

Learning About Crime (A Study on Children in Conflict with the Law at LPKA of Palembang, South Sumatera, Indonesia)



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Abstract:- *Crime by adults may not be so astonishing. This will be different if it is committed by children, especially in relatively serious crimes, such as sexual crimes, murder, robbery, and others. This research focuses on how children learn about crime, which eventually makes them Anak yang Berkonflik dengan Hukum (ABH) – an Indonesian term for Children in conflict with the law – placed in Lembaga Pembinaan Khusus Anak (LPKA) – an Indonesian term for juvenile detention center – of Palembang. This study is based on the assumption that criminal behavior is learned, as stated by Edwin Sutherland in his Differential Association theory. This research uses qualitative perspective to find the depth of the background, actors, life, and the learning processes that influence children to commit crime. The subjects of this study are children in conflict with the law, LPKA officers, and activists of child’s rights. The data was collected through in-depth interviews, observations to ABH, and extraction of secondary data related to number and type of crime committed by children. Children who are detained in LPKA of Palembang mostly come from lower middle-class families and dropouts. The results of this study show that children learn to commit crime from peer groups, social environment, and mass media. It can be concluded that being selective in choosing peer groups and developing a positive social and family environment can protect children from being involved in crime.*

Key words: *children in conflict with the law, children, crime, criminality*

I. INTRODUCTION

A. Background

Cases involving children as the criminal make us horrified. The description about them as innocents living in a world of joy and laughter, untouched by negativity, naive, inexperienced in life, and plain as white paper, *tabula rasa* in John Locke’s language (Magee, 2012), becomes very irrelevant.

Child or children according to Indonesian Law on Child Protection no. 23 of 2002 (KPPPA, 2003) are defined as individuals under 18 years old, including those who are not born. This discussion wants to see the lives of children who

then commit crimes and stated guilty by the authorities. According to the Indonesian Law of Juvenile Justice System no. 11 of 2012, children who commit crimes are called *Anak yang Berkonflik dengan Hukum*, abbreviated as ABH, translated as children in conflict with the law, similar with juvenile delinquents. They are children between twelve and eighteen years old who are allegedly committing crimes. ABH do not show up out of nowhere. They are the result of socialization and imitation process, indicating that mistakes happen during their growth and development process into adults. The phenomenon of children with crime is impossible without being formed by situations and social environmental conditions (Ayar, Lotfi, & Noorae, 2012). Crime committed by adolescents is basically the product of the society with all the upheaval and social dynamics in it. The behavior or characteristics of an individual is highly dependent on education or socialization. The values of crime in children are culturally transmitted from one generation to the next (Lilly, Cullen, & Ball, 2015) and transmitted by the physical and social environment of the children. This is inseparable from the conditions of the socio-cultural environment in which children were raised and how they saw and studied crime. Therefore, this study focuses on how crime is seen and learned by children, whether consciously or not.

B. Research Question

Based on the background above, the question of this study is "how does the value and transformation of criminal behavior occur in children in conflict with the law?"

II. LITERATURE REVIEW

A. Relevant Studies

This research sees the lives of children who will later be involved in legal cases and found guilty by the authorities. According to the Indonesian Law of Juvenile Justice System, those children are called children in conflict with the law. Several studies have shown that factors that make children perpetrators of crime are individual and non-individual factors. In cases of children being perpetrators of crime, non-individual factors are important aspects that make them involved in criminal activities. Some of the non-individual factors are family condition, socio-economic background, peer group environment, school, and even the state.

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With various social issues surrounding the lives of children, it is not surprising that they are then involved in actions that violate values and rules of law. Thus, we can emphasize that children who commit crimes are not only perpetrators of crime but also victims of crime. They are victims of the poor socio-economic life, situations, and friendship conditions, schools, and, most importantly, families.

