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Children in Conflict with The Law: Understanding the Risk and Protective Factors and its Implications for Prevention Efforts

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Abstract

Data and facts from the media show that the problem of children who conflict with the law is still a daily consumption. This phenomenon of child problems requires serious attention and handling from various parties. The impact of the behavior of children in conflict with the law is not only on the victim but also on the perpetrator himself, the family, and society in general. This article is directed to answer the question of how the risk, protector, and implications for child prevention efforts conflict with the law. This study is based on the study of literature from the perspective of social construction which views that conflict with the law as the reality of the interaction of the individual child and his environment. Social construction recognizes that psychological and sociological aspects work together in combination and this helps create and shape individual realities. The everyday reality experienced by the individual is a reality that affects the response of his/her attitudes and behavior. Individual behavior is a picture of the behavior of people who interact with them. Children generally grow up in four contexts where they interact with others for a long time, namely family, school, peers, and community environments. The four environmental contexts are not only risk factors but become protective factors for the occurrence of child behavior in conflict with the law. References to this paper are sourced from books, journals, and other reliable sources and have an element of novelty both from within Indonesia and from abroad. This paper is intended to be a concern and awareness for various parties so that finally the prevention efforts carried out have the maximum impact and cases of children who conflict with the law are not repeated.

Keywords: children, conflict with the law, social construction, perspective

Introduction

The rise of child crime or criminal cases that still occur recently has raised the concerns of various parties. In the United States, children who commit crimes are at risk of entering the world's largest prison system and the United States has imprisoned more children than any other country in the world. Nearly 1.5 million children were incarcerated in the United States at the end of 2018. (Sociology, 2020). In 2019, 696,620 children were arrested in the United States. Every 45 seconds there is an arrest on a child or teenager (Children's Defense Fund, 2021; Department of Justice, 2020).

In Indonesia, nationally, cases of children who committed crimes or criminals accumulated from 2011 to 2018 were recorded as many as 11,116 cases. Commissioner of the Indonesian Child Protection Commission Putu Elvina put the number of children who became perpetrators of crimes in 2011

reached 695 children. Meanwhile, in 2018, the number of children who became criminals increased dramatically to 1,434 children (Koran Sindo, 2019).

In some areas, the number of crimes committed by children has increased. As in Bengkulu, the increase in ABH cases from 2020 was estimated at 65 cases to 80 cases from January-December 2021 (Antara, 2022). In Karimun Regency, Riau Islands in 2021, ABH cases were recorded at 23 people. Of these, 13 of them were cases of theft, 7 cases of sexual intercourse and obscene acts, 1 case of theft by force, and 1 case of persecution (K. Siregar, 2021).

One of the cases occurred in West Java involving one 16-year-old called AS along with three other perpetrators who have aged AJ (24), R (31), and M (32). AS was invited by his friends to rape a 15-year-old female victim, resulting in the death of the victim. Before the rape, the perpetrators drank oplosan-type liquor along with the victim (Maulana, 2021).

Based on these data and facts, the number of cases of children as perpetrators of crimes from year to year has increased. A child who should have studied and played but has dealt with the law. Therefore, the handling of the problem of children who conflict with the law is critical to be resolved.

Dilulio, (1995) with his thesis "*super-predator*" argues that juvenile crime will become increasingly violent and truly become an epidemic over the next few decades. It's a "*Crime Bomb*" waiting to explode. Meanwhile, Krohn et al., (2015) argue:

... we are underscoring the notion that juvenile delinquency is a global problem and, more importantly, that scholars and practitioners have much to learn from other countries.

The World Youth Report asserts that while every society has established rules to guide behavior and maintain order, deviations are inevitable. Traditional behavioral guidance and poor relationships and lack of socialization carried out, make young people at risk of becoming naughty/delinquent (Nations, 2003; Nyarko et al., 2019).

