in Robert & Walker, 2003). Delinquent behavior happens more in middle class society because disciplinary system is not consistently applied. There is a projection of disappointment and many problems encountered by parents and teenagers that finally lead to delinquent behavior. This theory has some weaknesses because (1) it is not supported by experimental studies; (2) there is no specific case that can be used as reference; (3) this theory was constructed based on case studies; (3) those case studies were primarily teenagers with emotional problems, delinquency is only secondary problems

Sociological Theory

Biogenic, psychogenic, and psychiatric explanations can satisfactorily describe delinquency. Another theory that supplements the understanding of delinquency is social structure concept, elements in social life and many situations stimulating delinquency. Merton revealed the concept of social structure. According to Merton, marginal society tends to experience social disappointment so that they have risk to do rebellious behavior. The marginal society is in unlucky position because they do not have any capital to pursue social demand (cited in Robert & Walker, 2003). According to social structure theory, delinquency is a form of frustration, rejection to system and social demand. Stealing and using narcotics is a manifestation of many reactions.

Differential association theory. According to Sutherland, delinquent behavior is considered as learning effect.

According to this theory, individuals have the opportunity to form adaptive or delinquent behavior (cited in Robert & Walker, 2003). Reinforcement given to adaptive behavior gives important contribution to form acceptable behavior. On the contrary, non-adaptive learning process would result in delinquent behavior. Individuals have different relations with many people. There is a possibility that an individual has relations with other people who have adaptive behavior and delinquent behavior at the same time (Ronald, 1985).

Social control theory. According to this theory, delinquency shows up because external situation can't control the individual's behavior. Punishment is needed, social prevention, mass adaptive behavior support is also needed to prevent delinquency. The weakness of this theory is that it can't explain internalization of social values.

Differential anticipation theory. Behavior that shows up is a manifestation of social situation experienced by the individual. Group values also play a role in choosing the behavior. People in certain social group tend to show different delinquency pattern than that in other group

Subcultural theories. This theory is based on sub cultural values that form and give legitimization to do delinquency. Culture, target to be achieved, and strategy of the low class group is different from high class group. Each one has different life style, tradition, and intentional focus.

Labelling theory. This theory explains the concept of "looking-glass self" that describes reality based upon symbols used in communicating and making relation. People tend to look at themselves based upon opinion or assessment of other people. Labelling on other people is a part of undistributed social force. Low socioeconomic group is vulnerable to be given labelling and difficult to make reciprocal opposition to stigma sticking to them. Opposition given is opposition against their social role or identity.

The Cause of Delinquent Behavior

There are many theories that explain the meaning of delinquency (Ronald, 1985), namely (1) Broken home theory, (2) Family and family structure, (3) quality of marriage and parent's discipline, and (4) Social class.

Broken home theory. Broken home is a term used for situation in the family in which one of the parents is not at home because she or he runs away from home, divorced, or dead. Absences of one parent make instability. A controversial study by Shaw & Mc Kay (1942), Erickson, Crosnoe & Dombusch (2000) revealed different results. Impact of broken home was influenced by age. Adult individuals had a more tolerance to the situation they experienced. Broken home caused bigger risk in preadolescent sons. Unbroken home family had more

chance to quantitatively and qualitatively interact with teenagers (cited in Johnson & Pandina, 1991).

Critics to broken home theory were that broken home could not be seen as single factor, there were some other actors that also played a role. Browning revealed that disorganization in the family did not give a clear explanation about delinquent behavior (cited in Fleming & Talbot, 2003).

Family and family structure factor. Lees and Newson revealed that sibling contributed a great deal on delinquent behavior. Parents that differentiated their treatment upon older and younger children contributed the possibility of children involved in gang activity (cited in Catalano et al., 1998). Different treatment would risk jealousy and youngsters would make compensation.

The absence of mothers should be taken into consideration. Bowlby (1988) conducted a study that investigated the role of mothers on delinquency. He revealed that a long separation with mothers would risk delinquent disturbance. Siri Naess opposed the result of Bowlby's study. According to Siri Naess, separation with mothers would not make delinquency if teenagers could find substitute figures (cited in Roberts & Walker, 2001).

