THE SELF-CONCEPT OF CHILDREN WHO ARE FACING TO THE LAW

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ABSTRACT
Teenager periods is a stage between childhood and adult. In this period, some teenagers conduct behavioral deviations that lead into breaking the law and causes them to go through punishment at the Children's Correctional Institution (LPKA). In Indonesia, the number of children facing the law is quite large, namely 9,266 cases of ABH (consisting of perpetrators, victims and witnesses). Serving a sentence in prison makes the children feel guilty and useless which may lead to negative self-concept. Self-concept is the view, judgments and sense of individuals that arise as a result of a social interaction. This study aims to explore the self-concept of children in prison. This research is a qualitative research, which uses interview and observation as the data collection methods. Participants of this study were four children who are in child prison. One child was a violator (17 years old), two children committed theft (aged 16-17 years) and one child committed sexual violence (14 years old). The result of the study reveal that the self-concept of children formed in prison are pessimistic, feel like a failure person, feel useless, unfriendly and feel that they make the family are being embarrassed. The self-concept of children who are living in prison are negative.

Keywords: Inmate Children; Self-Concept; Prisons.

INTRODUCTION
Adolescents are the age at which a person experiences a transition period between childhood and adulthood. Adolescents who are part of prisoners educated in prisons specifically for children and adolescents will experience various pressures and self-adjustment processes. Adolescents who are just serving their first sentence are required to be able to adapt and socialize with very strict prison regulations and carry out the routine of social life together with other prisoners. This condition is a reaction to adolescent growth. Teenagers are required to be able to display behavior that is considered appropriate or appropriate for the people around them. The existence of changes both within (introvert) and from outside (extrovert) that make the needs of adolescents increasingly increasing, especially social needs and psychological needs.

Adolescence is a period of identity crisis and is also a period of "role experimentation" or the period of an individual can explore alternative behaviors, interests, and ideologies. Therefore, the major developmental task in adolescents is to build identity (to create an identity) to find answers to questions about "who am I" and "where will I go" (Atkinson, 2006). The existence of good understanding and proper handling of adolescents is an important factor for the success of adolescents in subsequent lives, considering that this period is the most decisive time to find
identity and role so that changes in children occur especially in physical and maturity, hormonal changes, will show his identity as who I am, then if the conditions do not match the mood it can cause confusion in the role (Wong, et al in Armeliza, 2008).

Children who commit criminal acts or in daily practice in court are referred to as children who are facing the law, must be treated humanely, accompanied, provided special facilities and infrastructure, sanctions given to children in accordance with the principle of the best interests of children, permanent family relations maintained means that the child is faced with the law if he or she cannot be detained or imprisoned, even if imprisoned or detained, he or she is put in a detention room specifically for children and not with adults.

In Indonesia, the number of children facing the law is quite large. Data submitted by the Indonesian Child Protection Commission (KPAI), from 2011 to 2017 there were 9,266 cases of ABH (consisting of perpetrators, victims and witnesses). Central Java is a province with the number one crime rate conducted by children, but only has one special institution for child development, namely the Kutoarjo Children's Special Guidance Institute which is located in Purworejo district. The tendency of adolescents to commit crimes is mostly due to external conditions, not encouragement of self-awareness. Sad when they were put in a prison that actually served as a place or process of formation but in some prisons it did not yet function as a place to improve the future of their students.

The factors that cause them to commit crimes are environmental factors (peers) and family. The tendency of adolescents to commit crimes is mostly due to external conditions, not encouragement of self-awareness. Sad when they were put in a prison that actually served as a place or process of guidance but in some prisons it did not function as a place to improve the future of their students (Distia in Utami and Asih, 2016).

Pratiwi (in Hilman and Indrawati, 2017) explained that guidance on ideal juvenile inmates is distinguished by fostering adult prisoners, given the condition of adolescents who are still unstable. Teenagers cannot be said to be children but cannot be said to be adults. The existence of adolescents in public hospitals with adults certainly will affect the psychological condition of adolescents who are vulnerable to the negative environment found in prisons. The imposition of imprisonment against children is actually only used as a last alternative to overcome delinquency behavior carried out by children or adolescents.