The behavior of children who conflict with the law not only harms the victim but harms the perpetrator himself, his family, and the community. The child will lose his freedom when arrested and detained by the authorities in the justice system, the opportunity to get bad influence due to his detention, lose his opportunity to complete education, and difficulty determining his future career (Farrington & Jonkman, 2021; Nyarko et al., 2019; Singh, 2022; StudyCorgi, 2020). For families, having children/family members who conflict with the law causes trauma. This can lead to instability and insecurity for other family members. In addition, the family must meet the needs of the child during the legal process and pay a lawyer. The family must also pay compensation for the victim who was harmed. For the community, the existence of child behavior in conflict with the law causes insecurity because the cases that occur are usually related to cases of sexual abuse, drug abuse, and the involvement of gang/delinquency groups (Singh, 2022; StudyCorgi, 2020).

The purpose of this study is: First, to find out how risk factors and child protection conflict with the law. Second, how the implications of policies and practices for child prevention efforts conflict with the law. While the benefits that can be obtained from this study are the description of risk factors and child protection that conflict with the law and obtained the implications of policies and practices of efforts to prevent children's problems that conflict with the law. The hypothesis proposed in this study is that the behavior of children in conflict with the law is a socially constructed reality.

The discussion in the article begins with the ideal conditions of human development and the impact of the child's failure to resolve the crisis. Furthermore, the discussion about the social construction of children who conflict with the law, the definition of children who conflict with the law, and its characteristics both internationally and nationally in Indonesia. Furthermore, the discussion about the discussion of risk factors and the protection of the occurrence of child behavior that conflicts with the

law. Then the debate closed by discussing the implications of policies and practices for efforts to prevent children's problems that conflict with the law in Indonesia.

Literature Review

Children should be able to grow and develop in the stages of natural development until they grow up. Erik Erikson divides the stages of human development starting from the stage 1) Oral-sensory (Basic trust vs Mistrust), 2) Muscular-anal (Autonomy vs Shame, doubt), 3) Locomotor-genital (Initiative vs Guilt), 4) Latency (Industry vs inferiority), 5) Puberty and adolescence (Identity vs Role confusion), 6) Young adulthood (Intimacy vs Isolation), 7) Adulthood (Generativity vs Stagnation), dan 8) Maturity (Ego integrity vs Despair) (Crawford & Walker, 2007; Newman & Newman, 2012; Salkind, 2002; Siegler et al., 2014; Sudbery, 2010; Wormer, 2007). But in fact, children cannot carry out roles according to the stages of development because they are entangled in the case they experience. This of course affected his social functioning as a child. The child is in crisis and every crisis should be resolved before the child enters the next stage of his life (Salkind, 2002). Failure in solving this crisis will affect the child's ability to deal with the crisis in the next stage (Wormer, 2007).

Social Construction

Social construction is a theory that developed widely after Berger & Luckmann, (1966) wrote *The Social Construction of Reality*. Berger and Luckman explore how individuals create knowledge, understand the world around them, and build reality and views of themselves. Reality refers to the state of things as they are and includes everything that can be observed and understood. Reality in this sense refers to how people see and understand the world around them, how they understand themselves, and what they see, feel, and believe as reality. Social constructs recognize that psychological and sociological aspects work in combination (the shared influence between nature and nurture) and this helps create and shape individual realities (Teater, 2010).

When a social constructing approach is used, we value each person's life experiences and recognize that each individual can experience very different situations, especially when a person is influenced by social and/or cultural values. Social construction recognizes that everyone has a different and unique view of reality. Other people's views of reality can be understood through the use of language. Therefore, the use of language both verbally and non-verbally plays an important role in the interaction of daily life in the construction of individual reality.

Everyday Context

Berger & Luckmann, (1966) We see that everyday life plays an important role for the individual. The reality of everyday life is recognized as reality. Reality is understood in the individual consciousness. The knowledge that exists and is shared becomes a common truth that can be accepted by each other. This daily life cannot happen without continuous interaction and communication between each other. So that the natural behavior of the individual is following the natural behavior of other individuals. Behavior is displayed because of behavior that is considered accepted by the audience based on general knowledge and meaning that is understood by many people.

There is a connection of meaning that individuals understand with meanings understood by others in their environment because they share. Reasonable behavior is behavior that is consciously agreed upon referring to the average person in general. So that knowledge that is generally agreed upon is the knowledge that is encountered regularly in normal daily life. Berger & Luckmann, (1966) explained:

Most importantly, I know that there is an ongoing correspondence between my meanings and their meanings in this world and that we share a common sense about its reality. The natural attitude is the attitude of common-sense consciousness precisely because it refers to a world that is common to many men.

