

The Dynamics Of Adolescent Self-Concept In Lembaga Pembinaan Khusus Anak Wonosari Yogyakarta

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Abstract. Yogyakarta gets an emergency label by the media. Initially *klitih* has a positive meaning but there is a shift in meaning to negative. This *klitih* action caused social upheaval because this action claimed lives. Individual behavior is determined by self-concept that is dynamic and moves according to the factors that influence it. Therefore, this study discusses the self-concept of young perpetrators of *klitih* in the in Lembaga Pembinaan Khusus Anak Wonosari Yogyakarta and the factors that influence it. This research uses a qualitative method with a symbolic interaction approach. The subjects in this study were three teenagers who had done *clits* and is in LPKA Wonosari Yogyakarta, with sampling using a purposive sampling technique. The results showed that all three subjects had positive self-concepts after being in LPKA. Factors that influence self-concept are the roles of parents, peers, community and learning outcomes.

Keywords: Self-concept, adolescent, *klitih*

Abstrak. Yogyakarta mendapatkan label darurat *klitih* oleh media masa. Awalnya *klitih* memiliki makna positif namun terjadi pergeseran makna menjadi negatif. Aksi *klitih* ini menimbulkan kegaduhan sosial dikarenakan aksi ini memakan korban nyawa. Perilaku individu ditentukan oleh konsep diri yang bersifat dinamis dan bergerak sesuai dengan faktor yang mempengaruhinya. Oleh karena itu, penelitian ini membahas tentang konsep diri remaja pelaku *klitih* di Lembaga Pembinaan Khusus Anak Wonosari Yogyakarta dan faktor yang mempengaruhinya. Penelitian ini menggunakan metode kualitatif dengan pendekatan interaksi simbolik. Subjek dalam penelitian ini adalah tiga orang berusia remaja yang pernah melakukan *klitih* dan berada di Lembaga Pembinaan Khusus Anak (LPKA) Wonosari Yogyakarta, dengan pengambilan sampel menggunakan teknik *purposive sampling*. Hasil penelitian menunjukkan bahwa ketiga subjek memiliki konsep diri yang positif setelah berada di LPKA. Faktor-faktor yang mempengaruhi konsep diri adalah peran orang tua, teman sebaya, masyarakat dan hasil belajar.

Kata kunci: Konsep diri, remaja, *klitih*

According to the World Health Organization (WHO), adolescent is defined with three criteria, namely

biological, psychological, and socioeconomic. Biologically, adolescents are individuals who grow from the first

time they show their secondary sexual signs until they reach sexual maturity. Psychologically, adolescents are individuals who experience psychological development and identification patterns from childhood to adulthood. Whereas socio-economically, adolescents are the one who have transition from fully dependence socio-economic to a relatively more independent situation (Muangman in Sarwono, 2012).

The characteristics of adolescent psychological development are indicated by the existence of explosive emotions, difficult to control, quickly depressed, fight and rebel. The role conflict that is being experienced by adolescents causes uncontrolled emotions. Hormonal conditions also affect the emotional condition of adolescents which is still unstable. Emotions take over the teenager more than realistic thoughts. Emotional stability in adolescents occurs due to the influence of the demands of parents and society, thus requiring adolescents to adjust to their new situation (Unayah & Sabarisman, 2015).

According to Agustiani (2006), the one that affects the process of psychological change is self-concept. The concept of self is a picture that a person

has about himself and it is formed from the experiences derived from social interaction. This self-concept develops from the experience continuously and differentiated. The basis of self-concept is instilled early on in children's lives and becomes the basis of children's behavior in the future. Therefore, knowing the self-concept itself will help to understand and predict someone's behavior (Fitts in Agustiani, 2006).

The self-concept is a view or self-confidence to the whole self, both related to the strengths and weaknesses of self, so that it has a great influence on the overall behavior displayed (Muniriyanto & Suharnan, 2014).

Fitts (Agustiani, 2009), argues that the concept of self is divided into two dimensions, namely the internal dimension and the external dimension. The internal dimension consists of self identity, self behavior and self acceptance/evaluator. However, the external dimension consists of the physical self, ethical-moral self, personal self, family self, and social self.

