

COPING STRESS METHOD IN YOUTH PRISION AT THE *LEMBAGA PEMBINAAN KHUSUS ANAK*

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Abstract. *Anak didik* (students) has faced many problems since the beginning of the process of arresting until they arrive at Lembaga Pembinaan Khusus Anak (LPKA). The occurring problems could become a stressor that needs to be accompanied by coping strategy so they are able to survive in such unpleasant situations. This study aims to see what problems might be faced by students in LPKA and to understand the coping process that appears in the students in the environment that limits them. This study uses qualitative research methods with the phenomenology paradigm. The research was conducted at Lembaga Pembinaan Khusus Anak (LPKA). The criteria for this research's informants are students who undergo guidance in LPKA for a minimum of 6 months. The research informants were 3 mentees with drug, mob and immoral cases. The process of collecting data uses interview methods and observations that have been done 15 times. While the analytical data use analytics themed technique. Based on this research, it can be concluded that family is vitally important in forming a child's personality. The neglect and indulgent way of parenting would shape the personality characteristics of children who are vulnerable to violations. In addition, negative friends are also very influential to strengthen the personality characteristics of children who don't have rules, and like to live freely. The main problems faced by the three informants in LPKA are those problems that are related to freedom, friends, and sexuality. The three informants used emotion focused coping to overcome their problems regarding friends and sexuality.

Keywords: problems in *anak didik*, coping, LPKA, stress, phenomenology studies

INTRODUCTION

The number of Anak yang Berhadapan dengan Hukum (ABH) or Children Facing the Law can be said to be quite large and increases every year. Based on data obtained from Setyawan (2017) on the 10 October 2017 edition of the kpai.go.id page, in the last six years, from 2011 to 2017, there were 9,266 cases of children in conflict with the law. The most cases were in 2014, which was 2,208 cases. Based on the latest data obtained from the January 8, 2019 edition of the nasional.kompas.com page, in 2018 there were 1,403 cases of child complaints against the law received by Komisi Perlindungan Anak (KPA). Children facing the law are divided into three criterias, they are 1) Children as perpetrators, 2) Children as witnesses and 3) Children as victims. If in the past the violations committed by ABH were still classified as minor offenses such as theft and fraud, now the violations committed are at a severe stage such as immoral acts to murder. Indonesian Child Protection Commission, Susanto said that KPAI has a view based on existing data, that currently children are no longer just victims, but also perpetrators. If in the past the violations committed by ABH were still classified as minor offenses such as theft and fraud, currently the violations committed are at a serious stage such as immorality to murder. Ikhsanudin (2018) in the *detik media* page, July 23 2018 edition, in the first semester of 2018, KPAI had handled 1,885 cases of children, including children who were perpetrators of drugs, theft and immoral acts. The following are several cases that cause children to enter the Special Child Development Institution (LPKA) taken from Ikhsanudin (2018) on the *detik news* page, July 23 2018 edition, theft cases committed by children were 23.9 percent, drug cases were 17.8 percent while immoral cases were 13.2 percent.

In general, children and teenagers have families and live there with their families, they enjoy gathering at home with their families, getting attention and love from their parents, being able to express themselves by trying new things that make them grow, and being able to interact with other people. However, there are also children who have to be separated from their families for

various reasons, one of which is students at the Special Child Development Institute (LPKA) who have to be separated from their families because they have to be held accountable for their actions and serve their sentence at the LPKA.

The process of solving cases in children who are in conflict with the law can be done in several ways, children as perpetrators do not entirely solve their cases through the criminal justice process but there are also those who go through a diversion process. According to Law of the Republic of Indonesia number 11 of 2012 concerning the Juvenile Criminal Justice System, diversion is the process of transferring the resolution of child cases from the criminal justice process to processes outside criminal justice. Diversion can only be performed on children who commit crimes with a prison sentence of less than 7 years and does not constitute non-repetition. Based on the data of the profile of the children perpetrators of crimes in Indonesia in 2015 in Kurniasari research (2017), children who received prison sentences amounted to 55.30 % while those who used diversion amounted to 22.80 %, returned to parents as much as 8.57 %, conditional criminal convictions as much as 9.02 % and other verdicts as much as 2.94 %. From the data above, it can be concluded that in many criminal cases committed by children, convictions with imprisonment are still ranked first.

