

Personal Identity Domains among Adolescents in Indonesia: Salience of Religious Beliefs and Purpose in Life

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Abstract

Research on adolescent identity has largely focused on developmental processes, while the content or domains of personal identity that are salient among adolescents within specific cultural contexts have not been systematically mapped. This gap is important because historically used domain lists may not be relevant for certain populations, including adolescents in Indonesia. This study aims to map the personal identity domains that are most frequently thought about (salience) and most clearly understood (clarity) among adolescents in Indonesia. Participants consisted of 454 adolescents aged 10-18 years ($M = 14.49$, $SD = 2.51$) in Indonesia. Data were collected using the Personal Identity Domain Questionnaire, which measures salience and clarity across 30 identity domains. The results indicated that religious beliefs and purpose in life emerged as the domains with the highest levels of salience and clarity among Indonesian adolescents. These findings suggest that certain identity domains are more prominent than others in terms of salience and clarity. Overall, these findings provide a descriptive empirical map of variation across personal identity domains, highlighting the contextual nature of identity content among adolescents in Indonesia.

INTRODUCTION

Most identity research has focused on developmental processes such as exploration and commitment. However, there is still little consensus regarding which personal identity domains are most salient during adolescence. Although identity content is multidimensional and has important implications for measurement and the interpretation of findings, the content of adolescent identity has received considerably less attention than identity processes (Schwartz et al., 2015; Syed & McLean, 2015). Empirical evidence further indicates that domain salience may vary across cultures, historical periods, and populations, suggesting that historically adopted lists of “core” domains are not always contextually relevant (Marcia, 2001; Vosylis et al., 2018). In other words, despite substantial advances in identity process models, an unresolved question in the literature concerns which domains adolescents think about most frequently and understand most clearly within specific cultural contexts. This gap is particularly evident in the Indonesian context, where a systematic mapping of salient personal identity domains among adolescents is not yet available to inform content selection in identity assessment and research (McLean et al., 2016; Schwartz, 2001).

As a theoretical foundation, identity is conceptualized as a central developmental task in adolescence that involves integrating self-experiences across time and social roles (Erikson, 1950, 1968). Eriksonian and neo-Eriksonian traditions subsequently distinguish between identity processes, referring to how identity is formed through exploration and commitment, and identity content or domains, referring to the substantive aspects of identity that individuals

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organize and integrate (Kroger & Marcia, 2011; Syed & McLean, 2015). Although process models have advanced considerably, such as identity status models and their extensions, the selection of personal identity content remains critical for conceptual validity and measurement because the chosen domains determine developmental relevance and the contextual sensitivity of instruments (Schwartz, 2001; Schwartz et al., 2015). Within this framework, identifying the most salient domains, defined as those most frequently thought about and most clearly understood by adolescents, is a prerequisite for linking theory with culturally grounded assessment practices (Marcia, 2001; McLean et al., 2016).

Researchers following the Eriksonian and neo-Eriksonian traditions have largely agreed to focus on personal identity rather than ego identity or social identity (Schwartz, 2001; Schwartz et al., 2015). Personal identity refers to the goals and values that individuals hold and express to others that distinguish them from others (Schwartz & Pantin, 2006). The emphasis on personal identity as the primary focus stems from its direct relevance to developmentally significant domains during adolescence (Kroger & Marcia, 2011). Initially, Erikson (1950) identified occupation and ideology as key domains of personal identity. Later, Marcia (1966) retained the domain of occupation, but divided ideology into religion and politics. Finally, Marcia (1993) expanded the domains of personal identity to include career choice, religion, politics, gender roles, level of sexual expression, hobbies/interests, friendships, romantic relationships, role as a partner, family relationships, and work-life balance. These domains of personal identity are often grouped into broader ideological and interpersonal domains (Schwartz, 2001). While some of these domains may seem more relevant to adulthood, they may also become important during adolescence as part of the preparation for the transition to adulthood (Erikson, 1950).

The personal identity domains mentioned above serve as the measurement domains for interviews or scales that assess identity processes, such as the Identity Status Interview (ISI; Marcia, 1966), the Extended Objective Measure of Ego Identity Status (EOM-EIS; Grotevant & Adams, 1984), the Ego Identity Process Questionnaire (EIPQ; Balistreri et al., 1995), and the Utrecht-Management of Identity Commitments Scale (U-MICS; Crocetti et al., 2008). Although these four instruments use different personal identity domains, they assess identity processes by considering a broad selection of specific domains from the ideological and interpersonal identity categories. However, researchers have questioned the accuracy of measuring overall personal identity performance, arguing that it does not fully capture identity performance within unique, specific domains (Goossens, 2001; Vosylis et al., 2018). In addition, some studies have reported low consistency in identity performance across different domains (Crocetti et al., 2012; Kunnen, 2010; Muttaqin, 2022). As a result, some researchers have chosen to focus on specific identity domains, such as future plans (den Boer et al., 2021; Skhirtladze et al., 2020), friendship relationships (Campbell et al., 2019; Vosylis et al., 2018), and romantic relationships (Larsson et al., 2020; Pittman et al., 2012; Schubach et al., 2017).