According to Baldwin and Holmes (Pardede 2008), there are several factors that can influence this self-concept in adolescents, namely (1) Parents as the

earliest and most powerful social contact received; (2) Peers have influence especially in terms of acceptance or rejection; (3) People who consider the born fact that finally embedded to the children; and (4) Learning outcomes.

The adolescent who has a positive self-concept will be able to overcome himself, pays attention to the outside world, and has the ability to interact with his social. Whereas adolescent who has negative self-concepts will think that the success does not derived from himself but he will assume that is due to the help of others, coincidence, or it is just his fortune and usually they have a high anxiety (Beane in Muwanah et al, 2012). In addition, someone who has a negative self-concept usually thinks negatively of himself and it is difficult to find things that deserve the respect in him (Centi, 1995).

According to Hurlock (Tampubolon et al, 2012), someone who has an unrealistic self-concept will have a greater chance of dealing with crime. In addition, there is an increased probability that the child will try to divert their unwillingness with behavior which differs from the pattern in his society.

Deviant adolescent behaviors are a sign that there is no or lack of conformity to social norms, the majority of juvenile delinquency subject is the adolescent aged 21 years. The highest rate of juvenile delinquency occurs at the age of 15-19 years, whereas after the age of 22 years the rate of juvenile delinquency will decrease. There are two groups of violations, namely index violations and status violations. Index violations are criminal acts committed by adolescents or adults, such as robbery, rape, assault and murder. Whereas status violations are acts that are not as serious as index violations, such as fleeing, truancy, free sex and children that cannot be controlled (Unayah & Sabarisman, 2015).

The instances of juvenile delinquency are the act of stabbing, assault, brawl, free sex, drug and liquor abuse, prostitution, abortion, and the brutality of motorcycle gang members (<https://nasional.sindonews.com/read/1258824/16/delinquency-teens1511113926> accessed on May 20, 2019 at 11:10 WIB).

An example of juvenile delinquency that occurs in Yogyakarta is *klitih*. *Klitih* has a routine activity that is *mubeng*. While *mubeng* and they are

seeing the students from other schools who are their enemies can be persecuted without cause or taken to another place, then the attributes of the opposing school are photographed, burned or treated disrespectfully then it will be uploaded to social media (Sarwono, 2017).

Throughout 2016, there were dozens of *Klitih* cases that occurred in DIY province. According to the Yogyakarta regional police chief, Police Commissioner Ahmad Dofiri until the end of 2016 there have been 43 cases of *klitih* recorded in the ranks of the DIY regional police. The most severe case of *klitih* was the case that killed high school students of Muhammadiyah 1 Yogyakarta which occurred on December 22, 2016(<http://www.republika.co.id/berita/nasional/daerah/16/12/29/oiy40x291-puluhan-kasus-klitih-terjadi-di-diy-sepanjang-2016>, accessed on March 14, 2018 at 21.56).

Klitih is used to attribute the behavior of school children who join school gangs and they look for "enemies" or "problems", those who are considered as enemies are students from other schools (Sarwono, 2017). Adolescents who do *klitih* can be seen from three points of view, firstly from human instinct

they have a desire to defend themselves, secondly from an aggressive learning environment also causes adolescents to tend to behave aggressively, and the third physiologically there is a certain nervous system that causes them to tend to behave aggressively (Koeswara in Sarwono, 2017).

According to Koeswara (in Sarwono, 2017), mapped nine factors that might cause *klitih* behavior. Those nine behaviors are frustration, stress, provocation, weapons, deindividuation, environment, obedience, alcohol, and prejudice.

Based on the explanation above, the researcher specifically conducted the research on how self-concept of young perpetrators of *klitih* at Lembaga Pembinaan Khusus Anak (LPKA) Wonosari Yogyakarta and how self-concept factors influence the self-concept of young perpetrators of *klitih*. The problems of the research were "How is the self-concept of young perpetrators of *klitih* at Lembaga Pembinaan Khusus Anak (LPKA) Wonosari Yogyakarta? And what are the factors that influence the self-concept of young perpetrators of *Klitih* in Lembaga Pembinaan Khusus Anak (LPKA) Wonosari Yogyakarta?"

The previous research was conducted by Mery Natha Tampubolon, Nita Fitria and Imas Rafiyah entitled "Overview of Self-Concepts in Adolescents in Rumah Tahanan Klas I Bandung" in 2012. This research method was a descriptive method with a sample of 28 fostered people in Rumah Tahanan Kelas 1 Bandung. The results of this study were 16 respondents have positive self-concepts and 12 respondents have negative self-concepts.