Relational closeness with family. Relational closeness was considered as an important factor for teenagers. Less closeness would risk youngsters to do delinquency. Glueck revealed that emotional closeness between mothers and children, parents and children, fathers and children, and children and children related to delinquency. Rejection attitude of parents toward children would influence the possibility of delinquency (Andry, as cited in Roberts & Walker, 2001).

If parents disregard youngsters, this would bring anger that could be compensated in many forms of behavior, one of which was delinquency. Flewelling, Paschall, & Ringwalt (2003) revealed that if the relation with father figure is not close, the warmth of a mother was gone, this would play a big role in bringing about delinquency. Bandura dan Walters (1963) revealed that aggressive teenagers tended not to have opportunity to express dependency feelings. More frequent punishment than reward was considered as rejection, and youngsters tended to do delinquent behavior.

Communication between members of the family is a crucial factor. The important element of communication is cohesiveness, decision making process and rules and roles in family system. If problems arise, openness in communication is still an important element in relation, as a bridge to improve relationship. Hirschi's study through self report (1969) revealed that a good commu-

nication with parents made teenagers stay away from delinquent behavior.

Marriage quality. Marriage quality gives a big influence on youngsters' development. In delinquent teenagers, it was found that quality condition of their parents' marriage is bad. Browning (2007) revealed that marriage adaptation and solidarity in the family contributed to youngsters' mental health. In divorced families, youngsters need to be accompanied by a counsellor. Counseling teenagers are needed to help them accept the reality of life.

Family discipline. Discipline in the family is based on consistency, propeness, and strictness. Patterson & Stouthamer-Loeber (1984) found correlation between family management and delinquency. Family management consists of parents; monitoring, discipline, problem solving, and reinforcement. Those four form youngsters' upbringing pattern. A weak, inconsistent discipline would make youngsters have risk of delinquency. Consistent discipline oriented on support and proper consequence decreases delinquency.

Social class. Cohen revealed the role of social class on group formation by a theory of status frustration. According to Cohen, culture of low social class is a manifestation of reaction formation. Reaction formation is an opposition against middle class group. Children with weak economic status feel frustrated when facing competition with middle class children. Feeling of helplessness because of frustration make them do many compensation leading to delinquent behavior (cited in Talbot & Fleming, 2003).

In middle class society, delinquency is an expression of hedonism, a form of drive to get pleasure or doing it just for fun. Middle class and low class as well have the similarity in learning factor to show up delinquent behavior. Friends' influence gives a big influence, and this is called as learned delinquency (Hirschi, 1996).

Gang

Gang is an association of individuals as a group with clear leading figure. Gang is associated with violence and antisocial behavior. Members of the gang have certain characteristics, unclear role, weak cohesiveness, not permanent, minimal consensus, changing members, and ineffective leadership. Between members, there is not any clear tie (Erickson, Crosnoe, & Dornbusch, 2000). Gang belongs to low class and high class as well. Visible behavior of members is the ties between members to do something together. The action of the gang seems to be rough, and aggressive (Farrington, 1995).

Friends' Influence

Relation with friends of the same age is very important for physical, cognitive and social development (Damir & Urberg, 2003). It gives a big influence on teenagers' behavior. Any attempt to choose conducive friends for youngsters' development need attention. Many quality relation and numbers of friends minimize the risk of delinquency.

Millstein, Petersen, & Nightingale revealed that friends contributed in causing delinquent behavior such as sexual behavior and other risky behavior (cited in Burton, Ray, & Mehta, 2003). Negative impact of peers on delinquency was influenced by quality supervision of parents. A weak supervision significantly influences violent action (Steinberg, 2001).

Social Information Theory

During relating with others, teenagers make codification about what happened. They absorb and analyze, and evaluate what have happened. This codification makes social cognition. Based upon social cognition theory, with which youngsters make relation would influence the formation of perception about decent and undecent behavior.

