

A Dataset for Family Resilience among Juvenile Offenders in Java

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Abstract. Family resilience is recognized as a contributing factor to the development of delinquent behavior in juveniles. This study presents a survey dataset that characterizes the state of family resilience among young offenders in Java, Indonesia. The data is sorted by age, educational background, duration of confinement, and the level of family resilience. The research utilized the Walsh Family Resilience Questionnaire along with demographic information about the participants. A total of 96 juvenile offenders from LPKA Kutoarjo and LPKA Bandung were sampled for this research, and descriptive statistics were conducted using SPSS version 23.0. The study findings revealed that the majority of participants were 18 years old (47,90%), possessed a high school education (43,75%), had served a criminal sentence of 1-3 years (46,87%), and had very high family resilience (59,36%). Future research be able to investigate family resilience from the viewpoint of parents involved in the Juvenile Offender program. Furthermore, we expect that this research will yield favorable outcomes that can benefit various stakeholders, such as correctional facilities, families, as well as professionals in the fields of forensic, social, and family psychology.

Keywords: *Dataset, family resilience, juvenile offender.*

1 Introduction

The results of the International Self-Report Delinquency Study (ISRD) were derived from a worldwide survey conducted in 27 countries, focusing on delinquent and criminal behavior among adolescents at a global level. The research unveiled that 62,168 out of 230,552 adolescents, representing 27.3% of adolescents across the globe, had been involved in instances of robbery, assault, and theft (1). In Indonesia, there are over 4,000 cases of legal violations involving teenagers that are brought before the court, with 83% of these adolescents receiving prison sentences (2). Additionally, according to the 2021 correctional database system, out of the 33 Juvenile Rehabilitation Centers (LPK) across Indonesia, 1,613 teenagers have been designated as inmates within correctional facilities (3).

The participation of adolescents in criminal activities has a substantial influence on future life setbacks, affecting various aspects such as their social life, education, well-being, and even the potential for deviant sexual behavior (4). Additionally, engaging in criminal behavior during adolescence, particularly when done in association with peers, carries the risk of amplifying criminal tendencies in the future (5).

Teenagers placed in correctional facilities experience unique challenges that the general teenage population does not face. Detention of adolescents fails to address their developmental requirements, has adverse effects on their mental well-being, including increased anxiety and depression, and provides limited rehabilitation that aligns with the specific needs of teenagers.

The physical constraints and limited space for activities, both educational and recreational, within the correctional institution environment, further restrict the opportunities for these adolescents (6). The consequences of incarceration on teenagers also lead to their isolation from their parents, peers, and surroundings (7).

The development of criminal behavior in adolescents can be attributed to a range of factors. According to Bistamam et al. (8), their analysis of 34 articles highlighted that factors such as social support, socioeconomic status, persistence, problem-solving skills, depression, aggression, truancy, academic achievement, and participation in school activities play a role in influencing adolescents to engage in criminal behavior. Another study, conducted by Berthelon and Kruger (9), suggests that a high level of involvement in school activities can lower the risk of deviant behavior in adolescents. Furthermore, the lives of teenagers within their families, social circles, and peer groups also contribute to the formation of delinquent behavior among adolescents (10). Additionally, Kayma (11) and Adesanya & Osinowo (12) emphasize that personality traits and parental control are significantly associated with the development of juvenile criminal behavior, although Kayma (11) did not provide a detailed explanation of the relationships between the variables explored.

Family resilience refers to a family's capacity to endure and recover from challenging life situations (13). Research conducted by Hodgkinson et al. (14) reveals that strong family resilience can play a significant role in reducing juvenile criminal behavior. This is achieved by enhancing a sense of coherence, mental well-being, emotional awareness, and the inclination to make positive decisions. A thematic analysis carried out by Casmini and Supardi (15) on three teenagers with deviant behavior suggests that adolescents can personally deter the development of aggressive behaviors by optimizing elements of family resilience. This includes strong support for religious values, effective two-way communication, behavioral control, and increased self-esteem from their parents. Furthermore, an Australian study conducted by Shaykhi et al. (16) demonstrates that family resilience can mitigate antisocial behavior and promote positive behavior among adolescents (16).

