

STUDENT SEXUAL ORIENTATION AND THE RELATIONSHIP WITH PARENTING STYLES AND PEERS ATTACHMENT

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Abstract

Sexual orientation deviation is one of the problems often found in adolescents today. Sexual orientation in adolescents is one of the critical components in adolescent development because it involves adolescents' identity, interests, and sexual behaviour when will enter adulthood. Deviations Within the boundaries of the ideology and culture of the nation, this deviation from sexual orientation will cause developmental disorders in adolescents, and it is necessary to identify the root of the problem so that we can take preventive action. This study aimed to analyze the condition of student sexual orientation and further analyze its relationship with family characteristics, student characteristics, parenting styles, and peer attachment. This research is quantitative research with a survey method. The examples in this study were 272 students of the Vocational School of the Bogor Agricultural University who had complete parents with a proportion of 182 women and 90 men. The sampling technique used in this research is purposive sampling. The correlation test results showed that the sex of students and family size were related to sexual orientation. G that parenting style on the dimensions of rejection and coercion is related to sexual orientation. In addition, peer attachment to the dimension of alienation relates to student sexual orientation. Negative parenting styles and peer attachment have a relationship with sexual orientation. Therefore, parents should avoid negative parenting styles and control their children's environment so that sexual orientation deviations do not occur. Negative parenting styles in rejection, chaos and parental coercion tend to be associated with deviations in student sexual orientation. Likewise, the dimension of a perceived alienation from peer relationships also relates to student sexual orientation deviations.

Keywords: college students, deviation, parenting style, peer attachment, sexual orientation

ORIENTASI SEKSUAL MAHASISWA DAN KAITANNYA DENGAN POLA ASUH ORANG TUA DAN KETERIKATAN TEMAN SEBAYA

Abstrak

Orientasi seksual pada remaja merupakan salah satu komponen penting dalam perkembangan remaja karena menyangkut identitas, ketertarikan, dan perilaku seksual remaja yang akan memasuki usia dewasa. Dalam batasan ideologi dan budaya bangsa, penyimpangan orientasi seksual akan menyebabkan gangguan perkembangan pada remaja dan perlu ditemukenali akar masalahnya sehingga dapat dilakukan tindakan preventif. Tujuan penelitian ini adalah untuk menganalisis orientasi seksual pada mahasiswa dan selanjutnya menganalisis hubungannya dengan karakteristik keluarga, karakteristik mahasiswa, gaya pengasuhan orang tua, dan kelekatan teman sebaya. Penelitian ini merupakan penelitian kuantitatif dengan metode survei. Contoh pada penelitian ini berjumlah 272 mahasiswa Sekolah Vokasi Institut Pertanian Bogor yang memiliki orang tua lengkap dengan proporsi 182 orang perempuan dan 90 orang laki-laki. Teknik pengambilan contoh yang digunakan pada penelitian ini adalah *purposive sampling*. Hasil uji korelasi menunjukkan bahwa gaya pengasuhan pada dimensi penolakan dan paksaan berhubungan dengan orientasi seksual. Selain itu, kelekatan teman sebaya pada dimensi pengasingan memiliki hubungan dengan orientasi seksual mahasiswa. Gaya pengasuhan negatif dalam bentuk penolakan, ketidakteraturan, dan paksaan orang tua cenderung berhubungan dengan penyimpangan orientasi seksual mahasiswa. Begitupun, dimensi pengasingan yang dirasakan dari hubungan teman sebaya juga cenderung berhubungan dengan penyimpangan orientasi seksual mahasiswa.

Kata kunci: gaya pengasuhan, kelekatan teman sebaya, mahasiswa, orientasi seksual, penyimpangan

INTRODUCTION

Adolescents experience three stages of development: early adolescence, middle adolescence, and late adolescence. Students are included in the age range of late adolescence. Bloss (1962) in Sarwono (2012) revealed that there are five developmental tasks of late adolescence, namely intellectual maturity, the ability to control the ego in new things, a stable sexual identity, being able to balance one's interests with others, and the formation of the wall as a barrier for the private self (private self) and the general public (the public). Adolescence is a transition period for individuals from childhood to adulthood, marked by physical changes and cognitive and social development (Desmita, 2016). According to Freud's developmental theory (Santrock, 2012), adolescents are in the genital stage with developmental characteristics including the emergence of puberty, sexual feelings or desires, romantic love, and attraction to the opposite sex (heterosexual attraction). Meanwhile, according to Erikson's stage of psychosocial development (Santrock, 2012), adolescence is at the stage of identity versus identity confusion (identity vs identity confusion) so that at the end of adolescence, self-identity becomes a determining factor for success in the next stage (Santrock, 2007).

