

THE SPIRITUAL BIOPSYCHOSOCIAL AND VALUES IN SOCIAL PROTECTION ON JUVENILE DELINQUENCY

Yuyun Yuningsih¹, Peter Voo², Sumardani³

¹Social Work Department, Universitas Pasundan, Bandung, West Java, Indonesia

²Social Work Programme, Universti Malaysia Sabah, Kota Kinabalu, Sabah, Malaysia

³Social Work Department, Pasundan Universty, Bandung, West Java, Indonesia

¹*yyuningsih27@gmail.com*

²*peter@ums.edu.my*

³*sumardani@unpas.ac.id*

Abstract

The long-term goal of this research is to develop a method of dealing with social problems on juvenile delinquency with a Biopsychosocial - spiritual method as a way to restore the functioning of children affected by legal issues that are being fostered in Class II Sukamiskin Prison. Social protection for juvenile delinquency through various forms of service with an emphasis on aspects of spiritual biopsychosocial is in the best interest of juvenile delinquency in terms of protection in the form of social assistance, social insurance, and empowerment. Even though the child is in custody, but they are also entitled to various kinds of protection and guarantees like other normal children, such as access to education, health, spiritual services, socialization and participating in various other skills and extracurricular activities. All aspects of social protection must support a child's biopsychosocial spiritual needs. Sukamiskin's class II rehabilitation institution which has the authority in the delivery of services to juvenile delinquency must also cooperate with other institutions in providing social protection efforts. The specific target of this research is to provide the best social service efforts for children in order to fulfill children's rights.

Keywords: *Biopsychosocial, Social Protection, Juvenile delinquency.*

1. Introduction

Children are one of the assets to advance the nation. The development of the era makes the mindset and etiquette of children decreases. Not a few cases of children as crime actors in the current era. The level of delinquency of children which is increasing from year to year is caused by several factors. Factors causing child delinquency are trapped in criminal cases and eventually have to deal with the law such as lack of parental attention, circumstances that require children to meet the necessities of life, or even the search for identity.

Some of the factors that cause delinquency in these children often make children fall too deep. The absence of a warning or decisive action against children involved in delinquency will only make children more

involved in delinquency. Things like this can bring up the courage of children to be involved in delinquency that leads to criminal acts.

Lately the number of children's problems in Indonesia is quite diverse. The most frightening thing is juvenile delinquency. Throughout the years 2011 to 2017 there were 9,266 cases. From year to year, the most number is in 2014. Where the number of juvenile delinquency cases reached 2,208. The second highest in 2013 was 1,428 cases. Where the number of juvenile delinquency cases reached 2,208. (NU Online on the online site <http://www.nu.or.id/>)

The child protection case is the case with the most number of detainees compared to other cases. What is meant by a child protection case is a case where the child has committed

a violation of the law, such as a child engaging in an extramarital relationship and the victim is underage, a crime against order (brawl), a murder case committed by a child including criminal acts, theft cases, cases of abuse, and there are cases of immorality, narcotics and extortion committed by children. (Interview, 2018)

Juvenile delinquency are not few in number, continue to grow each year. The high crime rate of children who are in conflict with the law can be seen from the data of special development institutions for Class II children in the city of Bandung. The number of detainees and prisoners when viewed from January to October 2018 totaled 166 people, consisting of 15 detainees and 151 criminal children. The average prisoners are dominated by male prisoners. Based on data from the Second Class Special Development Institute for the City of Bandung in October 2018 there were 50% of child protection cases, 46 cases of crime against order, 16 cases of murder, 21 cases of robbery, 11 cases of theft, 7 cases of abuse, 2 cases of abuse immoral cases, and 2 narcotic cases. (Source: LPKA Class II Bandung report data).

This institution for the development of special children in class II of the city of Bandung is under the Ministry of Law and Human Rights, where the agency conducts an assessment of children who are ensnared in criminal cases. This institution is a place for children to change their criminal future. While they are waiting for their criminal term in LPKA, children still get their rights. The right to education, where LPKA Class II Bandung City provides formal and informal education for juvenile delinquency.