Family is an important factor for child's life. There are numerous studies finding that family is a powerful driver for crime. Traditions, life philosophy, attitudes, roles, and daily habits of the family are important aspects in shaping children's behavior. (Mullens, 2004) showed that the absence of a family (either entirely or not, i.e. without a father or without a mother) affects the crime committed by children. Researchers also found that crime by children was even higher in families without mothers. (Chng, Chu, Zeng, Li, & Ting, 2016) specifically showed characteristics of families that make children committing crimes. According to (Chng et al., 2016), intact and properly functioning families have a lower risk of creating children who commit crimes. Conversely, families with tendencies of crime and conflict are very easy to create children who are accustomed to drugs and alcohol. Poor parenting and family management also tend to make children grow up with crime.

Gottfredson and Hirschi (1990) in *A General Theory of Crime*, in addition to emphasizing the importance of self-control in each individual in choosing to commit a crime or not, paid more attention to how parents and families build a conducive environment and relationship to socialize a good self-control for children since they were little. They said that children with neglectful and ineffective parents tend to be impulsive, insensitive, physical (contrary to mental), risk taking, narrow minded, and nonverbal. Therefore, they tend to be involved in crime and other bad actions.

Furthermore, it was also explained that in reality these children tend to have a bleak future due to lack of self-control. They are not only interested in crime, but they are not interested in school. They tend to drop out, are unable to compete, tend to lose their jobs, and tend to be in a number of other failures. On the contrary, Gottfredson and Hirschi explained that parents who pay attention to good resources monitor their children and give them punishment for their wrong doings, so the children's self-control to resist the temptations offered by the world of evil will develop, and they are able work hard to achieve success in schools, workplaces, even in marriage (relationships with the opposite sex) (Lilly et al., 2015).

Besides families, (Walters, 2016) showed other aspects outside the family that can make children become criminals; they are social environment (neighborhood) and peer group. Wrong environments and weak social controls make children have the tendency of behaving aberrantly. (Kartono, 2017) added that children's criminal career is fostered by their bad and evil surrounding environment, exacerbated by schools that are less attractive to them, which sometimes inhibit their personal development. Association with other delinquent children involved in crime is a key concept for understanding the causes of juvenile crime and delinquency. The longer the children get along with delinquent children and the more intensive their

relationship with them, the longer the learning process will be. Children become delinquent, and the differential association becomes increasingly intense. This condition is very easy to happen in children and adolescents because their mental structure is still unstable. This intense interaction eventually forms its own subculture, where the culture that emerges in the midst of existing systems is more inclusive.

Furthermore, Cohen (1955: 121) in (Lilly et al., 2015) showed another aspect outside the family and friendship environment that cause children to become perpetrators of crime; it is marginalization, including economic conditions and school environment, a condition unfavorable for children. According to Albert K. Cohen, marginalized lower-class youth seek to succeed and achieve a status in society in general. Schools adhere to middle class values, one of the main obstacles. Poor children are lacking in initial socialization and resources to compete with their peers from wealthier families, so "their status is rejected in respectable communities because they cannot fulfill the criteria of having honorable status". Cohen also said, in lieu of the middle-class standard, these children used values that contradict the values of society in general. If the community generally adores ambition, responsibility, rationality, friendliness, good self-control, and respect for authority, these children will replace them with behaviors that violate those principles. Therefore, statuses will be achieved by people who are lazy, like to harass authority, like to fight, and like to destroy property for "sensation".

These social problems outside the children's self-influence their overall development process. Aspects that encourage children to engage in crime are very complex, so the crime they commit is not merely their fault. This is exacerbated by various legal dilemmas. Many children are found guilty by the court, criminalized, and must be placed in prison together with adults because not all regions have conducive counseling facilities for children in conflict with the law.

B. Theoretical Framework

The theory of this study refers to the Differential Association Theory of Edwin H. Sutherland, one of the foundations of this research. The discussion will continue to the social learning theory of Akers, who did further research on Sutherland's theory.