Systematic efforts to identify and order identity domains likewise reveal substantial variation across studies and cultures. Kłym and Cieciuch (2015) conducted a literature review and identified 12 personal identity domains, including physical appearance, free time, family, work, boyfriend/girlfriend relationships, own opinion formation, perception of one's place in the life cycle, self-reflection, future, future family, outlook on life, and attitude toward rules. In addition, Karaś (2015) conducted an exploratory qualitative study and identified eight personal identity domains, namely personality traits, past experiences, family, friends and acquaintances, worldview, hobbies and interests, goals and plans for the future, and occupation. Undoubtedly, both studies contributed to the discovery of newer personal identity domains compared to those traditionally discussed in the literature. However, neither study was able to pinpoint the most fundamental personal identity domains. On the other hand, other studies (Alberts et al., 2003; Maher et al., 2016) took a different approach by asking adolescents to rate the importance of

specific personal identity domains. Alberts et al. (2003) found that South African adolescents considered career, moral values, and family to be the most important identity domains. Similarly, Maher et al. (2016) found that Indian adolescents prioritized family, career, and friendships as the most important identity domains.

Considering the contextual nature of identity domain salience and the limitations of cross-cultural generalizability, this study aims to map the most salient personal identity domains among adolescents in Indonesia by operationalizing two descriptive indicators, namely frequency of thinking (salience) and clarity of self-understanding (clarity). This approach is consistent with recommendations that identity content selection should reflect life domains that are meaningful within specific developmental stages and cultural contexts (Marcia, 2001; Schwartz et al., 2015), and it responds to the needs of the Indonesian literature, which has thus far focused on a limited number of domains such as education and peer relations and has not provided a systematic mapping of domain salience among adolescents (Muttaqin, 2017; Muttaqin et al., 2022). Accordingly, the present study seeks to bridge the gap between identity theory and context-sensitive assessment practices and to provide an empirical foundation for future researchers in selecting domain content that is relevant for the measurement and intervention of adolescent identity development in Indonesia.

Given the importance of obtaining an accurate understanding of the personal identity domains that are truly salient for Indonesian adolescents, this study employs a descriptive quantitative self-report approach that allows for the direct identification of salience and clarity patterns from adolescents' own perspectives. This approach provides an empirical basis for examining how adolescents make sense of different areas of their lives without assuming that all domains hold equal importance within identity. In this way, mapping salient domains not only contributes to the development of more contextually grounded identity assessments but also extends the international literature on cross-cultural and developmental variations in identity content. The findings of this study are expected to offer more precise, relevant, and grounded empirical references for researchers and practitioners working with adolescents, while also paving the way for future studies that specifically evaluate the developmental consequences and relative importance of domains that appear salient.

METHODS

Participants

Participants were 454 Indonesian adolescents aged 10-18 years ($M = 14.49$, $SD = 2.51$) in Indonesia. The sample included 222 (48.90%) males and 232 (51.10%) females, consisting of 31.94% early adolescents (10-12 years), 34.58% middle adolescents (13-15 years), and 33.48% late adolescents (16-18 years). Participants were recruited from 62 cities/regencies across eight Indonesian islands (Bali, Java, Kalimantan, Maluku, Nusa Tenggara, Papua, Sulawesi, and Sumatra), covering multiple regions of Indonesia. Full demographic details are presented in Table 1. Data collection was conducted through direct, face-to-face interactions, and participants completed the research questionnaire via Zoho Form. Participation in this study required parental consent, in accordance with ethical guidelines for research involving children under the age of 18. This study received ethical approval from the Research Ethics Committee of Universitas Surabaya with approval number 437/KE/X/2024.

Data Collection

Data were collected using the Personal Identity Domain Questionnaire (PIDQ), which was developed specifically for this study. The PIDQ was designed based on a review of previous literature and contemporary survey findings on Indonesian adolescents related to personal identity domains. A total of 30 personal identity domains were identified from previous studies (Alberts et al., 2003; Balistreri et al., 1995; Bennion & Adams, 1986; Karaş,

2015; Kłym & Cieciuch, 2015; Maher et al., 2016; Marcia, 1993) and contemporary surveys (DataIndonesia.id, 2023; IDN Research Institute, 2022; UMN Consulting, 2022). The complete list of personal identity domains is presented in Table 2. Notably, the contemporary survey results introduced three personal identity domains that were not previously discussed in the literature, namely physical and mental health, personal skills, and role models.

