

**PSYCHOLOGICAL EXPERIENCE OF JUVENILE OFFENDERS
IN THE CORRECTIONAL INSTITUTIONS IN INDONESIA**

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PSYCHOLOGICAL EXPERIENCE OF JUVENILE OFFENDERS IN THE CORRECTIONAL INSTITUTIONS IN INDONESIA

ABSTRACT

Juvenile offenders receive several disadvantages of their conditions. Therefore, the mental health needs of juvenile offenders are more prevalent than the general adolescent population. This condition worsens due to difficulties understanding their experiences from their own voice. This study aims to focus on the psychological experiences of juvenile offenders while residing in correctional institutions in Indonesia. Hence, the findings of this study can be implemented as a tool to increase awareness and provide in-depth information to improve their well-being. The qualitative method was conducted with a purposive sample of six juvenile offenders in three correctional institutions in Indonesia. Interpretative phenomenological analysis was utilized to identify recurring themes and patterns in the data. Six main themes emerged from the analysis: (1) dissatisfaction with family interaction; (2) emotional numbing; (3) restrictions in decision making; (4) having positive emotions about decision making; (5) transformation to positive behavior; (6) motivation to avoid crime. This study observes shifts and adaptations in psychological experiences over time, as well as the crucial role of juvenile offenders' background, peers, staff, family members, and engagement in activities in the correctional institution. Further research is warranted to explore the post-release experiences of juvenile delinquents to examine whether the benefits of detainment were attained.

PENGALAMAN PSIKOLOGI PESALAH JUVANA DI INSTITUSI PEMASYARAKATAN DI INDONESIA

ABSTRAK

Pesalah juvana sering menghadapi pelbagai cabaran psikologi akibat keadaan mereka, menjadikan keperluan kesihatan mental dalam kalangan mereka lebih ketara berbanding populasi remaja umum. Keadaan ini diburukkan lagi oleh kesukaran memahami pengalaman mereka dari perspektif sendiri. Kajian ini bertujuan untuk meneroka pengalaman psikologi pesalah juvana semasa menjalani hukuman di institusi pemasyarakatan di Indonesia. Dapatan kajian ini diharapkan dapat meningkatkan kesedaran serta menyediakan maklumat yang lebih mendalam bagi memperbaiki kesejahteraan mereka. Kajian ini menggunakan pendekatan kualitatif dengan pemilihan sampel bertujuan melibatkan enam pesalah juvana dari tiga institusi pemasyarakatan di Indonesia. Analisis fenomenologi interpretatif digunakan untuk mengenal pasti tema dan corak yang berulang dalam data. Hasil analisis mendapati enam tema utama: (1) ketidakpuasan hati terhadap interaksi keluarga; (2) kebas emosi; (3) sekatan dalam membuat keputusan; (4) emosi positif berkaitan dengan pembuatan keputusan; (5) perubahan ke arah tingkah laku positif; dan (6) motivasi untuk menghindari jenayah. Kajian ini menyoroti peralihan dan penyesuaian dalam pengalaman psikologi pesalah juvana dari semasa ke semasa serta peranan penting latar belakang individu, rakan sebaya, kakitangan institusi, ahli keluarga, dan penglibatan mereka dalam aktiviti di institusi pemasyarakatan. Penyelidikan lanjut diperlukan untuk meneroka pengalaman pasca-pembebasan bagi menilai sama ada manfaat penahanan dapat dikekalkan.

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LIST OF SYMBOLS AND ABBREVIATIONS

ACE	: Adverse Childhood Experience
CDS	: Cognitive Distortion Scale
DCS	: The Department of Correctional Services
FACES III	: Family Adaptability and Cohesion Scale
HSQ	: Humor Styles Questionnaire
IPA	: Interpretative Phenomenological Analysis
LPKA	: Lembaga Pembinaan Khusus Anak
MINI	: Mini International Neuropsychiatric Interview
NGO	: Non-Governmental Organization
RADS	: Reynolds Adolescent Depression Scale
RSES	: Rosenberg Self-Esteem Scale
UMREC	: The University of Malaya Research Ethics Committee
USA	: United States of America
WHO	: World Health Organization

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CHAPTER 1

INTRODUCTION

1.0 Introduction

The first chapter started with the background of the study followed by the statement of the problem and rationale of the study. Furthermore, it will explain the purpose of the study, research questions, and research objectives. Afterwards, this chapter will explain the significant of the study as well as the limitations

1.1 Background of the study

A juvenile offender is a child or young person who has been found guilty of some offense, act of vandalism, or antisocial behavior before a juvenile court (Collins Dictionary, n.d.). Various criminal offenses committed by juvenile offenders include persecution, brawls, drug trafficking, immorality, and even murder (Fikri, 2019). Juvenile delinquency is a serious issue due to its alarming prevalence worldwide. For instance, in Ghana, at least 16.7% of adolescents in the country have committed a sexual offense (Boakye, 2020). Similarly, in Australia, one in every three adolescent offenders (33%) admitted that crime was their "way of life," indicating a high likelihood of repeated offenses (Payne & Roffey, 2020). In 2025, there are 1,617 male and 27 female juvenile offenders detained in correctional institutions in Indonesia (Directorate General of Corrections, 2025). Over the past decades, the rate of juvenile delinquency in Indonesia has nearly doubled compared to offenses committed by adults. This trend is predicted to persist, posing a significant challenge for law enforcement (Child Protection Commission of Indonesia, 2018). Despite the increasing number of juvenile delinquency cases, little attention has been given to adolescents' perspectives, ultimately resulting in a lack of improvement in the correctional justice system (Rafedzi, Abrizah, Yu, & Baba, 2017; Rosidah, Amnawaty,

& Ritonga, 2019). youth who performed felony and testified in the court will be positioned in the correctional institutions (Darmika, 2018; Davies & Robson, 2016; Sunnah & Widyaningrum, 2020). Further than a habitation where adolescents were imprisoned as the outcome for their law breaking behaviour, correctional institutions are also a accommodations to deliver schooling to adolescent felons (Mun & Ahmad, 2019). The correctional institutions typically deliver fundamental maintenance, safety, reintegration as well as social support services with the aim to sustenance positive reintegration of juvenile offenders back into the communities (Kumwenda, Nala & Zulu, 2017).

However, juvenile offenders have developed several mental health problems in the centres. In Indonesia, statistic among adult offenders shows some that most of adult offenders suffers from neurotic disorders (41.5%), followed by substance abuse (32 %) (Mardiati & Anindyajati, 2013). Up to this day, Indonesian juvenile offenders are often found with several psychological problems such as low motivation, low empathy and low interpersonal skill (Benu, Manafe, Junias, Dubu and Nope, 2019). Substance-related problems as well as oppositional defiant disorder are also two prevalent disorders occurred in juvenile offenders residing in correctional institutions (Rijo, Brazão, Barroso, Silva, Vagos, Vieira, Lavado and Macedo, 2016). In Indonesia, some of the problems found in the correctional institutions include (1) lack of evidence for imprisonment; (2) the longer sentence's duration; (3) overcrowding; (4) inhumane treatment towards the offenders; as well as (5) inadequate facilities and education services (Cahyaningtyas & Rochaeti, 2021; Davies & Robson, 2016).

Several aspects influence juvenile offenders' psychological experiences while residing in correctional institutions. First is their adaptation to the institution. Poor adaptation to

living conditions diminishes the purpose of rehabilitation, increases tension, and negatively impacts overall psychological functioning (Van der Laan & Eichelsheim, 2013).

Second is visitation from significant others. Due to separation from their families, adolescents experience emotional turmoil and psychosocial stressors, leading to behavioral changes caused by family disruption (Lovato, 2019). Therefore, prison visitation plays a crucial role in creating meaningful experiences in correctional institutions (Young et al., 2019). However, the impact of visitation on juvenile offenders' experiences depends on factors such as who visits them, the frequency of visits, pre-prison behaviors, prison life, and demographic factors (Turanovic & Tasca, 2019). Third is the punishment administered by authorities. The regulations in correctional institutions often lead to a loss of autonomy and strict isolation for offenders (Feoh, Hariyanti, & Utami, 2019). Therefore, punishments should be fair to ensure that juvenile offenders feel secure while undergoing rehabilitation (Narvey, Novisky, & Piquero, 2020).

Fourth is peer relationships. Exposure to unfavorable peer environments is strongly associated with poverty, criminality, and mental health issues (Pratt & Foster, 2020; Sabo, 2017). In contrast, a positive peer environment fosters better academic experiences and social support (Reed & Wexler, 2014). Fifth is the relationship between students and teachers. Since juvenile offenders must continue their education within correctional institutions, a strong relationship with teachers is essential for fostering positive learning experiences (Nagamuthu, Samah, Jaffri, & Tahir, 2019).

Sixth is their relationships with correctional officers. When juvenile offenders perceive staff authority as a threat and feel that their penal future is beyond their control, they often

experience anxiety (Maier & Ricciardelli, 2019). Conversely, positive relationships with staff can promote academic success and build trust (Flores, Barahona-Lopez, Hawes, & Syed, 2020). Lastly, coping strategies play a significant role. Since correctional institutions are challenging environments, coping strategies influence juvenile offenders' experiences (Gonçalves, 2018). However, due to strict institutional restrictions, juvenile offenders have limited resources for implementing adaptive coping strategies (LaCourse, Listwan, Reid, & Hartman, 2019).

Given these challenges, juvenile offenders in detention settings have greater physical, developmental, and mental health needs compared to the general adolescent population (Perry & Morris, 2014). Additionally, due to the wide range of mental health issues among juvenile offenders, varying levels of mental health care are required. Since each offender has unique needs, comprehensive information is necessary to develop effective and individualized treatment options (Underwood & Washington, 2016).

1.2 Statement of the problem

As adolescents are considered a vulnerable population, major life changes, such as detainment, may have lasting impacts (Azis, 2019). Some juvenile offenders have been found to suffer from learning disabilities, anxiety, substance abuse, and depression (Benu et al., 2019; Cahyaningtyas & Rochaeti, 2021; Mardiaty & Anindyajati, 2013).

Correctional institutions are intended to provide guidance to juvenile offenders, helping them develop independence, cooperation, and the ability to contribute harmoniously to society (No & Magano, 2016). However, correctional institutions in Indonesia face several challenges, including overcapacity and inhumane treatment of juvenile offenders. Some reported cases include forcibly pinning their legs to a table, physical abuse such as

punching and kicking, and even the use of firearms to force confessions. Additionally, many juvenile offenders lack emotional support from their families, as financial difficulties and transportation barriers prevent regular visits (Amanda et al., 2019).

Although correctional institutions impose less severe punishments compared to adult prisons, juvenile offenders still face the added burdens of stigma and blame, which persist even after their release (Mahon-Haft & Cook Jr., 2019). Concerns have been raised about the negative effects of incarceration and coercion, largely due to the inability of correctional institutions to effectively address recidivism among adolescent offenders (De Valk, Kuiper, Van der Helm, Maas, & Stams, 2016). In Indonesia, there is a growing number of juvenile offenders who, despite receiving assimilation and reintegration support, continue to reoffend (Anditya, 2020). Cases of juvenile recidivism occur as a result of the low level of preparedness among juvenile inmates when reintegrating into society after being released from the Juvenile Correctional Institution. The readiness of these juveniles—shaped by the rehabilitation programs provided by the institution—includes physical, mental, and social preparedness. The main reason for this lack of readiness is the ineffective and poorly integrated nature of the rehabilitation programs, which do not sufficiently prepare the juveniles for reintegration (Jatnika et al., 2015).

There are discrepancies in research findings regarding the psychological experiences of juvenile offenders. Some studies indicate that juvenile offenders often feel miserable and uncomfortable in prison due to the need to adapt to a new environment, as well as experiences of isolation and bullying (Ahmed, Johnson, Caudill, Diedrich, Mains & Key, 2019; Garner, 2016; Mun & Ahmad, 2019; Shong & Siti Hajar Abu Bakar, 2017; Winarni & Dewi, 2019). However, a study by Flores et al. (2020) found that juvenile offenders can have positive experiences when they develop strong relationships with authorities.

Such relationships create a safe environment that reduces hostility, ultimately leading to a more positive experience for juvenile offenders. This finding is supported by Karłyk-Ćwik (2020), who stated that with support from teachers, humor, and effective teaching methods, a positive climate can be fostered in correctional institutions. The use of humor facilitates effective negotiation, stress management, and resilience-building, which are crucial for helping juvenile offenders adapt to the adverse conditions of correctional institutions.

Some research has also found mixed psychological experiences among juvenile offenders in correctional institutions (Jäggi & Kliwer, 2020; Nagamuthu et al., 2019; Fine, Steinberg, Frick, & Cauffman, 2018). While many juvenile offenders initially have a positive impression of correctional institutions, their experiences often worsen over time (Franco & Bazon, 2019). Given the mixed findings regarding the psychological experiences of juvenile offenders in correctional institutions, further research is needed to provide clarity.

Most studies on adolescents in challenging environments have been conducted in Western settings (Sabo, 2017; Sander, Olivarri, Tanigawa, & Mauseith, 2010; Williams & Winship, 2018; Young et al., 2019). However, Western-based research may have limited applicability for policy development and prevention efforts in Asia (Yeung & Li, 2021). Therefore, it is crucial to explore the psychological experiences of juvenile offenders in Asia to ensure that research reflects cultural and geographical differences. Additionally, research on juvenile offenders in Indonesia has largely focused on legal aspects, using normative legal frameworks (Rafika & Bakhtiar, 2017; Senandi, 2019; Utari, Sumardiana, Sastroadmodjo, & Ramada, 2019). Since juvenile offenders are often silenced by power dynamics that prevent them from sharing their perspectives, research

that explores how they construct their own experiences is essential. Such research could help promote their well-being by informing policies and programs that address these obstacles (Pincock & Jones, 2020).

Moreover, while psychological research on offenders has been well-documented for adult offenders and former inmates (Donges, 2015; Garner, 2016; Maier & Ricciardelli, 2019; Vandala, 2019), much less is known about the psychological experiences of juvenile offenders who are still residing in correctional institutions. A review of the existing literature highlights a significant knowledge gap in understanding adolescent delinquency. Most research has focused on the causes and contributing factors of delinquency (Mun & Ahmad, 2019; Narvey et al., 2020; Naven et al., 2019). However, the challenges faced by juvenile offenders and how they construct their own realities have not been widely explored. Investigating the psychological experiences of juvenile offenders is particularly important for researchers and practitioners to explore the rehabilitation process. Addressing the challenges and coping strategies can lead to more effective interventions. In the end, it will lead to improving their well-being and preventing and controlling serious delinquent behavior. Therefore, understanding their perceptions has far-reaching implications for the effectiveness of correctional interventions.

To gain a more comprehensive understanding of the impact of incarceration on juvenile offenders, further research is needed on their lived experiences within correctional settings. However, prison health research has largely focused on biomedical perspectives, often neglecting the mental and social dimensions of health—especially the pressures juvenile offenders face and the strategies they use to cope (Mehay, Meeka, & Odgen, 2019). This contradicts the World Health Organization's (WHO, 2007) recommendation

that mental health should be a central aspect of prison healthcare policy. Additionally, strict isolation policies limit opportunities for juvenile offenders to voice their experiences (Rafedzi et al., 2017). Therefore, research that provides a platform for their voices to be heard is essential (Ahmed et al., 2019; Nagamuthu et al., 2019).

Existing quantitative studies have not provided an in-depth understanding of what it means to be a juvenile offender (Donges, 2015). Therefore, conducting qualitative research on the psychological experiences of juvenile offenders can offer valuable insights for practitioners and clinicians, helping them design more effective interventions for juvenile offenders and correctional institutions. Only few existing studies have been identified to specifically address juveniles' behaviour in prisons. Most research on juvenile offenders' behaviour may not reflect actual rule-violating behaviour but rather misconducts that tend to result in official reports (Kolivoski & Shook, 2016). Although studies are objective measures, they do not give voice to prisoners' personal experiences and may be biased (Gonçalves, 2019). Therefore, research that focused on the psychological experience of juvenile offenders based on their own words is highly needed.

Since correctional institutions are often regarded as difficult places to live in, studying coping strategies, as an aspect of psychological experience is an essential aspect to explore for several reasons. First, examining the coping strategies of juvenile offenders can provide valuable insights for intervention programs aimed at promoting effective coping skills as a means of preventing recidivism (Li et al., 2015). Second, understanding these coping strategies is crucial for training correctional staff, enabling them to recognize and support juvenile offenders as they navigate incarceration (Reid & Listwan, 2018). Third, exploring coping strategies can help staff guide juvenile offenders through their

adjustment period (Emirali et al., 2020). However, research on coping strategies in prison settings remains limited, whereas it is well-documented in fields such as health and clinical psychology (Gonçalves, 2018). Therefore, this study not only focuses on well-being within correctional institutions but also examines how juvenile offenders attempt to mitigate the challenges they encounter.

In conclusion, juvenile offenders represent a vulnerable population whose well-being is often compromised by incarceration. Despite the rehabilitative aims of correctional institutions, Indonesian facilities frequently fall short due to several issues. These shortcomings contribute to a troubling rate of recidivism, as many juveniles are ill-prepared to reenter society. Research reveals mixed findings regarding the psychological experiences of incarcerated adolescents. However, most studies are either based in Western contexts or focus on legal frameworks, which overlook the voices and lived experiences of juveniles in Asian settings, particularly Indonesia. To address this gap, this study aims to explore the psychological experiences of juvenile offenders residing in correctional institutions in Indonesia. The findings of this study can serve as a tool to raise awareness and provide in-depth information to improve their well-being. Enhancing the well-being of juvenile offenders is beneficial for developing the emotional, psychological, and social resources necessary to cope with the challenges of prison life and prepare for reintegration into society after incarceration (Turner et al., 2021).

1.3 Purpose of the Study

There are some reasons why this current study is significant to be conducted. Understanding the psychological experiences of juvenile offenders within correctional institutions is crucial for several reasons. First, it can help break the cycle of violence that

often persists in these settings. Many juvenile offenders struggle with self-understanding, leading them to engage in institutional violence. Such behaviors result in punitive sanctions, loss of privileges such as phone calls or recreation time, and solitary confinement, all of which can negatively impact their development and exacerbate their psychological struggles (Brown et al., 2020; Rosmilawati & Darmawan, 2019). Gaining insight into their experiences and behavioral patterns can foster awareness and facilitate interventions that help prevent further violence.

Second, correctional institutions are highly isolated environments with limited technology, few surveillance cameras, and staff shortages, creating uncertainty in interactions and contributing to the complexity of juvenile offenders' experiences. This isolation makes it difficult to fully comprehend how they perceive their detainment (Daud et al., 2019). Investigating their psychological experiences not only enhances our understanding of their struggles but also sheds light on how and why correctional institutions function as they do (Robert, 2020).

Third, recent studies have highlighted the urgent need for mental health services in correctional settings. While it is widely accepted that incarcerated individuals have the same right to healthcare as the general population (Mardiati & Anindyajati, 2013), research indicates that mental disorders are more prevalent among detained adolescents than their non-incarcerated peers. Additionally, their mental health needs often differ from those of adult prisoners and require specialized interventions (Beaudry et al., 2021). A deeper understanding of their psychological experiences can help mental health professionals tailor services to meet these specific needs, ultimately improving their well-being.

Fourth, correctional institutions are intended to be rehabilitative, aiming to help juvenile offenders desist from criminal behavior upon reintegration into society. To achieve this, it is essential to explore not only what these offenders aspire to do post-incarceration but also their thoughts, emotions, and coping strategies. Understanding these factors is critical to assessing the effectiveness of correctional programs and identifying areas for improvement (Ochoa et al., 2020; Turanovic & Tasca, 2019; Zhao et al., 2020).

Fifth, marginalized adolescents in correctional institutions often require more intensive interventions to develop effective behavioral strategies for rehabilitation and reintegration (Ochoa et al., 2020). Exploring their psychological experiences provides a critical foundation for designing evidence-based programs that support successful social reintegration (Zhao et al., 2020). These insights contribute to the development of youth behavior change programs (Buckley & Sheehan, 2016), health promotion initiatives (Dey et al., 2014), and other preventive interventions (Oman et al., 2003; Morales-Alema, 2011; Hale & Viner, 2016).

Despite the importance of these issues, research on the psychological experiences of juvenile offenders in correctional institutions remains limited. Safety concerns for both researchers and offenders, as well as societal stigma surrounding studies involving incarcerated individuals, have hindered progress in this area (Rafedzi et al., 2017). However, understanding their experiences from their own perspectives is vital, as they are at heightened risk of developing mental health issues. Therefore, this study aims to fill the existing research gap by exploring the psychological experiences of juvenile offenders in correctional institutions, providing valuable insights to enhance their well-being and rehabilitation.

Therefore, the phenomenological research study aimed at gaining a better understanding of the subjective psychological experience of juvenile offenders in correctional institution in Indonesia. Researcher rely on in-depth interviews with juvenile offenders to explore their psychological experiences, the challenges that they encounter in difficult environments as well as their coping strategies. Since juvenile offenders are hard-to reach yet vulnerable population, it is important to get explore how they make sense of their reality and cope with the situation.

In addition, the purpose of the correctional system in Indonesia is to form the offenders be a better individual, improve themselves and be a productive citizen. However, most research about juvenile offenders Indonesia has been focusing on the law aspect, therefore the exploration about juvenile offenders' psychological experience has been widely unknown. Therefore, the result of this study will benefit the child welfare professionals, nonprofit organization and policymakers in Indonesia. Empowered to provide effective support services to juvenile offenders to improve their correctional psychological experiences and well-being hence they are able to become a better individual.

1.4 Research Objective

The objective of this study is to explore the psychological experiences of juvenile offenders while residing in correctional institutions.

1.5 Research Question

The central questions of this study include “How do juvenile offenders describe their psychological experience while residing in correctional institutions?”.