Research related to spiritual biopsychosocial is also conducted by Tria Anjarwati (2016), who examines the impact of spiritual biopsychosocial on Children whose Mother Works. Based on the results of the study it can be seen that the four subjects when working mothers tend to experience problems in aspects of health, psychology, social and spiritual issues such as speak delay, lack of children's ability to socialize, and lack of attachment to parents. In addition, the attachment of subjects left by working mothers is known to have different types of

attachment. Where two of the four subjects who have the type of attachment secure to the mother. While the research that will be conducted by researchers will examine Biopsychosocial Spirituality with Social Protection in juvenile delinquency who are serving a sentence in LPKA Class II Bandung from the perspective of Social Welfare Sciences.

Formulation of the problem

Based on the background of the research described above, the researcher is interested in researching about Biopsychosocial Spiritual Social Protection in juvenile delinquency in LPKA Class II Bandung, by identifying several things that are used as a reference for research:

1. What is the condition of the existing Spiritual Biopsychosocial In Social Protection of juvenile delinquency during the process of detention in the Class II Special Guidance Institution of the City of Bandung?
2. What factors influence Spiritual Biopsychosocial in the Social Protection of juvenile delinquency ?
3. How are the implications of social worker's practices for Social Protection? juvenile delinquency?

Juvenile Delinquency Concepts

Juvenile delinquencies are children who have problems with the law, where the child violates the law or violates the values and norms that exist in society. According to the Law of the Republic of Indonesia Number 11 of 2012 concerning the juvenile justice system, children are categorized into two, there are:

1. Juvenile delinquencies are children who are in conflict with the law, children who are victims of criminal acts, and children who are witnesses of criminal acts. (Article 1 paragraph 2 of Law No. 11 of 2012 concerning the juvenile criminal justice system).
2. Juvenile delinquencies are in conflict with the law, hereinafter referred to as children, are children who are 12 (twelve) years old, but not yet 18 (eighteen) years old who are suspected of committing criminal offenses. (Article 1 paragraph 3 of Law No. 11 of 2012 concerning the juvenile criminal justice system).

Children who are in conflict with the law are part of a community that is powerless both physically, mentally and socially so that in handling it needs special attention (Gultom (2014). Generally, children who are dealing with the law are:

1. Status Offence, which is a child's delinquency behavior which if done by an adult is not considered a crime. For example: skipping school, running away from home, etc.
2. Juvunile Delequency, which is a child's delinquency behavior which if done by an adult is considered a crime or criminal. For example: robbery, raping, sexual harassment, etc.

Juvenile Delinquency Protections

Children are one of the parties who are vulnerable to human rights violations, this can be seen from the actions taken by adults against children and those committed by children themselves. Every child needs coaching and protection, this is to help the child's growth and development to be balanced. Child protection according to Gultom (2014: 40), namely:

Child protection is any effort made to create conditions so that children can exercise their rights and obligations for the proper growth and development of children physically, mentally and socially. Child protection is an embodiment of justice in a society. Thus child protection is sought in various fields of state and social life. This protection is given to every citizen because they are entitled to protection, especially social protection for children. Children have the right to protection so that they can enjoy all their rights.

According to the Law of the Republic of Indonesia Number 35 of 2014 amendments to Law Number 23 of 2002 concerning child protection systems, namely: "All activities to guarantee and protect children and their rights so that they can live, grow, develop and participate, optimally in accordance with the nature and dignity of humanity, as well as being protected from violence and discrimination ". There are targets for protection for children who need special protection, namely children in conflict with the law. Huraerah (2006: 84), explains these

objectives based on the Convention on the Rights of the Child, there are:

1. Not receiving torture or cruel, inhuman or degrading treatment or punishment;
2. There is no death sentence or life imprisonment for persons under the age of 18 years;
3. No child is deprived of liberty illegally. Arrest, detention, and imprisonment must be according to law and only used as a last resort and for the shortest possible time period;
4. Every child who is deprived of liberty will:
 - a) Be treated humanely and respect human dignity;
 - b) Separated from adult detainees or prisoners, unless the contrary is considered in the best interest of the child;
 - c) Still have the right to maintain relationships with parents or family members;
 - d) Have the right to immediate access to legal assistance and other assistance

As well as to question the legality of depriving him of his freedom and get an immediate decision regarding it (Ministry of Social Affairs of the Republic of Indonesia). The target of protection provided to juvunile delequency aims to continue to respect the rights and obligations of the child. As a human being, children are still children who must be protected from all kinds of crimes and violations of human rights, because children have the right to be protected and respected by all parties.