Table 1. Participant Demographics

Demographic	f	%	Demographic	f	%
Gender:			Ethnicity:		
Male	222	48.90%	Arab	1	.22%
Female	232	51.10%	Balinese	12	2.64%
Developmental stages:			Banjar	7	1.54%
Early adolescence	145	31.94%	Batak	18	3.96%
Middle adolescence	157	34.58%	Betawi	7	1.54%
Late adolescence	152	33.48%	Bugis	18	3.96%
Education level:			Dayak	2	.44%
Elementary school	115	25.33%	Gorontaloan	1	.22%
Junior high school	164	36.12%	Javanese	168	37.00%
Senior high school	153	33.70%	Madurese	10	2.20%
University/college	22	4.85%	Makassarese	11	2.42%
Parental status:			Malay	26	5.73%
Biological father and biological mother	410	90.31%	Minahasan	4	.88%
Biological father and stepmother	4	.88%	Minangkabau	19	4.19%
Biological mother and stepfather	5	1.10%	Nias	4	.88%
Biological father (single parent)	9	1.98%	Acehnese	10	2.20%
Biological mother (single parent)	26	5.73%	Bantenese	1	.22%
Domicile:			Jambi	1	.22%
Big city	257	56.61%	Other Kalimantan Ethnic Groups	2	.44%
Small city	96	21.15%	Lampung	3	.66%
Village	101	22.25%	Maluku	10	2.20%
Island of domicile:			East Nusa Tenggara Ethnic Groups	28	6.17%
Bali	12	2.64%	Papuan	2	.44%
Java	229	50.44%	Other Sulawesi Ethnic Groups	3	.66%
Kalimantan	30	6.61%	Other Sumatran Ethnic Groups	6	1.32%
Maluku	6	1.32%	South Sumatran	6	1.32%
Nusa Tenggara	30	6.61%	Other West Nusa Tenggara Ethnic Groups	1	.22%
Papua	12	2.64%			
Sulawesi	31	6.83%	Sundanese	54	11.89%
Sumatra	104	22.91%	Chinese	19	4.19%

The list of identified personal identity domains was curated by the research team, resulting in adjustments to five domains. First, regarding the friendship domain, some previous studies (Alberts et al., 2003; Maher et al., 2016) distinguished between same-sex and cross-sex friendships, while others (Balistreri et al., 1995; Bennion & Adams, 1986; Karaś, 2015; Marcia, 1993) did not make this distinction. Therefore, this study decided not to separate friendships based on gender. Second, the lifestyle domain was adapted from related concepts such as worldview (Kłym & Cieciuch, 2015), outlook on life (Karaś, 2015), philosophy of life (Bennion & Adams, 1986), and lifestyle (UMN Consulting, 2022). The term "lifestyle" was chosen because it refers to something observable in daily life, while the other terms are more abstract. Third, the domain of marital life represents aspects such as the desire to start a family (IDN Research Institute, 2022), the intended family structure (Kłym & Cieciuch, 2015), and the role of husband or wife (Alberts et al., 2003). Fourth, regarding the domain of personal appearance, previous literature has focused primarily on body shape (Kłym & Cieciuch, 2015; Maher et al., 2016). However, personal appearance includes more than body shape, including clothing style and use of accessories. Fifth, the diversity domain was expanded from the cultural domain,

which previously focused only on racial and cultural differences (Alberts et al., 2003). The expansion was based on Indonesia's diverse population in terms of ethnicity, religion, race, and social groups.

In the PIDQ, each domain is represented by a question that describes its meaning (see Table 2). The PIDQ consists of two sections that assess salience ("How often do you think about this question?") and clarity ("How well do you know the answer to this question?"). Responses are scored on an 11-point scale ranging from 0 (almost never/do not know at all) to 10 (almost always/completely understand). The content validity of the PIDQ was assessed using Aiken's Validity Index (Aiken, 1985). The content validity assessment involved 12 psychology lecturers whose academic experience ranged from 6 to 34 years ($M = 20.67$, $SD = 9.33$). Raters rated content appropriateness on a scale from 1 (highly inappropriate) to 5 (highly appropriate). The Aiken's V coefficients obtained ranged from .81 to .98, exceeding the minimum threshold of .75 for 12 raters and five ratings. Although all PIDQ items met content validity standards, some raters' recommendations were incorporated to adjust the vocabulary for better comprehension by adolescents aged 10-18 years. For example, the term "characteristics" was supplemented with equivalent words such as "traits and attributes" to increase clarity.

The PIDQ was also assessed for response process validity using think-aloud protocols (Padilla & Benítez, 2014) with 12 adolescents aged 10-18 years ($M = 14.67$, $SD = 1.37$). Due to the large number of items in the PIDQ (30 questions), each respondent completed think-aloud procedures for only 15 items, divided into odd and even numbered questions. Respondents' comprehension was assessed by three raters who had completed a master's degree in psychology and had taken a course in noncognitive scale development. The raters rated comprehension on a scale from 1 (the respondent did not understand the question as intended) to 5 (the respondent fully understood the question as intended). The ratings from the three raters yielded average scores ranging from 2.78 to 4.44 per question ($M = 3.86$, $SD = .42$), with an intraclass correlation coefficient of .773. Items that were found to be difficult for respondents to understand included those related to social networking, politics, social issues, performance quality, and moral values. Consequently, these items were revised by adding brief explanations of key terms. The final set of PIDQ items, refined based on content validity and response process evaluations, is presented in Table 2.