The self-identity formation is the main task that must be achieved at the end of adolescence. Jones, Hartmann, Grochowski, & Glider (1989) also reveal that a stable self-identity is very important in late adolescence because it will provide a foundation for psychosocial development and interpersonal relationships in adulthood. Individuals who successfully overcome the crisis will be more positive in their development. In achieving self-identity, adolescents integrate sexuality into their identity so that adolescents will carry out sexual exploration and experimentation, fantasy, and sexual reality (Santrock, 2012). This self-identification begins in childhood with sexual identity by recognizing physical characteristics that can be seen from the body shape of a man and a woman, especially the external genitals (Kristina, 2013). Entering adolescence, sexual identity also includes interests, activities, behavioural styles, and indicators that lead to sexual orientation (Santrock, 2012). Sexual orientation is the tendency of a person to be erotically and romantically attracted to individuals of the same or different sex as himself (Halgin & Withbourne, 2010). Saewyc (2011) revealed that sexual orientation in adolescents could be measured by identity, interest, and behaviour that appears.

For people who adhere to Eastern cultures, such as Indonesia, a person's sexual attraction is an important issue. Indonesian culture still upholds family values and heterosexual orientation (sexual attraction to someone of the opposite sex) as identity. Sexual orientation deviation in Indonesia has increased relatively high compared to previous years. Based on data from the Indonesian Ministry of Health (2019), sexual behaviour deviations in Indonesia have increased in recent years. Data shows that as of June 2017, there were more than 255,000 cases of HIV/AIDS in Indonesia, and 72.4 percent were caused by risky sexual relationships (lesbian, gay, and bisexual). One of the sexual orientation deviations often found in adolescents is homosexuality (Sarwono, 2012). These behaviours include negative behaviour and deviations because they are not by generally accepted norms and are generally believed by the Indonesian people. Sexual orientation common and accepted in society is heterosexual, while homosexuality and bisexual are considered forms of sexual orientation deviation. Currently, homosexual individuals consider themselves normal because what happens to them is a mere social development and has become a lifestyle (Kartono, 2005). Factors causing sexual orientation deviation can be identified from factors within the individual and external environmental factors (Adediwura & Oluwatosin, 2010; Feldman in Kartono, 2005).

Bronfenbrenner's system theory in Hastuti (2015) reveals that a child is part of a system that will be influenced directly and indirectly by social systems that interact with children, including microsystems, mesosystems, exosystems, macrosystems and chronosystems around the child's life. Families, especially parents, are included in the closest microsystem environment and will directly influence children's behaviour through the parenting process. The research results by Opod, Pali, & Pontoh (2015) found that there was a positive relationship between parental care and the level of child homosexuality. Parents who raise children negatively will increase sexual orientation deviation behaviour in adolescents. Another study found by Diaz, Huebner, Ryan and Sanchez (2009) also revealed that parents who have a parenting style of rejection and even violence both physically and verbally will increase adolescent sexual orientation deviant behaviour.

In addition to parenting styles from parents, attachment with peers can also significantly contribute to children's attitudes and behaviour. Peers are a person or group of people who have the same age or level of maturity. Children who have less secure bonds with their parents will switch to peers and form safer bonds with their peers (Nickerson & Nagle, 2005). The research results by Allen, Porter, McFarland, McElhaney and Marsh (2007) found that the quality of peer relationships directly affects the secure attachment of adolescents. This attachment has many influences on relationships and the social behaviour of adolescents. For example, adolescents perceive that peer behaviour has a more significant influence on sexual orientation

deviations than parents (Meyer, Sneed & Tan, 2015). The research results by Forehand, Miller and Wallace (2008) also reveal that peer attachment influences shaping adolescent sexual attitudes and behaviour orientation.

Based on the previous explanation, in summary, it can be said that sexual orientation is a tendency of individual attraction towards someone, which can be influenced by parenting style and peer attachment. This makes researchers want to prove further that parenting style and individual attachment to peers and adolescent and family characteristics are related to sexual orientation in college students. Specifically, this study aims to identify the characteristics of families, students, parenting styles, peer attachment, and student sexual orientation; and analyze the relationship between family characteristics, student characteristics, parenting style, and peer attachment with student sexual orientation.

