

The Perception of a Juvenile Delinquency for Junior High School Students in Blitar City

Kusnul Khotimah^{1*}, Sarmini², Agus Suprijono³, Ali Imron⁴, Riyadi⁵

¹²³⁴⁵ Department of Social Studies Faculty of Social Sciences and Law, Universitas Negeri Surabaya, Indonesia

*Corresponding author. Email: kusnulhotimah@unesa.ac.id

ABSTRACT

SMP Negeri 5 Blitar City is a complex school which is located close to SMP Negeri 3, 5, and 6 schools that often commit deviant actions every day. Deviant actions referred to here are actions that violate the rules or regulations in schools such as smoking, truancy during class hours, and fighting every day. This research method uses phenomenological qualitative research. Sources of primary data obtained through observation and in-depth interviews with students who often commit juvenile delinquency or violate school rules, namely the collected data obtained through in-depth observations and interviews. Then secondary data was obtained through both printed documentation (photos and data on the number of juvenile delinquency) and audio-visual (video of juvenile delinquency) violations at SMP Negeri 5 Blitar City. Data Analysis Techniques Miles and Huberman (1984:246) assert that activities in qualitative data analysis are carried out interactively and continuously until they are completed, so that the data is saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification. The results showed that students' perceptions of juvenile delinquency at SMP Kota Blitar were very low, this could be seen from the indicators (1) the definition of juvenile delinquency, namely violating the rules regarding school rules, (2) the high rate of juvenile delinquency, (3) habituation is a the perpetrator's feelings when committing juvenile delinquency, (4) not caring about the impact of juvenile delinquency on the perpetrator, and (5) silence is the reaction of the perpetrator's friend when committing juvenile delinquency.

Keywords: Perception, Juvenile Delinquency, Blitar City

1. INTRODUCTION

The number of adolescents in Indonesia has changed from year to year. Based on data from the statistical center, the number of adolescents in 2015 was 69,857,406 people, in 2016 there were 70,096,861 people, and in 2017 there were 70,295,363 people. The large number of teenagers can be a potential as well as a big problem for the development of the country. One of the problems that currently often colour the lives of teenagers is juvenile delinquency.

Juvenile delinquency is not a new thing in the social life of society, but juvenile delinquency cases are still interesting to be discussed anytime and anywhere. Juvenile delinquency is a form of self-actualization of a child out of the rules or norms that apply in the family and society in their social environment (Zanden: 1990). Juvenile delinquency refers to a wide range of behaviour, ranging from behaviour that is not socially acceptable, behaviour that violates, to acts of crime.

The actions of young people who are clearly against the law and are anti-social are basically not liked by the community, which are also called social problems. So basically, social problems will not be possible to study without considering society's standards of what is considered good and what is considered bad.

Social problems that arise due to the actions of teenagers are felt to be very disturbing people's lives both in the city and in remote villages. The result is very sad, people's lives become restless, feelings of insecurity and even some of its members become a shared responsibility within the group. This does not mean that society must hate delinquent children or isolate them, but on the contrary, society is morally required to be able to turn delinquent children into pious children, at least they can be returned to a state of equilibrium.

The juvenile delinquency paradigm is broader in scope and deeper in content. Juvenile delinquency includes actions that often cause unrest in the community, school and family environment. Very simple examples in

this case include theft by teenagers, fights between schools, disturbing women on the street, the perpetrators are teenagers. as well as the attitude of children who are hostile to their parents and relatives, or despicable acts such as smoking marijuana, distributing pornography and scribbling on fences that are not in place.

Adolescence is a period of transition, called the transition period because adolescence is a stage of growth and development from children to adults. Adolescents are faced with two major developmental tasks that are important to achieve. The first is to achieve freedom or independence and the second is to be able to form an identity to achieve self-quality and personal maturity. In addition to these two developmental tasks. Another developmental task is to accept one's own physique, the ability to control oneself, to abandon childishness, and to find a model human being whose identity is used.