1.6 Significance of the Study

The current study aimed to understand the psychological experiences, challenges, and coping strategies of juvenile offenders in correctional institutions. The findings of this study contribute to several key areas. First, WHO (2007) stated that mental health awareness should be a central aspect of prison healthcare policy. However, there are currently limited resources for correctional counseling (Carrola & Brown, 2018). This results in a mismatch between the actual needs of juvenile offenders and the services that counselors are able to provide, leading to (a) high recidivism rates, (b) increased incidence of suicide, (c) longer periods of incarceration, (d) higher costs, (e) management problems, and, in some cases, (f) abuse from correctional officers who lack an understanding of mental illness (Torrey, Eslinger, Lamb, & Pavle, 2010). While many mental health services are available for adolescents outside of prison, significantly fewer are provided within correctional institutions (Kolivoski & Shook, 2016). Therefore, understanding the psychological experiences and challenges of juvenile offenders is essential for developing early intervention services. The findings of this study can be utilized by mental healthcare professionals, including psychologists, counselors, and other mental health service providers, to raise awareness and improve the quality of mental healthcare services (Addae, 2020; Ahmed et al., 2019).

Second, the principles of correctional institutions remain largely overlooked within Indonesia's criminal justice system (Davies & Robson, 2016), contributing to the deterioration of juvenile offenders' well-being and the ineffectiveness of detention itself (Amanda et al., 2019). If the correctional system had a deeper understanding of the lived experiences of juvenile offenders, valuable insights could be gained to improve correctional practices (Rosidah et al., 2019). By identifying the challenges faced by juvenile offenders, policymakers would be better equipped to foster supportive

relationships with them (Cesaroni & Peterson-Badali, 2005). Consequently, this research will contribute to the work of child welfare professionals, nonprofit organizations, and policymakers in shaping correctional institutions into positive rehabilitation environments. Policymakers can use the findings to enhance the quality of correctional institutions, raise community awareness, and develop preventive programs and models to reduce juvenile delinquency.

Third, since the relationship between juvenile offenders and prison staff has significant implications for offender misconduct (i.e., compliance with prison rules) and treatment implementation, mutual trust and understanding between the two parties are essential (Meško & Hacin, 2019). Prison staff, in particular, exert some level of control over offenders' adjustment to prison life (Cesaroni & Peterson-Badali, 2010). However, due to hierarchical structures and a prevailing sense of fear within correctional institutions, staff members may struggle to understand the perspectives of juvenile offenders. The findings of this study can help staff foster a more positive organizational climate within correctional institutions. By improving staff-offender interactions, this research offers valuable insights for creating a safer and more supportive prison environment.

Fourth, education, mental health, and social service systems increasingly emphasize parental involvement in juvenile justice processes, based on the premise that parents play a crucial role in achieving positive outcomes for their children (Harvell et al., 2004). Furthermore, family involvement is a key factor in facilitating the successful reintegration of juvenile offenders into society (Cavanagh & Cauffman, 2017).

Lastly, although the Importation and Deprivation theory was introduced nearly 50 years ago, it has not undergone significant theoretical expansion. One possible explanation for

this is the limited access researchers have to correctional institutions. Due to this inaccessibility, correctional institutions are often perceived as a "black box" in which the offending experience is put on hold until an offender is discharged (DeLisi, 2003). Moreover, while Kuanliang et al. (2008) applied the importation model, they acknowledged its theoretical limitations and the need for further exploration of juvenile offenders' behavior in correctional settings. The deprivation and importation models are rarely investigated together, primarily due to data constraints. However, integrating these models is essential for advancing prison studies (Dye, 2010). This research aims to expand the Importation and Deprivation model by examining its applicability to juvenile offenders residing in correctional institutions.

1.7 Conceptual Definitions

In this section, researcher explained the definition of several terms that are used in this study. There are two essential terms that will be clarified, which are juvenile offenders and correctional institutions.

1.7.1 Psychological Experiences

According to the American Psychological Association (2015), psychology is the study of the human experience, particularly the mind and behavior. Meanwhile, the Merriam-Webster Online Dictionary defines experience as something personally encountered, undergone, or lived through. Based on these definitions, this study defines psychological experience as an individual's personal narrative, shaped by their own perspectives on emotions, thoughts, and behavior.

Whereas according to Joseph Jastrow (1917), psychological experience refers to the inner life of the mind, encompassing the totality of conscious processes such as perception, emotion, thought, imagination, and memory. In the context of educational psychology, psychological experience refers to the understanding and observation of how the mind works in real-life settings. It involves both the inner mental processes (like learning, thinking, and feeling) and how these processes can be measured and applied to improve teaching and learning. Psychological experience has practical value in shaping education and teacher training and is a key part of developing the field of educational psychology.

In summary, psychological experience refers to an individual's personal and subjective understanding of their inner mental life, including emotions, thoughts, perceptions, imagination, and memories. It is shaped by how a person interprets and makes sense of their own behavior and mental states. This concept emphasizes that psychological experience is both deeply personal and rooted in conscious awareness, capturing what a person lives through and how they internally process those experiences. The components of psychological experience include perception, emotion, thought, imagination, memory, behavior, and personal perspective, all of which shape an individual's conscious understanding of their inner and outer experiences.

1.7.2 Juvenile Offenders

According to the Law No. 22/2022 on Corrections, there are several terms related to children in law setting. First, a Child in Conflict with the Law, hereinafter referred to as "Child," is a child who is at least 12 (twelve) years old but not yet 18 (eighteen) years old and is suspected of having committed a criminal offense. Whereas juvenile offenders refers to a child who is at least 14 (fourteen) years old but not yet 18 (eighteen) years old

and is currently undergoing rehabilitation at a special juvenile rehabilitation institution. In this study, the term juvenile offenders is used in accordance with Indonesian Law.

Juvenile offenders are generally convicted individuals serving court-mandated rehabilitation sentences. If a minor under the age of 18 commits a criminal offense, the first step taken is diversion, which is an effort to resolve the case outside the formal criminal justice process. However, if diversion is deemed insufficient, legal proceedings will continue, and the child may receive a criminal sanction and will be placed in The Temporary Placement Institution for Children. The place hereinafter abbreviated as LPAS, is a temporary facility for children during the judicial process.

Correctional institution is considered a last resort by the court when the offense committed by the offenders is deemed to pose a potential danger. In the correctional institutions, juvenile offenders are required to comply with disciplinary rules, actively participate in service or rehabilitation programs in an orderly manner, maintain a clean, safe, orderly, and peaceful environment, and respect the human rights of everyone around them.

1.7.3 Correctional Institutions

According to the Law No. 22/2022 on Corrections, Correctional Institution or *Lembaga Pembinaan Khusus Anak* is a facility where child inmates serve their sentences. Its purpose extends beyond punishment, focusing on rehabilitation and education to help juveniles reintegrate into society successfully. In Correctional Institution, juvenile offenders receive various forms of rehabilitation, including education, character development, and independence training.

Within correctional institutions, juvenile offenders have several rights, such as practicing their religion according to their faith, receiving both physical and mental care, accessing education, recreational activities, and opportunities to develop their potential. They are also entitled to legal counseling and assistance, the ability to file complaints, humane treatment, and protection from torture, exploitation, neglect, violence, and any actions that may harm their physical or mental well-being. Additionally, they have the right to social services and the choice to accept or decline visits from family, legal representatives, advocates, or community members.

Disciplinary actions for children and child inmates in correctional institutions may include warnings or reprimands, verbal or written apologies, cleaning their environment, and disciplinary measures agreed upon between the offenders and correctional officers.

1.8 Limitations of the Study

The aim of this study was to gain an in-depth understanding of the psychological experiences of Indonesian juvenile offenders while residing in correctional institutions in Indonesia. Participants were recruited through purposeful sampling and recommendations from prison staff, who acted as gatekeepers. This method was chosen to allow researchers to select participants who met the study criteria and were available, ensuring the collection of relevant information. Additionally, the study's participants are male juvenile offenders, which may present its own limitation. It does not account for the psychological experiences of female juvenile offenders, who may face different challenges and coping mechanisms in correctional settings. Due to the small population of juvenile offenders and the strict regulations of correctional institutions, this study benefited from a qualitative research design. The findings are not intended to be

generalizable but rather to provide a representative understanding of the experiences of the selected participant group.

1.9 Chapter Summary

Teenage crime is no longer an uncommon issue in society. The number of juvenile delinquency cases has increased over the years in many countries. Juvenile offenders who come into conflict with the law are sent to correctional institutions for rehabilitation and training. However, several issues arise in these facilities, including inhumane treatment, inadequate resources, and a lack of both physical and mental health care. The correctional environment, combined with their heightened vulnerability to mental health problems, makes juvenile offenders an at-risk population. Given these concerns, research focusing on their psychological experiences is essential to improving their well-being and enhancing the quality of rehabilitation programs. However, studies on this issue remain limited due to several challenges, such as restricted access to correctional facilities, a greater research focus on adult prisoners rather than juvenile offenders, and insufficient attention to the specific challenges they face. This study aims to provide an in-depth, qualitative understanding of the psychological experiences of juvenile offenders. Its findings will be valuable to various sectors, including prison administrators, policymakers, parents, and mental health professionals, helping to inform better policies and interventions.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

The second chapter of this research begins with a review of past literature to provide a deeper understanding of the topic. Additionally, the researcher explores Importation theory (Irwin & Cressey, 1962) and Deprivation theory (Skyles, 1958) related to juvenile offenders and correctional institutions, followed by a discussion of the theoretical and conceptual framework.

2.1 Related Theory on Juvenile Offenders

In exploring a theoretical framework for understanding the psychological experiences of juvenile offenders in correctional institutions, the researcher was guided by previous literature. Two theories served as the foundation for this study: the Importation Theory and the Deprivation Theory. Both theories were applied to analyze the psychological experiences of juvenile offenders within correctional settings. Each theory is described in the following sections.

2.1.1 Deprivation Theory

Deprivation theory believe that isolating people from their communities and making them reside in a correctional institution contributing towards the feelings of loss, such as a loss of liberty or independence, which causes offenders to be violent and conducted more antisocial behavior (Sykes 1958). This cycle could form a prisoner way of life that could contribute in an increased contribution to violence. Which is a direct opposite of the deterrence hypothesis, which claims that lengthier or tougher the incarceration duration,

the recidivism would decreased (Shammas, 2017). The Deprivation model stated that the subculture into which offenders are absorbed in, is a effect of the miseries of incarceration that were generated by the correctional organization's culture. This implies that examining the Deprivation factors in the correctional situation might help to understand offenders' views, beliefs, and conduct (Thomas and Cage, 1977).

According to the Deprivation theory, juvenile offenders suffered five significant inequities while detained in correctional facilities, the first is the loss of liberty. Offenders are forcibly segregated from their families and loved ones in detention centers and must adjust to the rigorous rules. It makes the sense of isolation by the society as social links have weakened. In the context of communication, even if the correctional institutions allowed the offenders to communicate with people outside of the confinement, it is still very limited. The strict regulations control the availability of telephones to certain hours of the day, monitoring the calls, scheduling and setting the total telephone call duration. Whereas in the context of physical mobility, within the correctional institutions, offenders' movement is strictly controlled, such as checkpoints, passes, and rigid formations in moving from one section to another section of the building (Shammas, 2014). This condition of constant control and under surveillance may be even harder to deal with rather than the actual bodily confinement (Sykes 1958).

The second point to consider is the loss of private goods and possessions. Offender's gain all of their essential living needs, such as food, clothes, and housing, from correctional facilities while incarcerated. Private possessions, on the other hand, are regulated, and buying desired objects is prohibited. The lack of basic belongings filled offenders with emotions of inferiority and agitation (Sykes 1958). However, the extend of individual suffering within the loss of private goods and possessions can be influence by two factors

first, the previous standard or condition of living which are implemented by the juvenile offenders prior to detainment. Whereas the second factor is the extent of penal austerity, which is, the policy of the respected correctional facilities regarding the level facilities and treatment towards the offenders (Shammas, 2014). Juvenile offenders who previously have been financially adequate and have no shelter to live in, may benefits from the availability of accommodation, clothing, food, and health care provided in the correctional institutions.

The lack of heterosexual partnerships is the third factor. Individuals who were imprisoned were unable to interact with people of the opposing sex. The involuntary loss of sexual relations produced tension, anxiety, and a worsened self-image for the offenders. The continual urge to engage in sexual activity while living with the homogenous people for a longer length of time may leads to dissatisfaction (Sykes 1958). Prison regulations have to a varying degree recognized the potential value of providing legitimate outlets for sexual energy in the form of conjugal visiting rights (Shammas, 2014). However, in Indonesia's correctional juvenile justice system, conjugal visiting system is unavailable.

The lack of autonomy is the fourth aspect. Offenders are not allowed to make decisions concerning their everyday lives, such as what to eat or when to relax. They must follow the rules established by the penitentiary establishments. Many offenders consider these policies and guidelines to be harsh and unnecessary, reminding them of the how small their roles are in the penal facilities. Sykes (1958) believed the loss of autonomy was harmful because it reduced offenders to a vulnerable state through a series of public humiliations and forced acts of deference.

Finally, there is a lack of security. Correctional institutions can be violent, unsafe places. For instance, where there a significant proportion of inmates have been subjected to various kind of victimization. Substance use may contribute to prison insecurity by reducing self-control, increasing violence, and generating illicit economic transactions (Shammas, 2014; Wakeling & Lynch, 2020). This condition, offenders frequently feel susceptible to future bodily and mental distress, causing them to be fearful on a constant basis. Some offenders even may be concerned about the possibility of being forced into battles. Nonetheless, most convicted criminals seldom feel totally protected while they are being in the institutions (Sykes 1958). Adolescent offenders are more inclined to react out aggressively at the restricting circumstances, according to Deprivation theory. However, senior offenders are more "prisonized" and able to manage with these situations by associating with cellmates in collective resistance (Sykes, 1958).

In conclusion, the Deprivation theory believe that experience of detainment was depicted as the degree to which juvenile offenders could endure the 'pains of imprisonment. It has five aspects of loss which are the loss of autonomy, the loss of security, the loss of private goods and possessions, the loss of heterosexual relationship and the loss of liberty.

2.1.2 Importation Theory

As a direct answer to the previous Deprivation model, the Importation model was created. According to the Importation model, researchers have ignored the congenital factor of imprisonment and violent subcultures that thrive outside of penitentiaries. Importation model believes that before the offenders are imprisoned, their behavior is impacted by earlier interactions and unique experiences. Therefore, when offenders enter a correctional facility, they bring behavioral patterns with them and they implemented it inside the settings. As a result, criminals' behavior is a reflection of their antisociality

rather than the facility's personal and environmental aspects (Irwin & Cressey, 1962). External characteristics, behavior patterns, and values are instead imported into the prison from the outside (Carroll, 1974; Choi & Dulisse, 2020). Researchers using the Importation perspective commonly explore the following four variables: (1) offenders' demographics factors' (2) offenders' personal and family histories; (3) offenders' experiences of substance use, and (4) offenders' prior mental health problems (Fedock, 2017). For instance, as an explanation for detainment experiences, the importation perspective suggests that juvenile offenders' demographic, social, and psychological characteristics rather than prison conditions best explain their experiences (Protic et al., 2020; Slotboom et al., 2011).

According to the hypothesis, circumstances outside the institution can have an impact on juvenile offender's performance. The Importation model is based on the idea that institutions do not immediately generate aggressive institutional misconduct; rather, they contain a large number of individuals who already have delinquent beliefs and values. As a result, empirical studies of the Importation model typically focus on how perpetrators' personal qualities increase their willingness to participate in organizational misconduct (Peterson, 2017).

The primary concept of Importation theory is that the prison mentality is carried in from across the gates by perpetrators who formed their views and conventions even before they are detained. Most correctional facilities staff and most of the offenders are aware that a suspect's past has a serious influence on how that individual performs either in or out of the facilities, they included it as the rational thinking (Robert, 2020). In addition, for some correctional institutions. For instance, if correctional officials believe that offenders coming to the institutions are importing their propensity to engage in misbehavior, they

would be referred to receive treatment and rehabilitative programs, such as cognitive and behavioral counseling, which implied that Importation theory has implications for correctional policy and practice (Peterson, 2017).

In conclusion, in contrast to the deprivation perspective, the importation model believe that the juvenile offenders' correctional experiences are influenced by the characteristics of inmates rather than features specific to the prison environment. It emphasizes on the effects that pre-prison socialization and experience can have an impact on how offenders perceive the world. The importation theory has been widely implemented in the correctional policy as well.

2.2 Theoretical Framework

The theoretical framework refers to the study's underlying assumptions or objectives. The theoretical framework is a way of establishing a 'interconnection' of these concepts that has an adverse influence on the research topic (Kumar, 2015). Rather than dictating the scientific approach procedurally, the theoretical foundation for this research serves as a guiding direction for this study, embracing the opinions of the participants with sensitivity (Given, 2008).

The primary theories that had been applied in this study were the Importation Theory (Irwin & Cressey, 1962) and the Deprivation Theory (Sykes, 1958). These theories had been chosen for several reasons. First, both theories had been tested in various institutional contexts, including correctional facilities, prisons, and boot camps, and had been applied to diverse samples, such as male and female offenders, as well as both juvenile and adult populations (Vasile et al., 2010). Second, both theories had received substantial empirical support (Steiner et al., 2014; Lahm, 2016; Dâmboeanu &

Nieuwbeerta, 2016; Lai, 2019). Lastly, researchers in the correctional field had acknowledged that factors such as prison suicide, adaptation, behavior, violence, and well-being were best explained by a combination of these two models (Lai, 2019; Peterson, 2017; Slotboom et al., 2011; Zhao et al., 2020).

One key reason for integrating these theories was that neither could fully explain prison experiences on its own. For instance, the Importation Theory had overlooked or inadequately addressed the influence of the prison environment, while the Deprivation Theory had failed to consider the impact of offenders' upbringing on their experiences of detainment (Dye, 2010; Fedock, 2017). Thus, by combining both theories, this study had provided deeper insights into the unique factors shaping juvenile offenders' psychological experiences in correctional institutions. According to the Importation Theory, how individuals adapt and perform in imprisonment is a product of their pre-existing underlying traits, which are an expansion of generally held beliefs, views, and experiences (Irwin & Cressey, 1962). Importation factors often include socio-demographic indicators like age, family status, and sexuality, as well as prior offense or factors associated including previous imprisonment, gang affiliation, and drug consumption (Zhao, 2020). Importation theory investigates the relationship between perpetrators' personal qualities and their adaptation and well-being (Fedock, 2017; Zhao et al., 2020). Gender, age, criminal background, domestic abuse, and acquaintances were all found to be significantly significant predictors of crime (Buntamchuai, 2018).

While the Importation Theory primarily focused on offenders' personal characteristics, the Deprivation Theory emphasized the prison environment, describing it as the "pains of imprisonment"—a concept highlighting how the deprivation of basic human needs significantly impacts adjustment and well-being in correctional settings (Sykes, 1958).

Several deprivation factors, including sentence length, restricted family contact, lack of freedom, mistreatment, and prison security level, have been identified as contributing to inmates' psychological experiences (Zhao et al., 2020). Additionally, institutional issues such as overcrowding, the threat of violence, loss of control, and restricted autonomy further exacerbate stress among incarcerated individuals (Reid & Listwan, 2018). However, deprivation extends beyond disconnection from the outside world; incarcerated individuals must also navigate a rigid set of unfamiliar and often perceived unfair rules (Nakato, 2017).

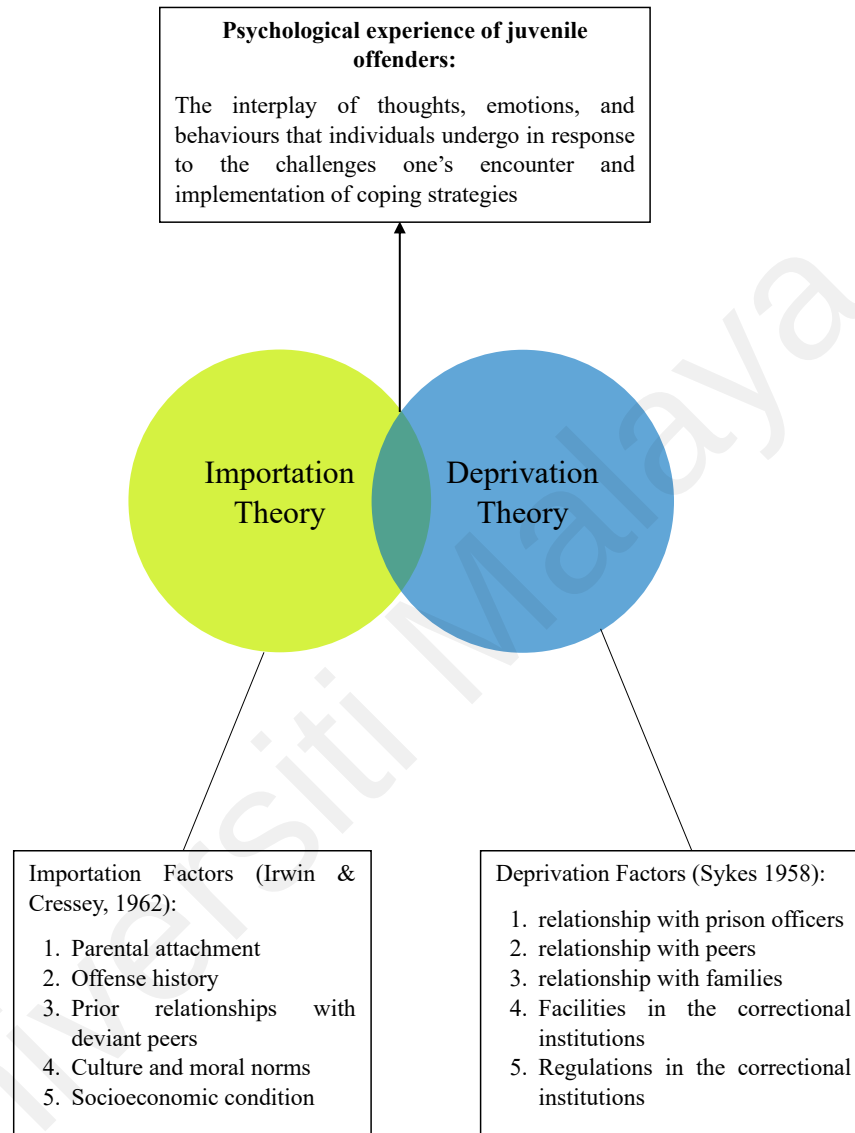
Incarceration is a period of immense stress and can have severe psychological consequences for juvenile offenders (Beaudry et al., 2021; Juliana & Zhooriyati, 2020). Both Importation and Deprivation factors contribute to these challenges. For instance, recognized risk factors for depression among offenders include deprivation-related factors such as psychological distress, lack of family support, and environmental conditions, as well as importation-related factors such as biological vulnerabilities, demographic background, individual traits, and social influences (Rao et al., 2018). Additionally, relationships between correctional staff and juvenile offenders, along with the enforcement of institutional regulations, also play a role in shaping stress levels (Buntamchuai, 2018).