Common-sense knowledge is the knowledge I share with others in the normal, self-evident routines of everyday life (p.37).

Considering that the child is an active learner, he always explores knowledge and adds experience in interaction with his environment in everyday life. It is undeniable that the family is the first environment for children. Parenting and family factors, parenting style, attachment, family atmosphere and dynamics, and parental supervision are factors that affect the growth and development of children. In unnatural and problematic situations, children are also faced with the reality of everyday problems that they often encounter. Children tend to respond to the stimulus that he always faces and then become knowledgeable and experienced for them. For children, the family environment is a mirror of how they should behave and behave.

Some of the results of research that has been put forward before the show that the cause of the emergence of deviations in children's behavior is parental factors and the family environment. This reinforces the theory of social constructivism that the everyday reality experienced by the individual is a reality that influences the response of his attitudes and behavior.

Situations of quarrels, acts of violence committed by parents and other adults against children, children see violence committed by parents/families to others can be behavior that is considered right based on the child's knowledge and experience. Similarly, a friendly environment is an important factor in creating a reality for children. The association of friends who are familiar with violence and deviant behavior tends to form violent and deviant behavior as well. So that children consider violent behavior and other deviant behavior as reasonable behavior and acceptable to others.

When the child encounters a situation that assumes that his deviant behavior is a problem then the child is faced with another reality. The change between a 'no problem' situation and a 'problem' situation and vice versa raises new knowledge and experiences for the child so that it becomes a reality for the child.

This change between everyday reality and other realities occurs in each individual for both children and adults. Berger & Luckmann, (1966) call it '*The Paramount reality*'. The change between realities is characterized by the rise and fall of the curtain on the big screen of a cinema. When the curtain is lifted, the audience is invited to watch the 'other world', and when the curtain comes down then 'return to reality' originally. Beauty, religion, violence, terror, fear, love, and affection are the realities of everyday life that come back and forth. Which reality dominates the child? The answer goes back to the theory of social construction: that reality is both created and shaped by individuals and society.

Face-to-face Situations

The individual acquires knowledge through the interactions he has with the environment. The reality of everyday life according to Berger & Luckmann, (1966) is the life of sharing experiences and the most important thing in sharing is the face-to-face situation in social interaction. In face-to-face situations can be directly given a response based on the stimulus given and so can the opposite process. Like a mirror, an individual's behavior is a picture of the behavior of people who interact with him.

Current technological developments allow face-to-face meetings not only to be done directly '*face to face*' but also can be done through various technological media such as televisions, computers (*Personal Computer and laptops*), and even mobile phones (*smartphones*) with various applications that support them. Technology allows individuals to receive a variety of stimuli from a variety of sources and different parts of the world '*here and now*'.

Hacking, (1999) in a report on the interaction of children with the screen '*The Child Viewer of Television*' stated that children are not passive actors who act only as 'spectators' but rather 'observers' of active television shows and even expert. This phenomenon is considered a social problem. The child dissolves into the violence he sees, becomes a good target consumer, and away from sports and educational activities. Then not only television, but children also interact with computers and video games.

Facilities make it easier for children to access various information and knowledge both educational and entertainment. Television, especially paid television with various entertainment programs such as films, presents violent spectacles, pornography, and other content that is considered deviant including *Lesbian, Gay, Bisexual, and Transgender* (LGBT). Mobile phones (*smartphones*) are mainly based on *android* and *the internet* with their social media applications provide unlimited interaction with others and various types of games that are not suitable for children.

Without good supervision from parents and other adults, this can backfire on the child. One of the studies conducted by Purnamasari & Sabrina, (2020) on the behavior of children addicted to online games states that games are done continuously to make children behave aggressively and commit other deviant acts such as theft.

Language Usage

Language is more than just a way of expressing oneself but also a center of interaction between humans that produces knowledge and phenomena. When humans talk to each other, constructs are awakened. Social construction experts understand that language has a role in psychological and social life (Burr, 1995). Vygotsky, one of the constructivist figures, considered that human activity is distinguished by how much use tools. For Vygotsky, language is a very important tool for social interaction and the construction of knowledge. Vygotsky argues that language is the first external tool for children to use to communicate. Furthermore, children will have discussions internally, developing concepts or *self-talk*. In this case, then language becomes a tool for the self and its regulation (Jordan et al., 2008). Vygotsky developed his view that a language is a cultural tool. Every human activity is carried out through language and other cultural tools (Vygotsky, 1978).