Edwin Sutherland introduced Differential Association Theory in the late 1930s (Tibbetts, 2015). Sutherland is the most influential criminologist in history. His theories and assumptions are widely discussed, both by pros and cons. Not surprisingly, Sutherland is a criminologist with the most citations (Friedrichs, 2017), 10,332 in Google Scholar and 3344 citations in 2010 (Friedrichs, 2017). Sutherland's phenomenal theory of crime which is very often discussed is Differential Association Theory, so (Rebellion, 2012) called this theory as "the most influential perspectives in modern criminology, serving as the foundation for more recent versions of social learning theory."

Differential Association Theory assumes that criminal behavior is something that does not occur suddenly but is learned during the process of interaction with the community. Unlike Shaw and McKay who focused on young people and teenagers, Sutherland formulated his theory and research more generally, so it could see all aspects of crime, not specific to certain conditions of crime.

This theory assumes that individual's, including children's, exposure, knowledge, and skills in crime make them more likely to imitate and do so. This criminal behavior is learned from what is called as "significant other" such as family, playmates, and peer groups. There are nine principles or propositions in this theory, written in his book *Principles of* (Sutherland & Cressey, 1960). They are:

- a. *Criminal behavior is learned*
- b. *Criminal behavior is learned in interaction with other person in a process of communication*
- c. *The principal part of the learning of criminal behavior occurs within intimate personal groups*
- d. *When criminal behavior is learned, the learning includes (a) techniques of committing the crime, which are sometimes very complicated, sometimes very simple; (b) the specific direction of motives, drives, rationalizations, and attitude*
- e. *The specific direction of motives and drives is learned from definitions of the legal codes as favorable or unfavorable*
- f. *A person becomes delinquent because of an excess of definitions favorable to violation of law over definitions unfavorable to violation of law*
- g. *Differential association may vary in frequency, duration, priority, and intensity*
- h. *The process of learning criminal behavior by association with criminal and anticriminal patterns involves all of the mechanisms that are involved in any other learning*
- i. *While criminal behavior is an expression of general needs and values, it is not explained by those general needs and values since non-criminal behavior is an expression of the same needs and values.*

Tibbetts (2015) argued that the most interesting principle of the nine Sutherland's principles is that criminal behavior is learned. This means that learning process is the basis of criminal behavior, overturning previous assumptions or theories such as Lombroso's famous born criminal theory, Goddard's feeble-mindedness theory, and Sheldon's body type theory. Sutherland was the first to say that criminal behavior is the result of normal social processes when individuals mingle with the wrong people. The mistakes are not on them. Through associations with criminal-oriented people, whether parents or playmates, an individual will choose to engage in criminal behavior because that is what he has learned, Sutherland said.

If someone receives more pro-criminal information and values than the anti-criminal ones, that person will inevitably be involved in criminal activity. Sutherland also claimed that this learning only occurs during interactions with significant others, not through TV, film, radio, or other media.

In the early 20th century, the time when Sutherland built his theory, most academics and society at that time believed

that there was something not normal or different about crime. It is important to understand that the cultural context at that time shows other popular theories related to crime, such as Sheldon's body type theory and IQ-related theories assuming that people with low intelligence tend to commit crimes. These theories developed along with Sutherland's Differential Association Theory, which says that, essentially, there is something wrong with individuals who commit crimes (Tibbetts, 2015).

The general assumption of Sutherland's theory is that crime is learned as other behavior in general. The learning process and mechanism of crime is the same as those of other things, such as daily behavior, obtained through social interaction with family and friends, not through reading books or watching TV. How many of us learn to play basketball or other sports by reading books? (Tibbetts, 2015)

Virtually no one learns to do sport this way. This is somewhat different from the "current" world, where social media, the internet, and mass media play an important role in inspiring people's lives. Internet and social media are important parts of people's daily life. They cannot live without the internet and social media. The media often claims that perpetrators of crime are inspired by news, television, and even tutorials presented on the internet. These media can be repeatedly accessed anytime and anywhere. However, Sutherland put more emphasis on significant other as the shaper or criminal behavior. This is understandable because the influence and involvement of mass media and the internet at that time were not as massive and broad as they are now.