This perspective aligns with Dye (2010), who argued that the causes and correlates of suicide in prison stem from both prison environmental factors and individual offender characteristics. Importation factors influencing juvenile offenders' psychological experiences include prior difficulties in school and home, history of incarceration, and associations with delinquent peers (Cesaroni & Peterson-Badali, 2010; Nakato, 2017).

Both Importation and Deprivation factors have been widely recognized as shaping the psychological experiences of juvenile offenders in correctional institutions worldwide. For example, imprisonment stress, length of time served, and victimization within institutions have been found to significantly increase violent misconduct. Conversely, social support from family visitations and positive staff interactions has been shown to reduce violent behaviors among juvenile offenders in Taiwan (Lai, 2019). Additionally, importation-related factors such as prior gang affiliation, volatile temperament, and history of victimization have been linked to increased violence in correctional institutions (Lai, 2019). Another study conducted in Nevada, United States, found that adverse childhood experiences (ACEs), an importation factor, strongly predicted psychological distress and substance abuse among juvenile offenders (Lensch et al., 2021). In summary, the application of Importation and Deprivation Theories aligns with research on juvenile offenders, particularly in understanding the key factors contributing to their psychological experiences in correctional institutions.

Figure 2. 1

Proposed Theoretical Framework of the Experiences of Juvenile Offenders in the Correctional Institutions



2.3 Conceptual Framework

The need for research is outlined within a conceptual framework, which includes several key components. First, it must provide a literature review that summarizes the current understanding of the topic. Second, it should identify gaps in existing knowledge about a phenomenon or situation. Finally, it must present a summary of the study's methodological foundations. The conceptual framework is designed to address the significance of the research and its contributions to existing theories (Varpio et al., 2020).

Gender plays a crucial role in shaping the psychological experiences of juvenile offenders in correctional facilities. Compared to female juvenile offenders, male juvenile offenders tend to exhibit lower levels of self-control and are more likely to engage in risky behaviors (Ajisuksmo, 2021; Buntamchuai, 2018). Female offenders, on the other hand, are more likely to form harmful friendships and less likely to develop positive peer relationships, supporting the notion that peer influence plays a significant role in female delinquency (Sabo, 2017). Additionally, female juvenile offenders report higher instances of sexual harassment and distress compared to their male counterparts (Protic et al., 2020). However, this disparity may also be influenced by gender differences in the likelihood of reporting violent offenses (Kokkalera et al., 2018).

The history of criminal offenses significantly impacts the psychological experiences of juvenile offenders in several ways. First, past offenses affect coping mechanisms. According to the importation model, juvenile offenders with repeated incarcerations are more likely to adopt criminal values and conform to the “offenders' code” (Paterline & Orr, 2015). Additionally, coping strategies are influenced by age, with younger juvenile offenders displaying a greater tendency to use passive avoidance techniques (Reid & Listwan, 2018). Second, a history of multiple offenses is associated with fewer prison visits, reflecting social alienation and dysfunctional family support systems (Young & Hay, 2020). Third, a more extensive offense history increases the likelihood of becoming a gang leader, which exposes offenders to greater situational risks in detention centers but results in fewer feelings of social exclusion compared to younger offenders (Amemiya et al., 2016).

The duration of incarceration also shapes the psychological experiences of young offenders in various ways. First, juveniles who spend more time in detention tend to adjust better to the correctional environment (Jäggi et al., 2020). They develop coping mechanisms that help them navigate institutional life (Reed & Wexler, 2014). Second, incarceration affects self-control. Meijers et al. (2018) found that within three months of imprisonment, offenders' self-control deteriorated due to a lack of independence, exposure to retaliation, and institutional pressures. This finding aligns with Tillaart et al. (2018), who observed that the longer juveniles remain in detention centers, the more hostile their behavior becomes. This effect may result from prolonged exposure to negative behavioral models (Gagnon, 2018).

Prior relationships with deviant peers also shape the psychological experiences of juvenile offenders in detention centers. Associations with delinquent peers influence the likelihood of engaging in violent behavior and rule violations, particularly among gang members (Reid & Listwan, 2018). Juvenile offenders with prior exposure to delinquent peers often exhibit lower levels of empathy and emotional regulation (Ray, 2018). Because correctional institutions serve as a primary socialization environment, peer influence can significantly impact psychological development even after release (Kovács et al., 2019). Additionally, peer relationships play a critical role in adjusting to new environments (Zhao et al., 2020; Kim, 2018; Amemiya et al., 2016).

Beyond previous delinquent associations, peer relationships within correctional institutions also influence the psychological experiences of juvenile offenders. Interpersonal violence in detention centers is distinct from other forms of abuse because it is difficult for young offenders to avoid their aggressors (Robert, 2020). Many offenders report experiencing disrespect, social isolation, antagonism, or pressure to engage in

fight (Hughes et al., 2017). However, peers can also have positive effects. Witnessing the success of others can inspire optimism, motivation, and a sense of achievement among juvenile offenders (Liebling et al., 2019). Furthermore, peers can provide social support and reduce feelings of loneliness (Vignansky et al., 2018).

Relationships with correctional officers are another critical factor influencing the psychological experiences of juvenile offenders. First, a sense of shame may be heightened when offenders perceive that officers pass judgment on them, especially given their dependence on correctional staff (Hughes et al., 2021). Second, when young offenders perceive staff members as fair, they feel safer, more trusted, and more accepted (Cesaroni & Peterson-Badali, 2016). The perceived fairness of prison staff is a fundamental component in building trust and reducing the psychological distance between offenders and correctional officers (Meško & Hacin, 2019). Lastly, correctional officers serve as role models for professionalism and reliability, which can contribute to juvenile offenders engaging in fewer misbehaviors (Brown et al., 2020).

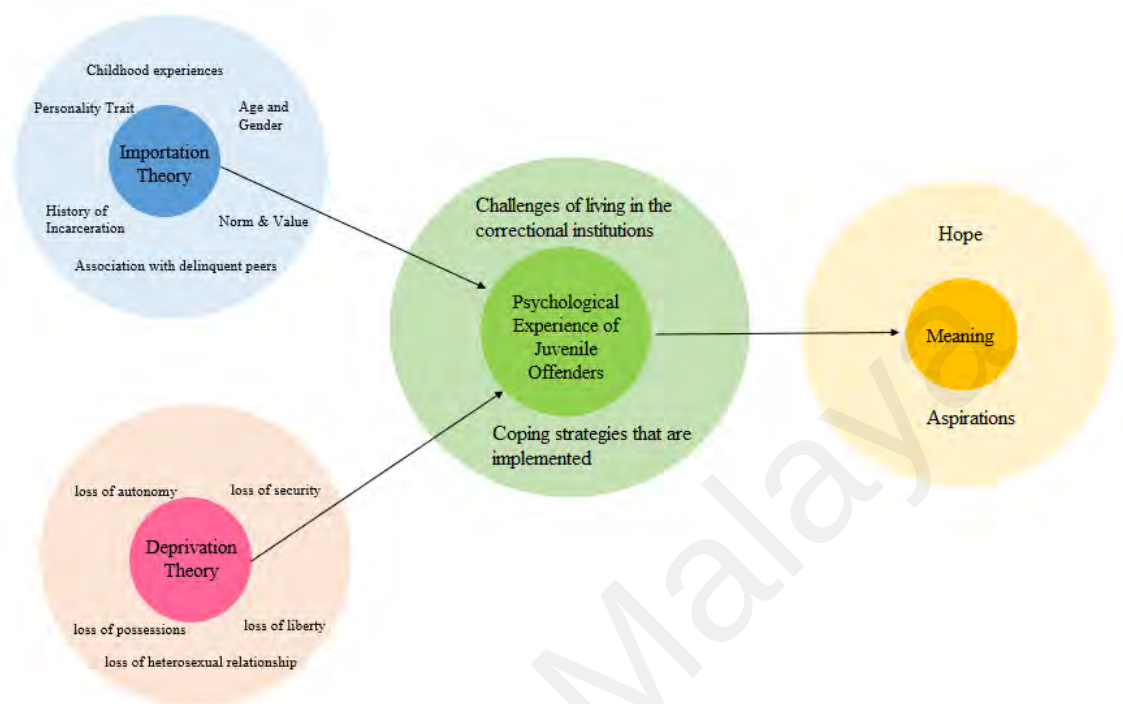
Family factors can function as both importation and deprivation influences. As an importation factor, family background shapes juvenile offenders before they enter correctional institutions. For example, offenders who experience parental warmth tend to develop higher levels of empathy (Ray, 2018). Conversely, those raised in authoritarian households may develop fear and distrust in relationships, which can contribute to delinquency (Amran & Basri, 2020). Additionally, fathers play a crucial role in adolescent behavior; teenagers with insensitive and unsupportive fathers are more likely to engage in substance abuse than those with absent fathers (Simmons et al., 2018).

As a deprivation factor, family support—particularly through visitation—affects the psychological experiences of juvenile offenders in correctional institutions. Separation from family and strict institutional regulations often lead to distressing experiences for offenders (Winarni & Dewi, 2019). However, family visits can serve as a platform for communication and emotional support, ultimately improving offenders' self-concept (Juliana & Zhooriyati, 2020). Despite the benefits of visitation, several challenges exist. Some families struggle to visit due to financial constraints or the distance from home (Young & Hay, 2020). Additionally, institutional regulations can impose barriers to family visits (Mikytuck & Woolard, 2019).

The final deprivation factor affecting the psychological experiences of juvenile offenders is the condition of correctional facilities. Adequate living and educational facilities contribute positively to personal development and academic achievement (Nagamuthu et al., 2019). Beyond infrastructure, a well-functioning juvenile justice system and access to mental health professionals also play a crucial role in shaping the experiences of young offenders (Underwood & Washington, 2016). However, many correctional institutions in Indonesia are in urgent need of significant renovations (Rafika & Bakhtiar, 2017). Poor facility conditions can create negative perceptions of correctional institutions, discouraging juvenile offenders from participating in institutional activities (Addae, 2020).

Figure 2.2

Proposed Conceptual Framework of the Experiences of Juvenile Offenders in the Correctional Institutions



2.4 Factors Influencing Offenders' Experience of Detainment

Both Importation and Deprivation factors shape juvenile offenders' experiences in detainment, with emotional literacy being a crucial importation factor. Liao (2003) examined the role of emotional intelligence as a risk factor for problem behavior among 203 secondary school students in urban Malaysia. The study found that lower emotional literacy, assessed through emotional intelligence, was associated with higher levels of internalizing problems like stress, depression, and somatic complaints, as well as externalizing issues such as aggression and delinquency. Based on this study, emotional literacy can be essential in influencing problem behavior, self-regulation, and rehabilitation of juvenile offenders.

Another study explore the importation factors that influence offenders' experience during detainment. In Thailand, a study was conducted to examined the factors influencing

juvenile offenders' violations of institutional regulations during confinement at a Juvenile Training School. The quantitative study included 420 juvenile offenders aged 14–19. The findings indicated that juveniles with a history of drug use, property damage, and bodily harm were more likely to engage in institutional misconduct. Additionally, those with prior offenses related to violent crimes, sexual abuse, and weapons were more prone to institutional deviance and disruption. Low self-control, often stemming from weak social bonds and poor relationships with staff, further contributed to rule violations. Lastly, the study found that most juveniles maintained strong family ties and had future aspirations post-release, which played a significant role in their institutional behavior (Bumtamchuai, 2018). This study shows that juvenile offenders' experience of detainment is influenced by various factors, including institutional environment, social bonds, past criminal history, and future aspirations.

Deprivation factors may also influence offenders' experience of detainment. For instance, Garner (2016) conducted a study that aim to describe lived experiences in a type II alternative school in North Georgia, from the perspective of former students who are now in a correctional facility. Data was collected through individual interviews, journaling, and focus group discussions. Interviews were conducted after surveying the entire inmate population and identifying 10 incarcerated participants. The researcher found that participants grew up in chaotic environments and welcomed the structure and stability of both the alternative school setting and incarceration. Nearly all of the participants found incarceration as a time to reflect on previous decisions, find redemption, and emerge with a renewed sense of purpose centered on success in the free world and not returning to a life of incarceration. Incarceration provided the isolation and time to reflect on actions and plan for future positive experiences. It whos that juvenile offenders' experience in detainment is influenced by factors such as their pre-incarceration environment, the

structure and stability of the correctional facility, opportunities for self-reflection, and the availability of support systems.

Simmons-Horton (2021) explored how juvenile offenders make sense of their experiences and what they perceive as the main challenges of being in the justice system. This study recruited ten offenders aged 18–24 years who had been detained in Houston, Texas. The findings highlighted several key challenges, including (1) difficulty accessing coordinated services, (2) feeling stigmatized by society, (3) experiencing differential treatment due to their involvement in the justice system, (4) limited access to proper education, and (5) restricted engagement in normal activities. The researchers argued that these challenges resulted in developmental deprivation. However, since the study relied on retrospective accounts from adults who had already been discharged, their narratives may have been reframed over time, potentially omitting details of their past experiences.

Mehay et al. (2019) studied 35 offenders and found that they employed various strategies to cope with detainment. They structured their daily routines by carefully planning limited activities such as meals, crosswords, and cell workouts to avoid long periods of inactivity. Some stayed connected to the outside world by following news and current events, reframing their missed experiences of young adulthood as a way to support their well-being. Others sought opportunities within prison rules to enhance their physical activity and access better food options, often using their cell space for workouts promoted in prisoner newspapers. With limited access to alternative prison spaces, many young men created a sense of comfort by keeping their cells clean and organized. It shows that offenders' experience of detainment is shaped by various factors, including access to structured activities, connections to the outside world, and the ability to create a sense of stability and comfort.

A study conducted in a Danish prison highlights boredom as a significant challenge of incarceration. The experience of detainment for young offenders is often characterized by a sense of meaninglessness, largely stemming from prolonged periods of waiting and a lack of control over their time. While they attempt to develop strategies to manage time, they struggle to create new, meaningful ways to engage with their environment. Their thoughts remain preoccupied with life outside which is resulting in reduced motivation to participate in the structured routines. Daily interactions are frequently marked by nonverbal, aggressive, and physical communication, often driven by a need to assert dominance and gain respect through hypermasculine behavior (Bengtsson, 2012). This study shows that the experience of detainment is influenced by factors such as boredom, perceived sense of control, and engagement in structured activities.

A study conducted among 59 juvenile offenders in a Dutch youth correctional facility examined the relationship between detention length, living group climate, coping strategies, and treatment motivation. The findings indicated that longer detention was linked to a perception of a more open living group climate but had no direct connection to coping strategies or treatment motivation. A repressive group climate was associated with passive coping, while an open group climate fostered active coping and increased treatment motivation. Furthermore, active coping mediated the relationship between an open group climate and treatment motivation. The researcher believes that creating an open living group climate that encourages learning, initiative, and opportunities for control can promote active coping and reduce the negative effects of prisonization, which in the end supports rehabilitation and positive change among juvenile offenders (Van der Helm, 2014). This study shows that offenders' experience in detainment is influenced by factors such as the length of detention, the living group climate, and coping strategies.

Despite the valuable insights provided by these studies, a significant gap remains in understanding the full scope of factors influencing juvenile offenders' experiences of detainment. Most studies either focus on importation factors—such as emotional literacy, prior criminal history, and coping strategies—or deprivation factors—such as institutional structure, boredom, and lack of control—without integrating both perspectives. Additionally, while some research highlights the role of future aspirations and social bonds post-release, none explicitly examine how these factors interact with offenders' experiences during detention. A more comprehensive approach that considers both importation and deprivation factors in relation to offenders' post-release thoughts and aspirations is needed to develop more effective rehabilitation programs and support systems.

2.5 Psychological Experiences of Juvenile Offenders in Correctional Institution

The following section discusses past studies related to the psychological experiences of juvenile offenders in correctional institutions. While specific research on the psychological experiences of juvenile offenders is scarce, numerous studies have explored their overall experiences and the contributing factors to delinquency across different countries.

For instance, a study by Shong and Siti Hajar Abu Bakar (2017) examined the experiences of six juvenile offenders confined and studying in a juvenile school in Kuala Lumpur, Malaysia. The researchers also explored school-related factors influencing their misconduct. Using a qualitative case study approach, the study found that juvenile offenders faced academic incompetence among teachers, negative teacher-student relationships, and harsh regulations in correctional institutions. The researchers

concluded that these factors contributed to the offenders' misconduct. Similar approaches have been used by other researchers in Malaysia.

Houchins et al. (2021) examined the relationship between correctional facility characteristics, challenges faced by juvenile offenders, and factors influencing their resilience. The study, which included self-reported assessments from 7,073 juvenile offenders across 205 correctional facilities in the United States, utilized the posttraumatic growth theory and the challenge model of resiliency. The researchers found that negative experiences in correctional institutions—such as abuse, victimization, overcrowding, and a negative social climate—were strongly linked to facility size and significantly affected offenders' mental health, potentially influencing their post-release lives.

Evans-Chase et al. (2019) conducted a qualitative study specifically focusing on improving the well-being of female juvenile offenders by introducing mindfulness meditation in juvenile justice settings. Through interviews with ten female offenders, the study found that nine participants reported significant challenges associated with institutional life, particularly the loss of freedom. Many expressed feelings of sadness, anger, or frustration due to separation from their families, with some coping by imagining their future freedom.

Duron et al. (2020) explored the perspectives of mentors working with juvenile offenders, using a cultural humility framework. The researchers conducted semi-structured interviews with 23 mentors participating in a correctional mentoring program. Mentors reported that juvenile offenders often experienced direct abuse, neglect, or abandonment by their parents, leading to unmet emotional needs that manifested in externalized struggles. Additional challenges included difficulties in forming social connections with

peers and family, leaving them vulnerable to falling back into criminal behavior. Furthermore, some juvenile offenders experienced guilt as they navigated the competing demands of academic expectations and financial responsibilities toward their families.

McGrath, Shaw, and Farquharson (2020) explored the barriers juvenile offenders face in accessing mental health services. The study, conducted in the UK with 128 participants in correctional institutions, identified a lack of trust, reluctance to discuss vulnerability and emotions, and a general preference for self-reliance as major obstacles to seeking psychological treatment. The researchers also noted additional barriers within the correctional system that further hinder access to mental health support. Collectively, these studies highlight significant challenges faced by juvenile offenders in detention, including psychological distress, lack of proper resources, health-related barriers, and social isolation.

Another study by Nagamuthu et al. (2019) explored the learning experiences of two juvenile offenders in Malaysian correctional institutions using a qualitative phenomenological approach. The study found that juvenile offenders perceived correctional institutions as unpleasant due to isolation, a hostile atmosphere, and negative student-teacher relationships. These factors also posed challenges in achieving positive academic outcomes. However, in contrast to these findings, other research suggests that juvenile offenders can have positive experiences in correctional institutions.

For instance, a study by Flores et al. (2020) investigated the experiences of 15 female juvenile offenders confined in correctional institutions in California. The study found that they appreciated the classroom environment, attributing their positive experiences to small class sizes that facilitated open dialogue and strong support from teachers and staff

for reintegration. Additionally, they reported that the classroom setting reduced distractions and helped them focus on lessons. This study highlighted the critical role of teacher support in fostering positive experiences in correctional institutions, findings that align with those of Karłyk-Ćwik (2020).

Karłyk-Ćwik (2020) examined humor as a factor in creating a positive social climate between juvenile offenders and their teachers in Polish correctional institutions. The study employed a quantitative design, utilizing instruments such as the Social Climate Scale of Correctional Institutions (Moos, 1975) and the Humor Styles Questionnaire (Martin et al., 2003). The study involved 705 juvenile offenders and 321 educational staff members. The findings indicated that humor—whether among peers or between educators and offenders—played a significant role in shaping the social climate. This research reinforces the importance of teacher-student relationships in shaping offenders' experiences. However, positive student-teacher relationships have primarily been documented in Western settings. One possible explanation is that, in Asian contexts, teachers hold a higher social status, creating a power gap that hinders the development of warm relationships between students and teachers (Wong, 2016). Additionally, correctional institution educators in some regions lack the qualifications needed to support juvenile offender learners, making it difficult to foster positive academic experiences (No & Magano, 2016).

Beyond teachers, family involvement has also been identified as a crucial factor in shaping the experiences of juvenile offenders in correctional institutions. Hughes et al. (2021) explored the experiences of six Irish juvenile offenders using Interpretative Phenomenological Analysis (IPA). The study found that juvenile offenders frequently experienced interpersonal violence and provocation from prison staff, leading to

frustration with prison facilities. These negative experiences contributed to emotional detachment, making offenders less likely to express compassion while in correctional institutions. The researchers emphasized the need to improve staff-prisoner and parent-prisoner relationships—particularly between mothers and their incarcerated sons—as early maternal warmth is associated with lower levels of offending behavior (Cavanagh & Cauffman, 2017).

Donges (2015) conducted a phenomenological study to examine the educational experiences and social relationships of former juvenile offenders during their time in correctional institutions. The study, which included 11 participants, found that juvenile offenders often experienced victimization, leading to low self-esteem and social isolation. Their misconduct was described as an expression of internal pain. Additionally, negative peer relationships and a strong sense of failure contributed to their perception of school experiences as “horrible” or “terrible.”

Taking a different approach, Mohammad and Azman (2018) explored juvenile offenders' experiences from the perspective of prison officers. The study recruited 12 officers in Malaysia, arguing that officers—being in close contact with offenders—could provide reliable insights into correctional environments. The findings revealed that officers were skeptical about the system and believed the government should implement structured rehabilitation programs to better support juvenile offenders upon their release.