The Method

Subject Identification

The subjects in the study were three teenager perpetrators of *klitih* who were in LPKA. The sampling technique in this study was purposive sampling. Whereas for significant others are people who are close to the subject.

Research Instrument

The data collection method in this research was the semi-structured observation and interview method. The semi-structured interview technique aims to find out the self-concept of young perpetrators of *klitih* in the LPKA in order to find more open problems.

Research Methods

This study used a qualitative-symbolic interaction approach. The aim is

to explore and understand the meaning ascribed to social or humanitarian problems by a number of individuals or groups (Creswell in Creswell, 2015). Symbolic interaction is a process of interaction that is formed by involving language symbols, rules of customs, religion and views (Ahmadi, 2008).

Analysis technique

The research data were analyzed with an analysis technique developed by Cresswell (2015) with the following steps: (1) transcribe the interview by typing field data; (2) read the entire data by searching for the overall meaning and writing special notes; (3) analyze in more detail by coding the data; (4) describe the categories and themes to be analyzed; (5) describe the theme by restating it in a qualitative report; and (6) interpret the data.

Results

1) Internal Dimensions

a) Self Identity

Self identity includes the labels and symbols given to themselves by the individual concerned to describe himself and establish his identity and refer to the question who am I.

KM is the first child of two siblings. KM likes to play futsal, ping

pong and games. KM can play guitar and keyboard musical instruments.

In my opinion ya, I am sometimes obedient and sometimes being annoy to my parents (W1/KM/1 21-23).

JL is the second child of two siblings. JL thinks he is a nice but nosy person. JL has a body weight of around 60 kg and a height of 168 cm. JL likes playing badminton and games as well as math lessons.

TP is an only child. According to SO, TP is a person who likes to joke. TP likes writing, drawing and art and culture lessons.

Such lettering (W2/TP/1 636).

b) Self Behavior

Self behavior is related to an individual's perception of his behavior which contains an awareness of what is done by the self. Self-behavior is closely related to self-identity. KM has a plan to take a law major to gain his future goals, being a lawyer. KM wants to make his mother happy.

JL does not want to do *klitih* again so that he would not be in LPKA. JL wants to be a better person. SO said that JL had a dream to become a soldier and he prepared his physics.

How it is said. Yo, when being noticed is not as bad as people think.
(W3/JL/1 223-224).

TP has a dream of becoming a contracted entrepreneur. In an effort to achieve his goals, the subject continuously saved money given by his mother while he has been visited

c) Self Acceptance / Appraiser

The self appraiser functions as an observer, standard determinant and evaluator. Self-appraiser is an intermediary between self-identity and self-behavior. KM said he was confused to judge himself. KM thinks that he does not like being given an advice by others, even though the person that gives the advice is his parents. KM also feels himself not good at associating with people. According to SO, this subject is a naughty child who often lies.

JL also had difficulty of judging himself. JL thinks he is a quiet and prankster. After *klitih* incident the subject judged himself being a very bad person. According to SO, JL is a child who is merciful and loves to play. But on the other hand JL is also a temperament figure. JL is good at *Kungfu* skill and playing some music instrumentals such bass, drum, and guitar.

TP thinks he is not a good person and tends to be close. TP got the difficulties while mentioning his self-excess. TP likes writing. According to SO, the subjects while in elementary school had a good achievement in academic.

Ya, sometimes he shows his stubbornness, the naughtiness, but it has been better than before (W1/TP/I 112-114).

2) External Dimensions

a) Physical Self

This relates to an individual's perception of his physical condition. The subjects judged there were no excess and weaknesses in their physical condition. KM thinks that his physique is no longer good because the subject has smoked. KM also has a history of wet lung disease.

I'm not physically well anymore (W1/KM/I 33-35).

JL feels that he is almost same but little bigger than the others. JL has a history of asthma disease. TP also said that his physical condition is the same as the others. According to SO, TP's body is bigger than others at his age and has a narrow eye like SO. TP after injuring others will feel dizzy.

b) Ethical-Moral Self

This is about the individual's perception of his relationship with God, satisfaction with his religious life, and moral values that he espouses. The subjects have hopes to increase his worship. KM felt grateful for his life before being in LPKA shown by sharing with others. Even though he now is in LPKA, it does not make KM lose his gratitude. Meanwhile, according to SO, KM is a person who is less grateful. In addition, KM feels that he is not satisfied with his life because he cannot make his parents happy.