Data Analysis

Data analysis was conducted using a descriptive approach to map patterns of salience (frequency of thinking) and clarity (clarity of self-understanding) across personal identity domains. First, means and standard deviations for salience and clarity were calculated for each domain to provide an overall description of the patterns observed in the sample. Second, one-way ANOVAs were used to examine differences in mean salience and clarity across three stages of adolescent development (early, middle, and late adolescence), in line with developmental theories that emphasize changes in identity salience with increasing age (Branje et al., 2021; Crocetti et al., 2023; Erikson, 1968; Marcia, 2001). In addition to reporting F values and p -values, effect sizes (η^2) were included to assess the magnitude of group differences. Interpretation of effect sizes followed the guidelines proposed by Cohen (2013) and Lakens (2013), namely small (approximately 0.01–0.05), medium (approximately 0.06–0.13), and large (≥ 0.14), allowing for a more precise evaluation of the practical significance of the observed differences. Third, patterns of salience and clarity were visualized using four-quadrant plots to illustrate the relative position of each domain based on levels of salience and clarity. These visualizations were exploratory in nature and were not intended to imply categorical boundaries or inferential significance, but rather to support the interpretation of descriptive patterns across domains.

Table 2. List of personal identity domains

No	Domains	Questions	References									
			[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
1.	Career	What kind of career (education, job) do I dream of?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.	Leisure activities	What leisure activities (hobbies, recreation) do I enjoy?	✓	✓	✓	✓	✓	✓	✓	✓		✓
3.	Family	How should I behave within my family?	✓	✓		✓	✓	✓	✓		✓	✓
4.	Friendship	What characteristics (traits, qualities) should the right friends for me have?		✓		✓		✓	✓	✓	✓	✓
5.	Religious beliefs	What does my commitment to religious beliefs look like?	✓	✓		✓			✓	✓	✓	✓
6.	Romantic relationships	What kind of romantic relationship (dating) is right for me?				✓	✓		✓	✓	✓	✓
7.	Politics	What political views (related to government) are suitable for me?				✓			✓	✓	✓	✓
8.	Moral values	What moral values (good or bad behavior) should I uphold?			✓	✓			✓		✓	
9.	Lifestyle	What lifestyle is right for me?			✓		✓	✓				✓
10.	Financial management	How should I manage my finances?	✓	✓	✓							
11.	Married life	What kind of married life do I dream of?	✓			✓	✓					
12.	Purpose in life	What purpose in life do I want to achieve?			✓		✓	✓				
13.	Gender roles	How should men and women behave?								✓	✓	✓
14.	Social networking	What kind of social networking relationships (friends in real life and online) do I want?	✓					✓				
15.	Career-family priorities	How should I prioritize between career (education, work) and family?		✓						✓		
16.	Life partner	What characteristics (traits, qualities) should the right life partner for me have?			✓	✓						
17.	Social issues	How should I address social issues (such as poverty, violence, cleanliness, global warming)?				✓			✓			
18.	Sexual expression	How should I attract the attention of someone I like?				✓				✓		
19.	Personal appearance	What kind of personal appearance (physical looks, clothing, accessories) suits me?					✓		✓			
20.	Physical and mental health	How should I maintain my physical and mental health?		✓								
21.	Personal skills	What skills do I need to master?			✓							
22.	Role models	What kind of role model (including influencers) should I look up to?			✓							
23.	Diversity	How should I behave towards people from different backgrounds (ethnicity, religion, race, gender, etc.)?				✓						
24.	Personal opinions	How should I stand by my ideas (opinions, thoughts) even if they differ from others?					✓					
25.	Life cycle	What am I like when entering a new life phase (growing up, starting school/university, working, getting married)?					✓					
26.	Self-reflection	What is my true self (personality, emotions, behavior)?					✓					
27.	Attitude towards rules	How should I respond to the rules that apply in society?					✓					
28.	Personality traits	What are the characteristics (traits, qualities) of my personality?						✓				
29.	Past experiences	How should I interpret past experiences?						✓				
30.	Performance quality	What criteria do I use to judge whether a task (at home or school) I've done is good or bad?							✓			

[1] IDN Research Institute (2022), [2] DataIndonesia.id (2023), [3] UMN Consulting (2022), [4] Alberts et al. (2003), [5] Kłym & Cieciuch (2015), [6] Karaś (2015), [7] Maher et al. (2016), [8] Marcia (1993), [9] Balistreri et al. (1995), [10] Bennion & Adams (1986)

RESULTS

Descriptive Patterns of Salience and Clarity

The mean salience and clarity scores for the 30 personal identity domains are presented in Table 3. Overall, several domains show higher mean values than others. For salience, the highest mean scores were observed for religious beliefs, purpose in life, and family. For clarity, the highest mean scores are found for religious beliefs, leisure activities, and purpose in life. This pattern provides an overview of the domains that were more frequently thought about and more clearly understood by the participants in this study.