Another note about Differential Association Theory is that this theory is very positivistic, like early theories in biology and psychology. Sutherland clearly believes that if an individual has been well exposed to information about lawlessness, he will commit a crime. People's choice of committing crime is determined by their social interaction with people who are close to them. Thus, differential association theory can be seen as something very positivistic, deterministic, just like Lombroso's born criminal theory and Goddard's feeble-mindedness theory, which says that biological or psychological traits are not criminal causes, but social interactions and learning processes are. Sutherland claimed that individual differences in biology and psychology do not play much role in criminal (Tibbetts, 2015). From the description above, this study sees the problems of crime by children through differential association theory. Sutherland's theoretical framework is only used as a guidance. Some of the Differential Association Theory principles or propositions used in this study are (1) criminal behavior is learned; (2) criminal behavior is learned through interaction with others through communication processes; (3) the main part of criminal behavior learning occurs in close personal groups. It is undeniable that Differential Association Theory's principles or propositions are still too general. However, the general assumption that children are involved in crime from learning processes can be used at least as a starting point.

A bad social situation is very instrumental in giving a bad influence to children, especially if it is repetitive and simultaneous. In other words, the conditioning process or habit formation process of children occurs both consciously and unconsciously. In his theory Sutherland did not emphasize the aspect of mass media in criminal value learning process. This may be very irrelevant to the current conditions since the role of the internet and social media is very massive and intense.

III. METHODS

A. Type of Research

In line with its focus, this qualitative research uses a phenomenological approach (Creswell, 2016), (Denzin & Lincoln, 2011) because this research explores and understands meanings perceived by actors in the context of children as criminals, their life and the social-cultural settings. The descriptions about their experiences and daily lives, starting from their involvement in crime to their legal processes, are important and interesting in this study, in addition description of how they understand and build social relations with their surrounding community, including responses and acceptance of the community to them.

Therefore, this study uses a phenomenological approach, which does not focus on the causality but focuses on the exploration of the way people have their experience and the meaning of the experience for them (Hasbiansyah, 2008) (Nindito, 2005). (Creswell, 2016) stated that phenomenology in constructivist paradigm seeks to build understanding, participants' diverse meanings, social and historical constructs, and new concepts, theories, or approaches.

B. Research Location

This research was conducted in the LPKA of Palembang, the only LPKA in South Sumatra, located in Pakjo Palembang, close to Adult, Male, and Female Prison. ABH from various regions in South Sumatra whose case has been officially decided is being held here.

This LPKA is also used as a temporary place for children who are waiting for their judicial process while their cases have not been decided. The children should be placed in *Lembaga Penempatan Anak Sementara* (LPAS) or Temporary Children Placement Institutions. However, because LPAS is not available in South Sumatra, they who should be in LPAS must be placed in LPKA.

This LPKA was once called a Juvenile Prison. After the enactment of Law Number 11 of 2012 concerning the Juvenile Justice System, the word *prison* should not be used because of its negative connotations, replaced with LPKA. It is a place or institution where children spend their time for their crime. In addition, an image of a scary prison gradually diminishes.

Based on the results of the observation, the atmosphere of LPKA of Palembang is fun with parks and fountains, as well as classrooms for learning. There are also several spaces for activities that are converted into classrooms, where ABH in LPKA students in general.

Children placed in LPKA of Palembang still have to get formal education through a special schooling program. They

receive the same diploma and can continue their education, even go to work after finishing the sentence. Not all ABH follow this program. Only those with a sentence of more than one year joining it. Those with sentences of under one year will not get any effective result should they participate in the program. The policy of doing otherwise disrupts the administration, especially regarding attendance and consistency in attending it. This special schooling program in LPKA of Palembang is the first, or even the only, program in Indonesia and in the world. To join this program, ABH should submit some documents such as report cards from previous schools, letters of recommendation from the family, and letters of recommendation from previous schools.