Learning Process from Friends

Brownfield (1970) and Hartup (1992) stated that there was a relation complexity between peers in influencing each other. Youngsters are able to differentiate personality, mood, expectation, drive, motivation and intention of their friends. A good relation between peers would bring five consequences, namely: modeling, positive reinforcement, negative reinforcement, competence and reference. Male teenagers tend to use positive reinforcement and expertise power to influence his friends (Burton, Ray & Mehta, 2003). Closeness of relation would bring intention to imitate (modeling), and give positive association on delinquent behavior. Reinforcement is given in the form of expected activity as compensation while doing activity he wants. Another way to influence others is through social power. Youngsters who have competence are able to give big influence on less competent individuals.

Negative reinforcement is another way to press friends to perpetuate negative behavior. For example, a teenager is threatened not to be considered member of the gang anymore if he does not want to continue smoking. Another approach is using reference model, stressing one individual as someone they could trust. This trust can be used as a tool to do delinquency.

Attempts to influence friends can be demonstrative by directly pressing. Along with adulthood development,

they could use finer approach. A good social skill is needed to influence friend to do what he wants. Lipsey & Derzon (1998) stated that at the age of 12 to 14 years, children were vulnerable to be influenced by peers to do antisocial behavior. Teenagers tend to interact with individual who have the same attitude or behavior. Alcohol consumption, academic cheating, or vandalism are easily imitated by youngsters. Peer is a source of information perceived to support negative activity or behavior. Coles, Corley, Falek, & Lynch (2003) revealed that teenagers were influenced by peers in alcohol abuse would risk delinquent behavior.

When children come to adulthood, critical thinking starts to form. The ability to identify peers who have positive or negative role is developing.

Selective Process

In finding friends, teenagers have selected critically, they can differentiate friends that have bad influence and good influence. Critical thinking does not always become reference in choosing friends. Teenagers tend to choose friends with the same affiliation. They choose friend who can accept them. In situation where he is more accepted by friends who have delinquent behavior, he would imitate what they did. Closeness with delinquent peers in early age is more dangerous because he does not have selection power.

Method

Data Collection: Literature Study

Journal articles published in many nations were analyzed. Articles were collected using the key words: peer attachment and delinquency.

Research Variables

Research variables were delinquency and peer attachment. Delinquency is a form of behavior that (1) broke the law such as assault, drug abuse, criminal act (steal, kill, hurt, rob) or (2) broke norms in speaking or had a bad attitude. Delinquency was a dependent variable.

Closeness with peer was independent variable. Peer closeness meant relation closeness figured by (1) making activities together, (2) emotional closeness or (3) modelling. In this study, dependent and independent variables consisted of one or more indicators.

Statistics

Statistics was used to see the relation between two variables, significance, magnitude, variability. To see effect size, product moment r . Regression, transformation, F -test and t -test and beta score.

Weighted effect size estimates (ϕ) was calculated to see sample size (Hunter & Schmidt, 1990). Moderating variable significance was calculated using heterogeneity analysis (Rosenthal, 1991). To see effect size significance phi statistics was used.

Methodological Variables

To see methodological variables, analysis was based on study using survey and quasi experiment using longitudinal approach. Survey was chosen because the relation between the two variables could be seen. Data collection was done using closed questionnaire, rating (teachers, friends, and parents), interview, observation, open questionnaire to make self report or others' report. Secondary data was also used to dig demographic data, delinquent behavior record owned by institution (school). Respondents were teenage group with the age of 10 – 18 years old involving 9823 respondents.

Results

Peer Attachment and Delinquent Behavior

Correlation between peer attachment and delinquent behavior in 13 studies (see Table 1) after correction is $r = .38766$, $p < .05$. It can be concluded that peer attachment has significant influence on delinquent behavior. Variance correlation was around .52286 and .02563. Population correlation deviation standard was around .22866. Population Interval correlation (r) was around -.05425 as lower limit and .83056 as upper limit after sample taking correction. After possible instrument correction, $r = .4834$.

