

## Patterns of Leaving Home in Western Culture during the Transition to Maturity and Independence

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### Abstract

*Humans are creatures who think and feel and will, then humans will continue to grow. In the period of human development will always pass through its own stages, namely from adulthood to old age and ends with death. After experiencing a long childhood and adolescence, an individual will experience a period where he has completed his growth and requires himself to be in society and with other adults. As an individual who is already an adult, his roles and responsibilities will get bigger and stronger, no longer depending on his parents economically, sociologically or psychologically. They feel challenged to prove themselves as independent adults.*

### Keywords

pattern of leaving home;  
western culture; adult



## I. Introduction

Various experiences, both successful and unsuccessful in dealing with a problem, can be used as valuable lessons to form a person who is mature, tough and responsible for his future. Physically, a young adult (young adulthood) displays a perfect profile in the sense that the growth and development of physiological aspects have reached a peak. They have endurance and excellent health nerves so that they can carry out various activities such as initiative, creative, energetic, fast and proactive.

Leaving home is defined as the activity of a (child) who feels that he is an adult moving to live with another person who is going through a similar transition, needs to think about the impact on friendships. Significant other people who may be good also include other family members who are not in the parent's home such as grandparents and friends. Finally we can note that the process of leaving home must be considered in light of the various social differences and what they do with clear age and generational differences, gender issues are sometimes involved. At a more global level, differences in the process of leaving home are related to norms that apply to both girls and boys according to cultural patterns that exist in certain places.

## II. Research Methods

The method used is quantitative analysis lending itself to the examiner's model which assumes a model, rational, or rational behavior, in which young people make decisions to leave home based on various opportunities and choices available to them. In transition modeling attention has mostly focused on the impact of education, labor market and socioeconomic background, although recently the differential impact of social assistance programs has also emerged as a major explanatory factor for differences in transition times

(Wall, 2978). In particular, in explaining the distinctly 'southern' European pattern of recent leave, various socioeconomic factors have been identified under the late departure that emerge as rational economic decisions.

The factors are the characteristics of southern Europe's youth job market and education system, in particular high youth unemployment and insecure job opportunities coupled with a tradition of extended education and/or training; a shortage of affordable housing and limited availability of rented accommodation and finally, a lack of social assistance for youth, with a strong dependence on the family as the main provider of welfare for typically 'southern' youth. The pattern of leaving home is therefore clearly related to the structural factors that afflict young people's lives, and are not simply treated as a peculiarity of family life. The cultural explanation also has some validity here, as most analysts agree with the observation that the southern European specificity of the family form emphasizes the importance of family solidarity (Guerrero, 2001).

### III. Discussion

#### 3.1 Pattern of Leaving Home

In exploration of behavior/attitudes, young people often compare their own experiences with awareness of something else that people do. Awareness of the average age of leaving home or the same age range where young people leave which contributes to young people gaining insight into which is the right thing to do and when is the right time to do it (Settersen, 1998).

Leaving home in a national context tells an interesting story across different nationalities. If we search randomly as in various places in New York, Tokyo, Madrid, Oslo and London we will find the same opinion about the way they dress, the music they listen to, about citizenship and globalization. But if we ask for opinions about living with parents, many disagree and respond differently. The time and reason for leaving home varies between modern countries.

Because humans need a new way of thinking, they help create a social order that fits that new way of thinking. Turning our attention outside of Europe we find more uniformity within the geographic or 'cultural' group of countries. In North America and Australia the median age of leaving is comparable to that in Northern Europe, although Australia has one of the youngest profiles. In contrast, the leaving times in Asia are closer to those found in Southern Europe. One country that stands out in particular here is Japan, the youngest profile in Asia. These findings do not always match the stereotypical picture of Japanese family life, which emphasizes the importance of family solidarity and high rates of co-living between adult children and parents (Buda et al., 1996).

The increased involvement of members and families in institutions, organizations and practices outside the home has contributed to a greater focus on scheduling and negotiating time between parents, children and the environment. Negotiations take place within a broader framework shaped by culture and politics as in nature from childhood to adulthood. Leaving the house to live together with friends is often not what one would expect. It is even more complicated when leaving the house to live alone.