The problem of children conflicting with the law is the result of learning and interaction of children with their environment both in direct communication and observation. Interaction occurs through the use of language and other tool systems. This interaction uses language and other tool systems such as writing, movies, symbols, names, images and so on that develop all the time in line with cultural development.

Hassan & Azman, (2014) found that lacking literacy skills, poverty and socioeconomic conditions caused the younger generation to engage in criminal behavior and be in an unhealthy conditions. Meanwhile, Mokiwa & Tlale, (2015) wrote that the link between low literacy or not having education skills and criminal behavior has been the subject of discussion for a long time. Children who grow up without guidance and a good education often become criminals for not seeing a clear direction in their lives and/or not finding a good job. Better education offers many opportunities for the younger generation compared to criminal behavior. Good guidance and education are the basic things to be able to become good citizens of society. One of the toughest barriers to handling children in conflict with the law is overcoming literacy deficiencies.

According to The National Assessment of Adult Literacy, two-thirds of students who cannot read fluently by the end of fourth grade will end up in prison or (trouble with) well-being. *The U.S. Department of Justice* points out that more than 85% of all youths involved in the justice system and more than 60% of all district inmates are functionally illiterate. According to The National Adult Literacy Survey, 70% of all incarcerated adults cannot read at the fourth-grade level. This means they don't have the reading skills to guide many everyday tasks (Kirkland, 2019; Troyatms, 2016).

The Children in Conflict with the Law

The term children in conflict with the law can vary depending on the context of the problem and the culture of the society in which the phenomenon occurs. The terms used related to children who conflict with the law can be teenagers, young offenders, street urchins, gangsters, young criminals, abandoned children, and community dregs (Ancheta-templa et al., 2004). The term that is commonly used also to describe the problem of child *delinquency* is juvenile delinquency. *Juvenile delinquency*

can be defined as the actions of minors who violate the rules of conduct of society contained in the law (Farrington & Jonkman, 2021). A juvenile is a person under 18 years who conflicts with the law' (Nyarko et al., 2019).

Children in conflict with the law is a child who has been 12 (twelve) years old, but not yet 18 (eighteen) years old and who is suspected of a criminal offense (Undang-Undang Republik Indonesia Nomor 11 Tahun 2012 Tentang Sistem Peradilan Pidana Anak, 2012). Behavior that is contrary to the law is in line with antisocial behavior such as theft, robbery, violence, destruction, and drug use, including other deviant acts such as bullying, careless driving, drinking, and casual sexual association.

The cause of a child in conflict with the law is caused by several factors. In general, problems are caused by two factors, namely children and the environment (Davies, 2011). Another study that describes the causes of juvenile delinquency is weak social supervision (*social control*) carried out by families and schools (Junger-tas et al., 2004), there is a correlation with moral considerations (Tarry & Emler, 2007), parenting style (Aini, 2011; Nur Utami & Raharjo, 2019; Palmer & Hollin, 1997; Rosyidah, 2017; Sofa, 2015), more influenced by peers and lifestyle (Oyserman, 1993), the existence of a subculture of delinquency (Breznitz, 1975), ineffective interactions within the family (Suharto et al., 2016), family problems and want recognition from his group (Dewi et al., 2017), self-concept as a teenager and emotional tension (Yulianto, 2014), as well as the influence of attachment with peers and fathers (Fitriani & Hastuti, 2016).

Another study conducted by Unayah & Sabarisman, (2015), explains the cause of delinquency in children due to internal and external factors in the child. Internal factors are identity crises and weak self-control. While external factors include family problems, peer influence, and a poor environment. Meanwhile, N. S. S. Siregar, (2015) stated that the cause of child delinquency is due to lack of parental supervision, the child's self-factors being immoral and having no religious basis, and the indifference to the environment. Then Setiawan et al., (2020) explained that in studying children who conflict with the law, four aspects need to be considered, namely 1) the family environment, 2) the peer environment, 3) the community and cultural environment, and 4) the social media environment.