METHODS

This research is quantitative research with a survey method. The location of this research is the Vocational School, Bogor Agricultural University, Bogor City, West Java. This location was chosen purposively (deliberately), considering that the IPB campus accepts students from all over Indonesia with diverse family characteristics. In addition, this study was conducted for the student group because the highest number of cases of deviant sexual orientation at risk (lesbian, gay, and bisexual) is in late adolescence (Waworuntu, 2019), and Vocational School students are included in that age range. The population in this study were all active students of the IPB Vocational School and had complete parents. The sampling technique used in this research is purposive sampling. This technique was chosen based on specific criteria made by the researcher based on the research objectives. An example of this research is all students of the Vocational School of the Bogor Agricultural University who meet the research criteria and fill out a complete questionnaire.

The primary data collected in this study were student characteristics (age, gender, and several siblings), family characteristics (age, length of education, income, and family size), parenting style, peer attachment, and sexual orientation. Parenting style is the tendency of fathers and mothers to care for and raise children from a young age based on a motivational model approach (Skinner, Johnson, & Sinder, 2005) measured according to respondents' perceptions. The parenting style perceived by students, for example, used the Parent as Social Context Questionnaire (PASCQ) instrument developed by Skinner *et al.* (2005) with dimensions of warmth (warmth), rejection (rejection), regularity (structure), disorder (chaos), support (autonomy support), and coercion (coercion) and consists of 24 statements. The answer scale used in this instrument is a Likert scale (1=not very descriptive, 2=slightly describing, 3=illustrating, 4=very describing) used to identify parents' parenting styles (father and mother) perceived by the sample students. Cronbach's alpha value for the father's parenting style is 0,823 and Cronbach's Alpha value for the mother's parenting style is 0,819.

Meanwhile, peer attachment is a strong affectionate closeness described as an individual's tendency to seek and maintain closeness with peers (Armsden & Greenberg, 1987). This study uses the Inventory of Parent and Peer Attachment (IPPA) as a measuring tool to see peer attachment developed by Armsden and Greenberg (1987). The instrument has 25 statements with three dimensions: trust, communication, and isolation, which the researcher modifies. The answer scale used is a Likert scale with 1 = never, 2 = rarely, 3 = often, and 4 = always. The value of Cronbach's Alpha peer attachment instrument was 0,823.

Researchers divided sexual orientation into three categories in this study, namely heterosexual, bisexual, and homosexual. Heterosexual orientation is a person's attraction to people of the opposite sex from himself. In contrast, homosexual orientation is a person's attraction to people of the same gender as himself, and bisexual orientation is the attraction that a person has to both men and women (APA, 2008; Zietsch *et al.*, 2008; Tucker, Ellickson, & Klein 2008; Igartua, Thombs, Burgos, & Montoro, 2009; Berlan, Corliss, Field, Goodman, & Austin, 2010).

Sexual orientation in this study is defined as the tendency of a person to be erotically and romantically attracted to individuals who can be categorized into heterosexual, homosexual, and bisexual. The instrument for measuring sexual orientation is referred to as the Personal Identification with Components of Sexual Orientation Scale (Tannenbaum, 2006) which is divided into seven dimensions based on three times (currently, in the past, and ideally (in the future)). The seven dimensions in this instrument are sexual attraction, sexual behaviour, sexual fantasy, sexual preference, social preference, self-identification, and relationship status. The answer scale used in the measurement of sexual orientation is three scales that have been modified by the researcher, namely 1 = likes the opposite sex, 2 = likes both, and 3 = likes the same sex. This instrument has a Cronbach's Alpha value of 0,946.

Data processing is carried out starting from the stages of editing, coding, scoring, cleaning, analyzing, and interpreting data. Finally, the data is ready to be processed using Microsoft Excel and analyzed using the Statistical Package for Social Science (SPSS) program. Categorization of peer attachment variable index values was categorized into low, medium, and high with cut off points: low (<60), medium (60-79), and high (>80) (Fitriani & Hastuti, 2016). Meanwhile, the sexual orientation variable was categorized by the researcher into heterosexual, bisexual, and homosexual with cut off points: heterosexual (0), bisexual (1-7), and homosexual (8-14).