Adolescence is known as a vulnerable age. So that adolescents have special characteristics in their growth and development. Physically, adolescents experience very rapid growth and may already be physically equal to adults. However, the rapid physical growth of adolescents is not matched by their psychological development. Conditions like this cause teenagers to experience instability. This discontinuity makes adolescents place the atmosphere of their inner life to be vacillating. In order to overcome this inner turmoil, they need guidance and direction.

Teenagers need a friend who is able to have a dialogue and share feelings in all things, including spiritual affairs. In addition, they expect a grip on life as a place to depend. Sometimes teenagers are trapped by the invitation of their friends towards negative actions as an inner escape and tend to do things that are clearly contrary to religious values, such as drinking alcohol, consuming drugs, and other negative actions that are currently very popular. rampant among teenagers. Adolescence is also easy to invite to enter and follow in a religious teaching that deviate from aqidah.

The publication of Criminal Statistics 2014 in Indonesia during the period 2011–2013 tends to fluctuate. The total number of crimes or crimes from around 347,000 cases in 2011 decreased to around 341,000 cases in 2012. However, in 2013 it increased to around 342,000 cases. This is in line with the risk of the population being exposed to crime (crime rate) during the 2011-2013 period which also fluctuated. The number of people who are at risk of being exposed to crime (crime rate) per 100,000 population is estimated at 149 people in 2011, 134 people in 2012, and 140 people in 2013.

The Indonesian Child Protection Commission (KPAI) stated that violence against children always increases every year. The results of KPAI monitoring from 2011 to 2014, there was a significant increase. In 2011 there were 2178 cases of violence, in 2012 there

were 3512 cases, in 2013 there were 4311 cases, in 2014 there were 5066 cases. the five highest cases with the number of cases per field from 2011 to April 2015 namely first, children in conflict with the law until April 2015 there were 6006 cases. Furthermore, there are 3160 cases of care, 1764 cases of education, 1366 cases of health and drugs and 1032 cases of pornography and cybercrime.

Children can become victims or perpetrators of violence with three loci of violence, namely in the family environment, school environment and community environment. The results of the 2012 KPAI monitoring and evaluation in 9 provinces showed that 91 percent of children became victims of violence in the family environment, 87.6% in the school environment and 17.9% in the community. 78.3% of children become perpetrators of violence and mostly because they have been victims of violence before or have seen violence committed against other children and imitate it.

Perpetrators of violence against children can be divided into three namely, First, parents, family, or people close to the home environment. Second, teachers and people in the school environment such as cleaning services, canteen workers, security guards, shuttle drivers provided by the school. And, the three people who are not known. Based on the KPAI data above, the number of child victims of violence in the community is low at 17.9 percent. This means that children are vulnerable to being victims of violence in the home and school environment. The environment that knows the children is quite close. This means that the perpetrators of violence against children actually come from those who are close to the children.

The juvenile delinquency phenomena mentioned above also occur in Blitar City, which is the second smallest city after Mojokerto City. Judging from its position and geographical location, this city does not have significant natural resources, because the entire area is an urban area, in the form of settlements, trade, public services, agricultural fields, mixed gardens, and yards as a driving force for the city's economy relying on potential outside sources. natural resources, namely human resources and artificial resources.

The city of Blitar, which is also known as the City of Patria, was legally and formally founded on April 1, 1906, which was later designated as the anniversary of the city of Blitar. Although the status of government is the City Government, it does not necessarily make the mechanism of community life like what happens in big cities. Indeed, its size does not reflect a large enough city. The level reached by the city of Blitar is a city that is still classified between the classification of small towns and big cities. In fact, it is not a small city anymore, but it is not a big city either.

Talking about the City of Blitar, it is not complete if it does not tell the spirit of struggle that grows and then continues to surge and animate the whole process of social, national and state life in this city. In this city is the burial place of Bung Karno, the Proclaimer, the First President of the Republic of Indonesia, the world's greatest ideologue and thinker who is admired by both the Indonesian people and the world community. The city of Blitar is also one of the historical places for the Indonesian people, where before the proclamation of this place the independence of Indonesia was called for, followed by the raising of the Red and White which then culminated in the PETA Rebellion by Sudanco Supriyadi.