This special program comes in three levels: elementary, middle, and high school; each is adjusted to the latest diploma of the ABH placed in the LPKA. This education is free, in line with the free school program as enacted by Governor Alex Noerdin. The free school program was then seen by LPKA as an opportunity to provide schools for minors there by partnering with public schools around the LPKA, but the learning is carried out in LPKA. The partner schools are SDN 25, SMPN 22, and SMAN 1 Palembang. ABH has the same rights and obligations as regular students, including the diplomas they will receive.

This special education for ABH in LPKA makes the institution frequently visited by various parties, both for comparison or regular reviews, from inside and outside the country.

C. Informants and Data Collection Techniques

This study uses primary and secondary data. Primary data includes those that are acquired directly from the research sources, i.e. the key informants, as well as data obtained from in-depth interview and observations. The secondary data includes those related to the situation and the condition of the child protection, including photos and documents related to the social reintegration of minors committing motorcycle robbery. Thus, the data collection technique will later be conducted through in-depth interview, observations and documentation with the following explanations.

In phenomenological study, in-depth interview is a technique for collecting main and important data since it explores the experience and the understanding of the research subject (Hasbiansyah, 2008).

The in-depth interview of this study was conducted to key informants, who are key figures involved in the institution and organization in regards to the handling of children cases and crime; they are the LPKA, Bapas, and KPAD of Palembang, P2TP2A of Palembang and South Sumatra, activist of child's right, and others. Furthermore, to obtain data about the experience of children as the perpetrators of crime, other in-depth interviews were also held to the juvenile delinquents, including their relatives such as parents and close relatives to obtain additional data in regards to the research context such as how the children were raised, how are their environments, and what fostering pattern that influence their lives.

The informants of this study were determined purposively, adjusted with the research objective and scope. Before the interview, the researcher formulated an interview guidance as the data collection instrument. This guidance only helps maintain the focus of the interview without making it awkward. Uncovered aspects remain to be used as data and important finding to be added to this study.

During the interview the researcher made notes to keep important aspect recorded and to ease the report writing. Whenever taking notes is impossible to be done, the researcher also used voice recorder for back up in order to obtain detailed and complete data. The tapes of the interview were then converted into transcript.

The observation was conducted by inspecting the environment where ABH do their daily activities in LPKA of Palembang, events they are engaged in, and the way they do their activities in LPKA. Here the researcher only acted as an observer.

The documentation was conducted by collecting secondary data relevant with the research focus. The collected secondary data includes convicted children (AP) in Indonesia, cases of juvenile delinquency being presented in the State Court of Palembang, and the profile of ABH in South Sumatra. The data comes from various institutions that handle ABH such as Bapas, LPKA, police department, P2TP2A of Palembang and South Sumatra, National Statistics Agency, prosecutor general, Center for Gender and Children Study (PSGA), and the Office of Woman and Children Empowerment of Palembang and South Sumatra. The data contains number of minors specifically in crime, video tapes, interview recording, field note, and pictures relevant with the focus of this research.

D. Data Analysis Technique

In general, the analysis of this study refers to (Creswell, 2016), who described a linear and hierarchical approach, built top-down. However, it is not rigidly applied making it more interactive where stages are interconnected and not following the presented arrangement.

The analysis took place in the initial phase of the research, during the research, and during the conclusion drawing. The analysis during the initial phase of the study was conducted by formulating basic research assumptions related with the literature review in the proposal preparation. During the data collection phase, raw data in forms of interview transcript, field report and notes, and others were obtained. The field data was arranged and prepared in such a way for analytical purpose. The researcher read the entire data after they are arranged. This stage is important so that the researcher can understand the research context better and identify any other details that must be gathered. The next stage is giving codes to the acquired data manually without the help of computer program. Then the data was regrouped based on each type and description.

Specifically, data themes regarding the involvement of ABH in crimes, their childhood experiences, family background, reason of becoming delinquents, their understanding about the experience of being convicted, the way they perceive themselves, and their daily lives were analyzed by considering their life history. The chronological

aspect of child's life is very important to be written in detail to make a rich and deep analysis.

The next stage is connecting between themes and descriptions. The final stage of this analytical process is interpreting meaning from the arranged themes and descriptions. During the analytical process the researcher validated the accuracy of the information (data triangulation) to ensure the accountability of the data.