Indicator used to reveal peer attachment was relational closeness, communication, activities done together, peer modelling. Indicator used to reveal delinquency was intensity and frequency of using alcohol, doing criminal act, and anti-social behavior (rude attitude, smoking, physical violence, sexual intercourse, and abortion).

Delinquent teenagers tended to have delinquent friends too. This was revealed by relational closeness,

modelling, and intensity and frequency of action done together. Variance correlation rx or σ^2r was around .052885 meaning that this was population variance correlation and variability of sampling error.

Characteristics of Sample

There was a tendency to take sample with age interval of 10 – 19 years of age. This period was perceived as vulnerable to the possibility being influenced by peers. Research was done on elementary and secondary pupils in the America, Canada, Australia, and China. The result was about the same, consistency in significant correlation between peer attachment and delinquent behavior.

The possibility of sampling error was .00145. Based upon variance of sampling error, the true population variance could be calculated, using formula $\sigma^2p = \sigma^2r - \sigma^2e$, and the result was .05042. Population interval confidence correlation (r) was around .05425 as lower limit and .0830 as upper limit. Interval r showed a wide interval, meaning that there was a correlation variance in population, or contribution of peer attachment on delinquency varied although significant. Score minus showed a big deviation standard. Sampling error was .0652 or 6.5254 %. Unspecified error was 93.887 %.

Research Instrument

The possibility of instrument error could be seen from the following analysis, the mean of research instrument group for independent and dependent variables (A) = .8020. Correlation after measurement error was (ρ) = .4834, population correlation after measurement error of independent and dependent variables. Sum square of variance coefficient $V = .0118$, artefact variance was .000870, and the true variance correlation was $SD = .2787284$. So, the confidence interval was .0749786 as lower limit and .8770583 as upper limit. Impact of reliability variability was 16.5 %.

Discussion

Result shows a positive and significant correlation between peer attachment and delinquency. Result is inconsistent with studies done by Burton, Ray, and Mehta (2003). Catalano, et al (1998) also stated an influence of agent to influence other people to do what he wants. Friends can be used as persuasive technique to influence teenagers. Teenagers are perceived as figures that can bring warmth and reception (Brownfield, 1991).

Table 1
Tabulation of Journal Being Analyzed

Research	Researchers	Year	N	r_{xy}	r_{xx}	r_{yy}
Influences of Risk Behaviors on the Quality of Peer Relations in Adolescence	Engels, R. C. M.E., & Tom ter Bogt.	2003	506	.145	.746	.800
Multiple mediators of the effects of acculturation status on delinquency for Mexican American adolescents	Roxana, Y., Samaniego, & Gonzales, N.A	1999	455	.050	.960	
Drug Use and Delinquency: Shared and Unshared Risk Factors in African American and Puerto Rican Adolescents.	Balka, E.B., Brook, J.S., Cohen, P., & Whiteman, M.	1997	1255	.240	.860	.670
Untangling Developmental Relations between Depressed Mood and Delinquency in Male Adolescents.	Beyers, J.M., & Loeber, R.	2003	506	.311	.900	.815
Family, Religious, School and Peer Influences on Adolescent Alcohol Use: A Longitudinal Study.	Mason, W.A., & Windle, M.	2001	85	.540		.800
Peer Relationships of Young Children: Affiliative Choices and the Shaping of Aggressive Behavior.	Childs, J., Horsch, E., & Snyder, J	1997	840	.160		.800
Affect and Peer Context Interactively impact adolescence Substance Use	Hicks, R.E., Husong, A.M	2003	398	.730	.900	.860
Effects of Parenting, Father Absence and Affiliation with Delinquent Peers on Delinquent Behavior among African-American Male Adolescents.	Flewelling, R.L., Paschall, M.J., & Ringwalt, C.L.	2003	260	.550		
Female Adolescence Friendship and delinquent behavior	Pleydon, A.P., & Schner, J.G.	2001	76	.425		
An 18-Year Model of Family and Peer Effects on Adolescent Drug Use and Delinquency.	Garnier, H.E., & Stein, J.A.	2002	72	.230	.700	.852
General and Specific Predictors of Behavioral and Emotional Problems among Adolescents.	Windle, M., & Mason, W.A.	2004	1218	.650	.740	.880
Delinquency and Substance Use among Gang-Involved Youth: The Moderating Role of Parenting Practices.	Mason, C. A., Chanequa, J., & Walker-Barnes	2004	500	.597	.740	.880
Peer Relations and Chinese-Canadian Delinquency.	Wong, S.K.	1998	315			