Furthermore, there has been limited research discussion on correctional students. In the United States, Lundh (17) attempted to develop experimental research by implementing family-centered training programs. Additionally, Hosseinian and Nooripour (18) explored the development of mindfulness training to enhance resilience among correctional students. In Florida, Fox et al. (19) explained preventive measures in dealing with imprisonment cases by using serious, violent, and chronic (SVC) screening to identify the likelihood of teenage criminal involvement. Most existing research has been conducted in Western contexts, which may not be directly applicable or generalizable to conditions in Eastern regions. Researching this specific population can offer valuable insights and provide a platform for studying the intricacies of the lives of correctional students in Indonesia, particularly concerning family resilience. Given the aforementioned factors, researchers are motivated to empirically examine the dataset related to the state of family resilience among correctional students.

2 Literatur Review

2.1 Family Resilience

Family resilience is defined as the functional system's ability within a family to withstand and recover from significant life challenges (13). Moreover, Herdiana et al. (20) have highlighted

that family resilience serves as a protective factor and a primary mechanism for individuals to endure and bounce back from adversity. According to Welch and Harrist (21), family resilience involves a family's capacity to confront life's challenges by embracing them as integral parts of life. Hawley and DeHaan, as cited in Becvar (22), posit that family resilience encompasses the strategies and choices families make to foster growth and adapt in the face of stressors. The resilience theory focuses on four primary processes, as described by Walsh (13): (a) Altering risk, which suggests that families should shift their perceptions of the issue from guilt or blame to a focus on fostering positive interactions and improving family communication, (b) Mitigating negative reactions by reducing stress and anxiety to drive efforts towards solutions, (c) Boosting the self-esteem of all family members to enhance their self-efficacy and problem-solving skills, (d) Enhancing opportunities for families to broaden their perspectives, encouraging growth and social interaction, and bolstering "protective attributes" to empower individuals to adopt positive and productive behaviors. In line with the theories mentioned above, family resilience in this study is conceptually defined as the capacity of a family, as a functional system, to exhibit resilience and adapt effectively when confronted with challenges and changes.

In Walsh's (13) work, it is explained that the fundamental concept of family resilience is based on an ecosystem model known as the multi-level developmental systems orientation. This perspective views the family as a functional system and suggests that the resources contributing to individual resilience are interconnected with the entire network of family relationships. The concept of family resilience pertains to families as functional systems influenced by various highly stressful events within their social context. These events have a profound impact on the emergence of positive adaptive processes among all family members, leading to family cohesion (13). Additionally, Walsh (13) provides an overview of the processes involved in the formation of family resilience, emphasizing the importance of interactions and transactions within the family and its broader social environment. It is worth noting that different individuals within the family may experience different aspects of these processes, depending on the severity of the crisis, trauma, or loss, and the complexity of the issues involved. This ecosystem model of family resilience is in line with the diversity in cultural backgrounds and family structures, the availability of resources, the presence of constraints, sociocultural influences, and individual development (13).

According to Walsh (13), there are three dimensions of family resilience, which are as follows: (a) Belief System: This dimension encompasses how challenges are interpreted, including the family's perception of crises as meaningful challenges that can be comprehended and effectively managed. It also involves positive outlooks, such as hope, motivation, and active initiatives when confronting challenges. Furthermore, it includes transcendence and spirituality, which involve having values and goals, faith, engagement in social activities, and a continuous sense of growth resulting from adversity. (b) Organizational Processes: This dimension involves adaptability, which encompasses making adaptive changes, reorganizing family stability, and nurturing supportive and protective relationships among family members, both in couples and in parenting. It also includes interconnectedness, such as mutual support among family members. Additionally, it encompasses the mobilization of social and economic resources, which entails building financial security and seeking support from social networks and communities. (c) Communication/Problem-Solving Processes: This dimension consists of clarity, involving the clear and consistent delivery of messages and information. It also encompasses open emotional sharing, allowing for the expression of both negative and positive emotions. Collaborative problem-solving is another component, which includes activities like

brainstorming, discussion, negotiation in decision-making, and proactive planning for the future.