Independence is symbolized by leaving home as independence. This definition itself raises further ambiguity about how we might define an independent household, but transitional housing is often treated as a problematic marker of independence. Most people agree that leaving home is important but not an important marker of economic independence. It's not how much money someone calls independent, but how a person can manage money

and how to act responsibly. However, the causal relationship between leaving home and economic independence can be very subtle. Independence is the ability of individual students to run a life with no dependence on others, so that they can adapt and socialize with the local community well (Buto, 2018). Independence is critical in the auditing process, and it is also stated in the second general standard that in all matters relating to the engagement, independence in mental attitude must be maintained by the auditor. Hence, it can be concluded that the auditor must possess an independent attitude in every audit process, such as neutrality and impartiality, instead of under the influence and pressure of other parties in decision-making (Basri, 2021). Independent learning can be interpreted as an attitude that allows a person to do things and act freely either on the encouragement of himself or for his own needs without the help of other parties, as well as to act and think creatively and original (original), initiative and able to influence the environment, have self-confidence and obtain a satisfaction resulting from the efforts he does (Masrun in Dharmawati, 2021).

The study of race and racism has begun to penetrate the issue of gender and the questions that arise and are serious from the problem of the study of men and masculinity. Although there have been some sizable responses from studies of women and feminism. Journals that thrive in the field of social inquiry with childhood sociology have received less attention because of their connection to the more intense issues of the study of race, racism, gender and feminism.

In the context of structural inequality it takes some imaginative effort, some radical re-framing to be able to see and to problematize white people especially men and adults. In considering the transition out of the parental home then issues of maturity and independence always come to the fore, as these relate to moving out of the parental home not only due to a change of address but is part of a series of transitions that may or may not be associated with dependence towards independence from childhood to adulthood.

In any situation life is faced after leaving home, parents will be faced with challenges as well as joys. Finding yourself feeling much more homesick for your parents or household is something that has a considerable influence on someone. Seeing that having a roommate is a lot different from having a parent who is always there to help when a conflict arises. Or maybe it feels great to be away from home, along with some guilt about it.

### **3.2 The Western Culture**

Preto (1988) in discussing the transformation of the family system in adolescence, describes the family metamorphosis that occurs. This metamorphosis includes “a remarkable shift in patterns of intergenerational relationships, and while this shift is initially characterized by adolescent physical maturity, this shift is initially characterized by adolescent physical maturity, these shifts often coincide with changes in parents due to they enter the middle of life and with the major transformations that grandparents face in old age”.

American families are affected by the developmental tasks of adolescents and parents and create unavoidable conflict and tremendous chaos. Adolescent developmental tasks require movement from dependence and control of parents and other adults, through a period of strong peer group activity and influence to acceptance of adult roles.

Home is a space that limits the space for young people to become independent. The classical European approach that prioritizes leaving home as an important condition for independence. Physical separation can allow closer relationships between children and parents to emerge, not least because young people are able to manage more equitably the relationship with their parents from a distance. During the process of leaving home the relationship between young people and their parents will change, but young people who grow up separated from their parents do not change the way they interact. Saw many young adult women in counseling who had left home for the first time.

This transition period is very important in getting into adult life. The change of leaving home, moving, starting a new job, can sometimes lead to depression. There are so many adjustments to be made and changes, even good ones, can be stressful and produce anxiety. The losses involved in giving up the security of family, home, old friends can bring depression, feelings of insecurity and fear of the future. Signs of depression can include problems with eating and sleeping, too much or too little, trouble concentrating, low mood, crying and irritability. Sometimes thoughts and feelings pass on their own and sometimes getting help is very useful.

San Francisco is where many young people come to when they are starting out in their own adult lives. The cost of living is so high that many young women find themselves in a home situation alone, or if they can afford it, owning a small apartment.

In any situation, life after leaving parents' home will experience joy and challenges. You may find yourself feeling much more homesick than expected. We may see that having a roommate is much different than having a parent there to help when a conflict arises. Or feeling good about being away from home, with some guilt about that maybe. Sometimes we can have the realization that the family is not preparing very well for our own lives.