I sometimes think that my son is less grateful, he wanted to be like his friends and surely he couldn't. KM is less grateful, what he looks for is something that nothing (W5/HI/I 605/610).

JL feels grateful for his life before being in LPKA because he has many friends. After being in LPKA, the subject still feels grateful for his life. The subject claimed that he has responsibility while in LPKA, namely for self-introspection.

TP admitted that education at his home was considered not really important. TP was grateful for his life before being in LPKA, but TP felt dissatisfied with his life before and after being at LPKA

because he could not be successful, and could not make his mother happy except make his family disappointed. TP is able to take the wisdom of being in LPKA, which is TP to be more diligent in matters of worship such as reciting, praying and making du'a.

Yes, and also it vilified my family reputation W1/TP/1 369-370).

c) Self

This relates to an individual's perception of his personal condition so that it is influenced by the extent to which the individual feels satisfied with his personality or the extent of feeling himself as the right individual. First, KM judged himself as an introvert person. According to SO, KM had changes in his life after he joined his gang. KM also had diagnosed having depression from a psychologist.

According to JL, he is also an introvert person. JL will become a temperamental person if he is mocking by other people but if it were his friend he wouldn't do that. TP thinks he tends to be closed. This subject felt sad because he has been in LPKA. Based on the results of TP observation, he was easy to answer the researcher's questions and not felt disturbed when there were new people at the interview.

d) Family Self

This section shows the feelings and self-esteem of an individual in his position as a member of his family. KM feels that he has responsibility for school. KM, who came from a divorced family and a remarried mother, had never seen his biological father since childhood. KM considers his mother to be a great and compassionate figure. KM has a good relationship with his step-father.

JL said that his family rarely has an activity which is done together hence he does not get close to other family members. In addition, in making decisions JL never asked for consideration from people in advance. For JL there is no family meaning for him. JL only feels getting close to his grandmother.

While with my brother he and I can't be closer and will clash with him (W1/JL/1 61-62).

My grandmother differs from others. She has never snapped at me and loved me so much. (W4/JL/1 383-385).

TP has never met his father before because TP's mother is a rape victim. TP thinks that his mother is a liberating person but still has to be responsible and has a great influence on him. Mother's figure makes TP think twice before doing

something. TP placed his family as an educator and protector and has an important meaning for him.

Mother is everything, hehe
(W2/TP/I 187).

e) Social Self

This section is an individual's assessment of his interactions with others and the environment around him. KM claimed to have a good relationship with his friends because he had just moved to home schooling. KM assesses that his friends in his gang are people who behave badly. In addition, KM feels his gang is like the family and feels his gang friend's solidarity.

Ya, as if one of us is in troubled or otherwise, all of us will also felt is.
(W1/KM/I 123-124).

JL prefers enjoying with his gang compared to his friends around his house because his gang is more humorous and cooler. But JL still thinks that his gang are naughty. JL feels more the solidarity from his gang friends.

TP admitted that he did not have close friends around his house. He did not share his thoughts with friends around his house. In general, TP thinks that he has a good relationship with others. TP thinks

that his gang friends are cooler compared to other friends.

Factors Affecting Self Concept:

1) Parents

According to KM, his mother was not forced in educating him, and the important thing was KM is still learning. KM was educated to be a good person. While at LPKA the subject was supported by his parents. According to SO, KM is similar to his biological father.

JL feels that at home has many rules. The family has hopes to get JL to get ranked in their school. JL feels that in his family he was compared to others.

Sometimes I am being a gruff. So that, his father who told him. Actually, it was because he come late at home. I was recognized that I'm a gruff. But sometimes I help him, I love him. Even we still sleep together (W5/ME/I 323-327).

TP felt the way his mother educated him was as common as others, there is sometimes hard and sometimes soft. However, TP's grandmother often compared TP with her cousins and neighbors. In addition, the subject also felt that her grandmother distinguished himself from her cousin while at home. TP has never met his biological father.