Differences in Salience and Clarity Across Developmental Stages

Comparisons of mean scores across age groups indicate that several domains differ between early, middle, and late adolescence. Among the highly salient domains, purpose in life showed significant differences in salience ($F = 18.565$, $p < .001$, $\eta^2 = .076$) and clarity ($F = 12.656$, $p < .001$, $\eta^2 = .053$). In this domain, mean scores tend to be higher in older age groups. In addition, across many domains, mean salience and clarity scores are higher in late adolescents than in early adolescents. This pattern is observed in domains such as career, financial management, gender roles, and personal opinions, although the magnitude of differences varies across domains.

Exploratory Visualization of Identity Domain Patterns

Figure 1 maps the positions of the 30 personal identity domains based on the combination of mean salience and clarity across the three age groups. The most prominent pattern appears in the high salience and high clarity area, where religious beliefs consistently occupy a relatively high position across all groups, and purpose in life became increasingly prominent in late adolescence. In contrast, in the low salience and low clarity area, several domains related to relationships and public issues, such as romantic relationships, married life, politics, sexual expression, life partner, and social issues, appear more frequently in early adolescence, decrease in middle adolescence, and do not appear in late adolescence. The high salience and low clarity and low salience and high clarity areas contain fewer domains, and their distribution is less dominant and varies across age groups. Overall, the visualization shows that no domains fall within the low salience and low clarity area in late adolescence, while religious beliefs and purpose in life emerge as the domains that are most frequently thought about and most clearly understood by the participants in this study.

DISCUSSION

This discussion highlights the descriptive implications of mapping salience (frequency of thinking) and clarity (clarity of self-understanding) across 30 personal identity domains among Indonesian adolescents, with the aim of aligning identity content selection with specific developmental and cultural contexts. The findings provide an initial empirical picture of life domains that are more prominent during adolescence. Accordingly, the results should be interpreted as descriptive patterns of salience and clarity that may assist researchers and practitioners in selecting relevant domains for assessment and the design of future studies, rather than as normative conclusions about developmental priorities across domains or the relative importance of any particular domain within identity. Descriptively, the findings illustrate that religious beliefs and purpose in life are the two most prominent domains in terms of salience and clarity among Indonesian adolescents, meaning that they are the most frequently thought about and the most clearly understood in this sample.

Table 3. Mean salience and clarity scores of personal identity domains across adolescent developmental stages