Significance $p < .001$ up to $p < .05$

Teenagers have strong commitment and ties between friends. They tend to socialize and communicate with other teenagers whom they perceive understand their world, so the imitation process and social cognition happens. Social cognition means mapping of acceptable and non-acceptable behavior. Teenagers can accept or refuse outside influence. In a condition or situation which attachment happens between delinquent peers, a bad influence would happen (Robert & Walker, 2001).

In this study, peers can also be seen as psychiatric disturbance experienced by teenagers because of environmental (social status) pressure related to family relation, and social pressure (discrimination and acculturation process) (Sarmaniego, Roxana, Gonzales, & Nancy, 1999). In this case the peer influence can not be separated from social microcosms. Kinds of delinquency conducted by teenagers are closely related

to social situations. Frustrating conditions caused by discrimination make youngsters to compensate by finding peers who can accept them. The disability to be accepted in normative group is responded by blending themselves in deviant group which can accept them.

Socialization with delinquent peers is not without problems. There is a situation which they are pressed by competition, rejection, or not being understood. They still attach to the group even though badly treated because they perceive that this group truly understand them. From individual internal point of view, there is a possibility of psychiatric disturbance related to depression (Beyer & Loeber, 2003). Depressed teenagers would try to mingle with friend with the same problems. Togetherness leads to behavior perceived as comfortable such as narcotics abuse, alcohol abuse, skip classes, and other destructive behavior. (Bahar, Johnson & Marcos, 1986; McCarrd, 1991).

Relation with friends makes teenagers able to develop themselves and develop their social skill. On the opposite, a wide relation would risk delinquent behavior. Teenagers who are busy with acadamec activities and have a close relation with parents tend to develop conventional values. There would be obedience oriented in values and demand of wide society. But on the other side, this attitude makes them clumsy and not being able to mingle with environment. On positive side, conventional values prevent youngsters to do delinquent behavior (Borduin et al., 1995)

Conclusion and Suggestion

This meta-analysis study join individual element, relation with themselves, and relation with other people such as teachers, parents, peer, or neighbors. Moreover, system and social structure were viewed. There are three layers being studied, namely: intrapersonal, interpersonal, and macrosocials.

Peer influence on teenagers is not only an artificial attachment. The relation closeness means attachment and persuasive activities. Friends are active agents to do active persuasion. So, relation with peers is not only physical, but also a process to equalize aspiration and ideas between them.

The need to equalize ideas can be a reflection for parents. Parents and teenagers need to equalize their angle of point of view, the expectation, and hope. To understand teenagers means to understand their way of thinking, their needs, and their expected support. Teenagers need support, but not parents' version or other authority's version. Intensive attempt should be made by parents and authority to give persuasive influence to teenagers. The way in giving support should be taken into consideration. Pressing support makes them run away from home, comfortable support would be more accepted by teenagers.