The people of Blitar City are very proud as the heir of Aro Blitar, the heir of Soeprijadi and the heir of Soekarno who is nationalistic and patriotic. The Blitar City Government is aware of this, the spirit is preserved and ignited, used as capital for future development. No wonder the acronym Patria was chosen as the motto. The word Patria is composed of the word PETA, which is taken from the legend of Soedanco Soeprijadi who led the rebellion of the Defenders of the Homeland (PETA) unit in Blitar during the Japanese Colonial Age, as well as from the words Orderly, Neat, Beautiful, and Safe. In addition, the word Patria was deliberately chosen because it contains the meaning of "Love the Motherland". So that by mentioning the word Patria, people will imagine the blaze of the spirit of nationalism that has been shown by the patriots of the nation in the city of Blitar through the spirit of their respective struggles. However, social problems that occur in Blitar City are quite volatile from 2011 there were 297 people, in 2012 there were 288 people, in 2013 there were 297 people, in 2014 there were 230 people, in 2015 there were 287 people, and in 2016 there were 231 people.

The city of Blitar is also known as the little kutha kang kawentar. The number of juvenile delinquencies soared high and even increased by 20% in 2015. Followed again in 2016 there were 65 teenagers who committed juvenile delinquency in SMP City Blitar. Moreover, the perpetrators of juvenile delinquency are teenagers in Blitar City Junior High School. The troubled teenagers are children who have lost their parental figures as role models. This often occurs due to the busyness of parents' work, divorce factors, as well as due to being left behind by parents working abroad, so that all of this has an impact on ethics and respect for parents who are more mature towards children. In addition, it is also influenced by technological sophistication such as gadgets and the internet as well as increasingly open and free relationships, which are suspected to be the trigger for juvenile delinquency in Blitar City to increase. At this age, adolescents experience an increase in growth hormone, so that teenagers often cannot control their emotions. His party admitted that truant behaviour, brawls, pornography, promiscuity, staying up late until

morning and hanging out playing online games, and bad behaviour were often found as cases at the junior high school level in Blitar City.

SMPN 5 Blitar City is a complex school which is located close to SMPN 3, 5, and 6 schools that often commit deviant actions every day. Deviant actions referred to here are actions that violate the rules or regulations in schools such as smoking, truancy during class hours, and fighting every day. The number of violators of the rules from 2011 to 2013 in SMP Negeri 5 Blitar City, namely grade 7 students amounted to 836 students, grade 8 consisted of 848 students, and grade 9 students were 816 students.

The forms of juvenile delinquency from 2011 to 2013 at SMPN 5 Blitar City were varied, including: smoking there were 500 students, playing truancy was 420 students, dating were 230 students, alpha was 170 students, carrying cell phones were 110 students, fighting were 98 students, there are 84 students drinking alcoholic beverages, 75 students not wearing attributes, bullying there are 35 students, motorcycle racing there are 8 students, motorcycle gangs have 2 students, and punk children have 1 student. Because the problem of juvenile delinquency is increasing, especially teenagers in Blitar Junior High School, the researcher wants to analyze students' perceptions of juvenile delinquency in Blitar City Junior High School.

2. RESEARCH METHODS

Research on the perception of juvenile delinquency in junior high schools in Blitar City uses a qualitative research approach. The design of this study used a phenomenological qualitative research. Primary data obtained by in-depth observations and interviews at SMP Negeri 5 Blitar City. Then secondary data was obtained through both printed documentation (photos and data on the number of juvenile delinquency) and audio-visual (video of juvenile delinquency) violations at SMP Negeri 5 Blitar City. Data Analysis Techniques Miles and Huberman (1984:246) assert that activities in qualitative data analysis are carried out interactively and continuously until they are completed, so that the data is saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification.

3. RESULT AND DISCUSSION

Students' perceptions of juvenile delinquency here describe (1) juvenile delinquency according to students, (2) have committed juvenile delinquency, (3) the perpetrator's feelings when committing juvenile delinquency, (4) the impact of juvenile delinquency on the perpetrator, and (5) the reaction of friend's perpetrator when committing juvenile delinquency.