Data analysis used in this research is descriptive analysis and chi-square test. Descriptive analysis aims to identify the number, percentage, average value, minimum value, maximum value, and standard deviation on the variables of family characteristics, student characteristics, parenting style, peer attachment, and sexual orientation. In addition, a Chi-square test was conducted to analyze the relationship between family characteristics, student characteristics, parenting style, peer attachment, and sexual orientation categories in students. The chi-square test was used considering that the student's sexual orientation as the dependent variable in this study was nominal scale data.

RESULTS

Characteristics of Respondents

This study involved 272 students, with the most significant proportion being female students (66,9%) and the rest male (33,1%). The average age of students is 19,21 years. The average age of male students is 19,34 years, and the age of female students is 19,14 years. In this study, the number of respondents' siblings ranged from 0 to more than five people. The most significant percentage of 33,5 percent had one sibling, and 1,5 percent had more than four siblings. In addition, more than half of the students (87,1%) are high school graduates, 8,1 percent of SMK graduates, and 4,8 percent of MA graduates.

The proportion of father and mother's age is mainly in the middle adult category with 92,6 percent and 94,5 percent respectively. The average age of the father is 52,12 years, and the mother's age is 47,97 years. The average family size is five people. Based on the results of the study, the majority of fathers (36,0%) and mothers (41,5%) graduated from high school (SMA), and the following proportion were fathers and mothers who graduated from D4/S1, Furthermore, the most significant proportion, as many as 35,7 percent of families, have an income of more than IDR5.000.000 per month.

Sexual Orientation

This sexual orientation is divided into three time spans, namely past, present, and future sexual orientations. In heterosexual and homosexual orientations, there is an increasing proportion when viewed from time to time, while bisexuals showed a decrease. Table 1 also shows the relationship test of the sexual orientation variable based on past, present, and future time ranges smaller than 0,01 with a current and past significance value of 0,000 and a current and future significance value of 0,000, so it can be said that there is a difference. A significant relationship between sexual orientation relationships is based on the time dimension. This finding indicates how vulnerable students are to changes in sexual orientation over time, and this finding also indicates that students' decisions are still unstable in determining their sexual orientation.

Table 1 Distribution of respondents by category of sexual orientation in students by the time

Category	Heterosexual	Bisexual	Homosexual	Total	<i>p-value</i>
Past	48,5	48,5	2,9	100,0	0,000**)
At the moment	49,3	48,2	2,6	100,0	
Future	50,7	44,9	4,4	100,0	,,000**)

Note: **) real at p-value <0,01

Furthermore, the researchers analyzed the achievement index on each dimension of sexual orientation. There are seven dimensions assessed in this study. The results showed that for the students whose tendencies were heterosexual, the dimensions with a high index were sexual interest, behaviour, and fantasies; self-identification; and relationship status. Meanwhile, the dimensions of sexual and social preference appear to be the highest indices in the bisexual and homosexual groups (Table 2).

Table 2 Distribution of examples based on dimensions of sexual orientation and category of sexual orientation

Dimension	Heterosexual	Bisexual	Homosexual	Total
Sexual interest	91,2	7,0	1,8	100,0
Sexual behaviour	90,4	8,5	1,1	100,0
Sexual fantasy	91,9	6,3	1,8	100,0
Sexual preference	72,1	21,0	7,0	100,0
Social preferences	48,9	39,0	12,1	100,0
Self-identification	90,1	8,1	1,8	100,0
Relationship status	91,5	6,3	2,2	100,0

Parenting Style

Parenting style data in this study were analyzed based on positive and negative dimensions. The study results in Table 3 show that the highest average value on the negative dimensions of father and mother parenting styles is found in the coercion sub-dimension of 40,47 and 42,74. In addition, the mean negative sub-dimension of the father's disorder (26,84) was higher than that of the mother (25,82), and the mean negative sub-dimension of maternal coercion (42,74) was higher than the father's (40,47). In general, all positive parenting subdimensions were higher in mothers than fathers. Meanwhile, two of the three negative subdimensions were higher in fathers than mothers, and only coercion was found to be higher in mothers than fathers.