E. Data Triangulation

One of the important parts in any research is cross-checking the data for accountability. This activity was conducted through data triangulation, which in this study was conducted through data source triangulation (Cilesiz, 2011), (Creswell, 2016). This was done by presenting "different" or "negative" information and confirming it to other sources.

Since the data collection process, either in interviews, observations, and documentations, triangulation has actually begun. Documented data was cross-checked through in-depth interviews and the reading of documentation data. The interview data was also cross-checked with observation and documentation results. The results of the in-depth interview with several sources was also confirmed to other informants, including elaborating equivocal data.

IV. RESULTS AND FINDINGS

A. The Life Background of the Children

1) Education

Most ABH in LPKA have problems in education. They are mostly dropouts who are not academically achieving, skipping schools, making troubles at school, and moving schools frequently. The reasons of their dropouts are the long distance between their house and school, the lack of motivation, and the lack of control from parents.

Despite their dropping out, some of the children spent their time working in informal sector such as becoming land mower in plantations, carpenter, or other jobs generally done by adults. Nevertheless, there are some of them who did not continue their education and became unemployed.

After being detained in LPKA as ABH, most of the children continue their education in the institution, either in elementary, middle, or high-school. They are very welcome with the education program offered to them. Aside from being a time killer during their detention, this program provides diplomas and positive hope for them after doing their sentence.

2) Economy

Besides low educated, most ABH in LPKA come from lower middle-class families. Although some of the ABH come from upper middle-class, but their number is very few. The parents of ABH work as farm labors in rubber and oil palm plantations and rice fields, farmer, small shop owner, and other informal jobs.

This economic background was identified from interviews with ABH, confirmed by the statements of LPKA officers who stated that “ABH in this institution are “*anak kolong*” (an Indonesian slang referring to economically unfortunate children.”

3) Family

ABH usually receive insufficient attention from their nuclear family, especially parents, who are busy working in plantations and others from early in the morning until evening.

Several cases indicate that the physical presence of nuclear family does not exist due to divorced parents (broken home) or due to educational reason where they have to leave their houses to live in boarding houses or live with their relatives such as uncle, gran parents, etc. They usually have to leave their houses when they are entering middle-school. However, there are children who have to separate with their nuclear family since they are toddlers due to either education or broken home.

Most ABH have been familiar with violence since their childhood, committed by their parents for the reason of educating them.

Another factor that also shapes the family background of ABH is their family members. One or more members of their nuclear and extended family is a criminal. One of the interviewed ABH mentioned that his father is a drug dealer, some of his uncles are respected and feared gang members, and some of his cousins are actively involved in crimes such as drug dealing and motorcycle robbery.

4) Social and Friendship Environment

The social and friendship environment where ABH were engaged in are bad for their growth. Their social environments are permissive, ignorant to positive values and norms. There are even villages where ABH live whose people are common to commit motorcycle robbery, accustomed to drug abuse, keeping illegal firearms. There are also villages with *Organ Tunggal* culture, where people hold music party, either *dangdut* or electric music, from morning to morning. They usually hire barely dressed singer in the context of Eastern culture, and people from all age groups are coming to watch. Riots and crimes frequently happen during the show because when the night comes alcohol and drugs are consumed, including by minors. That is when everything tends to be out of control, and crime such as fights, riots, and even murder occurs. One of the ABH informants was trapped in this situation until finally he committed a murder.

Friendship environment is also bad for minors. They make friends and mingle with others who smoke, consume drugs and alcohol, addicted to pornography, drop out from school, etc.

B. Learning About Crime

Learning about crime in this context is not the same as learning science at formal and informal schools and education institution. Learning itself is a process, which means that children are not necessarily involved in crime, without previously identifying it. Thus, crime appears as what Sutherland has said, “*criminal behavior is learned*”.