2. Method

This study employed a qualitative research, it is methods to explore and understand the meaning by a number of individuals or groups of people ascribed to social or humanitarian problems". This study contains an explanation of the data obtained from the field then the data is observed and processed and will be explained again in accordance with the results of the study (Cresswell, 2010). Subjects to be examined in qualitative research are called informants. The informants in this study are children who are dealing with law in LPKA Class II Bandung. The informants in this study are not the

subjects who will present their groups, so the number of informants is not about how many or not people can be representatives of a group. The discussion of the participants and the location of the study can cover four aspects stated by Miles and Huberman (1994) in Creswell (2014: 253), namely: Settings (location of research), actors (who will be observed and interviewed), events (what events are felt by actors that will be the topic of interviews and observations), and processes (nature of events felt by actors in the research location).

Identification of locations or individuals deliberately chosen by researchers, the idea behind qualitative research is to choose deliberately and fully planning (purposive select) which means the selection of settings, actors, and the determination of events and processes that are the focus of research are made on the basis of research interests and careful planning so that researchers use purposive sampling techniques. Data collection techniques conducted in research using 1) documentation studies, field studies and in-depth interviews.

3. Result and Discussion

Spiritual Biopsychosocial Conditions and Values in Juvenile Delinquency

Spiritual biopsychosocial is a condition that occurs in an individual that includes 4 aspects namely bio, psychological, social and spiritual aspects. Spiritual Biopsychosocial Conditions of each individual are different. This can be seen from how individuals deal with the problems that occur in themselves and how individuals interact with their environment. For example, problems that occur in children dealing with the law are that at a young age they must face demands from the court. This demand is in the form of confinement in a detention house or can be called a formation institution, where this place is a place to make them deterrent for the mistakes they have made.

Biopsychological Conditions

This aspect is part of the physical condition (bio) of the informant, generally the physical information of the informant as long as there is guidance in addressing healthy, with the condition of the body being cared for both

health and physical. While the psychosocial condition, where this aspect looks at how the psychological condition that occurs in children dealing with the law while in a training institution. In the categorization of psychological conditions consists of five sub-themes in it, including:

Emotion

Emotion is a condition that occurs in every human being. Emotions are not just anger, like what people talk about. Emotions are conscious experiences felt by someone which include feelings of sadness, anger, disappointment, fear, love, annoyance, etc. The emotional condition of each individual is different, like the emotional condition experienced by informant. To find out the emotional condition of children dealing with the law, the following are the results of interviews with informants:

Based on the interview results, the emotional condition of each child is different. This can be seen how children respond to the events they experience. From the results of the interview, the average child is emotional with past events where they are forced to take actions that are not appropriate for children of their age. The reason they did this action was because of the grudges and the disagreements they got from the other party. As a result they are ensnared with the crime cases they now face.

Stress

Stress is not only felt by adults, but children can also feel stress. Children can feel stressed when they feel depressed by the problems they face, are fed up, and so on. The problems that occur in these informants mostly make them stressed because they feel the pressure from various parties and they feel excessive anxiety. Following are the results of interviews with the three informants about the stress conditions they have experienced:

The interview results show that every child has a different stress condition. Like the informant (02), where he is always reminded of his past experiences. This slightly makes informants (02) feel stressed and informants (02) feel bored with the atmosphere in the training institution. Unlike the case with the informant (03), where he does not feel

stressed by his situation, the informant (03) has accepted the consequences that he will face. He resigned to the situation, and he only waited for the day when he was released from the guidance he faced. Whereas the informant (04) had experienced stress when he was still outside the guiding institution. After doing the action, a few days later he felt stressed because of his actions. And while he was at the informant training institution (04) he never felt stressed, because he realized that he was here because of his own actions.

Trauma

Trauma is an emotional condition that develops after a traumatic event that is sad, frightening, worrying, and annoying. Trauma can strike anyone who experiences an unpleasant event in his life. The following are the results of interviews with informants regarding psychological conditions related to trauma:

The interview results explained that the informant had a trauma with his past experience. The informant (02) is still traumatized by the incident that made him have to be in a training institution. When his friends visited the formation institution, the informant (02) often asked his friends about the conditions outside, about the victims he was persecuting, and others.