Oh and Chang (23) identified six dimensions of family resilience, which include the presence of a collective belief system, interconnections among family members, a positive worldview, resourcefulness (the ability to understand things in various ways), open communication patterns, and collaborative problem-solving. On the other hand, according to Rachmawati et al. (24), five main aspects contribute to the development of family resilience, which are the ability to survive, adaptability, the ability to accept, the capacity to grow stronger, and the ability to understand what can be done to assist other family members or helping others. Based on the explanations above, this research is utilizing the three dimensions of family resilience from Walsh (13), which include the belief system, organizational processes, and communication/problem-solving processes.

2.2 Juvenile Offender

The Republic of Indonesia Law No. 12 of 1995 on Penitentiary has defined the concept of correctional students as follows (3): (a) Criminal Child: A child who, based on a court decision, serves a sentence in a Juvenile Correctional Institution (Lapas Anak) up to the age of 18 (eighteen) years; (b) State Child: A child who, based on a court decision, is entrusted to the state for education and placement in a Juvenile Correctional Institution (Lapas Anak) up to the age of 18 (eighteen) years; (c) Civil Child: A child who, upon the request of their parents or legal guardians, receives a court order to be educated in a Juvenile Correctional Institution (Lapas Anak) up to the age of 18 (eighteen) years. Cuervo et al. (25) have defined correctional students based on their characteristics as individuals aged 14-18 years who tend towards aggressive behavior and a limited concern for others.

Correctional students are in their adolescent years, typically in the age range of 12-18 years. Let's explain the various characteristics or features that are specific to adolescent development, as described by Hurlock (26): (a). Adolescence as an Important Period: Adolescence is a critical period in a person's life. During this time, both short-term and long-term consequences remain significant. There is rapid physical development, accompanied by fast-paced mental development, especially in the early stages of adolescence. All of these changes necessitate mental adjustments and the need to form new attitudes, values, and interests; (b). Adolescence as a Transitional Period: Adolescence is a transitional period in which individuals are no longer considered children, yet they are not fully regarded as adults. During this phase, adolescents are often in situations where they must discover their true identity. If they continue to behave like children, they may be advised to act by their age. On the other hand, if they try too hard to behave like adults, they may be seen as trying to grow up too quickly and might face criticism for attempting to act like adults. Nevertheless, this ambiguous status of being an adolescent also offers them the opportunity to experiment with different lifestyles and determine the behavioral patterns, values, and characteristics that best suit their personalities; (c). Adolescence as a Period of Change: The rate of change in attitudes and behavior during adolescence is parallel to the rate of physical change. During early adolescence, when physical changes occur rapidly, changes in behavior and attitudes also take place swiftly. As physical changes slow down, so do changes in behavior and attitudes; (d). Adolescence as a Troublesome Age: Every developmental period comes with its own set of issues, but the problems of adolescence are often particularly challenging for both boys and girls. Their inability to address their problems in the way they see fit can lead many adolescents to realize that the solutions do not always meet their expectations; (e). Adolescence as an Age of Identity Seeking: In the early years of

adolescence, fitting in with a group remains important for both boys and girls. Gradually, they begin to seek their own identities and are no longer content with being the same as their peers in all aspects, as they were before. This dualistic adolescent status leads to a dilemma that causes adolescents to experience identity crises or ego identity issues in adolescence; (f). Adolescence as an Age of Fears: Cultural stereotypes that suggest that teenagers are prone to reckless and untrustworthy behavior, tending to be destructive, often lead adults to guide and monitor adolescents who are fearful of taking responsibility. These adults may show a lack of sympathy for normal adolescent behavior; (g). Adolescence as an Unrealistic Age: Adolescence tends to view life through rose-colored glasses. They see themselves and others as they want them to be, not as they are, especially in terms of hopes and aspirations. These unrealistic expectations, not only for themselves but also for their family and friends, lead to heightened emotions, which are characteristic of early adolescence. Adolescents may feel hurt and disappointed when others let them down or when they fail to achieve their self-set goals; (h). Adolescence as the Threshold of Adulthood: As the age of legitimate maturity approaches, adolescents become anxious to break free from the stereotypes of their teenage years and to convey the impression that they are nearly adults. Dressing and behaving like adults isn't enough. Therefore, adolescents begin to focus on behaviors associated with adult status, such as smoking, drinking alcohol, using drugs, and engaging in risky sexual behavior, which can be quite distressing. They believe that such behavior will give them the image they aspire to have.