Ya, what I'll say, he did not want to take the responsibilities. He knew

that I was pregnant and he went away until this time. So, taking care of a child is not easy moreover other people had in hand in. TP is so labile, when the first month TP wrote a letter, the letter is still kept. Mom, firstly he apologized. He apologized for making the family got ashamed. As if he can go away, he will look for his father. I just answered him yes. As long as he is in LPKA, what TP said and asked I will answer yes because I don't know what will happen later. TP looks like TP's father, tall (W3/DA/1 428-442).

2) Friends of the same age

KM had received punishment for joining a brawl with his friends. JL feels that his friends influence on him a lot. In addition, his friends are often judged him naughty, especially female friends. So that, TP felt his friends made him braver.

3) Society

Initially our environment, started from the children behind our house, didn't they? Our environment before, now we have a new one. Since September we have been in Notoprajan, before that we was in condongcatur. There were observers. He easily come along, and it can also to the good thing (W5/HI/1 489/497).

KM is easily influenced by its surroundings, so he will easily to be directed towards a good thing. Other people's views of JL are often negative

views, which are naughty and ignorant. TP tried to be a good person because he had been labeled bad by his neighbors because of the case he faced.

4) Learning outcomes

When he was a child, KM had witnessed and still remembered his father was angry and did the violence towards his mother. JL thinks his life is a bleak life. According to TP the home environment is the environment of bad children, because many children are affected by the problem.

Discussion

1. Aspects of self-concept of internal dimensions
- a) Self Identity

All three subjects (KM, JL, and TP) had difficulty assessing themselves, but all of them knew enough information about themselves. KM subject is the first child of 2 siblings, JL subject is the second child of two siblings and TP subject has no siblings. All three subjects are Muslim. The KM subject and JL subject were 16 years old while the TP subject was 15 years old. Based on Fitts theory (in Agustiani, 2009) both subjects can recognize information that is known to individuals about themselves around age, gender, religion, ethnicity,

preferences and occupations that are self-portraits.

b) Self Behavior

All three subjects have their respective expectations both before and after being at LPKA. KM subjects aspire to become lawyers like his step-father. JL subjects who aspire to become a soldier. Whereas TP subject had a dream to become rented entrepreneurs and saved his money to help him achieves his goals. In addition, the three subjects have confidence in their dreams and try with planning to reach their goals. In an effort to achieve the ideal self, the individual must have hope for himself that will be his strength to achieve the desired future (Fitts in Agustiani, 2009).

c) Self Acceptance / Assessment

According to Fitts (in Agustiani, 2009), this aspect has a function as an observer, determinant of standards and self-measurement included in self-esteem. The subject of KM considered himself to be someone who did not like being given advice by others, even though the one that giving the advice was his parents. The subject felt himself lacking in education because his laziness. The subject has potential in the music, which is able to play several musical instruments such as

keyboards, basses and guitars. The subject was judged often lying and naughty by his significant other.

JL subject has difficulty and rarely assess himself. But he thinks that he considered himself to be a quiet and ignorant person. In addition, on the other hand the subject is also a temperament figure so that when being disturbed the subject is indiscriminate. The subject evaluates himself as a person who is closed and can only be open with certain people. After this klitih incident which made the subject must be in LPKA, the subject considered himself to be a very bad person so that it made him be less confident if he was compared with his friends who were not in LPKA. The subject has the potential in the music, which is able to play several musical instruments such as drum, bass and guitar.

The third subject (TP), the subject said that he was not yet a good person and was trying to be better. The subject considered himself to disappoint the family and had not been able to make his mother happy, especially because he was doing klitih and had to be in LPKA. The subject felt himself more inclined to be closed and preferred to write. The subject found it difficult to judge himself. The

subject also has the difficulty finding strengths in himself. The subject has lettering potential.