Methodology

This study is a literature review with guidance using social construction theory that considers that social problems are socially constructed realities. The literature that is a reference for researchers is sourced from books, journals, reports, and other reliable sources and has an element of novelty.

Researchers tell the references published in the last 10 years but if there are more than 10 years ago then the reference is classified as still relevant and needed. Researchers look for references from search engines such as *Google*, and *Google Scholar* even directly to reputable journals at the national and the international level. Researchers conducted reference searches using keywords: *children in conflict with the law*, *child delinquency*, *child crime*, *children in conflict with the law*, *juvenile delinquency*, and *social construct*.

Discussion

Berger and Luckmann state that reality is constructed by everyday social interaction through social systems, cultures, and interpersonal processes (Przemieniecki, 2017). Ray Surette explains that social construction is built from four sources of knowledge obtained by people, namely personal experiences, human relationships (such as family and friends), institutional relationships (such as schools, religious institutions, and government), and media (such as news, literature, and film). These four sources are important in establishing a social construction perspective because it focuses on human relationships and how those relationships influence people in looking at reality (Przemieniecki, 2017; Surette, 2015).

This is in line with the explanation that children generally grow up in four contexts where they interact with others for a long time. These contexts include family, school, peers, and society (Davis, 2017; DeLisi & Vaughn, 2016; DeMatteo & Marczyk, 2005; Farrington & Jonkman, 2021; Farrington et al., 2013; Farrington & Welsh, 2007; Junger-Tas et al., 2012; Krohn et al., 2015; Loeber et al., 2017; Nyarko et al., 2019; Oyserman, 1993; Pratiwi & Handayani, 2013; Sarwirini, 2011; Setiawan et al., 2020; N. S. S. Siregar, 2015; Suharto et al., 2016).

Risk and Protective Factors Children in Conflict with the Law

Risk factors predict an increased likelihood of violations later in life. Protective factors predict a decrease in the likelihood of violations later in life or tend to negate the effects of risk factors (Farrington & Welsh, 2007). Risk factors and protective factors will be explained in order related to personal factors, family factors, school factors, peer factors, and community factors.

Personal factors

Each individual has risk factors as well as protective factors (Farrington & Jonkman, 2021). Various studies show that personal factors that are at risk cause children to conflict with the law, namely internalization problems, drug use, aggressive behavior, and sexual behavior (Loeber et al., 2017). Study results by Farrington & Welsh, (2007) conclude that low mortality, impulsive personality, and lack of empathy for others are characteristics of individuals at risk of becoming offenders. In other research conducted by Farrington & Jonkman, (2021) In five European countries, Great Britain, Netherlands, Germany, Croatia, and Cyprus, 25,000 respondents showed that smoking, drinking alcohol, hashish use, and depression were positively associated with violence and delinquency.

Other risk factors at the individual level include gender and age. Studies based on data from North America, South America, Europe, Asia, Africa, and Australia revealed that men show higher levels of problematic behavior than women. There are clear differences between men and women in terms of responsibility and involvement in antisocial behavior also seen in various behavioral disorders and other antisocial conditions. Among these diseases are caused by factors that are genetic, hormonal, neurological, and psychosocial (DeLisi & Vaughn, 2016).

Related to age risk factors, younger adults, especially adolescents and young adults, are disproportionately involved in crime as perpetrators and victims compared to older adults. Hanson & Bussiere (1998) conducted a meta-analysis of 61 studies of sex offenders involving more than 23,000 participants, finding that young age significantly predicted sexual recidivism, nonsexual violent recidivism, and general recidivism. Another meta-analysis study conducted by Cottle, Lee, & Heilbrun in 2001 of 23 studies used 30 predictors of delinquency among more than 15,000 adolescent participants who found that the two strongest predictors of recidivism — the age at first police contact and age at first commitment — were associated with the effects of reverse age. A common repetition throughout this meta-analysis is that young age is a strong risk factor for antisocial behavior (DeLisi & Vaughn, 2016).

Don Andrews and his team have identified factors closely related to antisocial behavior and criminal behavior called *criminogenic factors* related to personal factors: 1) having personal attitudes, values, and beliefs that support crime; 2) having a history of antisocial, aggressive, and violent behavior; 3) personal temperament; 4) have problems with his education (Krohn et al., 2015).