While the informant (03) was traumatized by what he did in the past. The informant (03) is traumatized if he later enters this development institution, it is enough to deal with things that are related to the law. Same is the case with the informant (04), where the informant (04) feels traumatized by his past experience and behavior. The informant (04) feels guilty about what he did.

Self-concept

The concept of self is an individual's perspective and attitude towards himself. This perspective starts from how the individual views about his identity, self-image, self-esteem, and self-role. Where in this case, the individual has an assessment of himself, this assessment can be either a positive appraiser or vice versa depending on how the individual sees himself. Each individual has a different perspective, this is what will bring up the concept of self in

someone. The results of interviews with informants about self-concepts can be seen as follows:

The answers explain that the self-concepts between informant (02), informant (03), and informant (04) are all the same. They have a negative self-concept about themselves, this is because the informant has a sense of frustration and disappointment with his past behavior.

Researchers have triangulated data sources regarding informant data to prison officers and checked documents on informant data. The results found are differences between the information provided by the officer and the informant's data (documents) and what the informant said.

Hope

Every human being must have the hope to be achieved. Hope is the ability possessed by someone to achieve the goals he had planned before. Hope does not have a form or is abstract, but hope only exists in the minds of each individual, where someone is sure to have hope in his life. Just like children in a formation institution, they have hope in their lives, they want to realize all the hopes they have. The following are the results of interviews with informants about their hopes for the future.

The results of the interview show that everyone has different expectations. Basically they want to achieve that hope in the future, they hope that the hope they have is not just a discourse, but what they hope must come true.

Informant (01) has good expectations for children who are in guidance institutions, especially for informants (02), (03), and (04). Informant (01) hopes that after they get freedom from the demands and they return to their social environment, so that children can become better by not repeating the same mistakes. Then the informant (01) hopes for acceptance from the social environment, especially acceptance from the family.

As for the hopes that children have, they hope that if they are free from prison, they hope to become someone better. They want to

continue education that was left behind, and they want to work according to the skills they have.

Values

The descriptions of juvenile delinquency inevitability place a heavy stress on the delinquent's deviance as well, not only with regard to his behavior but also with regard to his underlying values. The term Delinquency implies employ that does not conform to the legal or moral standards of society, but also usually applies only to acts that, if it performed by an adult, it can be labelled as criminal. The delinquent's values are far less deviant than commonly portrayed and that the faulty picture is due to an erroneous view of the lower class value. A number of supposedly delinquent values are related to those embodied in the leisure activities of the society dominantly. Adolescents society is viewed in general and delinquents in particular as members of the last leisure class may help us explain both the large amount of delinquency in the context of the class structure.

Social Conditions

This aspect looks at the social condition of children while in a training institution. In this aspect, it will explain about how the children (informants) who are in the development institution interact with their social environment, namely dealing with peers and officers at the institution and how they carry out social activities. In the categorization of children's social conditions there are four sub-themes, including the following:

Social interaction

Social interaction is anything related to the relationship between individuals and other individuals or the relationship between individuals and groups and between groups and groups. Social interaction can occur if there is social contact and communication, this is a condition for social interaction. In social interaction there must be a reciprocal relationship or a relationship that can affect both parties. This relationship will always last a lifetime in the social environment. The results of the interview with the informant regarding the informant's social interaction, as follows:

Social interaction that occurs between informants with peers in prison and prison officers goes well. They interact like other children in formation institutions. This is based on answers to questions raised by researchers regarding the informant's social interaction with his social environment.

During their stay at the formation institution, the informant often interacts with their peers, where the informant often tells stories with friends about cases or other matters. Like the results of interviews with informants, namely:

The results of interviews with informants about the social interaction of informants with their social environment, there are good results. Where informants conduct social interactions with peers as well as with officers, there are no problems in terms of interactions with peers or with officers. This result is not only based on the results of the interview, while in the field the researcher also made observations about the social interactions carried out by the informant by observing the activities of the informant in the training institution. The informant's social interaction is not only with peers in prison and officers, before entering the training institution the informant meets his family, and the informant's family responds to the events being faced by the informant. In this case the family feels disappointed with the actions that have been done by the informant.