Before actually undergoing coaching at LPKA, students must go through several legal processes ranging from arrest, trial to finally ending up in LPKA. During the arrest process they are already faced with problems that could trigger stress. At the beginning of the arrest, one of the informants had the unpleasant experience of being judged by local residents until he was beaten because his actions in stealing were caught by the residents. After facing such problems during the arrest process, informants also have to face other problems in the detention including they have to deal with new people they don't know and also some problems with the fellow friends. The problems that arise during the arrest process are also supported by data obtained from the Center for Social Welfare Research and Development and the Ministry of Social Affairs edition in 2016, that children experience unpleasant experiences during arrest as much as 52.2 %, police examinations as much as 26.9 %, trials as much as 13.4 % (Kurniasari, 2017). Before entering the LPKA, there are also students who must be left temporarily in the adult detention center while waiting for the results of the trial. Usually in detention centers, children will be mixed with adult prisoners. One of the problems that arise in detention centers is conflict with others

Another problem is that students feel limited space for movement, activities that are just playing futsal, singing with friends, smoking, watching television, attending congregational prayers and having to go to their cells at 17.00 make them feel bored with daily activities and feel not free. Problems with the family are also a stressor for students, starting from parents who never visit and feeling guilty about their family members. Based on the results of interviews with students at LPKA, several children agreed that life inside LPKA was very different from life outside LPKA. They have to stay in the LPKA for a specified period, they do the same activities every day, are limited in their activities, isolated from the outside world and have to face violence and thuggery with other students in the LPKA. This becomes a problem for students and triggers stress

Thus, based on many problems faced by students, starting from the beginning of the arrest process to their entry into LPKA could be a stressor that can trigger their stress. Stress that is owned can cause different impacts on each student. According to Lazarus & Folkman (in Safaria, 2012), stress is a demanding state both physiological and psychological that is burdensome, demanding, or exceeds the adaptive capacity of the individual. The number of stressors that students have before they end up in LPKA needs to be accompanied by how to overcome it, so they are able to adjust to the pressures they face. How to deal with stress in the language of psychology can be called *coping*.

Research conducted by Yulia Sholichatun (2011) regarding "Stress and Coping Strategies for Students in Children's Correctional Institutions" found that several problems that made students at LPKA become stressed were divided into 3 of them, namely stress that emerged from personal relationships. such as separation from parents as well longing for parents. The second source of stress is stress originating from economic factors which usually appear in adult prisoners. The third source of stress is stress that originates from the environment at LPKA such as lack of privacy and discomfort with the environment and atmosphere, the crowded atmosphere of LPKA, lack of interaction with the outside environment and boring routines.

According to Patterson & McCubbin (1987), the process of coping development at this time is very important to see, because at this time adolescent students are faced with a variety of new stressors while they may still have little knowledge about coping styles obtained from family and friends. Valliant also said the same thing, that coping is always evolving, coping obtained in adolescence will then be developed and will later determine coping styles in adulthood, adjusted to those that feel comfortable and effective to use (Ireland, Boustead, & Ireland, 2005). Therefore, researchers want to examine more deeply what problems arise in LPKA and how coping is used by students in the environment of LPKA.

Even though in Indonesia there has been quite a lot of research discussing students at LPKA, most of the research discusses the problems and needs of students and the welfare of students. The discussion of coping is not researched enough. There were three studies but only one study used qualitative methods. Those who use qualitative methods only explain what coping methods students use in LPKA but do not explain the beginning of the formation of perceptions of problems that start when students are small. In this research, we will discuss how these problems and coping can be formed.