3.1 Juvenile delinquency according to students at SMP Negeri Blitar

The following are the results of interviews regarding the understanding of juvenile delinquency with students who often violate the rules of conduct at SMP Negeri 5 Blitar City are as follows:

SF as the first informant stated that the most important thing is to violate

DP as the second informant stated that yes, it's just naughty.

NPL as the third informant, the fourth informant of PRA, and the fifth informant of FCAN have in common with stating that juvenile delinquency is a violation of the law

Based on the results of interviews at SMPN 5 in Blitar City can be concluded that the definition of juvenile delinquency is violating the rules regarding school discipline. This is in line with Zanden (1990) which states that behavioural deviance is behaviour that is considered by a large number of people to be despicable and beyond the limits of tolerance.

Furthermore, according to Lawang (1986) deviant behaviour is all actions that deviate from the norms that apply in the social system and cause efforts from those in authority in the system to correct deviant behaviour. And according to Lemert (1951) deviation is divided into two forms, namely:

First, Primary Deviation (Primary Deviation). Deviations committed by someone but the perpetrator is still acceptable to society. The characteristics of this deviation are temporary or temporary, not repeated and can still be tolerated by the community. For example: Arrears in electricity and telephone fees, violating traffic signs and speeding on the streets.

Second, Secondary Deviation (secondary deviation). Deviations in the form of actions that are carried out by someone are generally known as deviant behaviour. The perpetrator is dominated by the deviant act, because it is a repetition of the previous deviation. This deviation cannot be tolerated by society. Examples: drunkards, drug users, rapists, prostitutes, murderers, robbers and gamblers.

Social deviation occurs due to the following factors: First, the looseness of values and norms, namely the size of deviant behaviour is not based on a measure of good or bad or right and wrong according to the general understanding, but based on a measure of whether or not the social norms and values of a society are loose. The social norms and values of one society are different from the social norms and values of another society. For example: free sex in Indonesia is considered a deviation, in western society it is normal and natural.

Second, imperfect socialization in society often occurs in an imperfect socialization process, giving rise to deviant behaviour. Example: in society a leader ideally acts as a role model or guide, being an example but sometimes it happens that the leader actually sets the wrong example, such as doing KKN. Because society tolerates these actions, deviant behaviour occurs.

Third, the socialization of deviant sub-cultures, namely deviant behaviour occurs in people who have deviant sub-cultural values, namely a special culture whose norms are contrary to the norms of the dominant culture/in general. Example: People who live in slums have less attention to ethical and aesthetic issues, because generally they are busy with trying to meet the basic needs of life (eating), often argue, issue dirty words, litter and so on. This is considered by the general public to be deviant behaviour.

Meanwhile, according to Lombroso deviant behaviour is influenced by factors: (1) Biological. For example, people born as pickpockets or dissidents. He made an explanation of "the villain from birth". Based on certain characteristics, people can be identified as criminals or not. These physical characteristics include: the shape of the face, the two eyebrows that connect into one and so on. (2) Psychological. Explaining the causes of deviations has something to do with cracked personalities or personalities who have a tendency to deviate. It can also be due to a person's traumatic experience. and (3) Sociological. Explaining the causes of deviant behaviour has something to do with inappropriate socialization. Individuals cannot absorb the cultural norms of their culture or deviant individuals must learn how to deviate.

3.2 Actions to commit juvenile delinquency

The following are the results of interviews regarding whether or not students have committed acts of juvenile delinquency at SMP Negeri 5 Blitar City are as follows:

The first informant often commits acts of violating the rules of motor racing, smoking, and truancy

The second informant often commits acts of violating the rules in the form of drinking alcohol, smoking, truancy, and joining motorcycle gang clubs.

The third informant often commits acts of violating the rules at SMP Negeri 5 Blitar City in the form of truancy, punk, and dating.

The fourth informant often commits acts of violating the rules in the form of truancy and alpha.

The fifth informant often commits acts of violating the rules in the form of alpha, smoking, and truancy.