Finally, Barquín et al. (2019) investigated prison life through a moral perspective, analyzing the conditions of five correctional facilities in Spain. The study recruited adult prisoners to complete a questionnaire assessing the quality of prison life, focusing on interactions between inmates and staff, as well as institutional environments and their

impact on rehabilitation. The results indicated that the quality of life in correctional institutions strongly depended on staff-inmate relationships and the overall prison environment. Overcrowding was found to worsen relationships between inmates and staff, further contributing to a negative correctional experience. There is a scarcity of research specifically exploring the psychological experiences of juvenile offenders in correctional institutions, with most existing studies focusing on their educational experiences and contributing factors to delinquency. Prior research has produced mixed findings, with studies in Malaysia highlighting negative school environments, poor teacher relationships, and isolation, while research in Western contexts, such as the U.S. and Poland, has identified positive aspects like supportive teachers, humor, and structured environments. Other studies emphasize the role of family involvement, peer relationships, and institutional conditions in shaping offenders' experiences, with some research indicating that negative interactions with staff and overpopulation worsen rehabilitation efforts. While some studies have explored juvenile offenders' experiences through phenomenological methods, they often focus on educational settings or officers' perceptions rather than the direct psychological experiences of the offenders themselves. This study helps address this gap by providing a deeper, firsthand understanding of their life stories and perceptions of their rehabilitation journey.

2.6 Juvenile Offenders' Coping Strategies during Detainment

Beyond the challenges faced by juvenile offenders, their psychological experiences also encompass the coping strategies they employ while in detention. Extensive research has been conducted on the coping mechanisms of juvenile offenders in correctional institutions. One such study by Reid and Listwan (2015) examined violence among juvenile offenders and the coping strategies they used to reduce their involvement in

violence during their detention in California, USA. The study applied the Importation and Deprivation Theory as well as General Strain Theory to a sample of 281 male juvenile offenders. The findings identified three types of juvenile offenders based on their coping strategies. First, younger offenders, sex offenders, or those new to correctional institutions tended to use passive avoidance techniques. Second, gang members were more likely to employ aggressive coping strategies. Finally, a group of offenders actively navigated the institution and its social dynamics to mitigate risks. The researchers concluded that correctional officers should receive training to recognize and support youth who are adapting to incarceration. However, the study's main limitation was its failure to address coping strategies among juvenile offenders beyond the context of institutional violence and how these strategies impact their overall well-being.

To fill this gap, Konaszewski et al. (2021) conducted a quantitative study on 201 juvenile offenders in Poland to examine the direct and indirect roles of resilience and coping strategies in shaping mental health. The study utilized several instruments, including the Resilience Scale-14, the Brief-COPE Questionnaire, the Kutcher Adolescent Depression Scale, and the Warwick-Edinburgh Mental Well-being Scale. The results indicated that high levels of resilience serve as a buffer against the risk of depression. Additionally, active coping, seeking social support, avoidance, and turning to religion were all positively correlated with well-being. Social support helped offenders make sense of their experiences, with this role being fulfilled not only by peers and family but also by correctional officers (Vanhooren et al., 2017). Conversely, maladaptive coping strategies, such as expressing negative emotions in unhealthy ways and using psychoactive substances, were negatively correlated with well-being. The approach in this study aligns with other research on coping strategies within institutional settings.

For example, Nowakowski (2020) conducted a quantitative study examining the associations between psychopathy traits in the triarchic model (boldness, meanness, disinhibition), psychological resilience, and coping styles among juvenile offenders. The study involved 111 male and female juvenile offenders in Poland who completed surveys assessing psychopathy traits, resilience levels, and coping strategies. The findings revealed that boldness was associated with a preference for task-oriented coping and a reduced reliance on emotion-oriented coping. Conversely, juvenile offenders with high levels of disinhibition were more likely to engage in emotion-focused coping. However, the study did not account for pre-existing factors such as past trauma, stressful life experiences, and prior living environments—factors that may significantly influence an offender's preferred coping style.

To address this limitation, Boessen and Cauffman (2016) examined how prior neighborhood characteristics affect juvenile offenders' adjustment to correctional settings. The researchers argued that neighborhood environments play a crucial role in shaping offenders' initial experiences of incarceration. Using longitudinal data from the first eight weeks of detention, the study analyzed 373 male juvenile offenders aged 14–17 in Southern California. Key variables included institutional misconduct and neighborhood characteristics such as geocoding, ethnic heterogeneity, residential stability, and economic disadvantage. The findings suggested that offenders from homogeneous neighborhoods struggled to adjust to incarceration in the early weeks. Additionally, offenders with weak ties to the outside world were more likely to engage in violent coping strategies. The findings from Boessen and Cauffman (2016) align with those of Dariotis and Chen (2020), both highlighting how past experiences and environments influence juvenile offenders' coping mechanisms in correctional institutions.

Building on this, Dariotis and Chen (2020) investigated whether different coping strategies mediate the relationship between stressful life experiences and risky behaviors among offenders aged 18–24. Applying General Strain Theory to a sample of 126 offenders in the United States, the study found that greater perceived stress and more stressful life events were negatively correlated with adaptive coping strategies such as positive reframing, seeking support, and active problem-solving. Conversely, stress was positively correlated with maladaptive coping strategies such as avoidance and distraction. The study concluded that avoidance coping partially mediated the relationship between stressful life events and substance use, maladaptive sexual behaviors, and fully mediated the relationship between stressful life events and substance use alone. The researchers emphasized the need for prevention and intervention strategies that promote healthier coping styles in correctional settings. While research on juvenile offenders' coping strategies is extensive, fewer studies focus on addressing their mental health needs and how these needs influence coping mechanisms. This gap is crucial to understanding their psychological experiences and developing effective interventions.

To address this limitation, Heath and Priest (2016) conducted a qualitative study to provide deeper insights into the experiences of transition, instability, and coping among juvenile offenders in the United Kingdom. The study involved four participants—two male and two female juvenile offenders. The findings revealed that many juvenile offenders lacked knowledge of appropriate coping strategies and protective factors. As a result, they primarily relied on avoidance or emotional suppression. Additionally, some engaged in self-harming or other self-punishing behaviors. The researchers suggested that these maladaptive coping strategies stemmed from distressing experiences in correctional institutions combined with limited emotional literacy. This research on internal factors influencing coping strategies aligns with findings by Schalkwijk et al. (2016).

Schalkwijk et al. (2016) conducted a study examining various factors influencing conscience development, including empathic capacity, proneness to shame, pride, guilt, moral orientation, and coping strategies. The study compared juvenile offenders with non-delinquent adolescents, recruiting 334 participants aged 13–18 from Amsterdam—275 non-delinquent adolescents and 59 juvenile offenders. The researchers used several instruments, including the Interpersonal Reactivity Index (IRI), the Test of Self-Conscious Affect for Adolescents (TOSCA-A), the Compass of Shame Scale (CoSS), and the Moral Orientation Measure (MOM). The findings showed that juvenile offenders were more likely to detach themselves from situations and externalize the causes of their emotions or behaviors. They also had a tendency to deny feelings of shame, experience heightened levels of pride, and focus more on punishment than victim impact. These findings suggest that juvenile offenders may exhibit lower levels of emotional maturity compared to non-delinquent adolescents.

Existing research on juvenile offenders' experiences primarily focuses on violent behaviors, lacks a strong mental health-centered approach, and insufficiently considers past experiences, emotional literacy, and individual background. While studies recognize the role of environmental stressors, they do not deeply explore how these factors shape psychological experiences. A study examining juvenile offenders' psychological experiences can fill these gaps by providing an understanding of adaptive and maladaptive coping mechanisms, analyzing personal and contextual influences.

2.7 Indonesia's Law regarding Juvenile Justice System

Indonesia's juvenile justice system has undergone various reforms. For instance, law no. 3 of 1997 on juvenile courts, consolidated existing regulations regarding juvenile trials. This law established key protections, such as (1) closed trials for minors, with exceptions

for certain cases; (2) judges, prosecutors, and law enforcement officials are not allowed to wear formal uniforms during juvenile court proceedings; (3) rights for children in correctional institutions, including access to education, skill training, and other essential child rights and (4) mandatory separation of juveniles from adult inmates in correctional facilities.

Despite these regulations, Indonesia's juvenile justice system has been criticized for failing to fully align with the Convention on the Rights of the Child (CRC). Data from UNICEF (2002) indicated (1) 4,000 juvenile cases went to court, and 90% resulted in imprisonment; (2) 88% of those sentenced received a prison term of approximately one year; (3) 73% of cases involved minor offenses; (4) 42% of juvenile inmates were imprisoned alongside adults, violating child protection principles.

Although Law No. 3 of 1997 aimed to shift juvenile punishment from a retributive (punitive) to a rehabilitative approach, it was deemed insufficient. The law was eventually replaced by Law No. 11 of 2012 on the Juvenile Justice System. Indonesia's Law No. 11 of 2012 on the Juvenile Justice System replaces Law No. 3 of 1997, it is a shift from a punitive approach to a more rehabilitative and restorative justice framework. This law aim to prioritizes the protection and well-being of children in conflict with the law. A key reform in the law is the introduction of restorative justice through a diversion system, which allows for case resolution outside the formal legal process at multiple stages, including investigation, prosecution, and correctional institutions. The law mandates that law enforcement officials prioritize restorative justice, with penalties for non-compliance, which in the end minimizing imprisonment for children.

Despite these improvements, challenges remain in implementation. Many juvenile offenders still face imprisonment and harsh legal proceedings, contradicting the intended protective approach. Reports indicate that juvenile offenders often experience violence and stigmatization, undermining rehabilitation efforts.

2.8 Conditions of Correctional Institutions in Indonesia

However, there is an inconsistency with the aim of correctional institutions with the reality that were encountered. Some of the notable negative aspects include (1) lack of evidence for imprisonment; (2) the sentence length that is longer than it supposed to be; (3) overcrowding; (4) inhumane treatment towards the offenders; as well as (5) inadequate facilities and education services (Cahyaningtyas & Rochaeti, 2021; Davies & Robson, 2016). This condition is particularly brought disadvantages for juvenile offenders with disabilities (Sunnah & Widyaningrum, 2020).

Moreover, the condition of correctional institutions in Indonesia has also not able to fulfil the psychological needs of the juvenile offenders. Empirical juridical research which aims to examines the applicable legal provisions and what happens in reality in society, was conducted in West Java. In the end, the researchers found that the rehabilitation of juvenile offenders carried out in the correctional institutions is too bureaucratic, so this creates an impression of being unfriendly and inhuman (Cahyaningtyas & Rochaeti, 2021).

According to Erdianti and Al-fatih (2019), there are some disadvantages of detaining the juvenile offenders in the correctional institutions. First, the regulations of Indonesian correctional institutions resulting to overcrowding, which enhance the inadequate facilities within the correctional institutions that encouraged juvenile offenders to

deteriorate their well-being. It happens because overcrowding worsen quality of the relationships between inmates and staff, which in the end making the negative prison environment (Barquín et al., 2019). Second, stigmatization of former prisoners will give a detrimental effect for the juvenile offenders after they are discharged. Thus, it will make them more isolated from the community. Lastly, the detainment will allow socialization between offenders that trigger them to learn other forms of crime.

This result is also similar to a research by Purba (2021) who conducted a qualitative research approach in the Class IIA Binjai Correctional Institution, Indonesia. The author aims to find out how social learning changes the behavior of correctional students placed in correctional institutions. In the end, the researcher found that after juvenile offenders has served a sentence in an adult prison, there is a negative impact on social learning from the environment in which he served a criminal period. Juvenile offenders absorb and follow most of the habits and activities carried out by adult prisoners surrounds them, there are even juvenile offenders who follow violations committed by adult prisoners, hence after leaving the Correctional Institution they tend to do more crime. On average, they interact more with adult inmates so that they tend to learn everything that is in prison from adult inmates, including in terms of criminal behavior plans.

While most of the studies discuss the poor conditions of correctional institutions such as overcrowding, inadequate nutrition, and abuse, there is a gap in research focusing on the juvenile offenders' voice about how these factors affect rehabilitation outcomes and their perspective about the future. Moreover, there is limited research on how to mitigate these negative effects and promote positive rehabilitation.

2.9 Implemented Interventions and Rehabilitation Approach

The Restorative Justice approach has emerged as an alternative strategy in Indonesia's criminal justice system, particularly in handling children in conflict with the law. The fundamental principle of Restorative Justice is to prioritize reconciliation, where offenders, victims, and the community collaborate to find solutions that can address the impact of criminal acts. The primary goal of this approach is not only to impose sanctions on children but also to rehabilitate them, allowing them to reintegrate into society without facing continuous negative stigma (Rayhan, 2024).

Data indicates that an increasing number of cases are being resolved through Restorative Justice compared to conventional judicial mechanisms, demonstrating growing acceptance by law enforcement authorities and society. However, the effectiveness of Restorative Justice in Indonesia still faces several challenges, including limited understanding among law enforcement officers, insufficient rehabilitation facilities, and resistance from the public toward non-judicial resolution mechanisms. One finding is that despite the rise in Restorative Justice case resolutions, resistance among law enforcement officers in adopting this approach remains. This resistance may stem from a lack of training or in-depth understanding of Restorative Justice concepts among police officers, prosecutors, and judges. Additionally, certain cases, such as cybercrimes like cyberbullying and child grooming, have yet to be fully addressed through RJ due to the absence of appropriate mechanisms (Edin et al., 2025).

Education in correctional institutions is a state obligation. correctional institutions serves as a facilitator of education, collaborating with relevant parties in the teaching sector. correctional institutions officials provide classroom facilities and teaching staff or partner with nearby schools, allowing juvenile inmates to attend formal education under the

supervision of officers and their parents. Juveniles with sentences of less than one year participate in educational programs, which include library-based learning, skills training, and handicraft workshops. Meanwhile, those with sentences exceeding one year are required to attend formal education according to their grade level. Equivalency education programs (Package A, B, and C) are also implemented to ensure that juvenile offenders continue to exercise their right to education during their detention. However, several challenges hinder the effective implementation of these programs, including limited human resources, inadequate infrastructure, and operational funding constraints (Subroto & Muammar, 2025).

Healthcare services are also provided as part of intervention efforts, but the implementation of healthcare rights in Juvenile Correctional Institutions remains inadequate. Healthcare services for juvenile inmates are not conducted regularly, comprehensively, or sustainably, highlighting disparities between correctional healthcare standards and those available in the general community. The lack of proper healthcare facilities is evident in the absence of isolation rooms for juvenile inmates with infectious diseases, the incomplete medical and non-medical equipment, insufficient healthcare funding, and the limited number of healthcare staff available to provide necessary care (Pratama et al., 2024).

Junaedi et al. (2022) examined the role of educational activities in correctional institutions, particularly psychological counseling provided by visiting mental health professionals. This program aimed to reduce mental health problems stemming from stigmatization, the prison environment, and personal difficulties. However, there is no standardized counseling program for new offenders across all correctional institutions in Indonesia. To address this issue, the researchers conducted an experimental study

implementing Rational Emotive Behavior Therapy (REBT) with a patronage technique for newly incarcerated juvenile offenders. The findings indicated that this approach significantly reduced anxiety levels among participants, demonstrating its effectiveness in addressing their psychological distress.

Soetikno and Hastuti (2019) also conducted an experimental study on Cognitive Behavioral Play Therapy (CBPT) to enhance self-regulation among juvenile offenders in Indonesia. The study involved ten participants with behavioral problems such as aggression and rule violations. The results showed a significant improvement in behavior regulation indices, indicating that CBPT is an effective therapeutic approach for juvenile offenders in correctional settings.

Additionally, fulfilling recreational needs has positive physical and psychological impacts. Regular participation in sports activities is conducted in correctional institutions as a form of recreation, one of which is handball. This activity offers numerous benefits that can significantly improve the overall physical fitness of juvenile inmates (Rayhan, 2024). Despite the growing attention to Restorative Justice, education, healthcare, and recreational programs in juvenile correctional institutions, existing studies rely solely on secondary sources, failing to capture the voices and lived experiences of juvenile offenders themselves. This gap underscores the need for research that directly incorporates their perspectives to better inform policies and interventions tailored to their actual needs.

2.10 Overview Research of Juvenile Offenders in Indonesia

According to Indonesian Law No. 85 concerning the correctional system, juvenile offenders are placed in correctional institutions where they are supposed to receive proper guidance, education, and training. However, several studies have found that these objectives are not being met. The following section provides an overview of research on juvenile offenders in Indonesia.

Providing proper education is crucial for rehabilitating juvenile offenders, making research on their learning experiences essential. Rosmilawati and Darmawan (2019) conducted a study to examine juvenile offenders' access to formal education and their lived experiences. Through qualitative interviews with 40 juvenile offenders in two Indonesian correctional institutions, they found that while attending formal education is mandatory, juvenile offenders exhibit varying levels of motivation to participate. The quality of education in correctional facilities was perceived as inferior to that of regular high schools, with teachers and prison officers deemed inadequate in their roles. While this study provided valuable insights into juvenile offenders' motivation and learning experiences, it did not explore their learning skills in detail, which are crucial for their continued education upon release.

A study in West Sumatra aimed to assess the cognitive abilities of 23 juvenile offenders in a correctional facility. The researchers defined learning skills as the ability to demonstrate, analyze, and self-motivate, which is critical for juvenile offenders to continue their education post-incarceration. Using a questionnaire in a quantitative study, the researchers found that most juvenile offenders had moderate learning abilities, though some were illiterate. They also identified a lack of resources for academic skill

development (Dian Suri et al., 2018). However, this study did not sufficiently consider the psychological conditions of juvenile offenders.

Benu et al. (2019) explored the psychological conditions of juvenile offenders in East Indonesia, focusing on cognitive, emotional, behavioral, and social aspects. The study highlighted challenges in identifying specific characteristics of juvenile offenders based on their actions. To address this, 26 juvenile offenders participated in focus group discussions and psychological evaluations using projection tests, including the Draw-A-Person test, the Tree Drawing test, and the House-Tree-Person drawing assessment. The findings revealed that juvenile offenders often blamed their victims, authorities, and families. Additionally, they exhibited oversimplified reasoning and a lack of empathy. However, the study did not examine individual cases in depth, which is essential for designing psychological interventions for juvenile offenders.

Pranawati et al. (2020) conducted a study on the risk factors associated with prostitution, a topic that is rarely explored in Indonesia. Using a qualitative case study approach with eight Indonesian women involved in sex trafficking, the researchers identified several common predictors of prostitution involvement: (1) drug use, whether for survival or indulgence, (2) dysfunctional family environments, including parental abuse, (3) association with delinquent peers, and (4) societal perceptions of chastity as a prized possession.

Similarly, Zahrawaani et al. (2021) conducted a qualitative phenomenological study involving individuals who had experienced violence and were incarcerated in correctional institutions in Indonesia. The researchers identified several common antecedents to criminal activity: (1) unsafe environments due to inadequate protection from authorities,

(2) lack of social support, (3) negative experiences in homes and schools, (4) adolescent trauma, and (5) peer influence and social support networks. These findings align with those of Azis (2019).

Azis (2019) conducted a qualitative study on the criminal subculture in East Java, focusing on male juvenile offenders. The study found that participants shared similar backgrounds, coming from disadvantaged and dysfunctional families. Many engaged in delinquent behavior to gain respect from their peers. Additionally, substance abuse was a common issue among juvenile offenders. However, both the studies by Zahrawaani et al. (2021) and Azis (2019) were qualitative and based on small sample sizes, limiting the generalizability of their findings.

In contrast, Nasir et al. (2011) conducted a comparative study on psychosocial factors influencing delinquency among 189 juvenile offenders in Malaysia and 131 in Indonesia. The study employed several instruments, including the (1) Family Adaptability and Cohesion Scale (FACES III), (2) Rosenberg Self-Esteem Scale (RSES), (3) Reynolds Adolescent Depression Scale (RADS), and (4) Cognitive Distortion Scale (CDS). The results indicated significant interactions between family structure, self-esteem, and cognitive distortions in relation to depression among juvenile offenders. The researchers also found that Malaysian juvenile offenders exhibited higher levels of depression than their Indonesian counterparts.

Existing research on juvenile offenders in Indonesia has examined education, cognitive skills, risk factors, and criminogenic environments but has largely overlooked their psychological experiences. Studies have not sufficiently explored how past experiences, emotional regulation, and mental health impact their adjustment and relationship in the

correctional institutions. A study on juvenile offenders' psychological experiences can address these gaps by examining their thoughts, emotions and behavior. Linking their past experience to rehabilitation journey, and developing prison-informed interventions.

2.11 Chapter Summary

According to the law, juvenile offenders receive less severe punishments compared to adults who commit the same crimes. Instead of being placed in high-security prisons, they are detained in correctional institutions, often with shorter sentence durations.

In Indonesia, the number of juvenile offenders in correctional institutions has been increasing. However, this rise has not been matched by the development of additional correctional facilities or improvements in intervention programs and treatment. As a result, juvenile offenders in Indonesia face numerous challenges and disadvantages within correctional institutions, including overcrowding and inadequate fulfillment of basic rights. These issues include poor food quality, insufficient access to proper education, and substandard healthcare.

This study applies the Importation and Deprivation Framework to examine the psychological experiences of juvenile offenders living in such difficult conditions. The Importation Theory suggests that delinquent behavior stems from external social influences before incarceration. It argues that offenders, often referred to as “normal people” in prison philosophy, are shaped by environments that promote deviant behavior, meaning their psychological experiences in prison are influenced by pre-existing factors. In contrast, the Deprivation Theory asserts that incarceration itself—particularly the long and distressing sentences—contributes to the psychological struggles of juvenile

offenders. This theory highlights five key losses that lead to emotional and psychological distress during confinement. By integrating both theories, this study seeks to explore how juvenile offenders' psychological experiences are shaped by both their backgrounds and the hardships they endure within correctional institutions.

Universiti Malaya

CHAPTER 3

METHODOLOGY

3.0 Introduction

The aim of this study is to explore the psychological experiences of juvenile offenders in correctional institutions in Indonesia. This chapter includes explanations of the qualitative research concept, the justification for selecting a qualitative methodology, and the use of a phenomenological approach as the study design to address the research inquiry. Furthermore, it covers the researcher's experience, data collection procedures, data analysis, trustworthiness, potential risks and benefits, the protection of individuals as study participants, and, finally, a chapter summary.

