

The Role of Parents in Preventing Recidivism by Children Aged 12 to 18 Years Old Related to the Function of Correctional Facilities

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Abstract: The role of parents is crucial in shaping a child's mentality. Parental influence impacts a child's daily behavior. Parents who effectively fulfill their role in educating their children enable their children to grow and develop well. Children who commit criminal acts often do so due to factors related to parents who fail to meet their children's needs, whether economic or emotional. This study uses role theory and social support as indicators and measures of the extent of parents' influence on their children. A qualitative research method is employed to analyze whether the theory aligns with the data findings in the field. This analysis concludes that parents need to have an adequate education to provide proper education and parenting to their children. Juvenile delinquency is significantly influenced by the extent of parental involvement in the child's upbringing.

Keywords: Role, Parents, Prevention, Children, Parenting

1 Introduction

Simply put, a family is a social group consisting of two or more people bound by blood relations, marriage, or adoption, who live together for a significant period. As previously mentioned, the family is the most important primary group. Families are further divided into two types: nuclear families and extended families. A nuclear family consists of parents and children (or husband and wife). The nuclear family is further divided into two types: the family of orientation and the family of procreation. The family of orientation includes the individual, their parents, and siblings. The family of procreation consists of the individual, their spouse, and their children. On the other hand, the extended family is a combination of several nuclear families, either through blood relations or polygamous marriages.[1]

Some functions of the family according to Richard R. Clayton in his book "The Family, Marriage, and Social Change (2003)":[2]

1. Educational Function: Viewed from how the family educates and sends children to school to prepare them for adulthood and their future.
2. Socialization Function: Seen from how the family prepares children to become good members of society.
3. Protection Function: Assessed by how the family protects its members, ensuring they feel safe and secure.

4. Emotional Function: Observed in how the family intuitively understands the feelings and moods of the children and other members in their communication and interaction. This mutual understanding fosters harmony within the family.
5. Religious Function: Viewed from how the family, through the head of the household, introduces and encourages the children and other family members to adopt beliefs that guide their lives now and in the hereafter.
6. Economic Function: Seen from how the head of the household earns and manages income to meet the family's needs.
7. Recreational Function: Seen from how the family creates a pleasant atmosphere, such as watching TV together, sharing personal experiences, and other activities.
8. Biological Function: Viewed from how the family continues the lineage as the next generation, providing love, attention, and security among family members, and fostering the maturation of their personalities.

Members of the nuclear family consist of a father and/or mother and children, either through biological or social relationships. Parents play a significant role in raising children. According to Thamrin Nasution and Nurhalijah Nasution[3], parents are individuals responsible within a family or household, commonly referred to as father and mother in daily life. They hold the primary and most significant role in the continuity of a household or family. All the children or individuals under their supervision, care, and guidance are considered family members. These members must comply with the rules established by the parents within the household. The role of parents in the household is to set rules considering various aspects that ensure peace and harmony within the family. These rules should align with the growth and development levels of the respective family members. Parents have an important role and a significant responsibility towards all family members under their care.

Parents must set an example for their children. When parents adhere to the established rules within the household, children will also consciously follow these rules. Parents can serve as role models, emulated and imitated by their children in all their actions. The example set by parents in the household quickly resonates with the children more than mere advice, as children have a strong tendency to imitate. Thus, parents have a profound influence on all family members.

Parental support in a child's development is crucial to encourage them to study more diligently. Parents motivate their children from a young age so that they become accustomed to self-motivation to achieve their goals as they grow older.[4] Parents who do not support and motivate their children negatively impact their child's personal development. A lack of parental attention can lead to the child's social interactions going astray. Moreover, financial support is undeniably important in a child's development. For example, providing education to children as a preparation for their future. The government mandates nine years of compulsory education. Implementing this compulsory education still requires financial support, such as purchasing uniforms, school supplies, and other necessities. Another example is giving pocket money to children. Parents should guide and educate their children to save a portion of their pocket money, which can later be used for school needs.[4]