Stress

According to Lazarus & Folkman (in Safaria, 2012) stress is a condition in both physiological and psychological that is burdensome, demanding, or exceeding the adaptive capacity of the individual. Lazarus also argued that stress is not considered as the result of specific external stimuli, specific patterns of physical, behavioral or subjective reactions but stress is seen as a relationship between individuals and their environment, hence why it is called the relational concept (Krohne, 2001).

According to Folkman & Lazarus, an event will be interpreted by individuals through two phases of assessment, namely primary appraisal, which is the attribution of a meaning in an event, where individuals assess whether the event contains a threat or not, then conduct secondary appraisal, which is an evaluation of coping abilities and options. Individuals will assess whether individuals are capable or not in dealing with these threats, the higher the threat and the ability possessed is low, the stress will tend to be heavier and vice versa (Rudolph, Dennig, & Weisz, 1995). The main assessments that can bring stress according to Lazarus & Folkman (1984) are 3 aspects, namely:

1. Harm / loss, this refers to the injury or loss that will be received.
2. Threat, this refers to concern about the implications of a loss or damage event in the future.
3. Challenge, this refers to future opportunities resulting from an event.

Coping

Lazarus (1987) defined coping as changes both cognitively and behaviorally to cope with demands both external and internal that are perceived as burdens. Compas et al (Shulman & Cauffman, 2011) defined coping as a person's efforts or strategies, both cognitive and behavioral, used to respond to stress. Additional, The way a person assesses events in life, chooses the chosen coping strategy and proves how effective it is influenced by contextual factors and personal factors (Mohino, Kirchner, & Forns., 2004). According to Bandura in (Mohino, Kirchner, & Forns, 2004) coping is not just knowing what should be done, but proving by using cognitive social abilities and flexible behavior in managing uncertain, unpredictable or stressful situations. Based on several definitions about coping stress, it can be concluded that coping is an effort made by someone to overcome the stress they have.

According to Lazarus & Folkman, coping is divided into 2, namely problem-focused coping and emotional-focused coping. Lazarus, Folkman et al in (Yuhanita & Kurniati, 2016) explained that *Problem-focused coping* is an effort to solve problems that directly focus on the problem itself. The efforts made are usually to find alternative solutions to solve the problem. Coping that focuses on problems is believed to be more effective in overcoming situations, it is also commonly used in situations that can be overcome.

- a) *Planful Problem Solving* is an attempt to observe situations that will later be used for problem solving calmly and carefully accompanied.

- b) *Confrontive coping* is an attempt to react aggressively to change the situation, which usually often involves anger and risky actions.
- c) *Seeking Social Support* describes efforts to seek emotional support and information from outside parties to overcome stressful situations.

Emotional-focused coping which is problem solving that focuses on how the individual regulates emotional states without solving the source of the problem, by focusing on emotions this can be done to reduce emotional stress produced by stressors. Coping that focuses on emotions is usually used when coping with situations that are considered difficult and impossible to change. This form of *emotional-focused coping* is usually done by seeking social support or staying away.

- a) *Distancing* describes the reaction of detaching or trying not to involve oneself in a stressful problem or situation, but efforts related to creating positive views about the problem are also common.
- b) *Self-Control* describes efforts such as regulating feelings or actions related to problems.
- c) *Accepting Responsibility* is an effort to acknowledge his role in the problems faced.
- d) *Escape-Avoidance* describes imaginary reactions and attempts to avoid or escape from the problem at hand.
- e) *Positive Reappraisal* is an effort made to bring out the positive meaning of a condition by focusing on self-development and also involving things of a religious nature.

RESEARCH METHOD

Paradigm can be interpreted as a point of view and way of studying phenomena used by researchers to interpret findings (Batubara, 2017). This study used an interpretive phenomenological paradigm. According to Wilig (2013) phenomenology is divided into two focuses, descriptive phenomenology and interpretive phenomenology. Giorgi (in Wilig, 2013) explains that descriptive phenomenology focuses on experiences according to what is experienced without adding or subtracting them, researchers extract the essence of the quality of experience without connecting meaning from outside. Meanwhile, according to Wilig (2013), interpretive phenomenology is more than just focusing on the experience but also understanding the experience by stepping out and reflecting on it more broadly (social, cultural, psychological).