Teenagers are faced with the fact that they live in prison as prisoners. This fact makes them no longer have freedom (Rochmawati in Hilman and Indrawati, 2017). Teenagers who undergo coaching and are in prison will experience many life changes, one of which is the loss of freedom and rights that are increasingly limited. Fun and unpleasant experiences that occur in prisons will lead to positive feelings or negative feelings towards adolescents (Asnita in Hilman and Indrawati, 2017). When a child is faced with the law and must be fostered in a correctional institution, then it becomes a problem that causes psychological disorders, such as stress, anxiety and frustration. This affects the child's self-concept that will be formed in the Lapas.
environment. The environment in which children are raised, educated, given guidance and experiences experienced by a child will all play a role in children's self-development, including the development of their self-concept.

A person's behavior is determined by his self-concept. If the self concept is positive then the behavior shown is also positive, whereas if the self concept is negative then the behavior is also negative. According to Syam (2012) a person is said to have a negative self-concept if someone believes and views themselves as weak, helpless, unable to do anything, incompetent, failed, unfortunate, unattractive, disliked and loses interest in life. People who have a negative self-concept also tend to be pessimistic about the life and opportunities faced. People who have a negative self-concept will also be easy, give up before taking action and if they fail will blame themselves or blame others. Conversely someone who has a positive self-concept will look optimistic, full of confidence and always be positive about everything. People who have a positive self-concept will be able to respect themselves and see positive things that can be done for future success.

According to Perry & Potter in Rochmawati (2014) adolescents who have a positive self-concept can master new experiences and previous experiences. Past experience can influence the development of one's self concept. New experiences are obtained when individuals interact with their new environment. Characteristics of self-concept are formed because there is a feeling of being able to do something, personal and interpersonal relationships, personal characteristics that influence self-expectations and stable self-manifestations can lead to the goals of adult development. In addition, the characteristics and formation of self-concept of adolescents are also influenced by social interactions and influence of peers or closest people (Stuart in Rochmawati, 2014).

Self concept is an understanding of oneself that arises due to interaction with others. Self concept is a determining factor (determinant) in our communication with others (Riswandi in Widiarti, 2017). Whereas according to William D Brooks in Widiarti (2017) states that self-concepts are views and feelings about ourselves. This perception of self can be psychological, social and physical. In contrast to what was expressed by Widiarti (2017), the concept of self is a picture of how the self is observed, perceived and experienced by individuals. The concept of self arises from social interaction and will be a guide or influence on his behavior.

The factors that influence self-concept according to Jalaludin Rakhmat in Widiarti (2017) are: a) other people; b) reference groups (reference groups). Then there are 5 instructions for people who have a positive self-concept: Having confidence in solving problems; feel equal to others; accept praise from others without shame; have an awareness that everyone has various feelings, desires and behaviors that are not entirely approved by the community; able to improve because he is able to reveal aspects of personality that he does not like and change them; have confidence in solving problems. While those who have a negative self concept, there are 4 signs, namely: sensitive to criticism; very responsive to praise; tend to feel unnoticed and disliked by
others; being pessimistic about the competition, he is reluctant to compete with others in terms of achievement.

Self-concept is influenced by several factors, one of which is the significant others or people who are considered important by individuals (Rice & Dolgin in Rahmaningsih and Martani, 2014). Burns in Rahmaningsih and Martani (2014) states that as a result of the rapid development of mass media and popular culture, the development of adolescent self-concepts today is increasingly complex. Berzonsky in Rahmaningsih and Martani (2014) defines self-concept as a personal theory that covers all concepts, assumptions, and principles that individuals believe about themselves throughout life. Self-concept consists of individual knowledge about yourself in the present, individual expectations about yourself in the future, as well as individual assessment of oneself which determines the level of self-esteem (Calhoun & Acocella in Rahmaningsih and Martani, 2014). Meanwhile, Berzonsky in Rahmaningsih and Martani (2014) states that self-concept includes a self-view of the four dimensions, namely: (1) The physical self, including all individual ownership manifested in real objects such as the body, clothing, material objects, and so on. (2) The social self (social self), includes the social roles played by the individual and the individual's assessment of the role. (3) Moral self, covering all values and principles held by individuals in life, and (4) Psychic self (psychological self), including thoughts, feelings, and individual attitudes towards oneself (ego process).