According to Law Number 3 of 1997 concerning Juvenile Courts, a child is defined as a person who, in cases of delinquent children, has reached the age of 8 (eight) years but has not yet reached the age of 18 (eighteen) years and has not been married. In Law Number 11 of 2012 concerning the Juvenile Justice System (SPPA), the definition of a child is expanded. Under the SPPA Law, children are divided into 3 (three) categories: children in conflict with the law, children who are victims of crimes, and children who are witnesses to crimes. A child in conflict

with the law, hereinafter referred to as a Child, is a child who is 12 (twelve) years of age or older but has not yet reached the age of 18 (eighteen) years and is suspected of committing a crime. A child who is a victim of a crime, hereinafter referred to as a victim child, is a child who is under the age of 18 (eighteen) years and has suffered physical, mental, and/or economic harm as a result of a crime. A child who is a witness to a crime, hereinafter referred to as a witness child, is a child who is under the age of 18 (eighteen) years and can provide testimony for investigation, prosecution, and examination in a court hearing regarding a criminal case that they have seen, heard, and/or experienced themselves.

The factors causing juvenile delinquency should ideally be minimized with the involvement of parents, thus positively impacting the growth and development of children. In addition to providing education, attention, and knowledge, parents also set a good example for their children, thereby preventing them from engaging in delinquency or even criminal acts.

The role of parents here is crucial in shaping the future of children and preventing the recurrence of criminal acts committed by children. It should be done collaboratively between the Correctional Guidance Officers, juvenile clients, and the parents of juvenile clients. As stated in the Prison Service Conference in Lembang[5], the principle of Corrections is a treatment process that adheres to the principle of cooperation, namely between officers-convicts-society. The smallest part of society is the family.

Preventing the recurrence of criminal acts for juvenile clients is essential for their future. We must prevent children from falling into delinquency for the second time. The negative stigma from society will become a label for the child, as mentioned in Dindin Sudirman's writing (2015)[5] about the conception of corrections and its relation to restorative justice, as outlined in paragraph 2 of the Criminal Code regarding sentencing guidelines, especially Article 54 paragraph (1) letter h, which states that sentencing must consider the impact of the crime on the future of the perpetrator. Therefore, imprisonment is the last resort for children, as stated in Article 2 of the Juvenile Justice Law letter I, which states deprivation of liberty and punishment as a last resort.[6]

2 Problem Formulation

1. What is the role of parents in preventing children from repeating criminal acts?
2. What is the role of the Correctional Center in preventing a repetition of criminal acts by children?

3 Theoretical Review

3.1 Role Theory

The theory of role theory defines "role" as "the boundaries and sets of expectations applied to role incumbents and role senders within and beyond the organization's boundaries".[7] This theory is a combination of theories, orientations, and disciplines, apart from psychology; role theory originated from and is still used in sociology and anthropology.[8]

After studying the theory from the above perspective, role theories are then formulated. According to Biddle and Thomas[8], role theory is divided into four categories, namely those concerning:

- 1) People who take part in social interactions.
- 2) Behavior that appears in the interaction.
- 3) The position of people in behavior.
- 4) The link between people and behavior.

Biddle & Thomas[8] also suggested that there are four terms regarding behavior in relation to roles:

- 1) Expectations about the Role
Expectations about roles are the expectations of other people (in general) about appropriate behavior, which should be shown by someone who has a certain role.
- 2) Norms
The norm in question is a form of hope. Biddle & Thomas then divide normative expectations into two types:
 - a) Covert expectations: these expectations still exist even though they are not spoken, for example, doctors must mend patients, and teachers must educate their students. It is what is called the norm
 - b) Overt expectations: expressed expectations, for example, a father asks his child to be responsible and study hard. This type of expectation is called role demand. Role demands through the internationalization process can become the norm for the role concerned.
- 3) Manifestation of Behavior within Roles
Roles are manifested in behavior by actors. Unlike norms, this manifestation of behavior is tangible, not just expectations. Furthermore, unlike norms, this actual behavior varies, differing from one actor to another. For example, the role of a father as expected by norms is to discipline his children. However, in reality, one father may resort to physical punishment to discipline his child, while another may simply advise.
- 4) Assessment and Sanctions
Assessment and sanctions are somewhat difficult to separate when associated with roles. Biddle & Thomas state that both are based on societal expectations (from others) regarding norms. Based on these norms, individuals form positive or negative impressions of a behavior. These positive or negative impressions are what we call role assessment. On the other hand, sanctions refer to efforts made by individuals to maintain a positive value or to change the manifestation of a role in such a way that what was previously considered negative can become positive. According to Biddle & Thomas, assessments and sanctions can come from others (external) as well as from oneself (internal).

3.2 Social Support Theory

The theory supports the role theory in providing indicators to measure the extent of parental involvement. Parents should be able to assist their children when facing stressful situations, thus providing social support. Several figures provide definitions of social support. According to Dimatteo (1991)[9], social support is assistance or aid that comes from others such

as friends, family, neighbors, coworkers, and others. Sarason, Sarason & Pierce[10] define social support as the physical and psychological comfort provided by friends and family members. Social support encompasses comfort, attention, appreciation, and other forms of assistance received by individuals from others or groups.

3.3 The Role of the Correctional Center

The role of Correctional Facilities in Law No. 11 of 2012 concerning the Juvenile Justice System (SPPA) includes the establishment of Litmas, guidance, assistance, and supervision. Litmas establishment is carried out for diversion, trial, and determining the stages of rehabilitation (initial Litmas, Litmas for social reintegration purposes).[6] Litmas establishment for juvenile trials must be completed within a period of 3x24 hours; if there is no Litmas in the trial, the judge's decision will be null and void.

Guidance is provided by Correctional Facilities for clients, the parents of clients, and influential members of the community surrounding the client. Guidance is given so that clients can fully realize the mistakes they have made and refrain from repeating them. Guidance is provided according to the results of Litmas because the guidance given to each client will differ.

In preventing the repetition of criminal acts by children, the Correctional Center must also be able to carry out good coordination. Coordination can be done with related agencies and with people around the child client. This is done to be able to provide more support to child clients. Primarily, every form of the role of the Correctional Center is carried out to help parents so that child clients do not repeat their criminal acts.

The research indicators that will be used to measure the role of parents in preventing repetition of criminal acts by children are:[11]

- 1) Parents provide emotional support to their children (such as giving attention and affection, creating a comfortable environment at home, providing encouragement, offering solutions, being a good listener to the child, and accompanying the child when reporting to the Correctional Facility).
- 2) Parents provide appreciation support for every achievement of their children (such as expressing gratitude after being helped by the child, praising the child every day, giving rewards for achievements, and supporting every positive activity).
- 3) Parents are open to their children about family issues (such as involving the child in finding solutions to family problems and discussing the family's economic situation with the child).
- 4) Parents increase supervision of their children's social interactions (such as knowing who the child's friends are, explaining when the child's friends are not good influences, setting boundaries/committing to the child's playtime, communicating with the school regarding the child's development, and communicating with the child's Correctional Guidance Officer regarding the child's case).
- 5) The socioeconomic status of the family includes:
 - a) Parental support for children's education (related to school fees, costs for supporting needs such as uniforms, books, extracurricular activities, and pocket money)
 - b) Parents' efforts to meet children's food, clothing, and shelter needs (giving children three meals a day with balanced nutrition, having appropriate clothes to change into every day, and a suitable house to live in)

- c) The socio-economic status of the family is in high, middle, and low socio-economic status.

4 Methodology

In this journal, the author employs the juridical normative research method. The understanding of the juridical normative research method is an approach based on primary legal materials by examining theories, concepts, legal principles, and regulations related to this research.