Code	Domain	Salience								Clarity							
		Rank	All	Early	Middle	Late	F	p	η^2	Rank	All	Early	Middle	Late	F	p	η^2
PID_01	Career	4	7.013	6.007	7.019	7.967	25.268	.000	.101	5	7.018	6.676	6.904	7.461	3.433	.033	.015
PID_02	Leisure activities	9	6.733	6.724	6.752	6.724	.006	.994	.000	2	7.313	7.372	7.210	7.362	.228	.796	.001
PID_03	Family	3	7.156	6.828	7.287	7.336	1.824	.163	.008	4	7.126	7.028	6.911	7.441	1.907	.150	.008
PID_04	Friendship	17	6.383	6.097	6.217	6.829	3.559	.029	.016	10	6.678	6.434	6.541	7.053	2.677	.070	.012
PID_05	Religious beliefs	1	7.744	7.483	7.911	7.822	1.463	.233	.006	1	7.570	7.469	7.701	7.533	.437	.646	.002
PID_06	Romantic relationships	30	4.143	3.283	3.924	5.191	17.806	.000	.073	29	4.474	3.538	4.420	5.421	15.219	.000	.063
PID_07	Politics	29	4.306	3.510	4.127	5.250	14.989	.000	.062	30	4.315	3.759	4.038	5.132	9.992	.000	.042
PID_08	Moral values	16	6.438	6.103	6.242	6.961	5.164	.006	.022	13	6.604	6.462	6.389	6.961	2.444	.088	.011
PID_09	Lifestyle	8	6.744	6.269	6.752	7.191	4.661	.010	.020	9	6.698	6.248	6.503	7.329	7.765	.000	.033
PID_10	Financial management	6	6.919	6.207	6.783	7.737	12.096	.000	.051	12	6.617	6.186	6.446	7.204	6.280	.002	.027
PID_11	Married life	28	4.830	3.662	4.490	6.296	26.556	.000	.105	28	4.830	3.641	4.618	6.184	26.615	.000	.106
PID_12	Purpose in life	2	7.665	6.724	7.783	8.441	18.565	.000	.076	3	7.229	6.462	7.299	7.888	12.656	.000	.053
PID_13	Gender roles	24	5.848	5.090	5.720	6.704	11.645	.000	.049	20	6.148	5.690	5.828	6.914	8.635	.000	.037
PID_14	Social networking	21	6.066	5.579	6.127	6.467	3.985	.019	.017	23	6.029	5.517	6.115	6.428	4.460	.012	.019
PID_15	Career-family priorities	10	6.685	5.834	6.637	7.546	14.636	.000	.061	15	6.562	5.972	6.280	7.414	13.229	.000	.055
PID_16	Life partner	25	5.434	4.228	5.369	6.651	24.277	.000	.097	25	5.615	4.593	5.516	6.691	19.699	.000	.080
PID_17	Social issues	26	5.322	4.662	5.312	5.961	8.003	.000	.034	26	5.291	4.690	5.255	5.901	7.276	.001	.031
PID_18	Sexual expression	27	4.971	4.172	5.223	5.474	7.683	.001	.033	27	5.101	4.234	5.102	5.928	11.944	.000	.050
PID_19	Personal appearance	11	6.683	5.807	6.720	7.480	16.772	.000	.069	16	6.540	6.159	6.389	7.059	4.831	.008	.021
PID_20	Physical and mental health	5	6.974	6.476	6.701	7.730	9.630	.000	.041	7	6.756	6.393	6.618	7.243	4.533	.011	.020
PID_21	Personal skills	7	6.879	6.234	6.866	7.507	9.120	.000	.039	11	6.652	6.283	6.516	7.145	4.712	.009	.020
PID_22	Role models	20	6.137	5.793	6.293	6.303	1.632	.197	.007	22	6.079	5.710	6.083	6.428	2.257	.106	.010
PID_23	Diversity	18	6.359	5.869	6.312	6.875	4.745	.009	.021	6	6.850	6.359	6.688	7.487	7.153	.001	.031
PID_24	Personal opinions	22	5.969	5.186	5.949	6.737	14.111	.000	.059	19	6.315	5.710	6.153	7.059	11.637	.000	.049
PID_25	Life cycle	13	6.637	5.579	6.637	7.645	22.291	.000	.090	21	6.112	5.310	5.854	7.145	19.539	.000	.080
PID_26	Self-reflection	15	6.471	5.855	6.395	7.138	9.264	.000	.039	17	6.469	6.083	6.389	6.921	4.290	.014	.019
PID_27	Attitude towards rules	19	6.352	5.731	6.503	6.789	6.446	.002	.028	18	6.405	6.028	6.185	6.993	6.277	.002	.027
PID_28	Personality traits	14	6.575	5.690	6.771	7.217	14.136	.000	.059	14	6.593	6.303	6.395	7.072	4.490	.012	.020
PID_29	Past experiences	23	5.932	5.262	5.943	6.559	7.563	.001	.032	24	5.835	5.338	5.771	6.375	5.347	.005	.023
PID_30	Performance quality	12	6.652	6.338	6.605	7.000	2.569	.078	.011	8	6.744	6.483	6.573	7.171	3.761	.024	.016