Social relations

Humans need to do social relations, because humans are social beings who need to relate or relate to other people. Social reality is a social relationship, which is a result of the social interaction of two or more people. This social relationship produces a reciprocal relationship between the two and influences one another. Similar to the children in the formation institution, they need to do social relations with their peers who are in the formation institution or with the officers who are there.

Interview results regarding the relationship of informants with the social environment. The informant's social relations with the social environment are quite good, this can be seen from the good relationship that exists between the informant and peers in the

training institution, where the informant already considers that his friend is like his own brother. This good relationship with peers does not only occur in coaching institutes, before entering the training council informants have established good relations with friends outside. While the informant's relationship with the family is also good, where the informant is close to his family. During his stay at the institution of guidance informants often visited by his family.

From the results of interviews with informants it can be concluded that, each person has a different way of relating or dealing with other people, because everyone has their own uniqueness or characteristics when they deal with the interlocutors. A good social relationship shows how often someone interacts with other parties, and vice versa.

Self-adjustment

Adjustment is a process that includes mental responses and behavior of a person in dealing with demands from both themselves and the environment. This adjustment is a scientific process carried out by anyone. Good adaptation is needed by everyone to deal with all kinds of circumstances that are not in accordance with what he imagined or expected. Likewise, with informants, they must be able to adjust to new people and the new environment that they now live in. As for the results of the interview with the informant, as follows:

Informant (02) states that there is no problem regarding self-adjustment while in a training institution. Informants include children who are easy to adjust to new situations or environments. Before the informant was transferred to this institution, first the friends who were SPK with information were already in this place. Same is the case with the informant (03), where the informant includes children who are easy to adjust and are easy to get along with new friends. There are differences when adjusting to a new environment. According to the informant (04), it is easier to adjust to the training institution now than to the previous training center.

Social activity

Humans are inseparable from social activities, where every human being must do social activities. Social activity is an activity carried out by individuals with other individuals in their environment. The benefits of social activities are adding relationships, growing social life, and adding experience for individuals who do it. The results of the interview regarding the informant's social activities while in the training institution are as follows:

Based on the results of non-participant observations conducted by researchers while in the field that it is true that there are social activities organized by the guiding institution and followed by all children who are in the guiding institution. This social activity is in the form of community service activities which are carried out twice a week. These community service activities are not only carried out inside the building, but are also carried out outside the building, such as children doing community service on the road in front of the building while being monitored by officers.

In addition to community service, there are also other social activities, such as visits from outside institutions or organizations that carry out activities in development institutions and require all or some children to take part in these activities, or activities organized by Ministry of Justice and Human Rights, where some selected children must take part in activities outside the institution while still accompanied by officers.

Social Protection Programs for Juvenile delinquency

- 1) **Education programs;** (1) Special Service School; Special Service School in LPKA, intended for children in the Senior High School education level, parent to Langlang Buana High School (for non-vocational), SMK Negeri PU Bandung (for the Department of Automotive and Workshop) and SMK Negeri Lembang Agriculture (for agriculture, planting and fisheries). This was carried out with the assistance of the West Java Provincial Education Office. (2) Open SMP; The Open Junior High

School in LPKA has its roots in Bandung 08 Public Middle School, this was carried out with the assistance of the Bandung City Education Office, as an implementation of the Memorandum of Understanding between the Indonesian Ministry of Law and Human Rights and the Indonesian Ministry of Education and Culture, Number: M.HH-08 . HM. Special Services (PLK) for children Confronting the Law At LPKA (3) special education schools; The Special Education School in LPKA, is aimed at children in primary school education, for primary school education considering that the age of the child is above the age of elementary school children, so the education level for them is in the form of Package A, through the Community Learning Activity Center (PKBM). The Special Education School, Package A at LPKA Bandung currently has 33 (thirty-three) students.