Table 3 Minimum, maximum, mean, and standard deviation index values for the six dimensions of positive-negative parenting styles

Dimension	Father		Rata-rata±SD	Mother		Average±SD
	Min	Max		Min	Max	
(+) Warmth	0,00	100,00	76,57±26,06	0,00	100,00	87,20±20,11
(-) Rejection	0,00	100,00	25,89±19,15	0,00	100,00	25,82±19,47
(+) Regularity	0,00	100,00	67,77±27,81	16,66	100,00	78,46±20,95
(-) Irregularity	0,00	100,00	26,84±20,00	0,00	100,00	25,82±21,15
(+) Support	0,00	100,00	79,57±24,46	16,66	100,00	85,79±19,40
(-) Forced	0,00	100,00	40,47±19,65	0,00	100,00	42,74±19,11

Suppose it is seen from the average value and analyzed using a cut-off (Table 3). In that case, it can be seen that in the sub-dimension of positive parenting for mothers, namely warmth and support, it is very high because the average index is above 80,00. Meanwhile, the mother's regularity sub-dimension and the three positive parenting sub-dimensions of the father are pretty good because they are in the range of 60,00 to 80,00. Interestingly, this study found that students perceive a negative subdimension, namely coercion is still quite high felt by students by both father and mother. Table 3 describes students' perceptions of the care they have received from their parents with a general description of having felt a high degree of warmth and support from the mother but still not feeling the same high from the father.

Peer Attachment

The analysis results on the average value of student attachment to peers on the dimension of trust have the highest average of the other dimensions (66,16). The high mean on this trust dimension indicates that adolescents already feel safe when around their peers. Next, the average index is followed by the communication dimension, with an average of 61,95. Finally, in the dimension of alienation, adolescent attachment to their peers has an average value of 41,95. This shows that the rejection from peers felt by students is still relatively low. Finally, the results showed that the average peer attachment index was 56,69, which indicated that students had a relatively low attachment to their peers. Proportionately, the results also show that more than half (61,80%) of adolescents have low attachment to peers. This finding is supported by student statements that peers do not understand enough when teenagers are angry and tend to differ in the things that students like.

Relationship between Student and Family Characteristics, Parenting Style, and Peer Attachment with Student's Sexual Orientation

The chi-square test results were used to see the relationship between family characteristics, child characteristics, parenting style, and peer attachment with the category of student sexual orientation. The chi-square test was conducted to find the relationship between students' sexual orientation in three time spans, namely past, present, and future, with other variables. Based on the chi-square test results in the past period (Table 4), it was found that there was a relationship between gender and family size with the student's sexual

orientation. Meanwhile, on the parenting style variable, it was found that the sub-dimension of the father's rejection and coercion and the mother's rejection and disorder sub-dimension was related to the student's past sexual orientation.

Student gender also shows a relationship with the student's current sexual orientation but does not show a relationship with future sexual orientation. Meanwhile, the family size was not related to current or future sexual orientation. Furthermore, in the parenting style sub-dimension, the current student's sexual orientation is still significantly related to the refusal sub-dimension of both fathers and mothers. However, only the mother's refusal is still related to the student's sexual orientation in the future. This finding indicates a close relationship between maternal rejection and student sexual orientation in the past, present, and future. Meanwhile, similar to maternal refusal, the subdimension of paternal coercion also shows a close relationship with students' sexual orientation in the past, present, and future.

Table 4 Correlation coefficients of student and family characteristics, parenting styles, and peer attachment to student sexual orientation by time

Variable	<i>Sig. (2-sided)</i>		
	Past	At the moment	Future
Student characteristics			
Age	0,660	0,069	0,153
Gender	0,004**	0,011*	0,144
Education	0,500	0,991	0,081
Family characteristics			
Father age	0,616	0,435	0,669
Mother age	0,809	0,582	0,673
Father education	0,632	0,452	0,604
Mother education	0,264	0,399	0,343
Parents income	0,850	0,816	0,389
Family size	0,020*	0,119	0,178
Parenting style			
Warmth from father	0,628	0,744	0,452
Warmth from mother	0,226	0,368	0,153
Father rejection	0,000**	0,040*	0,159
Mother rejection	0,031*	0,014*	0,006**
Regularity father	0,479	0,384	0,178
Regularity mother	0,248	0,412	0,107
Irregularity father	0,824	0,772	0,341
Irregularity mother	0,006**	0,167	0,087
Father support	0,918	0,973	0,589
Mother support	0,913	0,812	0,531
Father forced	0,000**	0,048*	0,028*
Mother Forced	0,244	0,363	0,189
Peer Attachment			
Trust	0,436	0,266	0,883
Communication	0,492	0,633	0,499
Exile	0,083	0,035*	0,014*

Note: *) real at p-value <0,05; **) real at p-value < 0,01

DISCUSSION

This study involved students as respondents with an age range of 19,21 years, and the description of that age is still in the adolescent period (Santrock, 2007). Therefore, the age of the father and mother was categorized based on Santrock (2007), namely early adulthood (18-40 years), middle adult (40-60 years), and late adulthood (>60 years). The majority of respondents' parents are in the middle adult category, while most family members in this study are in the medium family category (BKKBN, 2005). In addition, the majority of parents' education graduated from high school.