2. Aspects of self-concept of an external dimension

a. Physical Self Aspects

According to Gunarsa & Gunarsa (2008), physical development will cause adolescents to become rigid in their movements, less flexible so that it can hamper their relationships. Both subjects do not feel burdened by their physical condition. KM subjects consider themselves to have the same physical as the others. But his physique is no longer good because he ever smoked. JL subjects consider himself to have a bigger body since they were in LPKA, although overall the subject of the body is the same as the others. TP subjects assess the physical same as the others. According to significant others, the subject has a larger body than other children in his age. Subject after hurting others will feel dizzy.

b. Aspects of Self-Ethics-morals

Both subjects can perceive their relationship with God, as Fitts said (in Agustiani, 2009) that this aspect is seen with consideration of moral and ethical values. KM subject has a target to be able

to increase their worship. The subject feels grateful for the life he has. The way the subject shows his gratitude is by sharing with others. When *azan*, the subject immediately goes away to do the prayers in congregation. JL subject while in LPKA take pray and memorize alqur'an recitation. The subject felt so grateful for his life before being in LPKA because he had many friends. But, he still feels grateful even in LPKA for having a family who still loved her. In addition the subject also has a desire to school higher while in LPKA.

TP subject is able to take lessons from the existence of subjects in LPKA, that is, if they are not in LPKA, it is likely that they would conduct other behaviors besides klitih. In addition, the subject becomes more respectful of his mother and will think of the consequences of his actions before doing something. For the subject, he can learn more about religion when he is in LPKA, because the subject claims that in his home, religious education is not something important. The subject also reminded his mother not to forget prayer and recite the Holy Qur'an.

c. Personal Aspects

KM subjects are children who tend to be closed to their families. The subject can only be open with parents and close friends. Subjects had experienced severe depression during the second grade subject of junior high school so that the subject received therapy from a psychologist. Changes in the subject felt by the family since the subject joined his gang. The subject becomes more often outside the home than at home. JL subject is a temperament figure so it is easily provoked if it is bad-spoken. The subject also considered himself to be a person who tends to be closed. TP subject thinks that he is more inclined to be closed. The subject felt sad because he was in LPKA. The subject was easy to answer the researcher's questions and did not feel disturbed when there were new people during the interview.

d. Aspects of the Family Self

According to Winnicott (in Puspitasari, 2016) children perceive or give meaning to an external event in accordance with what is in themselves. The children's perception of their father influences their attitude and behavior towards the father. The KM subject met his father when he was at the beginning of elementary school or kindergarten and had

seen his father commit violence against his mother. JL's father is busy at work so that he will only be at home at night while the subject was spending his time with his friends. Whereas the subject TP never met his father, so he has no father figure in his family.

The family aspect shows the feelings and self-esteem of the individual in his position as a family member. KM subject came from divorce families and the subject stayed with his mothers. After the subject had been in the middle school, his mother had remarried. Then, this subject has a step-father. The subject claimed that he did not know what his responsibilities towards his family. His biological father has never been met for a long time. The subject now is currently close to her mother and shares his story with her mother and he also has a good relationship with his step-father. For the subject, having family has an important meaning. The family for him is the people who always support him even though he now is in LPKA.

JL subjects, come from working parents. Both his parents work to meet the economic needs so they have no time at home unless at night. So that he feels he has no intimacy to other family members.

His grandmother as JL said is the one who can get close to him because she has never been angry or snapped at the subject. Because of that, the subject has difficulty to define the importance of having family to him. TP subjects only have mothers. This is because his mother is a rape victim and is pregnant from an irresponsible man. Since he was born until now the subject has never met his father. The figure of the mother has a great influence on him thus he will think twice about doing naughtiness. Hence he places his family as an educator and protector. Family has important meaning for the subject.

e. Social Self Aspects

Calhoun & Acocella (1990) defines aspects of social self as a way of assessing an individual's relationship with others and broader interactions with the surrounding environment. All three subjects assessed the environment in which they lived. For KM and JL subject, the environment around their house was considered normal, however TP subject considered the neighborhood to be a bad boy environment.

KM subject claimed that he did not have close friends at school because he took home schooling. The subject rarely hangs around with his friends around his

house and prefers to play with his gang friends. The subject rated his gang friends as family even though there were good friends and bad ones. JL subject admitted to feel the solidarity from his gang friends. The subject assumed that his gang friends as a humorous and cool one compared to his other friends. But on the other hand the subject also considered that his gang friend was a bad boy. TP subject claimed that he did not have friends around his house. The subject claimed not to be of the same mind with friends around his house. The subject assessed his relationship with others who were in LPKA. The subject also rated his gang friends as cooler than his other friends.