References

Articles with an asterisk are the ones being analysed

- Badan Narkotika Nasional Republik Indonesia. (2009). *Data kasus narkoba di Indonesia tahun 1997-2008, 11 (sebelas) tahun terakhir*. Jakarta: Penulis.
- Bahr, S.J., Johnson, R. E., & Marcos, A. C. (1986). Test of a bonding/Association theory of adolescent drug use. *Social Forces*, 65(1), 159-165.
- *Balka, E. B., Brook, J.S., Cohen, P., & Whiteman, M. (1997). Drug use and delinquency: Shared and unshared risk factors in African American and Puerto Rican adolescents. *Journal of Generic Psychology*, 158(1), 25-39.
- Bandura, M., & Walters, R.H. (1963). *Social learning an personality developmnet*. New York : Holt Rinehart & Wiston.
- *Beyers, J. M., & Loeber, L. R. (2003). Untangling developmental relations between depressed mood and delinquency in male adolescents. *Journal of Abnormal Child Psychology*, 31(3), 247-266.
- Borduin, C., Mann, B., Cone, L., Henggeler, S., Fucci, B., Blaskie, D., & Williams, R. (1995). Multisystemic treatment of serious juvenile offenders: Long-term prevention of crimi-nality and violence. *Journal of Consulting and Clinical Psychology*, 63, 569-578.
- Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York : Basic Books.
- Bradley, G., & Wildman, K. (2002). Psychosocial predictors of emerging adults risk and reckless behaviors. *Journal of Youth and Adolescence*, 31(4), 253-265.
- Brofenbrenner, V. (1970). *Two worlds of childhood: US and U.S.S.R*. New York : Pocket Books.
- Brownfield, D. (1991). Attachment to peers and delinquent behaviour. *Canadian Journal of Criminology*, 33(1), 45-60.
- Browning, D.S. (2007). *Equality and the family: A fundamental practical theology of children, mothers, and fathers in modern societies*. Michigan: Wm B. Eerdmans Publishing Co.
- Buist, K.L., Dekovic, M., & Reitz, E. (2004). Stability and changes in problem behavior during adolescence: Latent growth analysis. *Journal of Youth and Adolescence*, 33(1), 1-24.
- Burton, B. A., Mehta, S., & Ray, G. E. (2003). Children's evaluations of peer influence: The role of relationship type and social situation. *Child Study Journal*, 33(4), 235-246.
- Catalano, R. F., Gainey, R. R., Haggerty, K. P., Hoppe, M. J., Simpson, E. E., & Wells, E. A. (1998). Bonding in a high-risk and a general sample of children: Comparison of measures of attachment and their relationship to smoking and drinking. *Journal of Youth and Adolescence*, 27(1), 59-81.
- *Childs, J., Horsch, E., & Snyder, J. (1997). Peer relationships of young children: Affiliative choices and the shaping of aggressive behavior. *Journal of Clinical Child Psychology*, 26(2), 145-156.
- Coles, C. D., Corley, T., Falek, A., & Lynch, M. E. (2003). Examining delinquency in adolescents diffe-