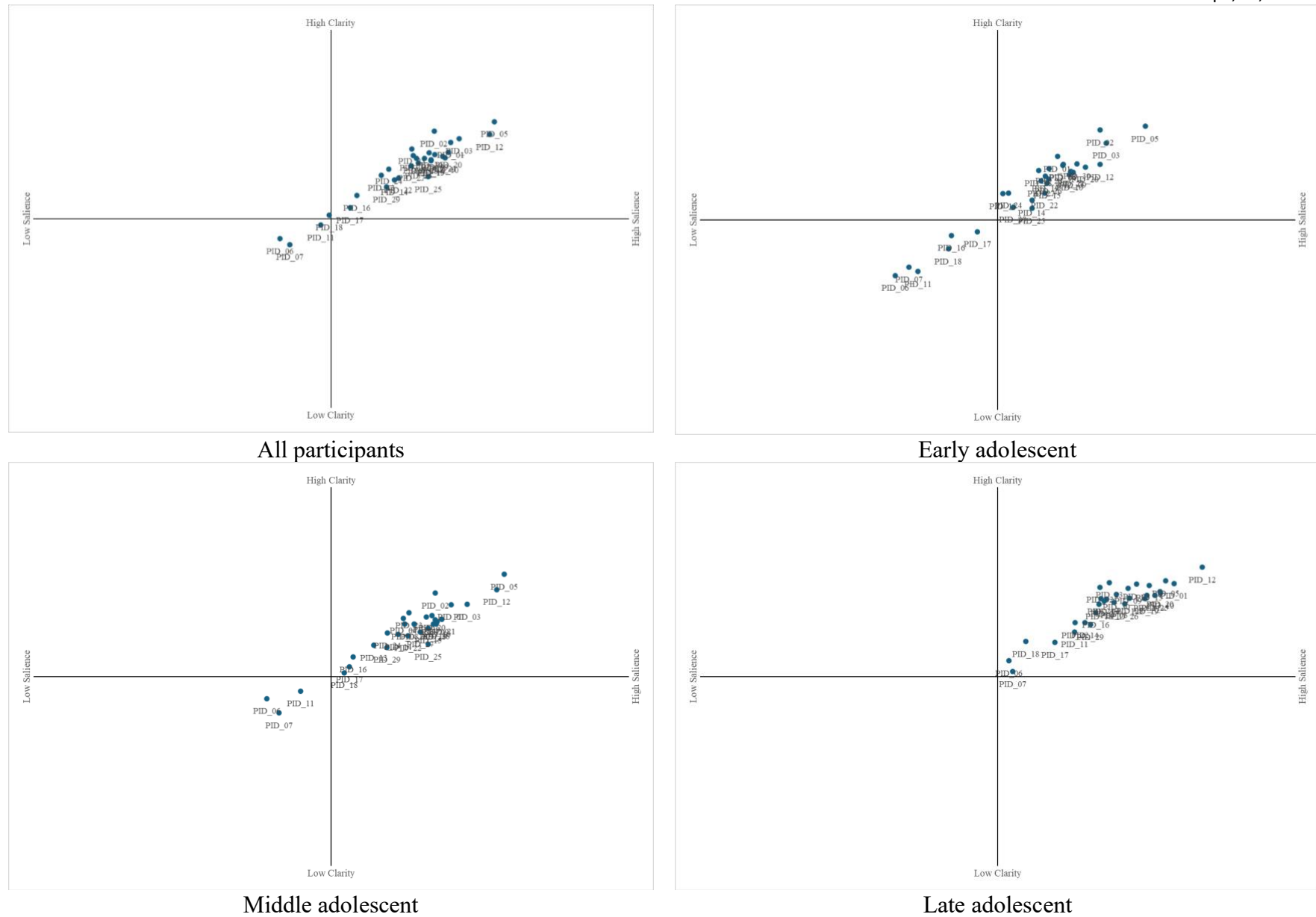


Figure 1. Four quadrants of personal identity domains

When compared to two previous studies, the findings of the present study show important differences. Adolescents in South Africa considered career, moral values, and family as the three most important personal identity domains (Alberts et al., 2003), whereas adolescents in India identified family, career, and friendships as the most important domains (Maher et al., 2016). However, it is important to emphasize that the previous studies assessed how important a domain was in an adolescent's life, whereas the present study maps prominence through salience (frequency of thinking) and clarity (clarity of self-understanding). In addition, the ranking of personal identity domains relevant to adolescent life differed significantly between the present study and the two previous studies (Alberts et al., 2003; Maher et al., 2016). Differences in the ordering of personal identity domains are therefore to be expected across cultural contexts and study populations (Marcia, 2001; Schwartz et al., 2015; Vosylis et al., 2018). Accordingly, this comparison is intended as a contextual illustration rather than a direct comparison of the relative importance of any domain within identity.

The high levels of salience and clarity associated with religious beliefs can be understood within the Indonesian cultural context, which positions religion as a central component of both public and private life. From an early age, Indonesian society socializes individuals to integrate spiritual meaning into daily life through religious rituals and experiences, making religion a fundamental aspect of both personal and collective identity (Ninin, 2019). In Indonesia, religion not only provides meaning and direction in personal life, but also influences various other aspects, including politics, economics, and culture (Colbran, 2010). Furthermore, at the national level, Indonesia explicitly recognizes religion as a core state ideology, which is expressed in the principle of "*Ketuhanan Yang Maha Esa*" (belief in one almighty God) (Warman et al., 2018). As a result of this ideology, the state officially recognizes multiple religions and mandates the inclusion of religious affiliation for every citizen, reflecting the importance of religion in public life (Picard & Madinier, 2011).

Although the domain of religious beliefs emerges as one of the domains with the highest salience and clarity among Indonesian adolescents, the findings of the present study do not show differences in these two indicators across developmental stages. This relatively stable pattern may be related to several contextual factors in Indonesian society that position religion as an integral part of everyday life. First, Indonesian society, which is often characterized as collectivistic, integrates religion into daily life in ways that may sustain relatively consistent levels of salience for the religious beliefs through strong communal values (French et al., 2008). Second, since most Indonesian adolescents still live with their families, they inevitably participate in religious practices together, especially in families with strong religious values (Desmond et al., 2010; Petts, 2009). Moreover, recent studies have shown that adolescents with strong relationships with their parents tend to have more stable religious beliefs and participation (Sârbu et al., 2021; Stanford et al., 2024). Nevertheless, stability in salience and clarity does not preclude the possibility that individuals experience declines in religious practice. Such changes do not necessarily indicate that they abandon their religious beliefs altogether (Dyer et al., 2022; Petts, 2009).