5 Result and Discussion

Parents play a significant role in their children's development. Based on the data collected, the author will discuss the theories and indicators used in this writing.

According to the "Role Theory" by Biddle & Thomas[12], which uses four terms regarding behavior about roles. One of the terms the author focuses on is related to norms. The norm used is a form of expectation, and one type of it is latent expectation. These expectations exist even if they are not explicitly stated, such as doctors being expected to heal patients, or teachers being expected to educate their students. It is what is referred to as a norm. In parenting, the norm applied to children by their parents is that they can grow and develop like any other child. Children are expected to receive a good education from parents who can meet their economic needs. Unconsciously, children are often expected to live better lives than their parents. From every interaction with juvenile clients and the parents of juvenile clients, it was found that the application of this norm regarding expectations is highly prioritized because every parent is very earnest in ensuring that their child does not experience the same life as they did. Data from these interactions explain that every parent is aware of their responsibility to provide for their child's needs, such as a proper education. Even though parents may struggle to afford the costs of their children's education, they still strive to fulfill their responsibilities. The role played by parents towards their children, as seen from the interactions with the parents of juvenile clients, can be analyzed to show that parents have very high expectations for their children.

From the perspective of the theory used, the next theory is the "social support theory," which supports the role theory in providing indicators as measures of parental success. One form of social support provided is emotional support given by parents to their children. When a juvenile client is about to take Parole Leave and reports to the Correctional Facility for the first time, there is emotional support provided by the parents to the juvenile client by picking them up from the Detention Center and accompanying them during their first reporting. The form of emotional support provided by parents to their children is evident in the willingness of parents to accept back their children who have committed crimes. It makes the child feel comfortable and accepted, thus preventing them from repeating their criminal behavior.

Child development occurs through several developmental stages according to age. The theory states that for ages 12 to 18, it falls within the stage of Identity versus Identity Confusion experienced by children aged 10 to 20. At this age, individuals are faced with self-discovery, about who they are and where they will go in life. Correctional Facilities play a role in guiding

juvenile clients and their parents through Correctional Guidance Officers. The understanding of child development theory is also explained to parents so that they can change their way of educating their children to help them find their identity. When this is fulfilled by the child's parents, the child will not repeat their mistakes because they feel comfortable with every activity they do. With the freedom given by parents, juvenile clients are still supervised and controlled. Second, some increase supervision by picking up and dropping off their children when they go to and from school. Third, fostering good communication between parents and juvenile clients so that the child is open to their parents.

With the above data, it is evident that the parents of juvenile clients support their child's development. It occurs after parents understand their role in helping their child find their identity.

The research indicators used to measure the magnitude of the role of parents in preventing repetition of criminal acts by children are:

- 1) Parents provide emotional support to their children (such as giving attention and affection, creating comfort at home, providing encouragement, offering solutions, being a good listener to the child, and accompanying the child when reporting to the Correctional Facility).
- 2) Parents provide appreciation and support for every achievement of their children (praising the child when they excel and supporting every positive activity).
- 3) Parents are open to their children about family issues (such as involving the child in finding solutions to family problems and discussing the family's economic situation with the child).
- 4) Parents increase supervision of their children's social interactions (such as knowing who the child's friends are, explaining when the child's friends are not good influences, setting boundaries/committing to the child's playtime, communicating with the school regarding the child's educational development, and communicating with the Correctional Guidance Officer regarding the juvenile client).
- 5) Family socioeconomic status includes:
 - a. Parental support for children's education (related to school fees, costs for supporting needs such as uniforms, books, extracurricular activities, and pocket money)
 - b. Parents' efforts to meet children's food, clothing, and shelter needs (giving children three meals a day with balanced nutrition, having appropriate clothes to change into every day, and a suitable house to live in)
 - c. The socio-economic status of the family is in high, middle, and low socio-economic status.
- 6) Family Integrity
The condition of family integrity according to DR. W.A. Gerungan (1988) can be seen from the:[13]
 - a. In the family there is still a father, mother, and children
 - b. The intensity of the child's meetings with his parents, for example, if his father or mother or both often leave him for months because of work, can mean that the family is not intact.