Based on the explanation above, it can be concluded that from the five informants from SMPN 5 Kota Blitar above stated that they often commit violations in the form of smoking, amounting to three students, and truancy totalling five students. Furthermore, dating, alpha,

carrying cell phones, fighting, drinking alcoholic beverages, not wearing attributes, bullying, motorcycle racing, motorcycle gangs, and punk children totalling one person. So that it can be concluded from the three schools, both from SMP Negeri 5 Blitar City, Ngadirejo, they do not understand juvenile delinquency because there are still many students who violate the rules at school.

Crime and juvenile delinquency as part of moral decline cannot be separated from the socio-cultural context of the era. Therefore, juvenile crime is an event where there is a lack of justification for adolescent students against moral, legal, and social norms that apply in society. They are so affected by evil social stimulation that it causes them to be morally corrupted. Juvenile delinquency perpetrated by teenagers/students is generally a product of harsh regulations from parents, family members, and their immediate environment, namely society, coupled with desires that lead to negative traits and against uncontrolled currents.

3.3 Perpetrators' Feelings When Performing Juvenile Delinquency

Based on the results of interviews regarding the feelings experienced when committing acts of delinquency by students who often violate the rules of conduct at SMP Negeri 5 Blitar City are as follows:

The first informant stated that it's normal, isn't it
Furthermore, the second, third, fourth, and fifth informants stated the same answer

Based on the explanation above, it can be concluded that the five informants from SMP Negeri 5 Kota Blitar stated that they stated that they had been accustomed to violating school rules.

The habit of violating the rules is influenced by many factors. Kartono (2002:23-25) mentions the factors that cause student delinquency, among others: First, the student's internal factors or factors that exist within the child himself. The internal factors of students as the cause of delinquency are related to psychology, for example, children's irritation to achieve goals, as well as negative compensation as a channel of inner pressure to achieve that goal. A weak ego control, or perhaps too big, pushes the child to act without proper consideration.

Second, the family factor. The family is a place from the beginning of personal formation as well as a fundamental foundation for the development and growth of children. A family environment that does not apply discipline to their children can usually affect the occurrence of student delinquency. The main cause in the family environment because of the selfish nature of the child. This cause is interpreted as the will of the child himself. Excessive parental anger towards children can

cause various reactions from children which will eventually drag the child into delinquency.

Third, community environmental factors. The community is part of the educational environment after the family and school environment. Therefore, however, the condition of the surrounding community, either directly or indirectly, will have an influence on children's behaviour in everyday life.

According to Walgito (1995:29) children's deviant behaviour sometimes arises because they read too often reading books, pictures, and films that are identical with violations of norms. Usually, to fill the spare time children read books that lead to sex, view pornographic images that will provide sexual stimulation to children. If children hang out with children who are not in school, it will have a negative impact on the growth and development of the child's soul.

Fourth, School Environmental Factors. School is an educational environment which in outline is still formal. Schools can cause juvenile delinquency, which is triggered by the influence of their friends. Because the association of children today is very free especially supported by science and technology that is so fast.

This also agrees with the theory of structural functional from Talcott Parson. One of the schools of thought views society as a system consisting of parts that are interconnected with each other and one part cannot function without a relationship with the other parts. Then changes that occur in one part will cause an imbalance and in turn will create changes in other parts. The development of functionalism is based on the model of the development of organizational systems that can be found in biology, the basic assumption of this theory is that all elements must function or be functional so that society can carry out its functions properly (Raho, 2007: 48). So, it can be concluded that students at SMP Negeri 5 Kota Blitar have not been able to adapt socially well in accordance with the statement from Talcot Person.

3.4 The Impact of Juvenile Delinquency for Violators of Code of Conduct

The following are the results of interviews regarding the impact on students who often violate the rules at SMP Negeri 5 Blitar City as follows:

The first informant stated that it was only in the law, teacher

The second informant stated that there was no effect

The third informant stated that it was like being sanctioned

The fourth informant stated that I would be happy if I was given a sanction because I could change schools

The fifth informant stated that I actually wanted to move because I didn't like it, ma'am

Of the five informants at SMP Negeri 5 Kota Blitar, they admitted that they did not care about the sanctions given by the school, namely the first informant to the sixth informant. The feelings of pleasure and fear when taking actions against rules at school (Santrock: 1996) are caused by: Identity, Self-control, Age, Gender, Expectations of education and values at school, Family processes, Peer influence, Environmental quality about housing, and the economy.