3.1 Research Method

This study employs a qualitative research method. Qualitative research is an exploratory approach that seeks to understand specific meanings and behaviors within a particular social phenomenon through the subjective experiences of participants (Palmer & Bolderston, 2006). The qualitative research method has a long history, originating in anthropology and sociology, and has since been incorporated into various other disciplines (Astin & Long, 2014). Through qualitative research, researchers can gain deeper insights into the processes of creating, managing, and interpreting assessments and evaluations, as well as exploring participants' behaviors, opinions, emotions, and perspectives (Rahman, 2016). This is particularly important for adolescents, as taking a relational approach to engaging with them is key to allowing their authentic voices to emerge. Ultimately, this approach can contribute to the development of policies based on empathy (Pincock & Jones, 2020).

There are five key characteristics of qualitative research (1) data collection and analysis take place in a natural setting; (2) participants perceive the researcher as playing a meaningful role in the study; (3) participants have the freedom to choose and define conversation topics, transitioning between them naturally; (4) the researcher aims to document and preserve participants' dialogue and symbols as they are perceived and intended; and (5) the analysis focuses on a real social issue, with findings that provide immediate insights into ongoing social processes and structures (Chesebro & Borisoff, 2007).

In qualitative research, researchers are considered active participants in the data collection process. This means that the researcher serves as the primary instrument for gathering data. The ability to observe seemingly "mundane" aspects, conduct in-depth interviews, and reflect on the meaning of observational and interview data is crucial to the success of qualitative research (Xu & Storr, 2012). Therefore, the qualitative approach allows the researcher to engage with participants, observe behavioral patterns, and capture juvenile offenders' experiences in their natural setting, aligning with this study's aim of exploring their psychological experiences while in correctional institutions.

Although numerous quantitative studies have been conducted on juvenile delinquents, there is a limited number of qualitative investigations that seek to gain an in-depth understanding of their experiences in correctional institutions (Rosenbaum, 2015). While qualitative research may not establish causal relationships, it provides rich, detailed insights into the lived experiences of juvenile offenders (Donges, 2015). There are several key differences between qualitative and quantitative research. Further distinctions between these methodologies, as outlined by Merriam and Tisdell (2015), are presented in Table 3.1. Hughes et al. (2021) suggest that the most effective way to understand

psychological experiences is to pay attention to how individuals express their own narratives and to allow them the freedom to explore areas of personal significance. In other words, quantitative data alone cannot capture the way individuals communicate about their experiences, the language they use, their worldviews, or their social connections—all of which are fundamental to meaningful data collection.

For these reasons, this study employs a qualitative research methodology to explore the psychological experiences of juvenile offenders. This approach enables the researcher to examine the phenomenon within its natural setting and interpret it from the participants' own perspectives

Table 3.1

The Difference Between Qualitative and Quantitative Research

	Qualitative	Quantitative
Objective/Purpose	to explore and understand phenomena, often focusing on subjective experiences and meanings.	to quantify relationships, behaviors, and phenomena, often through numerical data analysis to test hypotheses and generalize findings
Sample	smaller, emphasizing in-depth exploration and understanding of a limited number of cases	larger sample sizes are often used to allow for statistical analysis and generalization of findings to a larger population
Data collection	involves methods such as interviews, observations, and open-ended surveys, focusing on gathering rich, descriptive information	employs structured surveys, experiments, or numerical measurements to gather data that can be analyzed statistically.
Data Analysis	thematic analysis or grounded theory, focusing on identifying patterns, themes, and meanings in textual or visual data	utilizes statistical methods to analyze numerical data, often aiming to uncover relationships, patterns, or trends through mathematical modeling and hypothesis testing
Outcome	rich descriptions, insights, and understanding of complex phenomena	numerical data that can be statistically analyzed to draw conclusions and make predictions about a population

This study implements phenomenology design in exploring the psychological experience of juvenile offenders in the correctional institutions. Phenomenology research design can be described as a science of understanding human beings at a deeper level by gazing at the phenomenon (Husserl, 1962). The next section describe further information regarding phenomenology.

3.2 Phenomenological Research Design

There are a several definitions of phenomenological research design for instance Edmund Husserl (1962), the founder of phenomenological philosophy mentions that essences are the foundation for all knowledge, and phenomenological design aimed to describe these essences. Phenomenology design able to description of phenomena as they appear to consciousness (Qutoshi, 2018). Whereas Schutz (1967), established the concept of multiple realities, with the goal of phenomenology is to study and evaluate people's inner lives through encounters with phenomena or representations. However, in general, from all perspective of phenomenology have the same belief in terms of (1) the belief that individuals able to comprehend the truth of a phenomenon; (2) the certainty that there are barriers that prevent individuals to reach true understanding; (3) desire to breaks through the obstacle by viewing the phenomenon as it is (Lubis, 2004). The ultimate goal of phenomenologists is to comprehend an emotion as completely as possible, rather than using that knowledge to anticipate or justify behavior (Gill, 2020). This method aligns with the aim of this research to explore what juvenile offenders' feel, think and behave as well as how they construct their reality while living in a difficult situation. These were subjective experiences, and the only way to comprehend them was for them to describe their own individual significance actions.

Moustakas (1994) and van Manen (1990) as referred to Creswell (2012) mentions some defining characteristics of phenomenology design. The typical characteristics includes (1) an emphasis on a phenomenon to be explored, of a single concept or idea; (2) the exploration of this phenomenon with a group of individuals who have all experienced the phenomenon; (3) a philosophical discussion about the basic ideas involved in conducting a phenomenology; (4) in some forms of phenomenology, the researcher brackets discussing personal experiences with the phenomenon; (5) a data collection procedure that involves typical interviewing individuals who have experienced the phenomenon; (6) data analysis that can follow systematic procedures that move from the narrow units of analysis and to broader units; and (7) a phenomenology ends with a descriptive passage that discusses the essence of the individuals' experience and the "essence" is the culminating aspect of a phenomenological study. In this study, the phenomenon that is our main focus is the confinement of juvenile offenders in the correctional institutions in Indonesia. This study aimed to interview juvenile offenders as they were a part of the phenomenon, with interviewing the juvenile offenders, researcher get a clear view of their subjective psychological experience in living with the strict regulations, isolation and loss.

Research that implemented phenomenological design should begin the interviews with a question that relates in a non-leading and open way to the phenomenon under investigation (O'Halloran et al., 2019). Hence, the research question answered in this study was "How are the psychological experience of juvenile offenders in the correctional institutions?". The phenomenon was the confinement in the correctional institutions. This psychological experience for young offenders incarcerated in the correctional institutions best revealed by the use of phenomenology study design.

In phenomenology, the researcher emphasizes the subjective experiences and actions of individuals and the meaning these individuals attach to their own, and others', experiences/actions. Therefore, phenomenology has its unique procedures. Bracketing" which is one of transcendental phenomenology major concepts involve the researcher to put their individual story and preconceptions aside as much as necessary in order to gain a "new viewpoint on the topic under investigation" (Elliott, 2004). Transcendental, according to Moustakas (1994) means everything can be viewed anew, as if for about the first time. In transcendental phenomenology, bracketing was preferred as it permitted researchers to focus entirely on the substance of participants' perceptions without being affected by their own views or assumptions, which was carefully followed by the researcher throughout the whole study "in order to see their respondents' perspectives anew (Gill, 2020). With the inclusion of bracketing concept, this research prioritized the psychological experiences of the juvenile offenders without being bounded by the researcher's own experiences. Therefore, a qualitative, transcendental phenomenological research method was believed to be the best fit for this study to enable detailed exploration of the inner world of juvenile offenders in the correctional institutions.

While a variety of philosophers have advanced and developed phenomenology, one of the most used types of phenomenology is Interpretative Phenomenological Analysis (IPA) that were developed by Smith (2009). IPA is aimed to explore the thorough analysis of individual lived experience, the sense of this experience and how they comprehend of that experience (Smith, 2011). Due to the main elements of IPA that allows participants to "share their voice" as well as "making sense" of their experience, this design has become one of the famous and most frequently implemented qualitative method in psychology (Larkin & Thompson, 2011).

As experience cannot be extract directly from the informants, arrangement and understanding on the part of the researcher is essential (Smith, 2011). A major advantage of IPA is that it to helps understand, interpret, and amplify the ‘lived experiences’ of the research participants and make their experience a meaningful and dignified (Alase, 2017). This methodology have confidence in the sequence of connection between personified experience, and making sense of, as well as emotional reaction to that experience (Smith, 2011). Therefore, this method is particularly useful in studying the psychological experiences of juvenile offenders while they are confined in the correctional institutions as it helps researchers to learn about their cognitive and affective reaction, as well as their behavior towards their difficult environment.

According to Larkin and Thompson (2011), there are several key philosophical assumptions of IPA. The first assumption is to explore of the participants’ sphere, obliges an understanding of experience. As IPA identifies the exploration of the meaning of subjective experience as an interpretative attempt on the part of participant and researcher, it is involved with connotation and procedures, rather than their reasons (Smith, 2011). In this study, researcher focused on the challenges that juvenile offenders encountered as well as what it means to them and how juvenile offenders how they construct their reality.

The second assumption is researchers involve with the participants who are “always-already” absorbed in a physical, linguistic, social and relational world (Larkin & Thompson, 2011). IPA believes that individuals are unable to be detached from language and culture of the situation and condition they are in (Jonathan et al., 2009). In this study, juvenile offenders are incorporated as members of the community of correctional institutions. They have absorbed the culture, establish relationships with other individuals and learn about various value while living in correctional institutions. It contributes to

how juvenile offenders view of the meaning of their confinement, perception of challenges and way of coping considering their conditions.

The third assumption is an idiographic approach is required to enable a thorough emphasis on the specific phenomenon (Larkin & Thompson, 2011). The idiographic approach suggest a comprehensive and deep insight of single case in their distinctive background hence it lets researcher to study a phenomenon and individual variances (Järvinen, 2020). In this study, the particular phenomenon that is the focused on is the juvenile confinement, researcher explore personal and in-depth description of each juvenile offenders' psychological experience.

The fourth assumption is the researcher does not approach participants' occurrence straightforwardly from their point of view, but by the manner of intersubjective meaning-making (Larkin & Thompson, 2011). Hence IPA functions with a double hermeneutic, which means that IPA researcher is attempting to correspond of the participants trying to correspond of their world (Smith & Osborn, 2015). Therefore, in this study, researchers also play a significant part in considering the views, thoughts and manners that may interact during the communication with the participant and the interpretation. Researcher is be mindful of one's own expectations and alert of their role in making explanations and upholding obligations to focusing in the participants' perspective.

3.3 Rationale for Research Design

The purpose of this study is to take a deep look at juvenile offenders' psychological experiences, the challenges that they encounter in difficult environments as well as their coping strategies. This study gives the opportunity to voice out the unheard experiences

of the juvenile offenders. Therefore, researcher depend on in-depth interviews with juvenile offenders as an effort to understand what are their perception and how they make sense of their experience and understand the meaning of it, thereby developing a better impression of how adolescent think, feel and behave while confronted in extremely different and difficult living condition. Due to this purpose, researcher believe that IPA design is suitable for this study.

Firstly, with IPA design, researcher able to explore and interpret major life experiences and keep the focus on specific phenomenon (Alase, 2017; Charlick et al., 2016). As the design aimed to explain the individual's perceptions of objects or events, it is particularly useful to provide rich description that illuminate the nuances and shades of emotions of an individuals' (Gill, 2015; Smith, 2011). Therefore, the IPA design offers an effective way of exploring what feeling emerge and the 'subjective truth' in juvenile offenders about the major life experience of incarceration.

Second, it can also help to explain social phenomena from the "bottom up" and is particularly valuable in understanding the role of emotions in processes (Gill, 2015). IPA help to explore people in a particular context who have shared a particular experience and make claims at a group level – this is feasible because the results reflect a specific focus (Charlick et al., 2016). This is a precious features especially in the research of marginalized adolescent as the most effective policies and practices come from evidence-based research that also considers the individual context (Pincock & Jones, 2020). Therefore, with implementing IPA, the result of this study can be valuable for the policy makers to make a better regulation of correctional institutions.

Lastly, IPA is useful in supplementing existing research approaches and improve existing theory by delivering the poignant and vague voice of the participants (Gill, 2015). Engagement in the IPA allowed the researcher to enlist participants and assisted them to go easy during the data collection procedure (Wagstaff, 2014). The correctional institutions often regarded as “black box”, due to the restriction in terms of admittance to correctional institutions. Therefore, there were a gap in the theory regarding how juvenile offenders think, feel and behave while they were confined in the correctional institutions.

In conclusion, qualitative study with IPA design matched excellently with this research aim to explore the personal unique experiences of juvenile offenders who encountered some problems in the correctional institution

3.4 Researcher

This section outlines the researcher’s background, role, and biases. This step is essential in qualitative research, as a researcher’s perspective can influence both their approach and the study’s findings (Merriam & Tisdell, 2015). Researchers must be aware of their views and preconceptions, as well as their relationship to the research topic and participants, and consider how these factors may affect data analysis (Ramani et al., 2018). Therefore, this section emphasizes transparency regarding the researcher’s position in relation to the informants.

According to Heidegger, individuals exist within culturally and socially conditioned contexts that shape their understanding of experiences. As a result, researchers can never be entirely free of assumptions. One of the challenges associated with Interpretative Phenomenological Analysis (IPA) lies in its “double hermeneutic” nature, meaning that

research outcomes vary depending on how researchers interpret participants' narratives (Gill, 2015). However, this does not imply that researchers can disregard their biases, as doing so would compromise the study's credibility and trustworthiness (Engward & Goldspink, 2020). By conducting a thorough self-analysis of their background, role, and biases, researchers can recognize potential influences on the data collection and analysis processes. This awareness allows them to provide a more reliable and transparent interpretation of participants' accounts (Clancy, 2013).

3.4.1 Researcher's Background

The researcher is Indonesian with a strong background in psychology and has previously served as a volunteer counselor in Indonesia for a short time. Additionally, the researcher has visited correctional institutions in Indonesia multiple times as a volunteer. Through these experiences, the researcher developed a deep interest in the challenges faced by marginalized adolescents, particularly due to the difficulties of puberty, challenging socioeconomic backgrounds, and a lack of awareness about mental health. Furthermore, the negative stigma against juvenile offenders in Indonesia exacerbates their struggles.

This phenomenon motivated the researcher to explore the psychological experiences of adolescents labeled as "bad" while living under strict isolation and regulations. These experiences have fueled the researcher's passion for understanding the psychological well-being of juvenile offenders in Indonesian correctional institutions. As a result, the researcher conducted this study with the intention of gaining deeper insight into their experiences and using the findings as a means to foster greater empathy and understanding toward juvenile offenders.

3.4.2 Researcher's Role

What is meant by data from qualitative research is what is seen, what is heard and felt by a researcher. Therefore, in this study, researchers have a role as an instrument or research tool observer, recorder, and analyst of the data. The researcher makes the interview questions, conducts the interview, analyzes, interprets and so on. According to Lincoln and Guba (1965), there are seven basic essential role of qualitative researcher (1) the ability to attune to the environment, which means, researchers need to feel and respond to personal and environmental cues; (2) the ability to adapt towards the situation, which means researcher able to gather information about various factors at various levels; (3) the ability to capture the reality in a whole, which means able to see the world as well as situation and the context of it; (4) the ability to expand the basic knowledge, which means, researcher need to have the competence to function in both “propositional knowledge and unrevealed knowledge; (5) the knowledge to analyses the data; (6) the ability to develop clarification and make conclusion, which means researchers have the to summarize data and return it to the informant for the purposes of clarification; and (7) the ability to recognize the normal and abnormal response, which means researchers able to explore types of unusual responses to reach a higher level of understanding.

In conducting the research, the researcher attuned to the environment by actively listening, observing verbal and non-verbal cues, and remaining sensitive to the social and cultural context, which was documented through reflective field notes. The researcher adapted to various situations by adjusting the interview structure and using prompts based on participants' responses. Moreover, to capture reality as a whole, the researcher provided thick descriptions and rich narratives, incorporating multiple data sources for triangulation. For data analysis, systematic coding techniques were employed to ensure rigorous interpretation. Additionally, member-checking was conducted to clarify findings and confirm their accuracy with participants.

3.4.3 Researchers' Bias

Due to previous volunteer experience in correctional institutions and counseling, the researcher has developed a strong sense of empathy for juvenile offenders. At times, this empathy may lead to an overly sympathetic or protective stance, potentially affecting objectivity. During an interview, the researcher listened to a participant's story about their difficult childhood, including experiences of poverty, family neglect, and exposure to violence. Feeling deeply empathetic, the researcher unconsciously avoided asking follow-up questions about the participant's personal responsibility in their actions, fearing it might be too distressing. As a result, the researcher focused primarily on external factors as explanations for the offense, potentially overlooking the offender's own agency in the situation.

Furthermore, as someone with prior experience volunteering in correctional institutions, the researcher acknowledges that empathy toward juvenile offenders may influence data collection and interpretation. The tendency to focus on their struggles and rehabilitation efforts, rather than fully exploring the details of their offenses, can result in an overly sympathetic narrative. This bias may lead the researcher to unconsciously avoid difficult but necessary questions, potentially limiting the depth of the findings. Additionally, the researcher may subconsciously expect violent offenders to be more aggressive or uncooperative, which could influence how questions are framed or how ambiguous responses are interpreted.

To mitigate these biases, the researcher employed reflexive journaling, bracketing, and mindfulness training throughout the research process. Reflexive journaling allowed the researcher be self-aware. Bracketing was used to consciously set aside preconceived notions. This in the end ensures that interpretations remained grounded in participants' narratives. Additionally, mindfulness training helped the researcher stay present and

nonjudgmental during interviews, promoting active listening without over-identifying with participants' experiences. By integrating these strategies, the researcher able to maintain objectivity.

3.5 Sampling Method

Purposive sampling was used to recruit juvenile offenders for this study. This method involves selecting participants based on the researcher's knowledge of who can provide the most relevant perspectives on the issue (Abrams, 2010). Purposive sampling is commonly employed in prison research, where prison administrators act as mediators due to their familiarity with eligible participants (Abbott et al., 2018). This approach is particularly useful for studying the psychological experiences of juvenile offenders, as it ensures the selection of individuals who share common experiences. The goal is to gain an in-depth understanding of their emotional experiences and how they make sense of them. For example, shared experiences may include incarceration or detainment in correctional institutions. This method allowed the researcher to focus on rich, detailed accounts within the specific context of each juvenile offender.

3.5.1 Selecting Eligible Criteria

To be eligible for this study, juvenile offenders had to meet the following criteria (1) Participants had to be between 12 and 18 years old and detained in a correctional institution for committing a crime. This age range aligns with Indonesian law, which permits the detention of juveniles within this age group (Rosmilawati & Darmawan, 2019). Therefore, this study adopted the 12–18 age range to align with legal perspectives; (2) since the study focused on juvenile offenders in Indonesia, only Indonesian nationals were recruited; (3) participants needed to be capable of verbal communication to provide

the necessary information for the study. In this study, all of the participants are speaking in Bahasa Indonesia, hence the interview was conducted in Bahasa Indonesia and the transcript are translated afterwards.

3.5.2 Prison Officers as the Gatekeeper

It is important to note that the sample in this study is not representative of all juvenile offenders, as their experiences are highly subjective and unique. Due to prison regulations, the researcher was unable to independently select participants. Prison research often involves prison authorities, staff, or healthcare providers in the identification and recruitment of participants. Recruiting prisoners for qualitative research without the involvement of prison-based mediators or researchers is highly unlikely. This reliance on intermediaries increases the risk of coercion during recruitment and may result in privileging certain prisoners for participation, while excluding others. As a consequence, there is a significant risk that “difficult” voices may be silenced—an issue of particular concern given the power differentials inherent in incarceration (Abbott et al., 2018).

To address these challenges, the researcher undertook several measures. First, access was negotiated through official prison channels by clearly explaining the study’s aims, ethical protocols, and potential benefits. This transparency helped build trust with prison authorities. Second, to mitigate coercion, participants were informed that their involvement was entirely voluntary, would not affect their treatment or privileges, and could be withdrawn at any time. Potential participants were provided with an information sheet and verbal explanation in accessible language, explaining their right to refuse from the study at any time without any negative consequences. The researcher ensured there was ample private time for individuals to consider their decision and ask questions

confidentially. Third, purposive and maximum variation sampling strategies were employed to capture a range of experiences, including differences in age, offense type, and time served. Fourth, the researcher maintained a reflexive journal to document decision-making processes, monitor power dynamics, and reflect on potential biases throughout the research.

In phenomenological research, it is crucial to ensure that participants have firsthand experience of the phenomenon under study. Therefore, purposive sampling was appropriate for this study (O'Halloran et al., 2019). Heideggerian phenomenology emphasizes the production of rich, contextual accounts of individual experiences, making a small sample size preferable. A smaller sample allows for an in-depth exploration of participants' emotions and the role these emotions play in specific contexts (Gill, 2015).

Additionally, Interpretative Phenomenological Analysis (IPA) follows an idiographic approach, beginning with a specific phenomenon and embedding emerging patterns in a rich, detailed context (Eatough & Smith, 2017; Smith, 2011). Recruiting a small sample size aligns with this approach, facilitating a deeper understanding of the psychological experiences of juvenile offenders. Moreover, logistical constraints, including strict correctional regulations and limited access to participants, further support the practicality of a smaller sample.