Mead in Novilita and Suharnan (2013) describes the concept of self as the views, judgments, and feelings of individuals about themselves that arise as a result of a social interaction. The concept of self has a considerable influence on individual behavior, that is, individuals will behave according to their self-concept (Rahmat in Novilita and Suharnan, 2013). This statement is supported by Burns (1993) which states that self-concept will influence the way an individual behaves in the community. So, students with high self-concepts will tend to have a high level of independence in learning. Conversely students with low self-concept, will tend to have a low level of independence in learning.

Self-concept is formed and developed based on experience and achievement of the environment, other people's judgments, attributes, and self-behavior. The development of self-concept influences the behavior displayed, so that how other people treat and what others say about the individual will be used as a reference for self-assessment (Shavelson & Roger, 1982). Teenagers with positive self-concepts will be able to overcome themselves, pay attention to the outside world and have the ability to interact socially. Teenagers with negative self-concepts will find it difficult to assume a success is obtained from themselves, but because of other people's help, coincidence, and fate and usually experience high anxiety (Beane & Lipka in Muawanah, 2012). Teenagers with positive self-concepts are characterized spontaneously, creatively and originally, respect themselves and others, are free and can anticipate negative things, and view themselves as a whole, liked, desired and accepted by others. (Combs Snygg in Shiffer et al in Muawanah, 2012).
METHODS

This research is a qualitative study with interview and observation methods conducted for 3 times, each of 2 hours in the LPKA (Institute for Special Guidance for Children) Kutoarjo. The variables studied were the Self-Concept of children in Kutoarjo's LPKA. The informants in this study were 4 children aged 14-17 years who were being fostered in the Kutoarjo LPKA with different cases. In this study researchers conducted interviews and observations with informants to find out how the self-concept of children formed in LPKA.

The first subject with the initials AS +17 years is male. The subjects entered LKPA Kutoarjo with article 170 (beating) with a sentence of 1 year 6 months detention. The subjects had previously been held in Cilacap Prison for +2 months in August-September, then the subjects were screened to Kutoarjo LPKA starting in October. When first entering Lapas, the subjects claimed to be afraid because the subjects had never imagined if they would enter the prison as prisoners. The subjects admitted that they had no difficulty in adapting because the subjects could immediately blend in with the people in the prison. In this remand center, the subjects admitted that the subjects were told to be ordered by adult prisoners, starting from being told to clean up the adult detention room, washing adult prisoner clothes until the dish was requested by adult detainees. When the subject is moved to be fostered in LPKA Kutoarjo, the subject feels that if seniority in the LPKA makes the subject very careful in acting and always obeys senior orders or those who stay longer in the LPKA. Once the subject fights with seniors because the subject is considered impolite in front of the senior. This of course slowly forms the subject's self-concept, evidenced by the behavior of subjects who feel senior in LPKA then the subject applies the same thing when he becomes a junior in LPKA. The subject began to feel senior after another child entered the LPKA, then the subject told the new child to clean the bedroom, bathroom, and wash his clothes.