### 3.3 Mature

Adulthood is a steadily shrinking period between childhood and old age. It is the clear goal of modern industrial society to reduce timeframes to a minimum (Thomas Szasz). Most sociological writing deals with adults, although adult sociology is relatively undeveloped. This paradox has parallels in other areas of social inquiry. Leaving home is associated with the actual achievement of adulthood, to understand how adulthood is understood and understood not only by various professional or public institutions but also by social actors themselves as they move to or approach this particular status.

- Maturity as a status is not clear, meaning how it relates to society or personal understanding is unclear.
- About when maturity begins, even if it's at a lower level when needed
- Maturity as a form of morality. Maturity is generally understood from a positive point of view and as a term that is related to the moral status of the individual. As can be seen, adult status is defined as a moral category that is not always stable.
- Maturity is a framework of understanding that is often connected in complex ways. Other moral categories, such as responsibility and independence.
- Maturity is a category that is negotiated in interactions with other things. Maturity is built through interactions carried out in meetings from time to time.

Definitions of adulthood are not uniform and are influenced by common social divisions, gender, class and ethnicity and, perhaps by other divisions in relation to sexuality or ability. Thus, under conditions of modernity, it might be assumed that for the working class adults are associated with ideas of settling down having a secure job and moving towards old age.

The conception of maturity in the lower society is part of the middle class related more to a sense of freedom and openness by 'settling' into the adult stage. It is possible that the class division while surviving becomes blurred or more complex in the conditions of modernity.

Parents often talk about the younger generation as if they have nothing to do with the problem. Haim Ginott argues that the process of leaving parents' homes is always related to time and space issues, where most parents have not been able to allow their children to leave the house for certain reasons. One of the reasons is that parents always adhere to the rules of the family as well as the norms and rules that exist traditionally. According to Soekamto

(1988) social rules will limit human attitudes or actions in accordance with the circumstances they face so that there are rules that will prohibit, order or allow a child to leave his parents' house.

There are several statements that must be negotiated in home activities, through very broad or normative cultures that are connected to questions about issues or the right time. So personally, independent time may be related to issues in personal space as well as the ability to do something you want to do in a time or space of solitude. The question regarding the right time for the younger generation to leave the house is related to subjective feelings of being under parental supervision or the alternative availability of independent space.

#### IV. Conclusion

The pattern of leaving home is related to the treatment and exploratory attitude of young people who often compare their own experiences to the awareness of what others are doing. The average age at leaving home is consciously related to the age range in which young people go to contribute to other young people in figuring out which is the right thing to do and the right time to do it.

The historical perspective on leaving home based on historical data available in the 19th century illustrates leaving home before marriage was common, although there are clear differences when leaving home in modern industrialized countries is a universal trend. In recent years each country has provided data on an increasing number of young people living with their parents tending to leave their homes.

Leaving home to live with friends often doesn't work as expected, it's even more complicated when leaving home just to live alone. But it is better if you leave the house without conflicts and problems with your parents.

Children who choose to leave home for something good, namely choosing to live independently will feel more mature if they dare to choose without their parents in their place of residence. The process of leaving home at the right age is very supportive of development for children.

Teenagers must learn early on how to pick up groceries, prepare meals, plan a balanced diet and understand the concept of cost of living. To be successful in living life independently. Budgeting is also an important skill of a teenager who wants to be independent. Proper financial planning makes a teenager survive an emergency. Time management and prioritization should also be learned by teens who are about to leave home.

Financial independence from parents is a must before teenagers can move on to living alone. To gain financial independence means getting a job and sticking around until better opportunities come along. This is different from not having money while at parents' house and not having money. All teenagers want to be independent but they must realize that they need to be financially independent first before continuing to be physically independent from home.

Emotional and psychological maturity is also needed to ensure a successful independent life. Teenagers try to make it up to many decision-making challenges on an almost daily basis, right after stepping out of their parents' home. Teenagers want to live alone away from the anger of their parents.



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