3.5 Reaction of Friends When Perpetrators Do Juvenile Delinquency

The following are the results of interviews regarding the reactions of friends when other students violate the rules at SMP Negeri 5 Blitar City are as follows:

The first, second, fourth, and fifth informants stated the same thing, which is usually no one told. Furthermore, the third informant stated that they did not give any advice at all.

Based on the explanation above, it can be concluded that there are four informants at SMP Negeri 5 Kota Blitar, they do not give advice at all, stating that it is normal that no one tells. Then only one informant gave a slightly different statement from the others, namely that they did not provide any advice at all.

Factors that affect schools are not only teachers and educational facilities and infrastructure. The social environment between friends has a big influence. What the teacher says is no longer the only measure even though the teacher is respected. Especially if the school is located in the center of a crowd where there are constant points of contact every day, children going to school or going home from school with various people and social stimuli of various kinds. As a result, the teenager is not only no longer enthusiastic about school lessons, but school laziness can be associated with various demands (Sarwono, 2013: 151-159).

4. CONCLUSION

The results showed that students' perceptions of juvenile delinquency at SMP Blitar city were very low, this could be seen from the indicators (1) the definition of juvenile delinquency, namely violating the rules regarding school rules, (2) the high rate of juvenile delinquency, (3) habituation is a the perpetrator's feelings when committing juvenile delinquency, (4) not caring about the impact of juvenile delinquency on the perpetrator, and (5) silence is the reaction of the perpetrator's friend when committing juvenile delinquency. This is influenced by the adaptation factor of poor adaptation factors causing the goal, integration, and latency factors contained in the structural functional also to not work well (Raho, 2007: 54).

REFERENCES

- [1] Anderson, L.W. 2010. Kerangka Landasan Untuk Pembelajaran, Pengajaran, Dan Asesmen. Yogyakarta: Pustaka Pelajar
- [2] Bandura, A. 1973. Aggression: A Social Learning Analysis. Englewood Cliffs, NJ: Prentice Hall
- [3] Bandura, A. 2002. The Exercise of Control. Freeman And Company: Stanford. University, New York
- [4] Craib. 1986. Teori Sosiologi Modern. CV Rajawali Pers: Jakarta
- [5] Daradjat, Zakiyah. (1989). Kesehatan Mental. Jakarta: Toko Gunung Agung
- [6] Denzin, N.K. 2009. Handbook Of Qualitative Research. Yogyakarta: Pustaka Pelajar
- [7] Dunkin, M.J. dan Biddle, B.J. 1974. The Study of Teaching. New York: Holt Rinehart and Winston.
- [8] Gabriella. 2012. Pengaruh Konformitas dan Persepsi Mengenai Pola Asuh Otoriter Orang Tua Terhadap Kenakalan Remaja (Juvenile Delinquency). Jurnal psikologi dan perkembangan, 1(2):1-1.
- [9] Hadisuprpto, Paulus, 2008, Delikueni Anak: Pemahaman dan Penanggulangannya, Malang: Bayumedia.
- [10] Hawari, D. (1997). Alquran Ilmu Kedokteran Jiwa dan Kesehatan Mental. Jakarta: Dana B hakti Yasa.
- [11] Hirschi, Travis. 1969. Causes of Delinquency. Berkeley.
- [12] Jane. 2011. The Process of Parenting. Yogyakarta: Pustaka Belajar.
- [13] Jessor, R., Donovan, J. E., & Costa, F. M. (1991). Beyond adolescence: Problem behavior and young adult development. New York: Cambridge University Press.
- [14] Jessor, R., & Jessor, S. L. (1977). Problem behavior and psychosocial development: A longitudinal study of youth. New York: Academic Press.
- [15] Jessor, R., Turbin, M.S., Costa, F.M., Dong, Q., Zhang, H., & Wang, C. (2003). Adolescent Problem Behavior in China and The United States: A Cross-National of Psychosocial Protective Factors. Journal of Research on Adolescence, 13, 329-360.
- [16] Juby, Heather. 2000. Disentangling the Link Between Disrupted Families and Delinquency. British Journal of Criminology.
- [17] Kartono, Kartini. 2002. Patologi Sosial Dan Kenakalan Remaja. Jakarta: PT Raja Grafindo.