The second subject with the initials A is 16 years old male sex. The subject had previously been detained in the Cilacap area prison for +2 months in November-December and then screened to Kutoarjo LPKA starting in January. The subject claimed to be frightened when he first entered the Cilacap area prison, but after a while the subject began to recognize the Lapas environment and get to know new people. In the Cilacap area prison, subjects did not find it difficult to adapt because the subject met with neighbors in the prison with the same case. The subject also revealed that he met a good person who always gave assistance to the subject, whether it was material or non-material assistance. Then the subject began to be moved to be fostered in LPKA Kutoarjo where the subject felt that if seniority in the LPKA made the subject very careful in acting and always obeying senior orders or those who stayed longer in the LPKA. Subjects were forced to begin adjusting to new environmental conditions that were different from the Cilacap area prison.
The third subject with the initials UAP which is +14 years old is male. Subjects entered Kutoarjo LPKA with article 81 of the Law on Child Protection with a sentence of 2 years imprisonment. The subjects first entered the LPKA on September 9, 2018. When they first entered the LPKA, the subjects felt frightened because they did not have friends so the subjects preferred to remain silent in the room rather than playing with other friends.

The fourth subject with the initials MP is +17 years old male sex. The subjects entered the LPK Kutoarjo with article 363 of the Criminal Code with sentences of detention of 3 months and 15 days. The subject said that the subject was very sorry for having committed an act that caused the subject to enter LPKA Kutoarjo. The subject also admitted that he was very scared when he first entered LPKA because his friends looked all fierce.

From the results of the analysis of the Child Progress Report (CPR) on each subject, it was obtained the identity of the research subject in the form of a table as:

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<th>Table 1. Research Informant</th>
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<tr>
<td><strong>Subject 1</strong></td>
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RESULTS AND DISCUSSION

Based on the results of the interviews we did with the subject. "Self-concept of children dealing with the law" shows the self-concept seen from three aspects, namely self-assessment, social assessment and self-image. The analysis results obtained related to the formation of self-concept that street children who are dealing with the law have a negative self-concept seen from the three aspects mentioned by Syam (2012) which include:

1. Self-assessment
   In general, the assessment of children in prison leads to negativity. Children in prison have a pessimistic nature, when researchers ask about their ideals and future they tend to be reluctant to say their wishes and feel they have failed, they claim that for what they aspire to when they are in prison they stutter that no one wants to pursue them and the steps to reach your goals are over. In accordance with interviews conducted by researchers on subject A, UAP and MP.

   Children also feel failed and feel jealous of their friends who are outside prison who have freedom and have a better life. Another self concept in prison in one subject is that the child feels powerful as a child who has undergone a long enough coaching from other children so that children tend to rule and do everything they can to achieve their desires. Frequent acts of coercion and do not want to be friends with new children who enter prison. This is in accordance with interviews with US subjects.

2. Social assessment
   Social assessment of children in prison generally leads to negative self-concept where they feel deemed problematic, troublemakers, useless, embarrassing and not trusted by others. Because of this the reaction of children to the environment outside the prison is feeling insecure, unfriendly and considered to be a shame to the family. Children feel that people often talk about them behind and look down on them because they consider themselves to be bad boys. And the child's reaction to the environment in prison is that children feel unfriendly because they think people in prison are people who commit crimes. One subject considered that if he had become a senior in a child LP because he had been undergoing coaching in the LP, namely the US subject.

3. Self image
   The self-image of children in prison in general has a negative self-image they assume that if they already have a criminal record, all their ideals and desires will not be achieved. They assume that they do not have competence and consider themselves weak and cannot do anything, even when ordered by children who have been in prison for a long time they will obey the things ordered, namely subject, A, UAP, MP.
While one subject has a negative self-image that is different from the other, he feels that he is senior and powerful in prison because he feels he has been in prison for a long time. He often orders other children to do small things to bigger things such as draw water, wash clothes, clean bedrooms and bathrooms.

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Based on the results of observations from the four subjects, it can be seen that US subjects tend to be silent and do not want to gather with subjects A, UAP and MP because the US subject feels senior and has power in a child penitentiary.

CONCLUSION

Based on the results of interviews and observations conducted for 3 times with 4 informants, in general the self-concept formed in the Child Special Development Institution is a negative self-concept, such as feeling pessimistic, feeling failed, feeling deemed useless, unfriendly and feeling ashamed of the family. While based on the results of observations from the four subjects it can be seen that US subjects tend to be silent and do not want to gather with subjects A, UAP and MP because the US subject feels senior and has power in a child penitentiary.

REFERENCES