- c. Good family interaction, for example, good communication and a family that runs harmoniously. If the family often quarrels and expresses hostility towards each other then the family is not complete
- 7) Mentoring activities
The guidance provided by the Correctional Center through Community Counselors can be well received by child clients and parents of child clients. Apart from that, the policies adopted can make it easier to provide guidance.

It can be concluded that parents play a significant role in preventing juvenile repeat offenses, supported by the guidance provided by Correctional Facilities. Correctional Facilities offer two forms of guidance: self-reliance guidance and personality guidance for clients.

Additionally, Correctional Facilities collaborate with the local Department of Social Services for clients with special needs or when parents are unable to provide sufficient attention and supervision. In such cases, the Department of Social Services assists in providing supervision and skills training for the clients. Recommendations for clients to enter the Department of Social Services require parental consent due to perceived inability to supervise the child adequately. Additionally, approval from the village chief is necessary to provide a referral letter to the Department of Social Services.

For juvenile clients, Correctional Facilities implement policies different from those for adult clients. The policy for juvenile clients does not mandate reporting to the Correctional Facility; instead, Probation Officers are dispatched to visit the clients' homes directly. This policy is deemed appropriate for guiding both parents and juvenile clients. It aims to avoid the negative stigma associated with Correctional Facilities and considers that juvenile clients typically come from lower to middle-class family backgrounds. This approach prioritizes the child's interests in guidance efforts.

The factors that support preventing the repetition of criminal acts by children include:

- 1) The willingness of parents to prevent their children from repeating criminal offenses by:
 - a. Providing emotional support
 - b. Giving recognition and appreciation to their children
 - c. Openness of parents with their children (establishment of good communication)
 - d. Parents increasing supervision of their children.
- 2) Good cooperation between Probation Officers and parents in guiding their children.
- 3) Parents are willing to accept the advice given by Probation Officers to prevent their children from repeating criminal offenses.
- 4) Commitment from Probation Officers to regularly visit the homes of each client.
- 5) Policy from Correctional Facilities that does not require juvenile clients to report but instead conducts direct home visits by Probation Officers.

6 Conclusion

From the results of research conducted by the author, it is concluded that:

- 1) The role of parents in preventing the repetition of criminal acts for children aged 12 to 18 years old at the Correctional Center has been implemented well.
- 2) The low rate of repetition of criminal acts by child clients is supported by, among other things, the Head of the Correctional Center who issued a policy to guide parents and child clients. Using Community Counselors making direct visits to children's clients' homes.
- 3) Supporting factors in preventing repetition of criminal acts by children include:
 - a. There is a desire from parents so that their children do not repeat criminal acts by:
 1. Provide emotional support,
 2. Provide appreciation support to children,
 3. Openness between parents and their children (establishing good communication),
 4. Parents increase supervision of their children.
 - b. There is good cooperation between Community Counselors and parents in guiding children.
 - c. Parents are willing to accept suggestions given by Community Counselors so that children do not repeat criminal acts.
 - d. Commitment from Community Counselors who are willing to make regular home visits to each client.
 - e. The policy of the Correctional Center is not to require child clients to report themselves but to carry out direct home visits by Community Counselors.

7 Recommendations

- 1) Correctional Facilities include or invite parents and juvenile clients when holding celebratory events or during Independence Day ceremonies as an additional form of guidance.
- 2) Enhancing cooperation with third parties to obtain financial or manpower assistance. Correctional Facilities can collaborate with relevant institutions to obtain financial aid and receive manpower assistance by partnering with universities to guide parents and juvenile clients.
- 3) Correctional Facilities collaborate with the community through Probation Officers by conducting outreach programs on the importance of parental upbringing towards children as an effort to prevent juvenile delinquency.

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