Based on Erikson's theory of psychosocial development stages in Santrock (2012), adolescence is at the stage of identity versus identity confusion (identity vs identity confusion) so that at the end of adolescence, self-identity becomes a determining factor for success in the next stage (Santrock, 2007). In achieving self-identity, adolescents integrate sexuality into their identity so that adolescents will carry out sexual exploration and experimentation, fantasy, and sexual reality (Santrock, 2012). Adolescent sexual identity includes interests, activities, behavioural styles, and indicators that lead to sexual orientation (Santrock, 2012). Kinsey, Pomeroy, Martin, & Gebhard (1953) also revealed that humans have homosexual and heterosexual tendencies to reflect their sexual orientation (Santrock, 2003). Most current students have a sexual orientation toward heterosexual and bisexual tendencies. This shows that the orientation of heterosexual and homosexual tendencies tends to increase, but that of bisexual orientation tends to decrease from time to time.

Money (1988) revealed that it is common for adolescents to have bisexual interests early in their sexual development. This tendency will change along with the development of sexual orientation maturity.

This study found that fathers are more dominant in using supportive parenting styles (autonomy support), while mothers are more dominant in using warm parenting styles for their children. Parents tend to provide more warmth by continuing to provide direction, guidance, or instructions every time they interact with children. This is in line with the results of Amelia's research (2014), which found that parents who are in the process of parenting provide warmth while still providing rules or boundaries that will affect the quality of children, especially behaviour in children. In addition, this study also found that the higher the father's warmth in the parenting process, the mother also gave high warmth to the child. This shows a consistent parenting style applied by parents to their children. These results are supported by Andriano's research (2017) which found that parents who care for children consistently and effectively will reduce the level of problematic behaviour. This study also found that college students felt more warmth, order, and support from their mothers than their fathers' warmth, order, and support. These results align with Verauli's (2012) findings in Rahman and Yusuf (2012), which state that mothers are considered more expressive in giving affection in the form of touching, hugging, and talking to fathers.

Armsden and Greenberg (1987) categorize attachment into three dimensions: trust, communication, and isolation. This study found that the dimension of trust is the dominant dimension possessed by students against their peers. In addition, most students have a low category attachment to their peers. This finding is in line with the opinion of Bowlby (2007), who states that a child's attachment figure can develop in people who are well known and often meet and interact with. As children grow older, other important attachment figures are not only close friends but also partners.

The chi-square test results show that there is a relationship between changes in sexual orientation based on the time dimension. This shows a relationship between changes in the tendency of sexual orientation deviation from heterosexual to bisexual and homosexual or vice versa based on the three-time spans. Santrock (2003) states that a person's tendency to have a sexual partner of the same or opposite sex is not always fixed, cannot be decided once, and can bind forever. For example, it is not uncommon for individuals who engage in homosexual behaviour in their teens then do not to do it again when they grow up.

The chi-square test results based on the past and present periods show that gender has a relationship with sexual orientation. In this study, female students were more likely to experience sexual orientation deviations than male students. This is because women are more adaptable to their environment than men, so the tendency to engage in deviant behaviour, especially deviations from sexual orientation, is more significant. This study is supported by the results of Sutopo's research (2017), which found that female students are more adaptable and adjust to the environment, so they are quick and easy to build warm and harmonious relationships with their surroundings.

In addition, the family size was only related to sexual orientation in the past period. This is because a large number of family members causes parents to have less time to communicate and control their children's behaviour so that children feel neglected and do not get the attention and warmth of their parents. This result is in line with Risnawati's research (2017) which found that good and warm communication between parents and mothers will reduce deviations in children's sexual orientation.