The developmental tasks of adolescents are related to the demands for change that they experience, where these changes are related to attitudes and behaviors as preparation for entering adulthood. This period is a crucial segment in an individual's developmental cycle and serves as a transitional phase that can be directed toward healthy adult development. To successfully socialize, adolescents must accomplish their developmental tasks at their age (27). The developmental tasks of adolescence are as follows (27): (a) Accepting one's own body along with its diverse qualities; (b) Achieving emotional independence from parents or authority figures; (c) Developing interpersonal communication skills and socializing with peers, both individually and in groups; (d) Finding role models to shape their identity; (e) Accepting oneself and having confidence in one's abilities; (f) Strengthening self-control based on values, principles, or life philosophies; (g) Being able to leave behind childlike reactions and adjustments in behavior.

Achieving these developmental tasks is crucial for ensuring the healthy growth of adolescents and a successful transition into adulthood. Based on the information provided earlier, this research adopts the definition of correctional students in accordance with the Republic of Indonesia Law of 1995, encompassing criminal children, state children, and civil children who have received a court order for education in a Juvenile Correctional Institution until they reach the age of 18. The challenges faced by juvenile offenders encompass issues related to adaptation, psychosocial complexities, and the emergence of mental health concerns. The transition to a new life as a correctional student poses a significant adjustment challenge for adolescents, particularly in terms of physical activities and psychosocial aspects (28). Continuous processes of acceptance and personal growth are vital for the well-being and development of correctional students (28). Barretto et al. (29) emphasize that the lives of correctional students warrant special attention from a psychological perspective, as they are susceptible to negative impacts on their mental health, including anxiety and depression. Furthermore, access to rehabilitation that aligns with the needs of these adolescents may be limited. The restricted mobility of correctional students, both for educational and recreational activities within their environment, serves as a constraining factor (6).

The current approaches to handling correctional students within the juvenile justice system still primarily focus on rehabilitative programs, but they are also accompanied by punitive measures (29).

3 Method

3.1 Research Design

The approach used in this study is quantitative research. This research spanned a duration of three months, during which data collection was conducted offline (outside the network). At this stage, quantitative data mining involved the distribution of the Walsh Family Resilience Questionnaire (WFRQ) to assess the level of family resilience. The data collection process included the acquisition of informed consent and research participant identity sheets.

3.2 Population and Sample

The population under study in this research comprised correctional students located in correctional institutions on the island of Java. The sampling technique employed in this study was probability sampling, specifically simple random sampling. The researchers collaborated with LPKA officers to select participants who met the research inclusion criteria. These inclusion criteria for participants in this research included: (a) Teenagers aged 12 to 18 years, (b) Individuals who have received a legal decision, and (c) Willingness to participate in the research program, as indicated by their signature on an informed consent form.

3.3 Research Instruments

In this study, two instruments were utilized: a participant demographic information form and the Walsh Family Resilience Questionnaire (WFRQ). The Walsh Family Resilience Questionnaire (WFRQ) was employed to gauge family resilience among adolescent LPKA students (13). This assessment tool comprises 32 items, each offering five response choices, ranging from "rarely or never" with a score of 1 to "almost always" with a score of 5. These items are designed to measure family resilience across three dimensions: 13 items pertain to the system dimension of trust, 9 items relate to the organizational pattern dimension, and 10 items address the communication or problem-solving dimension. After the analysis, the final version of the Walsh Family Resilience Questionnaire contains 32 reliable and valid items, with a reliability coefficient of 0.973.

3.4 Data Analysis Techniques

Quantitative analysis for this study was performed using descriptive analysis with IBM SPSS Statistics 26 software.

4 Result

As indicated in Table 1, the demographic distribution of the study's participants reveals that the largest group of subjects originated from LPKA Kutoarjo, representing 47.91% of the research participants, and the majority of these individuals (43.75%) were at the high school education level. A significant portion of the participants (53%) had a duration of confinement of less than 1 year. Detailed demographic data regarding the research subjects is presented in Table 1.