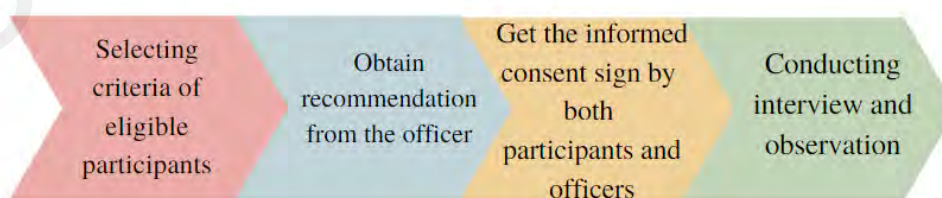
Regarding the appropriate sample size for phenomenological studies, different scholars offer varying recommendations. For instance, Durdella (2020) suggests that 10 participants are sufficient. Ellis (2016) recommends a sample size of 6 to 20 participants. Lastly, Morse (1994) asserts that six participants are adequate for a phenomenological study. The determination of the final sample size also considers data saturation—the point

at which no new themes emerge from the data, ensuring a comprehensive and meaningful exploration of the phenomenon (Marohaini, 2001). Data saturation is achieved when redundancy occurs, meaning additional data no longer contribute to new insights (Palmer & Bolderston, 2006).

In this study, the researcher identified data saturation when no new themes emerged, responses became repetitive, theoretical frameworks were fully explained, and research questions were sufficiently answered. To determine saturation, the researcher conducted ongoing data analysis, continuously comparing new and existing data, and consulting with two research supervisors, which ultimately led to concluding the study with six participants. One possible reason for reaching saturation after six participants is that data saturation is context-dependent; in this case, the relatively homogenous sample may have contributed to reaching saturation more quickly than in more diverse populations. Juvenile offenders may be considered a homogenous sample because they share key characteristics that shape their experiences. These include their age range, legal status as offenders, experience of incarceration in correctional institutions, and exposure to similar influences within the juvenile justice system.

Figure 3.1

Sampling Procedure



3.6 Location of the study

Each region in Indonesia has one correctional institution as a place for confinement of juvenile offenders. However, in this study, data collection process was conducted in three correctional institutions in different regions in Indonesia, which are Jakarta, Bandung and Tangerang. Jakarta is the capital city of Indonesia and the correctional institutions in Jakarta has the capacity to detained 72 juvenile offenders. It is one of the most crowded correctional institutions, and the place currently detained 67 juvenile offenders. Most of the juvenile offenders were 18 years old and has conducted general crime as well as involving in narcotics (LPKA Jakarta, 2021). The correctional institutions in Jakarta conducted several activities for the juvenile offenders, including schooling, giving spiritual guidance and sports activities. The researcher believes that choosing Jakarta correctional institutions is a good step for an IPA study because it offers rich and diverse participant experiences in Indonesia. Jakarta is the capital city of Indonesia, and this has led to a large-scale migration or population shift from rural areas to Jakarta (Zaera, 2023). The large-scale migration from rural areas to Jakarta creates a diverse population with varying backgrounds, life experiences, and challenges. This diversity enriches the context of a correctional institution in Jakarta, making it more likely to house individuals with varied lived experiences

Other than recruiting participants from the correctional institutions in Jakarta, this research also recruited the participant in the correctional institutions in Bandung. The correctional institutions in Bandung which is one of the cities in West Java, currently detained 408 juvenile offenders (LPKA Bandung, 2021). Which is one of the most crowded correctional institutions in the country. Similar with the correctional institutions in Jakarta, the correctional institutions in Bandung implemented several activities for the juvenile offenders, such as (1) schooling up to high school degree; (2) vocational training

class such as phone fixing class, barber shop training, English language training and computer training; (3) spiritual guidance for Christian and Muslim juvenile offenders; and (4) sports and arts activities such as comic writing and drawing, sticker and screen painting, paper recycling and football.

The last correctional institutions that was studied is the correctional institutions in Tangerang. Tangerang is one of the megacities surrounding Jakarta. The correctional institution is the oldest juvenile detention center in Indonesia, and currently detained 220 juvenile offenders (LPKA Tangerang, 2021). The correctional institutions in Tangerang have serious problems regarding the fulfillment of children's right of education. The correctional institution is lacking of competent educators, hence the teaching staff in are having double duties as prison officers (Adipradana et al., 2019). In addition, some of the juvenile offenders in Tangerang has complained for deviant behavior by fellow inmates, it shows that even if juvenile offenders have already detained in the correctional institutions, they still having difficulties in regulating their behavior (Soetikno & Hastuti, 2019).

This study was conducted in three juvenile correctional institutions across different regions in Indonesia—Jakarta, Bandung, and Tangerang—to explore the lived experiences of juvenile offenders through an IPA approach. Jakarta, as the capital city, was selected due to its diverse population stemming from large-scale rural-to-urban migration, offering a rich context for varied and complex participant experiences. The correctional institution in Jakarta is one of the most crowded, housing 67 juvenile offenders and offering structured programs such as schooling, spiritual guidance, and sports. Bandung, with 408 juvenile offenders, provides extensive vocational and educational programs, contributing additional depth to the data. Tangerang, while

historically significant as the oldest juvenile correctional facility in Indonesia, faces challenges related to educational resources and behavioral management among inmates. Although these three institutions offer a meaningful representation of juvenile correctional settings in Indonesia, the findings must be interpreted with caution. Due to the IPA focus on depth over breadth, participant perspectives reflect subjective experiences and cannot be generalized to all juvenile offenders across the country. The researcher acknowledges the limitation of participant representativeness and recognizes that the interpretations are shaped by both the participants' narratives and the researcher's own subjectivity.

3.7 Procedures

Qualitative research in human experiences commonly challenges by ethical considerations, as in-depth interview and observation can be intrusive due to highly private matters of participants that are interviewed (Rahman, 2016). Therefore, considering ethical concerns, several procedures must be followed before the data collection process begins. First, the interview and observation protocols were sent to two prison research experts in Indonesia and one expert in Malaysia. This step was undertaken to gain additional perspectives and enhance the guidelines. Second, this study has been submitted to get an ethics review from The University of Malaya Research Ethics Committee (UMREC). The UMREC examines the ethical aspects of the research which include (1) possible risks to the subjects; (2) recruitment of participants; (3) consent from the participants; (3) confidentiality or anonymity; (4) the way of handling the data; and (5) providing feedback on how the research could ethically improve. Some of the documents that need to be prepared for this step include (1) application form; (2) participant's information sheet; (3) consent form; and (4) interviews questions.

Third, after getting the ethical review from the UMREC, researcher asks for three formal letters from the University of Malaya, aimed for asking permission to conduct research in the correctional institutions in Indonesia. Subsequently, each letter was sent to the Ministry of Law and Human Rights in Jakarta, Bandung and Tangerang. Only after getting the permission letter from the Ministry of Law and Human Rights of three province, researcher able to enter the correctional institutions and conduct the data collection process.

Each juvenile offender was offered an informed consent to read and sign with the correctional facility officers, who was serving as their caretaker. Only after informed consent has been granted, the data gathering procedure proceed. Throughout the study, the researcher has maintained anonymity, ensuring that the individual identities of juvenile offenders are not revealed. To encourage voluntary involvement in the study, participants were allowed to ask any questions they wanted about the study or the terms of the informed consent form.

The first in-depth, semi-structured, and phenomenological interviews has began after the process of filling and submitting the informed consent was completed. Audio-recordings in combination with interviews and follow-ups were written using pseudonyms to preserve the participants' anonymity and safety. The audiotapes and transcripts acquired from individuals throughout several interviews has been stored in a password-protected Dropbox available only to the investigator, as data analysis continued throughout the project.

Some of study has highlighted the importance of preliminary analysis. However, the preliminary analysis is not necessary and it is sensitive to the researchers' and

participants' availability, resources, expenses as well as ethical permissions and agreements (Bazeley, 2018; Denicolo et al., 2021). Due to the strict regulations as well as permissions to enter the correctional institutions, this study not conduct the preliminary analysis. However, rather than preliminary, comprehensive literature review and audit trail provided as it is helpful give the reader guidance and clarity for the journey (Denicolo & Becker, 2017).

3.8 Data Collection

In this section, researcher described the data collection method that has been implemented to explore the psychological experiences of juvenile offenders in Indonesia. The section provided a detailed description of the research instruments that were used, procedures, sampling, selection of the participant, procedures, interview regulations, as well as plans for termination.

3.8.1 Interview

The data collection process depended on the interview for exploring the psychological experiences of juvenile offenders that are detained in the correctional institutions in Indonesia. In this research, interview can be defined as an cooperating process where individuals enquire questions to explore about particular information, this method is particularly useful to gain insights into the individuals' subjective experiences (Adhabi & Anozie, 2017; Busetto et al., 2020). This method brings closer rapport between researcher and the juvenile offenders, which is important for the prison research (Abbott et al., 2018; Palmer & Bolderston, 2006) The interview also provided flexibility that were needed to explain the particular phenomenon. Moreover, it allow the researcher give necessary explanation to make sure that the participant get a clear comprehension of the questions

that were being asked (Adhabi & Anozie, 2017; Lan, 2018). Align with the purpose of this study, the interview method of data collection was useful to probe juvenile offenders' thoughts, meaning, perceptions, emotions and perspectives towards their living condition in the correctional institutions.

There are several types of interviews, however in this research, semi-structured interview has been implemented to explore about juvenile offenders' psychological experiences. Semi-structured interviews can be portrayed by the usage of open-ended questions and interview guide line which has broad areas of interest, sometimes including sub-questions (Busetto et al., 2020). It is a common method of data collection in qualitative research and it is particularly recommended in phenomenology design to capture the phenomenon in a directed way (Gill, 2020; Kallio et al., 2016). In IPA design, semi-structured interview has also been massively implemented since it enables participants to lead an interview and share their own story, as a result, researcher able to emphasis on a specific experience in rich detail (Gill, 2015). In this research, the usage of semi-structured interviews has helped researcher to build rapport, explore the experience of incarceration in a directed way while still gave a room for the juvenile offenders to be flexible, which in the end gave the rich description and analysis of the phenomenon.

In this research, researcher has also use probing in addition to the main questions to the juvenile offenders. Probes are one of the unique features of semi structured interview as researcher able to ask questions to what interviewees have already said. The probing questions are directed based on the what participants stated (Flick, 2018). There is no requirement that all of the probes be used or that they be used with the exact wording or order (Wethington & McDarby, 2015). The probes also may be scripted appearing after the question stems on the guideline or improvised during the interview (McIntosh &

Morse, 2015), which in this study, researcher has prepared scripted probing questions as well as improvisation probing questions. However, too much scripted probing questions may make participant feel defensive (Granot & Greene, 2014), therefore researchers has generated open questions as well as scripted and unscripted probes to explore detailed descriptions of juvenile offenders' psychological experiences concerning their thought and feelings.

3.10.1.1 Developing Interview Guidelines

According to Interpretative Phenomenological Analysis (IPA), several steps are recommended for creating interview guidelines. These steps include: (1) examining the research questions and developing a corresponding set of interview questions; (2) considering the range of topic areas that the interview should cover; (3) organizing the topics in the most appropriate sequence, which may involve identifying a logical order for discussion; (4) constructing prompts to facilitate responses, ensuring that prompts remain open-ended whenever possible. In some cases, it may be necessary to provide participants with more concrete options to clarify the nature of the question; and (5) reviewing the list of questions with another individual, such as a potential participant, co-researcher, or supervisor, and making necessary revisions to refine the interview structure (Smith et al., 2009). The summary of these steps is shown in Figure 3.2.

The first step involves examining the research questions and developing a corresponding set of interview questions (Smith et al., 2009). Before creating the interview guidelines, the main research question must be considered. In this study, the research question focuses on how juvenile offenders experience detainment in correctional institutions in Indonesia.

The second step entails considering the range of topic areas that the interview should cover (Smith et al., 2009). This study aims to explore the psychological experience of detainment. The broad areas of interest include participants' emotions, thoughts, and behavior on detainment. To address this, the study explores how Importation and Deprivation factors influence their experiences in prison and their perceptions of it. These interview questions help explore psychological experience by encouraging participants to reflect on their thoughts, emotions, and personal meanings related to both their past and present.

The third step requires organizing the topics in the most appropriate sequence, ensuring a logical order for discussion (Smith et al., 2009). This research employs a three-series interview approach for juvenile offenders, categorized into three stages to reduce potential bias (Granot & Greene, 2014). The first interview focuses on participants' past life experiences. Seidman (2013) emphasizes that the first interview situates the participant's experiences within a broader context by allowing them to provide extensive details about their life leading up to the present. In the case of juvenile offenders, following the Importation Model, the interview guidelines include questions about participants' life experiences and relationships before detainment. Examples of the questions developed include: "Can you tell me about your life before coming to this place?" and "What do you think about the relationships you have with your family or friends before you were detained?" to explore pre-detainment experiences based on the Importation Model. Questions about life and relationships before detainment uncover aspects of identity, emotional bonds, and support systems. These questions provide rich insights into how juvenile offenders interpret their past lived experiences, which is central to understanding life before detainment.

The second interview delves into a detailed exploration of the participants' current circumstances (Seidman, 2006). This stage reconstructs key moments of the participants' experiences relevant to the study. In the case of juvenile offenders, the interview explores their daily activities, relationships with prison officers and fellow inmates, and experiences with visitation. Questions such as, "How do you experience your current situation?" are posed to encourage detailed responses. The questions predominantly begin with "how," as this structure guides participants to reconstruct significant moments (Seidman, 1998). Since incarceration is a major life event, a comprehensive exploration of the current situation is necessary. Examples of the questions used in this stage include: "How do you usually spend your day here?" to understand their routines. "How do you feel when interacting with the prison officers or fellow inmates?" to uncover relational dynamics; and "How does it feel when someone visits you?" to explore the impact of social connection during detainment. These open-ended "how" questions are designed to help participants express their responses to their current environment.

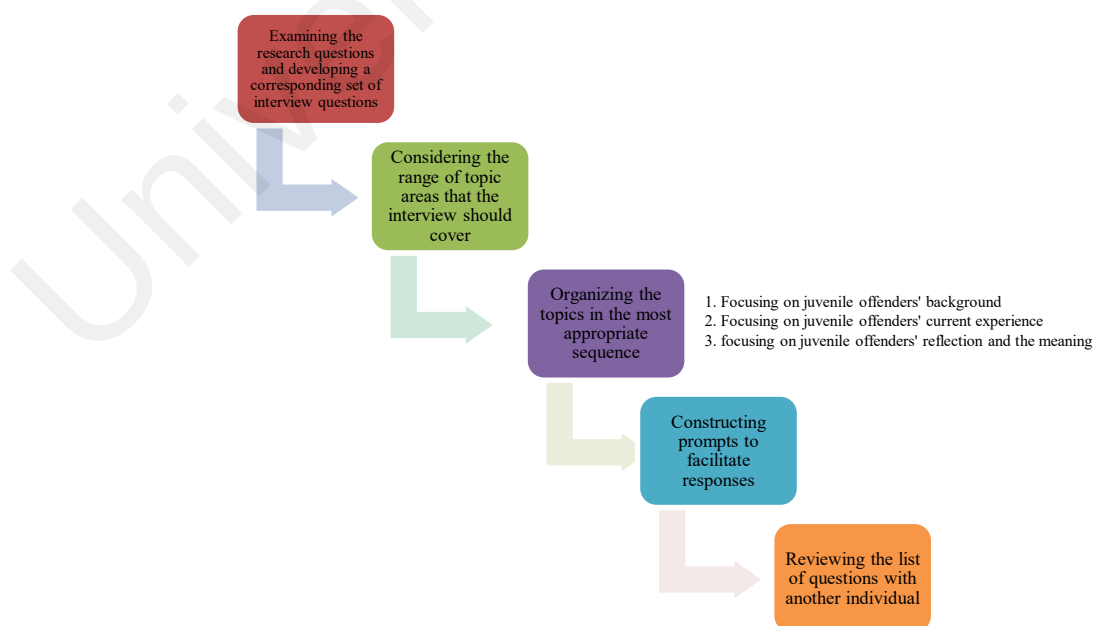
The third interview focuses on subjective reflection and the meaning of participants' experiences. In this context, "meaning" is not limited to personal fulfillment or external rewards but encompasses the cognitive and emotional interpretations of their experiences (Seidman, 2006). For juvenile offenders, the interview includes questions such as, "Given what you have said about your life before confinement and your current condition, how do you make sense of it?" By narrating their experiences, participants naturally construct meaning through a beginning, middle, and end. However, in the third interview, emphasis is placed on linking the themes from the previous interviews and focusing on "meaning-making" (Seidman, 2006).

The fourth step involves constructing prompts to facilitate responses while ensuring they remain open-ended whenever possible (Smith et al., 2009). Leading or loaded questions are avoided by eliminating assumptions or biases in wording. While maintaining openness, questions are structured to prevent excessive vagueness by balancing abstraction with clarity. Additional prompts are also prepared to guide participants in exploring various aspects of their experiences.

The final step involves reviewing the list of questions with another individual, such as a potential participant, co-researcher, or supervisor, and making necessary revisions to refine the interview structure (Smith et al., 2009). In this study, the interview guidelines were revised multiple times based on feedback from two research supervisors who are expert in IPA and three external reviewers who are experienced in prison research in Malaysia and Indonesia. Their insights contributed to refining the questions to enhance clarity, neutrality, and depth in exploring participants' experiences.

Figure 3.2:

Summary of Interview Questions' Development



3.8.2 Documentation

The interview with the juvenile offenders had been audio-recorded and transcribed verbatim before being subjected to analysis. In qualitative research, it is common practice to audiotape conversations with participants' permission (Astin & Long, 2014). Audio recording allowed researchers to capture the full interaction without needing to take detailed notes during the interview, enabling them to focus more on the participants' words (Lester & O'Reilly, 2020). Documenting the data collection process was also essential, particularly in an IPA design. If the event involved an interaction, it had to be recorded, either through audio or video media. For individual interviews, the standard requirement was audio recording (Smith et al., 2009). The use of audio recording was also suitable due to regulations in correctional institutions, which did not allow visitors to bring electronic devices into the area other than an audio recorder.

Another function of audio recording was to help researchers familiarize themselves with the data for analysis, allowing them to act as observant listeners while identifying patterns or nuances (Giorgi et al., 2017). Audio recordings were also useful if further analysis by another independent observer was needed (Cypress, 2018). Moreover, in the context of phenomenological IPA studies, audio recording was crucial for understanding participants' subjective experiences and their interpretations of reality. This, combined with the systematic analysis of transcribed sessions, made it particularly suitable for the purpose of this study (Giorgi et al., 2017; Palmer & Bolderston, 2006). In addition to audio recordings, documentation also included all raw data, such as field notes, a reflexive journal, an audit trail, and related document summaries, including condensed and theoretical notes.

3.8.3 Observation

Observation was also one of the main sources of data collection in this study. As one of the most common methods in qualitative research, observation was used to complement interviews, helping to balance the strengths and limitations of each method (Leeman & Novak, 2018). Through observation, the researcher was able to identify aspects of the social setting that may not have been accessible through interviews alone, thus providing richer data for analysis and interpretation (Mirhosseini, 2020).

The researcher observed interactions between participants in their natural setting to produce detailed descriptions of social dynamics (Astin & Long, 2014; Cypress, 2018). Since this research aimed to explore the psychological conditions of juvenile offenders, it was essential for the researcher to observe facial expressions, gestures, interpersonal interactions, and engagement with the facilities within the correctional institution.

There are several types of observation techniques employed in research, including participant and non-participant observation, covert observation, and online observation (Lashley, 2018). Each method offers unique advantages and limitations. Among these options, the researcher has opted for non-participant observation. In non-participant observation, the researcher adopts a passive role and maintains the position of an outsider, allowing for a more objective perspective on the observed phenomenon (Handley, 2011). Moreover, non-participant observation method has also been chosen due to several reasons.

First, the non-participant observation has been use widely in the counseling research and it provides the researcher with participant's behavior pattern (McLeod, 2011). Second, the non-participant observation also useful to detect the existence of conflict in the

criminal justice setting and how the individuals deal with it (Clarke, 2011). Third, non-participant observation make sure the researcher do not interfere with the participants' actions and not influence participant's in any way, which in the end accommodate researcher to observe the natural behavior (Gobo, 2011).

In addition, the non-participant observation has also combined with unstructured observation practice. It was done due to several reasons (1) since a little is known about psychological experience of juvenile offenders in Indonesia, unstructured observation is effective in capturing behaviors or other features of a research context that are unexpected; (2) unstructured observation encourages the discovery of emergent insights; (3) unstructured observation covering various aspects such as the physical setting, history, context, participants, and their interactions, it believes that important themes can emerge from seemingly mundane observations; (4) unstructured observation is flexible, allowing for the collection of comprehensive and rich data about the setting and participants; (5) unstructured observation is useful for studying interaction among individuals and between groups, unstructured observation allows for an ongoing examination of context and process (Given, 2008).

In implementing unstructured observation, the researcher has created a flexible guideline that outlines general areas of interest or potential patterns. This allows for some structure while leaving room for the researcher to capture unanticipated events. Moreover, following the observation, the researcher has also kept a detailed and comprehensive fieldnotes. This record not only observed behaviors but also contextual details, interactions, and any unexpected events.

The observation was conducted after the researcher gain a permission to access to the correctional institutions as well as getting the informed consent signed by both prison officers and the juvenile offenders themselves. Natural behaviors, interactions, and emotional expressions of juvenile offenders within their everyday environment was observed. This approach allowed the researcher to gain a deeper understanding of the participants' lived experiences that may not be fully articulated during interviews. The observations were conducted informally during the researcher's time in the facility, including moments before and after interviews and during communal or structured activities, without interfering in daily operations.

In IPA study, observer needs to allocate 30 to 60 minutes between interviews to reflect as well as records information in the form of field notes or a log (Cypress, 2018; Smith et al., 2009; Taylor & Blake, 2015). After the interview and observation has done for each participant, researcher has taken some time to write the note on the observation of the juvenile offenders. Therefore, for this study the researcher took a non-intrusive, passive role during observation. These observations were documented through reflective field notes immediately after each session, focusing on contextual details, emotional atmosphere, and any instances that supported or contrasted with participants' verbal accounts. Hence it helped the researcher engage in reflexive interpretation during data analysis.

3.8.4 Field note

In this research, the researcher also took descriptive field notes during the data collection process in correctional institutions. Field notes are written records logged during or immediately after participant observations in the setting, and they are essential for exploring the studied phenomena (Tenzek, 2018). Descriptive field notes provide in-

depth and precise documentation, explaining who participated, where the event took place, what was said, and how individuals reacted. These notes help researchers accurately record observations while also offering valuable information for further probing (Ravitch, 2018).