- rentially prenatally exposed to alcohol: The role of proximal and distal risk factors. *Journal of Studies on Alcohol*, 64(5), 678-86.
- Cloward, R.A., & Ohlin, L.E. (1960). *Delinquency and opportunity: A theory of delinquent gang*. New York: Free Press of Glenore.
- Damir, M., & Urberg, K.A. (2003). Friendship and adjustment among adolescents. *Journal of Experimental Child Psychology*, 88, 68-82.
- David, M. B., Charles, M. B., Scott, H. W., & Barton J. M. (1989). Individual, family, and peer characteristics of adolescent sex offenders and assaultive offenders. *Developmental Psychology*, 25(5), 846-855.
- Duncan, S.C., Duncan, T.E., Biglan, A., & Ary, D.V. (1998). Contributions of the social context to developmental changes in adolescent problem behavior: A latent growth modeling analysis. *Drug and Alcohol Dependence*, 50(1), 57-71.
- Elliot, D.S., Huizinga, D., & Ageton, S.S. (1985). *Explaining delinquency and drug use*. New York: Sage Publication.
- *Engels, R.C.M.E., & ter Bogt, T. (2003). Influences of risk behaviors on the quality of peer relations in adolescence. *Journal of Youth and Adolescence*, 30(6), 675-695.
- Erickson, K.G., Crosnoe, R., & Dombusch, S.M. (2000). A social process model of adolescent deviance: Combining social control and differential association perspectives. *Journal of Youth and Adolescence*, 29, 395-425.
- Fang, X., Luo, Q., & Urberg, K. A. (1999). Influence of peers, parents and individual characteristics on adolescent drug use in two cultures. *Merrill-Palmer Quarterly*, 45(1), 85-107.
- Farrington, D.P. (1995). The development of offending and antisocial behavior from childhood: Key finding from Cambridge study in delinquent development. *Journal of Child Psychology and Psychiatry*, 36, 929-964.
- Fergusson, D.M., Horwood, L. J., & Swain-Campbell, N. R. (2001). Deviant peer affiliations, crime and substance use: A fixed effects regression analysis. *Journal of Abnormal Child Psychology*, 30(4), 581-594.
- Fergusson, D.M., & Lynskey, M.T., Horwood, L.J. (1996). Childhood sexual abuse and psychiatric disorder in young adulthood: Prevalence of sexual abuse and factors associated with sexual abuse. *Journal of American Academy of Child and Adolescent Psychiatry*, 35, 1355-1364.
- Fleming, J., & Talbot, E. (2003). Role of social contexts and social education in the mental health problems of urban adolescents. *Journal of Special Education*, 37(2), 111-123.
- *Flewelling, R.L., Paschall, M.J., & Ringwalt, C.L. (2003). Effects of parenting, father absence and affiliation with delinquent peers on delinquent behavior among African-American male adolescents. *Adolescence*, 38(1), 15-34.
- Flowers, R.B. (1986). *Children and criminality: The child as victim and perpetrator*. New York, NJ: Greenwood Press.
- *Gamier, H.E., & Stein, J.A. (2002). An 18-Year Model of Family and Peer Effects on Adolescent Drug Use and Delinquency. *Journal of Youth and Adolescence*, 31(1), 45-56.
- Glueck, S., & Glueck, E. (1950). *Unravelling juvenile delinquency*. Cambridge: Harvard University Press.
- Grace M. Barnes, Hoffman, J. H., Welter, J.W., Wiczorek, W. F., & Zhang, L. (2005). Substance involvement and the trajectory of criminal offending in young males. *American Journal of Drug and Alcohol Abuse*, 31(2), 267-284.
- Harthorn, W.W. (1992). Peer experience and its developmental significance. In M. Bennert (Ed.), *Developmental psychology: Achievement and prospects*. Philadelphia: Psychology press.
- Hawkins, J.D., Herrenkohl, F., Farrington, D.P., Brewer, D., Catalano, R. F., & Harachi, T.W. (1998). A review of predictors of youth violence. In R. Loeber & Farrington (Eds.), *Serious and violent juvenile offenders: Risk factors and successful interventions*. London: Sage Publication.
- *Hicks, R.E., & Husong, A.M. (2003). Affect and peer context interactively impact adolescent substance use. *Journal of Abnormal Child Psychology*, 31(4), 413-426.
- Hirschi, T. (1996). *Causes of delinquency*. Berkeley: University of California Press.
- Hoge, R. D., Andrews, D. A., & Leschied, A. W. (1996). "An investigation of risk and protective factors in a sample of youthful offenders. *Journal of Child Psychology and Psychiatry*, 37(4):419-24.
- Howell, J., & Hawkins, J.D. (1998). Prevention of youth violence. In M.Tonry, & M.H.Moore (Eds.), *Youth violence*. Chicago: University of Chicago Press.
- Hunter, J. E., & Schmidt, F. L. (1990). *Methods of meta-analysis: Correcting error and bias in research findings*. New York: Sage Publication.