Table 1. General Description of the Research Subject

Category	Amount	Percentage
Age		
15	6	6,25
16	17	17,7
17	21	21,8
18	46	47,90
19	6	6,25
Educational Level		
Not completed in primary school	2	2,08
Primary School	15	15,62
Junior High School	37	38,54
Senior High School	42	43,75
Length of Criminal Decision		
Less than 1 year	45	53,12
1-3 years	51	46,87
Institusional origin		
LPKA Kutoarjo	21	21,87
LPKA Bandung	75	78,12

4.1 Perceived Family resilience

Based on Table 2, it can be seen that the majority of subjects have a level of family resilience that is in the very high category with the number of subjects being 57 people (59.37%).

Table 2. Categorization of *Family Resilience*

Kategorisasi	Sangat Rendah	Rendah	Sedang	Tinggi	Sangat Tinggi
Jumlah	2	4	11	22	57
Persentase	2,08%	4,16%	11,45%	22,91%	59,36%

5 Discussion

The findings in this study showed that the majority of research subjects perceived that they had a very high level of family resilience (59.37%). This finding is interesting because the participants in this research were Juvenile offenders who had a history of committing criminal acts.

In additional findings derived from the research data, Juvenile offenders mentioned specific factors that hinder their openness with their parents. These factors include a desire for greater independence and feeling embarrassed when discussing their problems with their parents. In this context, the family is not perceived as a threatening or problematic entity for teenagers. Research, such as the International Self-Report Delinquency Study (ISR3D), conducted across 35 countries worldwide on teenage crime, has demonstrated that juvenile inmates exhibit distinct characteristics that cannot be directly compared to adult inmates (1). The quality of parent-child relationships plays a crucial role in the development of juvenile criminal behavior (30). Parental efforts are essential in creating an environment where teenagers feel comfortable sharing their experiences, enabling them to manage their activities. Furthermore, adolescents' inability to effectively cope with and adapt to their problems can lead to challenges in other areas of development, including socioemotional and behavioral aspects (26). Hence,

adolescents must possess resilience skills that enable them to adapt effectively by overcoming the crises they encounter.

During adolescence, individuals embark on a quest to establish their identity and show a growing interest in forming bonds with peer groups (26). Research conducted by Jose et al. (31) exposed that teenagers who cultivate friendships outside of the school environment face an elevated risk of developing deviant behavior and alcohol addiction. Additionally, a comprehensive study encompassing 16,891 teenagers indicated that peer groups engaged in deviant behavior exert an influential impact on teenagers who had previously not engaged in such conduct (32). Moreover, considering Bronfenbrenner's Ecological Systems Theory, it is discernible that human development is significantly molded by the surrounding environmental context. These insights underscore the importance of recognizing that the cultivation of a resilient and responsible generation necessitates more than just the efforts of individual families; it demands a network of mutual support. The facets of self-management and peer influence emerge as pivotal areas that warrant attentive consideration within this context.

Walsh (13) described a multi-level developmental systems orientation where the process map for the formation of family resilience emphasized the influence and transactional processes within the family and its social environment. Families that were closed to their environment and had not been able to provide comfort for their members to open up to each other tended to increase the family's inability to carry out other roles. Contributions from psychologists are needed to enhance the resilience of Juvenile Offender families, especially in the aspects of social and economic resources and open emotional expression.

The subjects of this research were limited to male teenagers in correctional institutions. Therefore, in future research, we can explore the profiles of teenagers outside correctional institutions, the profiles of female correctional students, and adult inmates.

6. Conclusion

The results of the quantitative research in this study indicate that the majority of Juvenile Offenders had a high level of family resilience (59.37%). It is hoped that this research will offer positive implications for various stakeholders, including correctional institutions, families, and psychologists or researchers in the field of forensic psychology. Correctional institutions are expected to offer facilities for correctional students in the form of psychoeducation programs involving parents, with particular emphasis on involving fathers as a supportive system for correctional students. Moreover, to address the challenges of parents' attendance, correctional institutions can provide facilities in the form of individual counseling for Juvenile Offenders to address negative feelings toward their parents. For future researchers, these findings can serve as a foundation for conducting similar research with different subject categories, such as teenagers and adults outside correctional institutions.

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