- 2) **Coaching Program:** (1) Spiritual Mental Development, which every Muslim child is obliged to follow routinely every day through Miftakhul Jannah pesantren education in its implementation in collaboration with various private and Government-related religious foundations. (2) Intellectual Development and National Insight; As for enhancing the intellectual and national insight of the students, the following courses will be held in collaboration with NGOs and participants who care about children, among others: English courses, training in writing articles, providing motivation, etc. For its National Insights through nationalism and leadership education, scouting education, which includes marching training.
- 3) **Sports and Arts Development Program;** Everyday sports activities such as morning gymnastics, while other sports such as futsal, badminton and table tennis are expected to be carried out in rotation, mostly not yet carried out due to limited art and sports equipment owned by LPKA Bandung, for arts that can be done is Calung training, nasyid, marawis, etc.
- 4) **Community/Social Development Program;** To support the Correctional

System that is restoring the unity of life relationships, life and livelihood of children as individuals, and members of the community, in implementing the program for students given: the opportunity to participate in events outside the LPKA which is organized by partners or NGOs and agencies through the Assimilation program, Free Time Leave (FTL), Conditional Release (CR), etc. events that have been followed include: Nasheed Contest for all Prisons and Detention Centers in West Java (1st place).

- 5) **Independence Development Program.** Through the Skills Training program: including tailoring, animal husbandry, motorcycle and car repair shops, landscaping, fisheries, hair scissors, training to make lantern lamps, screen printing, making children's toys from used newspapers, painting, cellphone service courses, etc.
- 6) **Spiritual Mental Development Program.** Mental spiritual development, for Muslims every child is obliged to follow routinely every day through the Miftakhul Jannah pesantren education.

Factors that influence Spiritual Biopsychosocial and Values in Juvenile Delinquency Social Protection

Social environment is an environment where individuals interact with each other, individuals conduct activities and where individuals influence one another. The social environment itself consists of the family environment, the friendship environment such as the school environment, and the community environment. This social environment is a factor that affects the psychological condition of children. This can be seen how the social environment, such as family environment, friendship environment can affect the psychosocial condition of children. This influence can be either positive or negative.

- 1) **Family environment;** The family environment is the first environment or the main environment that can affect the growth and development of children. Children learn a lot about everything from their first environment, where children get their first education from

the family, and children get demands and good examples from the family. The results of the study according to the informant (3) factors that cause why the informant has a bad behavior is the influence of the family environment that is from the informant's siblings. The informant has a brother who apparently likes to fight. According to him this is something that is common or common in the environment. Unlike the case with the informant (4), the factor influencing the psychosocial condition of the informant is the social environment itself, namely the family environment. The influence exerted by the environment is negative. Where informants follow orders from their mothers to do things that are not done by children.

- 2) **Friends Outside the Institution;** The social environment other than the family environment greatly influences the behavior of children. This is evidenced by the results of the interview. The reason why informants do deviant behavior is because the informants are in a social environment or a game environment that is not good for children. This unfavorable environment can affect a child's psychosocial condition to be not good, such as if a child gathers with a community that likes to fight on the street, the child will automatically follow the same thing. Conversely, if children gather with an environment that can give a good influence then he will be influenced and follow him.
- 3) **Friend's Environment in the Development Institution.** Child's friendship environment with peers at a development institution (prison). Every day they always interact and relate because they are in the same environment. The following are the results of interviews with informants, in this environment children provide mutual support and motivate one another. Because they feel that they are the same, they are here because of their past actions

4. Conclusion

The spiritual biopsychosocial condition for juvenile delinquency in LPKA Class II Bandung can be seen in the previous chapter, in this condition there are three categories, there are biological, psychological and social conditions. In biological conditions, looking at a child's physical condition before entering an untreated institution, there are those whose health is not good, because most of them stay up late and drinks alcohol, after being in the health institution they are quite controlled. The psychological condition of the researcher looks at how the child's emotional condition is when the child is outside the institution and inside the institution. There is a difference between them. As long as they are in the institution of coaching, children can easily control their emotions differently when children are outside.

Children experience stress when they get a judge's ruling stating that they must undergo criminal prosecution for their case. During their stay at the formation institution, children have a negative self-concept of themselves. Children feel disappointed and sad to see his current condition; they also regret what has happened. The existence of a negative self-concept makes children tend to lie to others. In addition, children have hope for their future, they hope that after finishing this criminal period they can become better human beings, and can make their family happy, can continue their education and have better jobs according to the skills they have.

While social conditions, children have good interaction and social relations with their environment, that is they often interact with officers and also their peers who are in special development institutions for children. In addition to interacting with officers and peers within the formation institution, children also interact with families. The spiritual condition of children while at the institution becomes very good, because they are required to follow religious routines, prayers, lectures and others.

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