Field notes aim for documenting complexity in observation, describing what appears significant to the participants (Copland & Creese, 2017). In taking a field note, there are several skills that researcher need to have such as (1) shifting from theory or a problem statement to problem that is emphasized; (2) understand the study deeply and the research questions; (3) acquiring to appoint in an vigorous manner to what is perceived and understand as well as documenting remarks in the location; (4) compose an evaluation that is aware of formal selections (Granot & Greene, 2014; Xu & Storr, 2012; Emerson et al, 2011). Since researcher has develop the study independently, researcher has developed a deep understanding about the problem statement and the theoretical construction.

From the outset, it was crucial for the researcher to personally transcribe audiotapes and write field notes, as this process facilitated deeper engagement with the data and enhanced awareness of participants' implicit meanings and concerns (Järvinen, 2020). Additionally, taking brief notes in real time was essential, as these served as the foundation for developing comprehensive field notes. In Interpretative Phenomenological Analysis (IPA), field notes should be written immediately after conducting an interview or while listening to the audio recording. This practice minimizes the inclusion of irrelevant information and enhances reliability by ensuring that details are accurately recalled (Ravitch, 2018). Therefore, in this research, field notes were taken during interviews with

juvenile offenders. Subsequently, a reflexive journal was developed immediately after the interviews and while transcribing the interview recordings.

3.8.5 Reflexive journal

In addition to interviews, observations, and field notes, the researcher also used a reflexive journal as one of the data collection tools in this study. This method is commonly adopted by researchers using Interpretative Phenomenological Analysis (IPA) (Lichtman, 2017). A reflexive journal is a written record of the researcher's deep perceptions, interpretations of the research process, and opinions about the unfolding events (Tenzek, 2018). As Heidegger noted, interpretive phenomenology aims to capture knowledge as it emerges within a specific social context. Therefore, the reflexive journal is essential for expressing the researcher's personal feelings about the interviews and participants (Järvinen, 2020). It also helps explore how the data collection context may influence the analysis and interpretation of the research (Giorgi et al., 2017).

Field notes were used to document objective observations during interviews and informal interactions, including body language, pauses, and setting. In contrast, a reflective journal was maintained to record the researcher's personal impressions, thoughts, and emotional reactions during fieldwork. This dual documentation approach enabled both descriptive accuracy and reflexivity, ensuring a more comprehensive interpretation of the data.

The reflexive journal also make the data and analyses become much more interesting to read as it develop for readers a true sense of being as if they are involve in the actual data collection process (Mertler, 2021). Some of the expression that could be included in reflexive journal are (1) researchers' thoughts, feelings, and bodily sensations; (2) beliefs, values, biases, and the influence on the study; (3) explanations for phenomena and alternative explanations; (4) dynamics of researcher and participants such as transference

or conflicts; (5) unanticipated findings; (6) contradictory narratives and many more (Sultan, 2019). In this study, researcher has organized the reflective journal into three steps (1) the actual action or situation that happen; (2) the personal reflection of that action; and (3) the significance of that action in the research (Whitehead & McNiff, 2017). This way, researcher has been able to document all of the personal experiences, understanding in the context of the juvenile offenders to assist in the understanding of process and recognize biases.

Furthermore, an essential consideration in maintaining a reflexive journal is acknowledging the power dynamics inherent in the research process, particularly when working with participants from marginalized backgrounds (Agee et al., 2013). In this study, potential power imbalances may have emerged due to differences in age and background between the researcher and participants. Therefore, the researcher remained vigilant in addressing and mitigating any biases that could affect the analysis and interpretation of the data, ensuring a more equitable representation of the participants' perspectives.

Another critical aspect to consider before developing a reflexive journal is the need for the researcher to establish connections with the community by observing and documenting social structures while also immersing themselves in the perspectives, language, and cultural concepts of the participants (Granot & Greene, 2014; Xu & Storr, 2012; Emerson et al., 2011). To ensure this, the researcher spent time in the correctional institutions before data collection to familiarize themselves with the setting, engage with the juvenile offenders, and gain a deeper understanding of their perspectives and the cultural framework of the correctional environment. The sample of reflexive journal is presented in Figure 3.3.

Figure 3.3:

Reflexive Journal of Participant 1

OBSERVATIONS/FIELD NOTES/SELF REFLEXIVE NOTES

19 November 2022

Time: 10.30 am – 3.30 pm

Venue: Jakarta Correctional Institution

I started my journey to conduct interviews in a juvenile correctional institution in Jakarta with mixed feelings—both nervous and excited. As I walked toward the big gates of the facility, I could feel my heart beating faster. I was greeted by police officers with serious faces. They were the first line of security, and their uniforms gave off a strong sense of authority. When the gate closed behind me with a loud sound, it reminded me that I was entering a very restricted and controlled place.

The environment felt heavy and structured. Everything and everyone inside seemed to move according to strict rules. After arriving, I met with the officers who had already been informed about my research. They took me to a room prepared for the interviews. It was a simple room, usually used to meet guests from outside. That's when I met Participant 1 for the first time.

His expression was calm, and when our eyes met, he gave a shy smile. I smiled back and started the conversation. He spoke softly and carefully, and I could tell from the way he talked that he had gone through many difficult experiences. His words were thoughtful, and it felt like he was trying to explain his life in the correctional institution with honesty, even though it was not easy.

I took some time to explain why I was there, what my study was about, and how his participation could help others understand life inside a correctional institution. After I received his written consent, the gatekeeper also gave his approval. The participant seemed interested in my research, and we continued with the interview.

Before the interview, I also prepared myself mentally. As a researcher, I reminded myself to try and understand things from his point of view—to be open, not judgmental, and fully present. I was aware of the power differences, the strict prison environment, and how people outside often view juvenile offenders with stigma. All of these factors could influence the interview, so I tried to be sensitive and respectful.

As we spoke, the atmosphere slowly changed. At first, it was a bit formal and quiet, but then it became more relaxed. The participant began to open up, and I felt like we were building some trust. His shy attitude started to fade, and we shared a few light moments together. It felt like we were able to connect—not just as interviewer and interviewee, but as two people sharing a real conversation. I could see more of his true personality beyond the labels that society gives.

But something that stood out to me during our talk was the way he often talked about himself negatively. Whether he was sharing past mistakes, his skills, or dreams for the future, he spoke in a way that showed low confidence. It felt like he had accepted the negative labels that people give to those in correctional institutions, and it showed in the way he described himself.

As a researcher, I tried my best to create a safe and open space, so he could speak honestly without fear. But hearing how often he put himself down made me think deeply. I began to ask myself: how much of his self-image is based on his real experiences, and how much is because of the way society sees him as a juvenile offender?

3.9 Data Analysis

This study employed a two-phase data analysis process, which included Preliminary Data Analysis and Thematic Data Analysis (Durdella, 2020). The Preliminary Data Analysis was conducted both on-site and during the initial transition out of the field. This phase involved several key tasks: transcribing digital audio recordings, expanding field notes from initial jottings, summarizing emerging issues, identifying preliminary concepts, developing early codes, and formulating probing questions to guide further data collection or analysis. The main purpose of this phase was to organize and prepare the raw data for segmentation and reduction (Durdella, 2020).

The second phase, Thematic Data Analysis, took place during and after the researcher exited the field. The goal of this phase was to transform raw textual data into meaningful, analyzed content. This involved segmenting the data, categorizing and coding it, and linking coded segments to identify emerging themes. The outcome of this process was a thematized and theorized set of narratives that revealed patterns within the phenomenon being studied (Durdella, 2020).

In this study, the Thematic Data Analysis phase followed the seven-step process of Interpretative Phenomenological Analysis (IPA) as outlined by Smith et al. (as cited in Charlick, McKellar, Fielder, & Pincombe, 2015), which is illustrated in Figure 3.4.

Figure 3.4:

The Seven-Steps of IPA Data Analysis



The first step in the data analysis process involved reading the original data multiple times. This stage aimed to help the researcher become thoroughly familiar with the data that had been collected, ensuring that no important details were overlooked and that a comprehensive understanding of the research context was developed. One key issue in phenomenological analysis is the potential for meaning to be lost when a participant's expression is separated from its context. Repeated reading of the data helps preserve this contextual meaning and supports the formation of meaningful units (Giorgi et al., 2017).

Additionally, this stage includes checking, proofing, and exploring preliminary codes and early thematic patterns. These tasks are essential for supporting the thematic analysis process and enhancing the overall quality of the data (Durdella, 2020a; Mertler, 2021; Taylor & Blake, 2015). Repeated engagement with the data also contributes to improving the study's validity and reliability (Seidman, 2006). In this study, following the interviews

and transcription process, as well as the collection of field notes and entries in a reflexive journal documenting thoughts throughout data collection, the researcher reread the data. The researcher printed the transcript and re-read the data three times. This helps the researcher to develop a preliminary sense of meaning, emotion, and context before starting formal analysis.

The second stage, conducted after the repeated readings, was initial noting. The purpose of this stage was to develop a comprehensive and detailed set of notes and comments on the data (Engward & Goldspink, 2020). In this process, the researcher focused on three types of comments: descriptive, linguistic, and conceptual. Descriptive comments concentrated on the key content of what participants said. Linguistic comments examined participants' choice of words and language use during the data collection process. Conceptual comments involved deeper, more interpretive engagement with the data, exploring broader meanings and connections (Smith et al., 2009).

To support this detailed analysis, NVivo 10 and Microsoft Word were used, alongside manual coding. The analysis was conducted in three sub-steps: first, transcribing and identifying descriptive comments; second, analyzing the data through a linguistic lens; and third, developing conceptual interpretations. In this study, after rereading the data, the researcher recorded emerging codes that reflected both the language and the lived context of the juvenile offenders. For instance, when the participants mention “I didn’t tell anyone how I felt. I just kept it inside because I didn’t want to be a burden.” Then one of the emerging codes is “Emotional suppression”.

Observational data was also included in this stage. The researcher integrated observational field notes. Participants’ emotional expressions, interpersonal interactions,

and reactions to institutional routines—that complemented and sometimes contrasted with their verbal narratives were included. For example, if a participant described feeling isolated but was regularly observed engaging with peers, this prompted deeper exploration and interpretation of their internal experience versus outward behavior.

During the analytical process, observational data were coded and examined alongside interview transcripts. This allowed the researcher to validate emerging themes by checking whether behaviors and environmental dynamics aligned with or added nuance to participants' accounts. For instance, themes like “peer solidarity” were not only derived from interviews but also substantiated by observing body language, silence, group formation, and shared routines among participants. A sample of this initial noting process is presented in Figure 3.5.

Figure 3.5:

Sample of initial noting formation in Participant 5

Source of Participant 5				
Original Transcript	Combined exploratory comment	Individual Comment	Individual Statement	Initial noting
Actually I don't live with my parents now, even I don't remember much about my parents, they died long time ago. So I bond with my grandmother more.	It may be a disruption in parent-child relationships, with stronger bond with his grandmother	How does his relationship with his parents?	<i>I don't remember much about my parents</i>	Lack of parental care and affection
		Did he compensate for parental relationships?	<i>I bond with my grandmother more</i>	Emotional Bond with Grandmother
		How does this influence his emotional and relational dynamics?	<i>I don't live with my parents now</i>	Family Dynamics and Changing Relationships
I live alone, <u>kak</u>, everything was so expensive. I remember once I unable to pay the electricity, for like 2 weeks. I also don't go to school since 8th grade. Because I need to work, remember my mom passed away?	There is a <u>potential areas</u> of adversity and self-reliance.	Endured environmental adversity	<i>Once I live without electricity for a week</i>	<u>financial Struggle</u>
		Educational disengagement reported.	<i>I stopped doing school</i>	Economic problems
		Independent living situation.	<i>I live alone</i>	Lived alone
I remember the police told me that I might have been released if this had happened abroad. In <u>fact its</u> not like I am totally bad. I also teach religion,	complex interplay between the participant's roles, legal experiences, emotional connections, and family dynamics	Diverse professional and personal roles.	<i>Because I also teach religion</i>	focusing on positive aspects of oneself
		Legal system and potential disparities.	<i>The police mentioned that I might have been released if this had happened abroad</i>	Rationalization
		Emotional connection to the victim.	<i>I miss the victim too sometimes</i>	Emotional Consequences of Homicide

The third stage, after completing the initial noting, involved developing emergent themes. This stage aimed to identify and organize themes that captured the essence of the participants' experiences (Gill, 2015). It is a crucial phase in the analysis process, as it allows the researcher to begin understanding how participants make sense of their experiences and what meaning they derive from them. At this stage, the detailed initial notes were reduced through summarizing, paraphrasing, coding, and categorizing in order to generate emergent themes (Smith et al., 2009). In this study, the researcher analyzed each interview transcript and corresponding field notes to explore how each juvenile offender interpreted and gave meaning to their life within the correctional institution. The emergent themes were developed by integrating the participants' original words with the researcher's interpretative insights.

The fourth stage involved identifying connections between the emergent themes. This step was essential for uncovering relationships among broader segments of meaning (Durdella, 2020). During this process, the researcher examined the connections and similarities between different themes and grouped them into categories, which helped produce a more manageable number of superordinate themes (Dunworth, 2011). At this point, attention shifted back to the previously developed codes, with the goal of organizing them into coherent statements that reflected how juvenile offenders think, feel, and behave. Phenomenological reduction was still applied during this stage to refine and elevate the most significant themes that could help answer the study's research questions.

Once the connections between the emergent themes of one participant had been established, the researcher then moved on to analyze the next participant. In line with the idiographic focus of Interpretative Phenomenological Analysis (IPA)—which emphasizes the in-depth exploration of each individual's subjective and experiential

world (Eatough & Smith, 2017; Miller et al., 2018)—the researcher completed a full cycle of analysis for one participant before beginning with the next. As the analysis progressed, the researcher started to notice similarities and recurring patterns among participants' narratives. However, it remained essential to approach each case with an open mind, respecting the uniqueness of each juvenile offender's story and staying grounded in their specific context and experience (Giorgi et al., 2017).

Once all cases had been analyzed individually, the researcher examined patterns across participants to explore deeper insights into the shared aspects of their lived experiences. This iterative process of pattern recognition and interpretation made it possible to develop a richer and more comprehensive understanding of the overarching themes, while still acknowledging the subtle differences within each individual case. This approach ultimately enhanced the depth and quality of the overall analysis (Miller et al., 2018).

In this study, the data was not validate data through expert review due to several reasons. First, in IPA, the focus is on understanding the participants' subjective, lived experiences rather than arriving at an objective truth. The nature of IPA is idiographic, validity in this context is established through methodological rigor, transparency, and reflexivity, rather than external judgment. Using expert validation could risk imposing interpretations that are removed from the participants' context and lived realities.

Second, the interpretive stance of IPA acknowledges that multiple, equally valid interpretations can emerge from the same data. As long as the researcher's interpretations are well-grounded in the data and documented clearly, they are considered credible. Instead of relying on expert validation, researchers adopt strategies such as triangulation, audit trails, member checking and peer debriefing to ensure the trustworthiness of their

findings. These strategies allow the researcher to critically examine their own assumptions while remaining closely connected to the participants' meanings.

Lastly, in this study, ethical limitations also influence the decision not to include expert validation. Confidentiality concerns prevent researchers from sharing sensitive transcripts or field notes with external parties. Therefore, the researcher ensure credibility by engaging in rigorous documentation, supervisor review, and reflective analysis, which collectively uphold the integrity of the research process.

3.10 Potential Risks and Benefits

There are be both potential risks and benefits in this research. The participants' negative emotions may emerge as a result of the sharing their past and current experiences related to their confinement in the correctional institutions. As the research purpose is to explore the psychological experience of the juvenile offenders, the emergence of the emotional reaction linked with negative emotions is inescapable. Therefore, to address this issue, after every interview, researcher enquired the participants whether they need any psychological pr counseling services.

While the occurrence of inherent risks could not be avoided, the potential advantages of participating in this study will outweighed the risks. The IPA design and three-interview series focused on the participants' psychological experiences and meaning making of their life experiences, this might elicit positive emotions that made them learn about themselves more. The interview has provided crucial information for their self-development. This information also extremely valuable to a larger group of juvenile offenders, as well as to filling a scientific gap in the research about juvenile delinquents.

Due to the prison regulations, researcher are not able to present gift token to the participants, therefore, all of the participants has been thanked verbally for their time and effort in this study. Prior to the interviews, all of these risks and benefits of this study has be discussed to the participants in detail and outlined in the informed consent statement.

3.11 Trustworthiness of the Study

There were be a number of actions taken by researchers to ensure that this study is accurate and has a valid interpretation. Other notable qualitative researchers (Padgett, 1998; Sandelowski, 1995) have supported the evaluation of qualitative research through the perspective of rigor, as have Lincoln and Guba (1985). According to Lincoln and Guba (1985), the rigor, or "trustworthiness," of a qualitative study can be determined by four factors which are credibility, dependability, confirmability, and transferability. In this section, researcher has discuss in detail how this study attained the trustworthiness required to avoid risks to research validity that can be either deliberate or unintended.

3.11.1 Credibility

Credibility refers to the extent to which a research report is plausible and acceptable, particularly concerning the level of cooperation between participants and researchers. It is one of the most crucial factors in assessing the trustworthiness of a qualitative study. Credibility is similar to a internal validation, both refers to the degree to which the researcher appropriately identifies or measures the presence or absence of central constructs or relationships among those constructs. However, internal validity is usually used by quantitative researchers who believe there is one true reality out there, and it can be measured. The researcher wants to show that their research results match that reality. So, they use methods (sometimes including statistics) to check if what they found is

accurate. Whereas credibility, on the other hand, is used by qualitative researchers who believe that reality depends on people's views and experiences—so there can be more than one version of the truth. These researchers focus on whether the research makes sense to the people involved or those who read it. They ask, “Whose reality are we showing?” and “Is this believable to them?” (Durepos & Wiebe, 2021). According to Merriam and Tisdell (2015), several strategies can be used to enhance trustworthiness, including (1) triangulation; (2) member checks; (3) adequate engagement in data collection; (4) maximum variation; (5) peer review/examination, and (6) audit trail.

Triangulation involves checking the credibility of data by comparing multiple sources or using various methods (Merriam & Tisdell, 2015; Given, 2012). In this study, triangulation was achieved through methodological triangulation, which involved analyzing data from interviews, observations, field notes, and a reflexive journal. This approach helped the researcher address the research questions comprehensively and reduced the risk of misinterpretation.

Member checking is often considered a crucial method for establishing research credibility (Franklin et al., 2019; Mills et al., 2012). It entails allowing participants to review and confirm the accuracy of the data or interpretations derived from their input (Merriam & Tisdell, 2015). Member checks can occur during an interview for clarification or formally during follow-up sessions (Carl & Ravitch, 2018). However, frequent formal member checking may not be appropriate when working with vulnerable populations (Durdella, 2020a). Therefore, in this study, member checking was conducted immediately after interviews with juvenile offenders to confirm the accuracy of

interpretations and participants' intended meanings. Both the researcher and participants reviewed interview summaries and key findings to ensure accuracy and validity.

Peer debriefing was also employed to strengthen the study's credibility. This process provided valuable insights into data interpretation and allowed for the exploration of different perspectives (Mertler, 2021). Similar to peer supervision in clinical practice (Franklin et al., 2019), peer debriefing plays a critical role in interpretative phenomenological analysis (IPA). Following Charlick et al. (2016), having supervisors familiar with IPA is essential for effective interpretation. Thus, the researcher worked with two supervisors who offered ongoing guidance and feedback. Additionally, a peer review was conducted on the interview and observation protocols before data collection. These protocols were reviewed by two experts from Indonesia and one from Malaysia, all of whom had experience conducting psychological research in correctional institutions. Their feedback ensured the protocols were appropriate for use in the study.

Maximum variation sampling involves selecting participants with diverse characteristics to allow for a broader range of insights and applicability of findings (Merriam & Tisdell, 2015; Durdella, 2020b). This strategy helps represent different perspectives across individuals or contexts (Flick, 2018). In this study, participants were recruited from three correctional institutions located in different provinces of Indonesia. The sample included offenders of various ages and criminal backgrounds to capture a wide range of experiences.

An audit trail is another essential component for establishing credibility in IPA research. It enables instructors or reviewers to trace the research process and assess its rigor (Smith et al., 2009). The audit trail in this study was systematically maintained to enhance the

credibility, transparency, and dependability of the research. Throughout the IPA process, the researcher documented each phase of the study in a comprehensive and chronological manner. This included saving all versions of the research proposal, ethical clearance documents, recruitment communications, interview schedules, and audio recordings. After each interview, the researcher kept the original and translated transcripts, alongside memos that captured emerging reflections, immediate impressions, and contextual factors influencing the data collection. The sample of the audit trail has been attached in Figure 3.6

In addition, the researcher maintained a logbook where they recorded methodological decisions, reflexive thoughts, and observations about participant interactions and setting dynamics. During data analysis, the audit trail included raw data excerpts, initial codes, theme development notes, clustering of themes, and illustrative quotations. Each coding decision and thematic shift was recorded with justifications, which enabled the supervisors to track how interpretations evolved over time and how conclusions were grounded in the data.

Furthermore, the researcher regularly shared their logbook entries, coding frameworks, and annotated transcripts with two research supervisors for external review and feedback. These supervisors critically examined the trail of decisions and offered suggestions to maintain consistency between the data and the interpretations. This review process functioned not only as a quality check but also as a form of peer debriefing. In the end, the audit trail helped establish a transparent path from raw data to the final findings.