Another finding from this study is a relationship between parenting style and the dimensions of parental rejection and sexual orientation in three timescales, namely past, present, and future. The dimension of maternal irregularity was only related to sexual orientation in the past but not at present and in the future. In addition, the coercive dimension parenting style found that only the father sub-dimension had a relationship with sexual orientation in the three-time spans. In contrast, the mother was not found to be related in any period. Another meaning of this finding is that parents, especially fathers, who in the process of parenting apply negative parenting styles will impact deviant behaviour in children, especially deviant behaviour in children's sexual orientation.

On the other hand, parents, especially fathers, who in the process of parenting apply good and positive parenting, will impact the development of the child's sexual orientation, which is also good and does not deviate. This study is in line with Opod *at al.* (2015), which state that parents who raise children positively will reduce deviations in sexual orientation in children. Furthermore, the results of this study are also in line with the results of the research by Potter and Font (2019), which states that in the process of parenting, parents who have good, warm, and low relationships with children will reduce the risk of deviant behaviour, especially deviations in sexual orientation.

The research also supports the results of this study by Retaminingrum (2017), which found that negative parenting styles such as refusal and violence against children will increase adolescent sexual orientation

deviant behaviour. In addition, it is also supported by the findings of Simons, Schrage, Clark, Belzer, & Olson (2013), who found that adolescents who get poor treatment and rejection of their gender identity in the family will switch and commit sexual orientation deviations that are at high risk of HIV. Lesbian, gay and bisexual). The chi-square test results based on current and future timescales found that there was a relationship between peer attachment to the dimension of alienation and sexual orientation. According to Bandura's social learning theory, children can learn behavioural deviations from their social environment when interacting with other people, such as peers in the home environment and playground. In addition to having a negative impact, peers also positively impact children, such as getting emotional and social encouragement, becoming more independent, improving social skills, learning groups, developing attitudes towards sexuality and gender role behaviour, and increasing self-esteem (Santrock, 2007) so that the alienation of children from their peers will also have an impact on the tendency of sexual orientation in children.

The limitation of this study is that the study results cannot be generalized because the sample selection technique does not use a random sampling technique. In addition, the parenting style variable is only measured based on the child's perception of his parents, so there could be a difference between the actual or actual parenting process carried out by parents and the child's perception of the care they have felt since childhood.

CONCLUSIONS AND SUGGESTIONS

This study found that children are more likely to perceive maternal care better than father care. Students' attachment to their peers is included in the moderate category. The average student tends to have heterosexual and bisexual orientations. Sexual orientation deviations were found to tend to change in each period. Heterosexual and homosexual tendencies tend to decrease, while heterosexuals tend to increase from time to time. The sex of students was related to sexual orientation, where female students were found to be more likely to experience deviations in sexual orientation from male students.

Family size is related to sexual orientation. The parenting style of father and mother on the dimension of rejection is a consistent variable associated with sexual orientation from time to time. In addition, the parenting style of the dimensions of maternal irregularity in the past has a relationship with sexual orientation, while at present and in the future, it is not. The dimension of paternal coercion also has a consistent relationship with sexual orientation over time. Another meaning of this result is that parents, especially fathers, who in the process of parenting apply negative parenting styles will impact increasing the chances of deviations from sexual orientation in children. Peer attachment to the alienation dimension was also related to sexual orientation based on current and future timescales. This is because, in addition to having a negative impact, peers also positively impact children, especially on child behaviour.

Based on the results obtained from this study, negative parenting styles such as rejection and coercion can cause sexual orientation deviations, so parents in the parenting process are advised to apply positive parenting and avoid negative parenting styles to children. Parents must control the number or birth of children in the family. Students are advised to be more selective in choosing friends to avoid falling into a bad environment. In addition, the results of this study can also be used as consideration for various parties such as KPAI, KPPPA, and BKKBN in formulating various programs and policies to limit the number of children, improve the welfare and ability of families, especially parents in educating and caring for children so that sexual orientation deviations do not occur. In adolescents. It can be a consideration for universities in formulating programs and policies that care about sexual orientation deviations.

Programs that can be recommended for families are counselling and socialization programs related to family planning, how to care for teenage children, characteristics and ways to deal with children who experience deviations, especially deviations in sexual orientation. Programs that can be applied to university institutions include educational outreach about the importance of a normal sexual orientation and the dangers of sexual orientation deviation. In addition, the university also provides a place for counselling for students who have sexual orientation deviations and have a desire to change. Finally, further research is suggested to examine other variables related to student sexual orientation, such as traumatic experience, self-control, media, and values held by students. This will provide empirical diversity about other factors that have a relationship with sexual orientation deviation in students.

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