Research on protective factors is not as much a risk factor for the appearance of delinquency or behavior in conflict with the law. It is mentioned that one of the risk factors is the low intelligence of the individual then the protective factor is the high intelligence. It was tested by Hakan Stattin, Anders Romelsjo, and Marlene Stenbacka in a 1997 (Farrington & Welsh, 2007) survey of more than 7,500 men enlisted in Stockholm for military service. They identified men with behavioral risk factors, including police contact, poor school behavior, skipping, running away from home, and drug and alcohol abuse. They also measured family risk factors, including low income, single-parenting families, paternal alcohol use, and psychological problems. Stattin and his colleagues found that, among those

with behavioral or family risk factors, high intelligence and emotional control predicted a low prevalence of adult punishment.

Family factors

Family is the first social context a child interacts in. Risk factors in the family of delinquency of children or children who conflict with the law include weak parental supervision, conflicts in the family, the family has a history of previous problematic behavior, and parents who support problematic behavior (Farrington & Jonkman, 2021). Rolf Loeber and Magda Stouthamer-Loeber 1986 conducted a complete review of family factors as predictors of violations. They found that predictors in families of abuse were poor parental supervision, parental rejection of children, large family size, low parental engagement with children, parental conflict, and antisocial parents (Farrington & Welsh, 2007).

Based on studies from various studies by Farrington & Welsh, (2007) further group family factors into six categories: (1) criminal and antisocial parents and siblings; (2) large family size; (3) childcare methods (poor supervision, poor discipline, cold attitude and rejection, low parental involvement with the child); (4) violence (physical or sexual) or neglect; (5) conflicts of disturbed parents and families; and (6) other parental characteristics (young age, substance abuse, stress or depression, working mother).

Other research in the Indonesian context was conducted by Setiawan et al., (2020) on children who conflict with the law as perpetrators of terrorism find that the family has a contribution when the child commits an act that is against the law. Family violence, wrong treatment and parenting of children, and parents being *role models* and even inviting children to commit deviant acts are factors that influence children to commit acts in conflict with the law.

In addition to being a risk factor, the family is also a protective factor. The family becomes a protective factor against children who conflict with the law when the family reduces the risk and overcomes the child's problems. The family gives attention, love and affection, protection, and security to the child so that the child learns social aspects, rules, norms, and values. Children learn to control behavior and have personal and social skills. Another protective factor is the existence of family attachment, the family provides opportunities to engage in pro-social activities such as gathering, chatting with the family, engaging in family decision making, and being able to convey freely when having personal problems. The family also rewards the child when doing something well. Supervision is one of the roles important to be done by parents, especially in adolescence (Farrington & Jonkman, 2021; Farrington & Welsh, 2007).

School factors

Risk factors for the occurrence of the behavior in conflict with the law in children's school environmental factors include low achievement, bullying, low commitment to schools, and schools that are not organized (Farrington & Jonkman, 2021). Another study was conducted by child psychiatrist Michael Rutter and his colleagues in 1979 in London. The findings are that schools with high levels of delinquency tend to have high rates of skipping school, low-skilled students, and parents from low social classes. Rutter and his colleagues found that the main factors in schools associated with delinquency were the number of penalties and the low number of awards given by teachers in the classroom. Michael Rutter 1983 conducted a review and found that academic emphasis, good classroom management, careful awarding and punishment, and student participation were important features of a successful school (Farrington & Welsh, 2007).

A 1990 longitudinal study by Stephanie Kasen, Jim Johnson, and Patricia Cohen in New York examined the effects of different dimensions of school on changes in children's behavioral problems over time. They found that high school conflicts (between students and teachers, or between students and other students) predicted an increase in behavioral problems. Conversely, a high academic focus in school (e.g., emphasizing homework, academic classes, and assignment orientation) predicts a decline in behavioral problems and can therefore be considered a protective factor (Farrington & Welsh, 2007).

Regarding protective factors in schools, Farrington & Jonkman, (2021) found that protective factors for children who conflict with the law in the school environment are opportunities given by schools to engage in pro-social activities and the appreciation of schools for involvement in pro-social activities. While (Krohn et al., 2015) wrote a protective factor in the school environment, namely (1) the positive relationship of students with teachers; (2) students' awareness of school rules and perceptions of fairness; (3) students' perception of the "ownership" of their school; (4) a positive classroom and school environment focus on student understanding; and (5) school security interventions aimed at improving the physical environment of the school.