3. Factors Affecting Self-Concept

a. Parents as the earliest and most powerful social contact received by the children, so that whatever is communicated by parents will penetrate more strongly than other information received (Baldwin and Holmes in Pardede, 2008). All three subjects have different family backgrounds. KM subjects from divorced families and mothers remarried. Since KM's parents got divorce, he never met his father. The subject lost the figure of the father in his life. When he was a child, KM often saw his father commit

violence against his mother. JL subject has a complete family, but both parents work. The subject was rigorously educated by his parents. In addition, the subject was forced to be like his friends, good at study and it made him be lazy to study. However TP subject only has single parent, his mother. TP's mother is a rape victim of an irresponsible man. This caused TP can't meet his father since he was born. In addition, TP live with his grandmother and his other family and it made him being compared with others.

Fathers have an important role in the development of their children. The involvement role of fathers in child development will be a threat to child development. The loss of the father's role will result in the child falling into delinquency in children and adolescents, such as dependence on addictive substances and criminal behavior (Dagun in Marsuq and Kristiana, 2017). The three subjects did not have a strong father figure especially in the TP subject who had never met his father.

b. According to Baldwin and Holmes (Pardede, 2008), peers have also an influence on self-concept especially in terms of acceptance or rejection. The role of children in peer may have an influence

on how children perceive themselves. All three subjects have in common, namely not having close friends around his house. The KM subject felt that his gang friends were family and often defended his mother when he forbade KM from hanging out with his gang friends. The subject JL felt that his friends had an influence on him and he was often labeled naughty by his female friends. TP subject felt that the friends in his gang had a great influence on him so he was difficult to have an advice from others.

c. The neighborhood where KM lived before her mother remarried had also an influence on him. According to SO, the subject is susceptible to the environment but he still can be given an advice easily. JL subjects often get a negative view of him, considered naughty and ignorant. Whereas the TP subject since has been proven did the klithi was labeled poorly by neighbors around his house. The society who considers the born facts, actually it will enter important into self-concept (Baldwin and Holmes in Pardede, 2008).

d. Self-concept is the result of learning. Learning can be defined as a relatively permanent psychological change that is a result of experience (Calhoum & Acocella

in Pardede, 2008). The KM subject at an early age saw his father violating his mother. The related to violence that his mother experienced are still remembered by KM. This is also one of the causes of KM having experienced severe depression. The subject JL judged gloomy experiences in his life. While TP subjects live in areas where their children are often affected by problems or labeled naughty.

Conclusion

The first subject's self-concept, second subject, and third subject are positive self-concepts. The self-concept of the third subject was seen when he has been able to accept that he must be in LPKA and the ability of the subject to take the wisdom of himself who is in LPKA. In addition, the three subjects tried to improve themselves while in LPKA and get closer to God. Self-concept factors on the three subjects are the factors of parents, peers, learning outcomes and society. The dominant factor of the three subjects is the parent factor. The three subjects have different family conditions, but there is a similarity, namely the lack of parental figures.

Suggestion

1. Subject

For the subject it is necessary to realize that the actions taken can be detrimental to himself and others, so that after exiting the LPKA the subject will not repeat klitih again and develop their talents and interests when the subjects have a free time. The most important thing, the subjects get closer to God.

2. Family

The family is expected to be able to give warmth, appreciation, give attention and give examples and spread the goodness for each family member and take the time to share stories. It is important in the family to grow and give good values.

3. School

For the school, it is expected to provide guidance for students and direct the students to do positive things and be able to divert students of negative desires. In addition, activities are needed that help children discover the talents and interests of children to help children develop themselves.

4. Society

For the society, they are expected giving a good values and social norms to other members of the community, especially in adolescents who have a tendency to conduct behaviors that deviate

from the prevailing norms. In addition, it is hoped that there will be a communities which can give means for children to divert their energy by carrying out the positive activities and discovering children's potential.

5. Lembaga Pemasyarakatan khusus Anak (LPKA)

LPKA is expected to give a deterrent effect on children who commit violations of punishment and also necessary to provide fostering activities as reinforcement to children who are in LPKA to no longer repeat acts of violating the law. There is a need for character education for children in LPKA. Socialization is needed so that children know what actions are included in violation of the law and as a form of prevention.

6. Next Researcher

For further researchers, it is expected to conduct research from a different perspective and approach. The next researcher is expected to be able to map more psychologically the children of the perpetrators and see the dominant factors.

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