The purpose of research that uses the phenomenological paradigm is to find out the subjective experience of informants which includes what it's felt, thought and perceptions of informants related to an experience in life and understanding (Wilig, 2013). In this study, researchers chose the interpretive phenomenology paradigm because researchers wanted to know the experience of informants in LPKA starting from the problems that arise and the process of coping development experience of students in LPKA so that this paradigm is considered in accordance with the phenomenon being studied.

The participants selected in this study were students who were in LPKA for at least 6 months. There was no age limit and case-specific criteria in the selection of research participants. The selection of research participants was chosen by finding volunteers who were willing to be interviewed, it was done to make it easier to explore the data needed.

Data collection in this research was carried out using interview and observation methods. According to Benaquisto & Given (2008) an interview is a conversation between an interviewer and an interviewee that produces knowledge, usually interviews are conducted with a specific purpose. The interview method is the most extensive producer of knowledge in all social science disciplines and is the most widely used today (Benaquisto & Given, 2008). Interviews were carried out by asking several questions to the informant and probing the answers given by the informant if deemed necessary. This was done in order to deepen and expand the data obtained by the researcher. The data extracted in this research were primary data originating from the informants themselves as well as secondary data obtained from friends or LPKA guards.

Observations were made by researchers during the interview process to see the informants' non-verbal responses, apart from that, observations were made when the informants were carrying out activities at LPKA. Observations were carried out non-participatively to obtain original data. The researcher observes the informant from a distance while the informant is doing activities, this is done so that the informant does not know that he is being observed so that the behavior that appears will be normal as that of the informant usually.

RESULT AND ANALYSIS

The family became the basis for the formation of the personality characteristics of the informant. The neglect and indulgent parenting styles applied in the KH and AP families can form informants to have less rules, less affection so that they have great affection needs. This is in accordance with what was stated by Baumrind that neglectful or neglectful parenting can make children tend to be less able to control themselves, and less able to handle independence properly besides that usually children with this parenting style will show a pattern of violations, while indulgent parenting can make children who rarely respect others, difficulty controlling their behavior, monodation, egocentric, disobedient and difficulties in peer relations (Santrock, 2011).

The enforcement of rules within the informant's family caused the three informants to be unfamiliar with the rules and tended to be less able to control their behavior which led to abuses such as liquor, wild racing, and free sex. This is consistent with what Bor, McGee & Fagan argues that family disputes and inconsistent and inappropriate application of discipline are also associated with juvenile delinquency (Santrock, 2011). Loeber and Stouthamer-Loeber's (1986) research also supported that lack of supervision, the undisciplined style of indulgent parenting, is one of the most significant factors in predicting juvenile delinquency. The negative surrounding family environment is one of the causes of KH and AP informants leading to abusive behavior. This is because the family appears as a negative model for committing offenses such as using drugs and drinking. In this case, interaction with people or the informant's closest family who have negative behavior becomes a risk factor that underlies KH and AP to participate in negative behaviors such as using drugs and consuming alcohol. According to Bronfenbrenner, the environment in which individuals live or microsystems are environments that interact directly with individuals that can greatly influence individual development (Santrock, 2011).

Running to friendship is one of the informants' third attempt to gain affection. Due to the absence of parental monitoring, the three informants entered into a negative friendship. Friendships that lead to violations such as wild racing, consuming alcohol, using drugs, to committing theft. In this friendship, the three informants became very close to friends compared to their families because their affection needs were met. This friendship also further strengthens the personality characteristics of informants to be increasingly devoid of rules, norms, and likes freedom. This is in accordance with what Brown & Larson stated in (Santrock, 2011) that peers involved in juvenile delinquency greatly increased the risk of becoming juvenile delinquents.