Peers factors

Various studies have been conducted to show the connection between peers and delinquency behavior and conflict with the law. Terence Thornberry and his colleagues in 1994 in the *Rochester Youth Development Study* and Delbert Elliott and Scott Menard in 1996 in the *U.S. National Youth Survey* as well as Terence Thornberry and his colleagues in 2003 concluded that there was an influence. reciprocity, between bonding with a naughty friend that causes mischief and mischief that leads to relationships with naughty friends (Farrington & Welsh, 2007; Krohn et al., 2015).

Another study conducted by Sara Battin and her colleagues in 1998 with the *Seattle Social Development Project* explained that abuses committed by young people increased after they joined gangs. Rachel Gordon and her colleagues in 2004 in the *Pittsburgh Youth Study*, showed substantial increases in drug sales, drug use, violence, and property destruction after a boy joined a gang, but then a decrease in frequency after Leaving the gang. Terence Thornberry and his colleagues in 2003 in the *Rochester Youth Development Study* as well as Uberto Gatti and his colleagues in 2005 in a *Montreal longitudinal-experimental study* found that children commit more offenses after joining a gang (Farrington & Welsh, 2007).

Research in an Indonesian context was conducted by Fitriani & Hastuti, (2016) on correctional students at one of the special child development institutions who found that attachment to peers affects juvenile delinquency. Teenagers who are attached to peers engage in many negative behaviors and even conflict with the law such as drinking alcoholic beverages and fighting.

Risk factors for the occurrence of children who conflict with the law with peers are alienation and low social commitment, attitudes that support problematic behavior, early age involvement of problematic behavior, and involvement of peers in problematic behavior. While the protective factors of peers are related to delinquency and behavior in conflict with the law, namely belief in the moral order, social skills, and religiosity (Farrington & Jonkman, 2021).

Community factors

Various studies have been conducted to find a link between society and the occurrence of delinquency or other deviant behaviors carried out by children and/or adolescents. Among them is a study conducted by Sampson and colleagues in 1993, Sampson and colleagues in 1997 that has found a complex relationship between poverty and crime, and between social disorganization and violence (Krohn et al., 2015).

Krohn et al., (2015) write down the characteristics of society associated with violence including concentrated poverty; housing mobility and high population displacement; family disorders; high density in housing and population; weak local social organization; few social resources owned; weak intergenerational bonds in families and communities; weak control over groups in society; low participation in community events and activities; and the chance of violence.

Other risk factors for the occurrence of child delinquency and child behavior that conflict with the law in society are disordered society, and free circulation of prohibited goods (cigarettes, alcohol, and other illegal drugs). While the protective factors for the occurrence of child delinquency and child behavior

that conflict with the law in society are the opportunity and appreciation for children's involvement in prosocial activities. Nevertheless, appreciation for prosocial involvement in the community is a real protective factor for the occurrence of depressive symptoms, but not for violence in adolescence (Farrington & Jonkman, 2021).

Conclusion

Children are not only a product of themselves but also an environmental product. Daily interactions that occur between children as individuals and their environment be its family environment, friendships, school or society form a social construction for children. Individuals actively build knowledge and understanding through a synthesis between the knowledge that has been possessed and new information.

Children who conflict with the law are seen as social constructs resulting from the individual child and the environment. The environment shapes how individuals think and behave, and how individuals perceive, interpret and accept meaning as experiences. Experience is the result of social interaction and the use of language.

Efforts that need to be considered and made in handling children's problems that conflict with the law are creating a good environment and stimulus for children in every environment that interacts with children. An environment that supports the growth and development of children reasonably so that children avoid exposure to the negative influences of violence, pornography, liquor, illegal drugs, and other negative influences.

The need to optimally increase the role of parents and families, educational institutions, communities, and governments including mass media and social media in the protection and welfare of children. Academics and/or researchers can follow up by conducting a more in-depth study of children who conflict with the law and how their interaction with the environment causes children to commit deviant and unlawful acts.

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