- [18] Kartono, Kartini. 2013. *Patologi Social 2 Kenakalan Remaja*. Jakarta: PT Raja Grafindo Persada.
- [19] Kolb, D.A. 1984. *Experiential Learning Experience as The Source of Learning and Development*. New Jersey: Practice Hall
- [20] Lawang, Robert, M.Z. 1986. *Teori Sosiologi Klasik Dan Modern*. Jakarta: Gramedia
- [21] Lemert, Edwin.M. 1951. *Social Patology*. New York. Mc Graw-Hill
- [22] Mangkunegara, A.P. 2003. *Perencanaan Dan Pengembangan SDM*. Bandung: Rafika Aditama
- [23] Marc, H. Bornstein. 2011. *Parenting Infant*. Yogyakarta: Pustaka Belajar.
- [24] Miles dan Huberman. 1992. *Qualitative data Analisis*. London: Sage Publication.
- [25] Moleong, Lexy. 2010. *Metode Penelitian Kualitatif Edisi Revisi*. Bandung: PT. Remaja Rosda Karya.
- [26] Musbikin, Imam. 2013. *Mengatasi Kenakalan Siswa Remaja*. Riau: Zanafa
- [27] Mussen, P.H., Conger, J.J., Kagan, J & Huston, C.A., 1994. *Perkembangan dan Kepribadian Anak*. (terjemahan). Edisi Enam. Jakarta: Arcan
- [28] Papalia, Olds. 2009. *Human Development*. Jakarta: Salemba Humanika.
- [29] Patterson, G.R. (1982). *Coercive family processes*. Eugene, OR: Castalia.
- [30] Patterson, G. R., Reid, J. B., & Dishion, T. J. (1992). *Antisocial Boys*. Eugene, OR: Castalia
- [31] Poloma. 2007. *Sosiologi Kontemporer*. Raja Grafindo Persada: Jakarta
- [32] Rakos, R.F. 1991. *Assertive Behavior Theory Research and Training*. London: Routledge
- [33] Ritzer & Douglas. 2005. *Teori Sosiologi Modern*. Prenada Media: Jakarta
- [34] Santrock, J.W. 1995. *Life Span Development*, 11 edition (terjemahan). New York: McGraw Hill, Inc.
- [35] Sarwono, S.W. (1989). *Psikologi Remaja*. Jakarta: PT. Raja Grafindo Persada.
- [36] Verlaan, P., & Schwartzman, A. E. (2002). *Mother's and Father's Parental Adjustment: Links to Eksternalising Behavior Problem in Sons and Daughters*. *The International Journal of Behavioral Development*, 26, 214-224. 1996. *Adolescence. Perkembangan Remaja*. (terjemahan). Jakarta: Erlangga.
- [37] Sarwono, S.W. 2013. *Psikologi Remaja*. PT Raja Grafindo Persada: Jakarta.
- [36] Sutherland, Edwin H. 1970. *Criminology*, J. B. New York: Lippincott Company
- [37] Walgito, Bimo. 1995. *Bimbingan Dan Penyuluhan Di Sekolah*. Yogyakarta: Andi Offset.
- [38] Zanden, J.V. 1990. *The Social Experience, An Introduction to Sociology 2nd Edition*. USA: Mc Graw-Hill
- [39] Anckarsa, H. (2010). *Mental health problems in youths committed to juvenile institutions: prevalences and treatment needs*. *Eur Child Adolesc Psychiatry*, 19, 893-903. <https://doi.org/10.1007/s00787-010-0137-1>
- [40] Asscher, J. J. (2015). *Gender Differences in the Impact of Abuse and Neglect Victimization on Adolescent Offending Behavior*. *J Fam Viol*, 30, 215-225. <https://doi.org/10.1007/s10896-014-9668-4>
- [41] Chabrol, H. (2009). *Contributions of psychopathic, narcissistic, Machiavellian, and sadistic personality traits to juvenile delinquency*. *Personality and Individual Differences*, 47(7), 734-739. <https://doi.org/10.1016/j.paid.2009.06.020>
- [42] Cruise, K. R. (2011). *Trauma Exposure and PTSD in Justice-Involved Youth*. *Child Youth Care Forum*, 40, 337-343. <https://doi.org/10.1007/s10566-011-9149-3>
- [43] Daigle, L. E. (2007). *Gender Differences in the Predictors of Juvenile Delinquency*. *Youth Violence and Juvenile Gender Differences in the Assessing the Generality-Specificity Debate*, 5(3), 254-286. <https://doi.org/10.1177/1541204007301289>
- [44] Dam, C. Van. (2005). *PEN, Big Five, juvenile delinquency and criminal recidivism*. *Personality and Individual Differences* 39, 39, 7-19. <https://doi.org/10.1016/j.paid.2004.06.016>
- [45] Domburgh, L. Van. (2009). *Delinquent Development in Dutch Childhood Arrestees: Developmental Trajectories, Risk Factors and Comorbidity with Adverse Outcomes during Adolescence*. *J Abnorm Child Psychol*, 37, 93-105. <https://doi.org/10.1007/s10802-008-9260-6>
- [46] Gatti, U. (2009). *Iatrogenic effect of juvenile justice*. *Journal of Child Psychology and Psychiatry*, 50(8), 991-998. <https://doi.org/10.1111/j.1469-7610.2008.02057.x>
- [47] Goudriaan, H., & Nieuwbeerta, P. (2007). *Contextual determinants of juveniles' willingness to report crimes A vignette experiment*. *J Exp*