Further Sutherland said that “*criminal behavior is learned in interaction with other person in a process of communication*”. In the case of ABH in LPKA of Palembang, children started to know crime and be permissive when they get along with the wrong people and entering the wrong environment. The intense interaction between ABH and the wrong situations, values, and people drive them to commit crime. Ari, a pseudonym, for example, were involved in a first-degree murder, sentenced eight years in prison. He was just sixteen when he committed the crime. Living in a boarding house far away from his parents, he mingled with peer groups that are accustomed to drinking and smoking, until one day he was driven to commit the felony. Before taking out his victim, Ari and his friends studied his victim and the surroundings, agreeing his task of stabbing the neck using a knife. Ari did not resist the contract for murder since he needed money to buy alcohol and cigarettes as well as fulfilling his needs.

Sutherland continued his proposition by saying that “*the principal part of the learning of criminal behavior occurs within intimate personal groups*”, relevant to the following case of Robet, a pseudonym.

Robet was still sixteen when he was caught for his crime. He used to go out with his friends, meth addicts. He robbed motorcycle and had a firearm. The money he got from the robbery was used to buy meth. He even said that the living of the people in his village was made from robbing motorcycle. He said, “We culturally are mostly robbers. It is a habit. Our people think that dead is better than living, we do not think that long”. Therefore, it is not surprising that Robet know what motorcycle robbery is since he was so young, something common in his village. Authorities and prominent figures in his village did not take it as a problem as long as the people did not rob people of their own. A week before *Eidul Fitri*, people in his village, especially motorcycle robbers, did not sleep at night. “If somebody is sleeping, it means that he does not want money”, he said. There were many people passing his village for homecoming. Robet and his gang once got ten to twenty motorcycle in a season before the holiday came.

The robbery was usually done outside his village. Before starting his action, he studied his victims, their appearance and the motorcycle’s license plate. “If the victims wear shoes, helmet, and taking big luggage, they usually people coming from far away (not people around the area). But if the casually dressed, I do not take a chance. They are people from around here”, he said.

Besides motorcycle robber, meth consumers are also common in his village. Robert said, “It is something casual, nobody will bother, as long as you do not have meth parties in public”. According to Robet, meth is consumed widely, even by kids. He found a fourth-grader in his village using meth. Some of his friend and villagers died from overdose, one of them was a fifth-grader. He added that police did not come to his village for the math problem because all villagers agreed on rejecting them.

Another common thing that can be found in his village is the possession of firearms. Most people in his village, including kids and him, have them, bought from a thug in his village, recently known died. The thug is a star in his village, having connections with firearm dealers from other area. The firearm is house-produced coming from a regency in South Sumatra sold starting from 1.5 million rupiahs.

Robert's case shows that his crime was committed in a very young age because of his intense relationship with crime climate or social and friendship environment that adores crime. In a condition where children enter the wrong environment, parents and adults around them tend to be ignorant and absence to prevent them from entering it although signs that shows misconducts start to show. For example, in case of drug users, minors keep asking money and keep lying to their parents just to buy drugs. Another sign is when valuables are gone, taken by the kids to be sold to buy drugs. ABH should not be seen literally on the perspective of applicable law. They are legally guilty, but, more than that, they are victims of unfavorable situation and condition that are not supportive for their positive growth and victims of adults around them. As in the case of child drug dealer, Bobi, a pseudonym. He was a user, turning into a dealer under his female drug dealer neighbor's influence by saying that being a user only would not make him go anywhere further and that he should be a dealer, according to Bobi

V. CONCLUSION

One of the factors that is quite influential in crime learning process is peer group and environment. There are many children who receive bad treatment end up doing bad conducts after being exposed by the wrong environment. This is exacerbated by poor control by parents (family) and the inability of family to run its function to protect, educate, and develop the positive characteristics of children. Another aspect that makes this situation a vicious circle is the poor economy and education of the society, causing crime to flourish including among children.

Parents and families should make children as the main focus of their effort, so they can give the best for the interest of their children in order to prevent them to enter the bad social environment. Furthermore, building positive physical and social environment for children's growth should be prioritized by the state, so the importance of children can be realized, developed, and fostered together by family, society, and state.

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