When the three informants violated the law and had to end up being scouted in the LPKA, it became the biggest stressor for the three informants, because this was the first time the three informants faced the law. The three informants never thought that the actions they committed at that time made them have to end up being built in the LPKA. The feelings of disbelief and regret that arose were a form of rejection of the changes that occurred in the lives of the three informants. This means that this event was not desirable and interpreted as something that should not happen to them.

One thing can be considered a problem depending on the perspective. Children with characters such as the three informants view the problems that arise when in LPKA as something quite different from people in general condition. The first problem is that since childhood the three informants are not used to enforcing the rules, they are used to living freely and as they like. While inside the LPKA, the three informants were faced with scheduled activities, limited activities and limited space. The activity of getting up early and doing predetermined activities is a problem for informants, even though it is considered normal for people in general condition. The presence of officers as enforcers is also a problem for KH and AP informants because they are considered an obstacle to carrying out the activities they want to do. To overcome problems related to freedom or this rule, all three use *emotion-focused coping*. KH and AP informants tend to use escape-avoidance coping by wasting time walking and sleeping, while MM leads to positive reappraisal by doing religious activities such as reciting or reading books.

Problems with friends also arise when the informants in LPKA and it also become a stressor for the three. This is because the friends in LPKA are not what the three informants expected. Friends who do not share the same thoughts with each informant and the frequent emergence of conflicts between fellow students make each informant only friends with a few children. To overcome problems with this friend, all three of them use *problem-focused coping*. However, KH and AP informants tended to use confrontational coping by being violent when facing conflicts with friends.

While MM is more directed towards *planful problem solving* by advising and reminding his friends, this is closely related to MM who is also Tamping at LPKA.

The third problem is about sexuality, when informants enter the LPKA, informants AP and KH can no longer have sex with their girlfriends, so they felt that they no longer could fulfill their sexual desires. To overcome this problem in terms of sexuality, the three informants used to masturbate together. But now, MM and AP choose to use *emotion-focused coping* in the form of *self-control* to try to control themselves not to masturbate.

Several problems related to the saturating environmental conditions of LPKA in LPKA are the same as problems that arose in research conducted by Sholichatun (2011), however, sexual problems, economics, and separation from family are new findings in this study.

CONCLUSION

Based on the analysis and discussion of the results of the research above, conclusions were obtained:

There are 3 problems that can cause stress to informants at LPKA, namely problems with friends, problems with freedom and problems related to sexuality. Responses to stress that arose in informants include confusion, negative emotions in the form of feelings of irritation and boredom. To overcome the problem of freedom, informants prefer to use emotion focused coping escape-avoidance by wasting their time walking and sleeping, and positive reappraisal by doing religious activities such as reciting or reading books. To overcome problems with friends, the three informants used *problem-focused coping* and *confrontive coping* by committing violence when facing conflicts with friends, and *planful problem solving* by advising and reminding friends, this is closely related to one of the informants who is also Tamping at LPKA. To overcome sexuality problems, the three informants used to masturbate together. But now both informants are trying to use *emotion-focused coping* in the form of self-control to try to control themselves not to masturbate.

Based on the results of the study, researchers suggest the following for readers: Suggestions for the next research. Conduct in-depth research on the dynamics of the coping formation process in students with in-depth interviews, so that it can be more visible how the dynamics are felt by students. In addition, research on the dynamics of students' relationships with friends and whether their relationships with friends have an influence on the lives of students. So that it can enrich knowledge related to friend relationships with students. Suggestions for parents. Indulgent parenting and neglect applied by parents tend to make children vulnerable to juvenile delinquency and have the potential to violate the law, because both parenting styles make children less control. Enforcing norms and rules in children from an early age and giving affection to children or commonly referred to as authoritative parenting is the right way to keep children away from behavior that violates the law. Suggestions for LPKA related to sexual problems and rules or freedom in students can be done by providing solid activities, this is done so that students do not have free time to do negative things. In addition, it is also necessary to provide assistance to ensure that students really carry out the activities set considering that previously students were mostly children who could not follow the rules.

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