- Johnson, V., & Pandina, R. J. (1991). Effects of the family environment on adolescent substance use, delinquency and coping styles. *American Journal of Drug and Alcohol Abuse*, 17(1), 71-88.
- Katsiyannis, A., Zhang, B., Barrett, D.E., & Flaska, T. (2004). Background and psychosocial variables associated with recidivism among adolescent males: A 3-year investigation. *Journal of Emotional and Behavioral disorders*, 12(1), 23-29.
- Ladd, G.W., & Parke, R. D. (1992). *Family-peer relationships: Modes of linkage*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Lipsey, M.W., & Derson, J.H. (1998). Predictors of violent or serious delinquency in adolescence and early childhood: A synthesis of longitudinal research: in serious and violent. In Loeber, & D.P. Farrington, (Eds). *Juvenile offenders: Risk factors and successful intervention*. Thousand Oaks, CA: Sage Publications.
- *Mason, W.A., & Windle, M. (2001). Family, religious, school and peer influences on adolescent alcohol use: A longitudinal study. *Journal of Studies on Alcohol*, 62(1), 44-53.
- *Mason, C. A., Chanequa, J., & Walker-Barnes (2004). Delinquency and substance use among gang-involved youth: The moderating role of parenting practices. *American Journal of Community Psychology*, 34(3-4), 235-250.
- McCard, J. (1991). Family relationships, juvenile delinquency and adult criminality. *Criminality*, 29(3), 397-417.
- Moffit, T.E. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. *Psychological Review*, 100(4): 674-701.
- Nash, J.K., & Bowen, G.L. (1999). Perceived crime and informal social control in the neighborhood as a context for adolescent behavior: A risk and resilience perspective. *Social Work Research*, 23(3), 171-186.
- Parkson, G.R., & Stouthamer-Loeber, M. (1984). The correlation of family management practices and delinquency. *Child Development*, 55 (4), 1299-1307.
- Patterson, G.R., & Yoerger, K. (1993). Differentiating outcomes and history for early and late arrests. Paper presented at the American Society of Criminology, Phoenix, Az.
- *Pleydon, A.P., & Schner, J.G. (2001). Female adolescent friendship and delinquent behavior. *Adolescence*, 36(142), 189-205.
- Robert L., Flewelling, M.J., Paschall, M. J., & Ringwalt, C.L. (2003). Effects of parenting, father absence and affiliation with delinquent peers on delinquent behavior among African-American male adolescents. *Adolescence*, 38(149), 15-34.
- Roberts, M. C., & Walker, E. C. (2003). *Handbook of clinical child psychology*. New York, NJ: Wiley.
- Ronald, V.C. (1985). *The reasoning criminal*. New York: Springer-Verlag.
- Rosenthal, R. (1991). *Meta-analytic procedures for social research*. California: Sage Publication.
- *Roxana, Y., Samaniego, & Gonzales, N.A. (1999). Multiple mediators of the effects of acculturation status on delinquency for Mexican American adolescents. *American Journal of Community Psychology*, 27(2), 189-210.
- Samaniego, Roxana, Y., Gonzales, & Nancy, A. (1999). Multiple mediators of the effects of acculturation status on delinquency for Mexican American adolescents. *American Journal of Community Psychology*, 27(2), 189-210.
- Shaw, C. R., & McKay, H. D. (1942). *Juvenile delinquency in urban areas*. Chicago: University of Chicago Press, 1942.
- Snyder, J., Horsch, E., & Childs, J. (1997). Peer relationships of young children: Affiliative choices and the shaping of aggressive behavior. *Journal of Clinical Child Psychology*, 26(2), 145-156.
- Steinberg, L. (2001). We know somethings: Parent-adolescence relationships in retrospect and prospect. *Journal of Adolescence Research*, 11, 1-19.
- Talbot, E., & Fleming, J. (2003). The role of social contexts and special education in the mental health problems of urban adolescents. *Journal of Special Education*, 37, 111-123.
- Tremblay, R.E., & Le Marquand, D. (2001). Individual risk and protective factors. In R.Loeber, & Farrington, D.P. (Eds.) *Child delinquents: Development, intervention, and delinquent special needs*. California: Sage Publication.
- *Windle, M., & Mason, W.A. (2004). General and specific predictors of behavioral and emotional problems among adolescents. *Journal of emotional and behavioral disorders*, 12, 49-61.
- Woodward, L. J., Fergusson, D. M., & Horwood, L. J. (2001). Risk factors and life processes associated with teenage pregnancy: Results from a prospective study from birth to 21 years. *Journal of Marriage and the Family*, 63, 1170-1184.
- *Wong, S.K. (1998). Peer relations and Chinese-Canadian delinquency. *Journal of Youth and Adolescence*, 27(5), 641-659.