On the other hand, the findings indicate that purpose in life, which constitutes one of the domains with the highest levels of salience and clarity, varies across stages of adolescence. The findings indicate that with increasing age, adolescents tend to think more frequently about and develop a clearer understanding of the purpose in life they wish to pursue. Purpose in life can be defined as a stable and overarching intention to accomplish something personally meaningful (Damon et al., 2003; Hill et al., 2016). Furthermore, Bundick (2011) explains that purpose in life, which encompasses hopes for the future, stems from individual motivation and aspirations rather than being imposed by society, family, or peers. Because purpose in life is inherently personal and self-directed, its salience tends to increase during adolescence, a period marked by emerging questions about who one is and what one wants to achieve in life (Chen

& Cheng, 2020; Eivers & Kelly, 2020; Hill et al., 2013). During adolescence, individuals also begin to develop a deeper understanding of the purpose in life they wish to pursue. This is supported by longitudinal research showing a significant increase in purpose in life identification among adolescents in Taiwan (Chen & Cheng, 2020).

Another finding of this study indicates a trend of increasing salience and clarity across several personal identity domains as adolescents grow older. This pattern is particularly evident in domains located in the low salience and low clarity quadrant, which initially include six domains in early adolescence, decrease to three domains in middle adolescence, and are absent altogether in late adolescence. This pattern suggests that a greater number of domains become more frequently thought about and more clearly understood at older ages. Such a trend is expected, especially since domains such as romantic relationships, politics, and marital life tend to be less relevant during early and middle adolescence. As adolescents grow older, late adolescents in Indonesia begin to date and think about marriage (Parker & Nilan, 2013). In addition, individuals aged 17 and above are granted the right to vote in elections, so it is understandable that late adolescents in Indonesia begin to think about political matters. These findings support Marcia's (2001) explanation that identity domains tend to become salient at particular developmental stages when adolescents increasingly encounter or begin to question those areas of life.

Implications

Overall, the findings of this study provide a descriptive map of personal identity domains that are more prominent among Indonesian adolescents, as reflected by salience and clarity. In this context, religious beliefs and purpose in life appear as the two domains that are most frequently thought about and most clearly understood by adolescents in the sample, and thus may be considered more prominent based on these two indicators. Beyond being the most prominent domains during adolescence in Indonesia, these domains may also represent relatively different patterns of personal identity content, with religious beliefs reflecting a relatively stable domain and purpose in life reflecting a more changeable one. This interpretation is consistent with broader discussions of stability and change across human development (Santrock, 2023). Furthermore, these findings emphasize that domains emerging as salient during adolescence are not universal, but are strongly shaped by cultural, social, and experiential contexts relevant to specific populations. This implication reinforces the notion that content selection in the measurement of identity processes should not rely on generic domain lists, but should instead take into account cultural context and the target population. This perspective is consistent with previous recommendations highlighting the importance of using more specific identity domains, such as future plans (Skhirtladze et al., 2020), friendships (Vosylis et al., 2018), and romantic relationships (Larsson et al., 2020; Pittman et al., 2012; Schubach et al., 2017), to enhance analytic precision and the relevance of identity measurement.

Limitations and Future Directions

Although this study provides new insights into personal identity domains that depend on cultural and population contexts, it has several limitations. First, this study employs a cross-sectional design; therefore, stability and change in the salience and clarity of personal identity domains across developmental stages cannot be determined. Future research could employ longitudinal designs to examine these developmental changes. Second, the findings of this study are highly dependent on cultural and population contexts, which requires caution when generalizing to other contexts. However, this study may serve as a reference for researchers seeking to replicate the study in different settings or as a starting point for cross-national research. In addition, the study population was limited to adolescents, suggesting the need to extend the research to emerging adulthood. This is particularly relevant because individuals

who have not yet established a clear personal identity during adolescence may continue their identity development into emerging adulthood (Arnett, 2000, 2015).

CONCLUSION

This study highlights patterns of salience and clarity across 30 personal identity domains among adolescents in Indonesia. Descriptively, the results indicate that religious beliefs and purpose in life are the domains most frequently thought about and most clearly understood, while developmental variation is primarily reflected in increasing salience and clarity of purpose in life with age. These findings are not intended to establish the relative importance of any domain within identity, but rather to describe areas of life that appear more prominent in adolescents' thinking and self-understanding within a specific cultural context. The results provide an initial empirical basis for selecting identity-domain content in culturally and developmentally sensitive assessment and research, and they open avenues for future studies to examine changes in identity content during adolescence and to evaluate their functional roles using appropriate methodological designs.

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AUTHOR CONTRIBUTION STATEMENT

DM contributed to conceptualization, methodology, investigation, formal analysis, original draft writing, and review and editing of the manuscript. TA and SA provided supervision throughout the research process.

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