- Criminol, 3, 89–111.
<https://doi.org/10.1007/s11292-007-9030-4>
- [48] Hinduja, S. (2007). Offline Consequences of Online Victimization: School Violence and Delinquency. *JOURNAL OF SCHOOL VIOLENCE*, 6(3), 89–112. <https://doi.org/10.1300/J202v06n03>
- [49] Hoeve, M. (2009). The Relationship Between Parenting and Delinquency. *J Abnorm Child Psychol*, 37, 749–775.
<https://doi.org/10.1007/s10802-009-9310-8>
- [50] Jan, G. (2006). The Moral Judgment of Juvenile Delinquents: A Meta-Analysis. *J Abnorm Child Psychol*, 34, 697–713.
<https://doi.org/10.1007/s10802-006-9056-5>
- [51] Joseph P. Ryan. (2008). Juvenile delinquency in child welfare: Investigating group home effects. *Children and Youth Services Review*.
<https://doi.org/10.1016/j.chilyouth.2008.02.004>
- [52] Lansford, J. E. (2009). Early Physical Abuse and Later Violent Delinquency: A Prospective Longitudinal Study. *Child Maltreat*, 12(3), 233–245.
<https://doi.org/10.1177/1077559507301841.Early>
- [53] Overbeek, Geertjan, Dkk. 2005. Juvenil Delinquency as Acting Out. *European Journal of Developmental Psychology*
- [54] Ryan, J. P. (2010). Kinship fosters care and the risk of juvenile delinquency Joseph. *Children and Youth Services Review*, 32(12), 1823–1830.
<https://doi.org/10.1016/j.chilyouth.2010.08.003>
- [55] Ryan, J. P. (2013). Adolescent Neglect, Juvenile Delinquency and the Risk of Recidivism. *J Youth Adolescence*, 42, 454–465.
<https://doi.org/10.1007/s10964-013-9906-8>
- [56] Verschuere, B. (2012). Validity of the Modified Child Psychopathy Scale for Juvenile Justice Center Residents. *J Psychopathol Behav Assess*, 34, 244–252. <https://doi.org/10.1007/s10862-011-9272-3>
- [57] Weenink, D. (2011). Delinquent Behavior of Dutch Rural Adolescents. *J Youth Adolescence*, 40, 1132–1146. <https://doi.org/10.1007/s10964-011-9650-x>