Figure 3.6:

Sample of Audit Trail

No	Audit Trail	Steps taken	Evidence
1	Preparation of data collection	1. Informed consent 2. Interview protocol 3. Permission letter to enter the correctional institutions 4. getting the ethical review from the UMREC 5. getting three formal letters from the University of Malaya, aimed for asking permission to conduct research in the correctional institutions in Indonesia	1. Informed consent and interview protocols are attached in the appendix  Participant Information Sheet -JO (2).pdf 2. Permission letter to enter the correctional institutions are attached in the appendix  2022-12-20-210907-balasan_page-0001.jpg 3. The UMREC Ethical clearance was obtained and attached in the appendix  UMREC final.pdf
2	Data collection	1. document the interview with audio recording 2. Audio recorder 3. Field notes and reflexive journal 4. Ensuring confidentiality and rapport building	1. The interview transcription are produced (only accessible to the research team) 2. All interviews were held not more than 90 minutes 3. Observations were recorded in the form of field notes (only accessible to the research team)

Figure 3.6 (continue)

			4. Field notes and reflexive notes were combined in one journal to allow for ideas and concepts to be easily referred.  REFLEXIVE%20NOTE S%20PARTICIPANT% 5. The participants' name are censored and labelled according to the sequences (participant 1, 2, 3, etc)
3	Ensuring the trustworthiness of the study	- Both researchers and participants has evaluated the interview summaries - Discussing with two supervisors who serve as a guide to discuss interpretations and concerns with - interview and observation protocol has been sent to two experts in Indonesia as well as one expert in Malaysia - Recruiting samples from three different correctional institutions in Indonesia - researcher recruit several bilingual English-Indonesians to recheck the results of the translation of the transcript	6. Member check form was attached in the appendix  MEMBER CHECK - P5.pdf - The supervision activities record was attached in MAYA portal - Feedback from the experts was attached in the appendix - The rechecking form of translations has been attached in the appendix
4	Data analysis	- transcribing digital audio files and writing field notes from jottings - summarizing issues - identifying concepts - developing codes - formulating probing questions for further data collection or analysis	1. All were transcribed and save into Word files and the coding has been saved in excel files  SUMMARY.xlsx

Figure 3.6 (continue)

			2. The files have been compiled based on each participant and the interview sequences 3. All of the codes has been explained in chapter four
5	Producing results	1. reading the original data repeatedly 2. making initial noting 3. developing emergent themes 4. looking for a connection between the emergent themes 5. Moving to the next participant 6. looks for a connection between the emergent themes 7. look for patterns across each case	1. examples of the initial notes has been provided in separate file 2. a clear set of codes and emergent themes has been shown in the visual map of each participant  SUMMARY%20OF%20VISUAL%20MAP.d 3. explanations or reflections on why certain themes coexist has been expressed in chapter 4
6	Report writing	1. Organize the presentation of findings around identified themes or patterns 2. Include verbatim quotes or examples from participants to enrich the presentation of findings. 3. Connect the qualitative findings with existing literature, theories, or frameworks.	4. The data has provided with the quote or verbatim from each participant  SUMMARY.xlsx 5. The citation or scientific references has been stated in analysing the themes 6. potential biases or subjectivity has been stated

3.11.2 Transferability

Akin to generalizability in quantitative research is transferability, which addresses the applicability of findings to other contexts. Here the researcher provides enough thick description to enable a person considering making a transfer to be able to decide if it is possible. Transferability is one of the techniques of external validation and refers to the extent to which the findings can be applied to other contexts or settings (Lichtman, 2017). In qualitative research, the responsibility lies with the researcher to provide sufficiently detailed information so that readers can evaluate the validity of the conclusions and their applicability to different circumstances (Franklin et al., 2019; Smith, 2011). One strategy for achieving transferability is through providing rich, thick descriptions of the data. Researchers must also include relevant information that allows readers to assess the degree of similarity across contexts and participant characteristics (Franklin et al., 2019; Palmer & Bolderston, 2006).

To enhance transferability in this study, the researcher has provided rich, detailed descriptions of the participants and context so readers can decide if the findings relate to their own situations. The researchers also implement purposeful sampling to capture diverse yet meaningful experiences, and being transparent about the research process, clearly explaining how the data was collected and interpreted. The researcher also practices reflexivity by reflecting on how one's own background and assumptions influence the analysis. Finally, connecting the findings to existing literature to show their broader relevance, helping others see how this study might resonate with similar contexts.

3.11.3 Dependability

Dependability emphasizes the importance of acknowledging the dynamic nature of the research setting. Researchers are expected to explain any environmental changes and how these influenced the research process (Lichtman, 2017). It also refers to whether the procedures used to produce the study's findings can be consistently followed or audited by other researchers (Palmer & Bolderston, 2006). While this notion may seem at odds with qualitative research—given its recognition of the uniqueness of individual experiences (Smith & Osborn, 2015)—researchers still strive to ensure dependability through transparent and systematic methods.

According to Kallio et al. (2016), dependability can be supported by presenting the complete interview guide and demonstrating researcher reflexivity, allowing others to understand and potentially replicate the data collection process. Therefore, in this study, the researcher maintained periodic audit trails to assess the study's reliability and trustworthiness. These trails documented the research framework, methodology, and findings in detail. Additionally, researcher reflexivity, triangulation, and peer review were all clearly incorporated to support the dependability of the research.

3.11.4 Confirmability

Confirmability refers to the degree to which the research findings are shaped by the participants' perspectives rather than by researcher bias or assumptions. It ensures that the collected data, as well as the subsequent findings and conclusions, are grounded in and reflective of the participants' viewpoints. More broadly, confirmability is defined as the extent to which the findings align with the research goals and are free from researcher influence (Flick, 2018; Given, 2012).

Lincoln and Guba (1985) recommend the use of an audit trail to maintain consistency throughout the research process. Confirmability can be further supported through detailed documentation of data analysis, member checking, peer debriefing, triangulation, and an emphasis on researcher reflexivity (Sultan, 2019). In recognition of this, the current study maintained a reflexive journal to record the researcher's personal engagement with the study and reflections on the research process and interpretations. To ensure that the study's findings were firmly grounded in the juvenile offenders' lived experiences within correctional institutions, both an audit trail and member checking were carried out and thoroughly preserved.

3.11.5 Translation

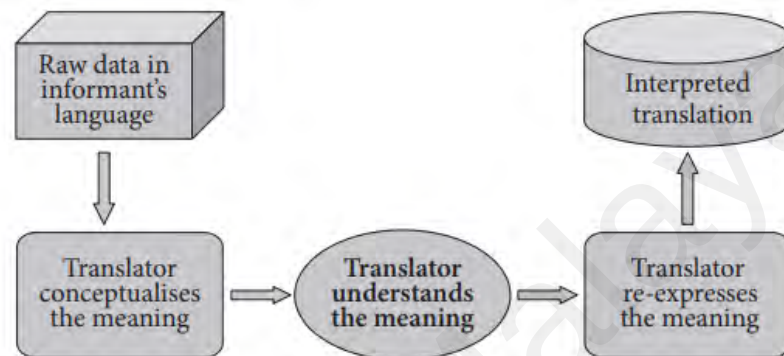
Translation plays a crucial role in cross-cultural research, as it involves conveying the original meaning of spoken or written content from one language to another without altering its connotation (Esposito, 2001). In this study, interviews were conducted in Bahasa Indonesia, as both the researcher and the juvenile offender participants are fluent in Indonesian. The use of a shared native language facilitated a greater sense of understanding, trust, and openness during the interview process (Cormier, 2018). This choice also accommodated the participants' limited proficiency in English. Since the final reporting of the research is in English, all interview transcripts and related documentation had to be translated. A comprehensive and accurate translation enhances the trustworthiness and transparency of the study (Cormier, 2018).

The translation process in this study followed the translation framework proposed by Esposito (2001) (see Figure 3.3). The researcher served as the primary translator. After collecting the raw data and transcribing the interviews in Indonesian, the transcripts were

translated into English. One common challenge in translation is the risk of misinterpreting participants' words and losing the original context or nuance (Flick, 2018). To mitigate this, the researcher remained mindful of cultural context and reflexivity throughout the process.

Figure 3.7:

Espocito's Translation Framework



To ensure translations were done effectively, the researcher undertook several concrete steps that align with best practices in cross-cultural qualitative research. First, the interviews were conducted in Bahasa Indonesia, the mother tongue of both the participants and the researcher. This linguistic promoted richer and more authentic responses as well as minimized the potential for misunderstandings during data collection. The researcher transcribed all interviews in their original language before initiating the translation process.

Next, the researcher followed Espocito's (2001) translation framework, which emphasizes preserving meaning rather than conducting word-for-word translation. The researcher translated each transcript into English while maintaining awareness of cultural references, idioms, and nuances that may not have direct equivalents in the target language. Reflexivity was practiced throughout, where the researcher constantly

evaluated how one's own assumptions might influence the translation. This self-awareness helped retain the emotional undertones conveyed by participants.

Finally, to further enhance the accuracy and trustworthiness of the translated texts, a several bilingual English-Indonesian reviewers were recruited to verify the translated transcripts. This peer review step acted as a quality control. When translation dilemmas arose the researcher documented the decision-making process and included translator's notes to provide additional context. These steps ensured that the final English transcripts used for analysis preserved the integrity of participants' voices, thereby strengthening the study's credibility and rigor.

3.12 Ethical Consideration

Belmont Report (1979), mentioned three basic ethical principles that needed to be considered as protection in human research (1) respect for persons, which means respect for individuals' autonomy and the need to protect those whose human condition results in reduced autonomy; (2) beneficence, which means to not do harm, and minimize risk; and (3) justice, which means the research must involve the equitable selection of participants and must be fair to all who participate.

Respect for persons means it is important that subjects, to the degree that they are capable, be given the opportunity to choose what shall or shall not happen to them. The term "respect for person" also has two essential elements which are (1) autonomy can be described that participants should be allowed to make up their decision about involving or not involving in the study; and (2) researcher need to give protection to vulnerable

research participants because they are not fully autonomous of their own decision (Brooks et al., 2015). Therefore, the use of informed consent is crucial to fulfil these aspects.

The principal “beneficence” emphasizes that researcher are needed to provide information regarding the benefits and the risk that might occur from the data collection process (Brooks et al., 2015). The advantages of the research does not mean that it is benefits to directly to the participant as it might benefits the society or general public (Brill, 2011). Moreover, as the care of the participant is important, researcher need to be prepared for the termination of the interview if the participants wishes to (Cypress, 2018). Therefore, in this study, researcher has explained about the benefits and the consequences of the research to both juvenile offenders and the prison administrator as well as giving permission for the participant if they wanted to withdraw from the data collection process. To minimize the risk of the study, researcher also kept the privacy of each participant (Rapley, 2011). Researcher has never disclosed any personal identifying details of participants, unless to the project team. Moreover, researcher has also keep all recordings and copies of any details that could identify participants in secured spaces.

Lastly, the principal “justice” emphasizes that researchers should not conduct a potentially harmful study using to the disadvantaged groups, especially when the groups will not be able to benefit from it (Wilson & Joye, 2021). The Belmont Report strongly reject the idea of selecting participants due to their availability rather than due to their actual relevance to the propose of the study (Israel & Hay, 2015). This study aimed to explore the psychological experiences of juvenile offenders that were currently residing in the correctional institutions in Indonesia. This study benefit the correctional institutions by providing valuable information regarding what juvenile offenders really feel and think. Hence, it improve the services and treatment, which in the end enhance the well-being of

the juvenile offenders. Themselves. Therefore, this study has fulfilled the justice principal of the Belmont Report.

3.12.1 Informed Consent

The principle of “respect for persons” in the Belmont Report (1979) emphasizes that participants must enter research voluntarily and with adequate information. This principle is upheld through the provision of informed consent, which serves as a critical ethical safeguard—especially in prison research settings (Abbott et al., 2018). However, certain groups, such as children and incarcerated individuals, may have diminished capacity for self-determination. In such cases, a third-party gatekeeper is required to facilitate the consent process (Gerstein, 2018). This aligns with Rapley (2011), who noted that researchers must obtain consent from legal caretakers, close relatives, or caregivers when underage participants are involved.

In this study involving juvenile offenders, their legal guardians were represented by prison staff or correctional officers. Accordingly, informed consent was obtained from both the prison staff and the juvenile offenders before interviews commenced. Upon consenting, participants were asked to complete a brief background information form. In-depth and comprehensive interviews were then conducted. The informed consent included the following key components (Losch, 2011), (1) A description of the study’s purpose; (2) The estimated duration of participation; (3) An explanation of the participants’ role; (3) A summary of potential risks and benefits; (4) A declaration of confidentiality, and (5) A statement emphasizing voluntary participation.

Participants were clearly informed that they could choose to participate voluntarily and withdraw at any time without consequence. The consent form also outlined confidentiality procedures. Additionally, to ensure voluntary participation, participants were encouraged to ask questions about the study and the informed consent form prior to signing.

3.12.2 Confidentiality

Confidentiality in research refers to the researcher's responsibility to protect participants' identities and to ensure that personal data are reported in a non-identifiable manner (Wilson & Joye, 2021). The data collection process should be conducted in a way that allows participants to express themselves freely while preserving their privacy and confidentiality (Cypress, 2018). When confidentiality is maintained in qualitative research, participants are more likely to share their genuine emotions and experiences, thus enhancing the richness and reliability of the data (Mirhosseini, 2020).

In this study, various measures were undertaken to ensure the privacy and confidentiality of participants' information. The researcher handled and stored all data securely and took care to anonymize any identifiable details. Access to the data was restricted solely to the members of the research team directly involved in the project. These measures helped safeguard the integrity of the data and the trust established with participants.

Given the use of audio recordings during interviews, the researcher adhered to ethical guidelines associated with recording participants. Before each interview began, the purpose of recording and the procedures for handling the recordings were explained clearly. Informed consent for the audio recording was obtained, and participants were

assured that their consent was given voluntarily and without any form of pressure. The researcher also ensured that the recording process would be discontinued immediately if it went against the participant's wishes or caused any discomfort or harm. To promote transparency, participants were informed that the recordings and transcripts would be accessible to them upon request.

Throughout the study, participants were thoroughly briefed on the recording process, and informed consent—including a full explanation of procedures—was provided and discussed in advance, allowing them to make informed decisions about participation. The audio recordings were stored securely and used strictly for the purposes of this research. To further preserve confidentiality, all participants' real names were replaced with pseudonyms, and the specific locations of the research sites were omitted from both transcripts and reports. The collected data were stored in a password-protected Dropbox folder, and in accordance with ethical standards, all data were permanently deleted five years after the study was completed.

3.12.3 Consequences

The Belmont Report's principle of "beneficence" states that research should minimize harm while maximizing potential benefits to participants (Belmont Report, 1978). This does not imply that research must be completely risk-free, but rather that any potential harm should be reduced to the greatest extent possible. Furthermore, research should aim to benefit the greater good and contribute to societal understanding (Gerstein, 2018).

The principle of "justice" in the Belmont Report also emphasizes that the participants who bear the burdens of research should be those who stand to benefit from its findings

(Gerstein, 2018). In this study, participants may have experienced emotional discomfort when discussing past experiences or their current situations in correctional institutions. Some participants might also have felt vulnerable or regretful after developing a sense of openness and intimacy during interviews (Giorgi et al., 2017).

Nevertheless, this research offers significant benefits for the broader population of juvenile offenders, as it contributes to the prison research literature and may support the development of more informed government policies concerning juvenile offender care. The study also enhances public understanding of the psychological experiences of juvenile offenders, helping foster empathy and reduce societal stigma.

Thus, while some emotional risks were present, the potential benefits of the research—both for the participants' community and broader society—significantly outweigh the risks involved.

3.13 Chapter Summary

In this section, the researcher has explained the research methodology that will be carried out. Qualitative research was chosen because in accordance with the objectives of this study, researchers wanted to collect data from the perspective of participants in natural settings to explore the juvenile offenders' psychological experiences that emerged while residing in correctional institutions. Qualitative research provides an opportunity for researchers to obtain in-depth information about what juvenile offenders think and feel. Researchers are also directly involved in the data collection process, therefore researchers have clarified researcher's roles and profiles, so that readers can understand clearly how researcher's perspective in interpretation has an impact on research findings later.

Researchers will also keep a journal about researchers' thoughts and feelings of with the aim of reducing prejudices while conducting the study.

Moreover, this study applied a phenomenology design because it aligns with the objectives of this study. By using phenomenology design, researchers will be able to recognize the essence or making-making process that the juvenile offenders have based on their unique perspectives. In particular, the use of IPA will also be very useful to explore the feelings and thoughts of juvenile offenders. IPA states that (1) researchers need to understand deeply about the experiences of participants; (2) individuals are merged with their culture, situation and condition; (3) idiographic approach is required to enable a thorough understanding on the phenomenon; (4) having a double hermeneutic, which means that the researcher is trying to correspond of the participants trying to correspond of their world. Researchers have designed the steps of data collection process referring to these aspects.

In addition, the recruitment of participants is based on their willingness to participate and availability. The data collection itself is done by interviews, observations, field notes and reflexive journaling. To reduce the research bias, the data analysis process is carried out while the data collection process is ongoing. To increase the trustworthiness of this research, there are several steps that the researcher conducted, such as (a) triangulation; (c) member checks; (c) peer debriefing; (d) audit trails and; (e) Maximum variations. Afterwards, to ensure that this research complies with research ethics, researcher also plans several steps such as (a) providing informed consent; (b) maintain participant's confidentiality; (c) data safekeeping; and (d) educating about the risks and benefits of research to participants. In summary, the research methodology that were explained will be conducted in the field.

CHAPTER 4

FINDINGS

Introduction

This chapter presents comprehensive descriptions of the results and delivers a more profound explorations of the six juvenile offenders psychological experiences with life in the correctional institutions in Indonesia. Report discoveries are based on data sources that are implemented to collect data in the research. The different sources of data were composed in the form of interview and observations. This chapter includes a detailed explanations on the psychological experiences of juvenile offenders, an overview of the research question, the emerging themes derived from each participant as well as the key themes summarization of the chapter. In this section, the findings are reported based on the flow of data analysis as recommended by Smith et al. (2009).

4.1 Profiles of the Participants

Six juvenile offenders have been recruited in the research. Selections were done based on the criteria discussed in Chapter 3. In summary, only juvenile offenders detained in the correctional institutions in Indonesia between the ages of 12 to 18 were selected. The participants' name is expressed as pseudonym to ensure their confidentiality. This section described in detail the background of each participant as well as their journey with detainment and reflection on prison experience. Table 4.1 indicated the juvenile offenders, age at the time of interview, their past criminal activity and duration in the correctional institutions.

Table 4.1:*Participants Age and Criminal Activity*

Participants	Correctional institution	Age	Criminal activity	Duration in the correctional institutions
Participant 1	Jakarta	17	Stealing	1.5 years
Participant 2	Jakarta	16	Mass school fight	11 months
Participant 3	Tangerang	17	Mass school fight	8 months
Participant 4	Tangerang	15	Mass school fight	10 months
Participant 5	Bandung	18	Planned murder	2 years
Participant 6	Bandung	17	Sexual assault	10 months

4.1.1 Participant 1 - Participant 1**Background – Life History**

Participant 1 is an 18-year-old boy from Bekasi, Indonesia. His parents are divorced, and he currently lives with his mother and three younger sisters. His mother works as a vegetable seller in the market and is very hardworking in providing financial support for the family. *Participant 1* mentioned that his father was extremely abusive, and he often witnessed his parents fighting. He dislikes his father, and after the divorce, his father told the family that he no longer wanted any contact with them.

“My father asked me and my sisters to not call him and consider him as my father. So I just stopped calling. That’s our last interaction, then I never see him again”
(Participant 1/Transcript Interview 1/Line 262)

Due to the divorce, his father no longer provides financial support, which made Participant 1 feel responsible for earning money, especially as the only male in the family. He also often felt jealous when his friends had material possessions like new phones or clothes. This led him to start working as a driver and street busker at the age of 13, which eventually caused him to fall behind in school. As he frequently skipped

classes, the school principal ultimately expelled him. During this period, he also became involved with a street gang that engaged in negative behaviors such as drug use, underage drinking, and stealing. *Participant 1* expressed that, unlike other children who went to school and received affection from their parents, his lack of family support led him down the path of delinquency.

"I am a stubborn person. I used to live on the street too, so my parents didn't take care of me much. I often feel jealous of other kids, watching them with their families while I don't have a complete one. So I just left and played outside with the bad guys."
(*Participant 1/Transcript Interview 1/Line 105*)

In our interactions, the participant's language was often filled with self-criticism and negativity. Whether talking about his past decisions, abilities, or future aspirations, he consistently described himself in a negative light.
(*Participant 1/Observation, Field Notes, Reflexive Journal/19.11.2022/Lines 34–36*)

Participant 1 learned how to steal motorcycles from his peers and realized that this activity brought in significantly more money than his previous jobs. He and his friends would target motorcyclists on quiet roads, block their path, threaten them with sickles, and take the motorcycle once the victim surrendered. They would then dismantle the motorbike and sell the parts. On one occasion, *Participant 1* earned five million rupiahs, far more than what he earned as a driver. He repeated this offense three times. Although he had previously been placed in a social institution due to his age, the lack of strict rules and security there did not deter him from continuing such behavior.

The money gained from these crimes was used to buy alcohol and drugs and to support his family. However, one day, after stealing and dismantling a motorcycle, he was caught by the *buser*, a special unit in the Indonesian police responsible for tracking and arresting criminals. During this arrest, he experienced abuse and was eventually placed in a

correctional institution. *Participant 1* initially assumed the punishment would be light, as he had encountered the police before without serious consequences. However, the stolen motorcycle belonged to a member of the military, who demanded a harsh sentence. As a result, *Participant 1* and three of his friends were sentenced to three years in a correctional institution.

Experience with living in correctional institutions

Participant 1's daily routine in the correctional institution includes schooling, Qur'an recitation, and extracurricular activities such as coffee grinding and hairdressing. There are also leisure activities such as playing chess, watching TV, playing music, and carrom board games. After 6:00 p.m., all activities stop, and he returns to his room. According to him, the most difficult part of being in prison is following strict rules and being away from his family. This led him to regret his actions, though he also feels helpless, as there is nothing he can do to change the past.

Participant 1 admitted that the first few months were especially difficult. Senior juvenile offenders who had been there for more than six months often ordered him to do domestic chores. However, over time, he became one of the senior residents himself, and those tasks were no longer a burden. One of the more challenging institutional rules involves punishment for violations, which can result in being locked in an isolation room. This small, single-occupant room is used as a disciplinary measure, often for several days. According to *Participant 1*, prolonged isolation leads to extreme boredom, which is the most difficult aspect of long-term imprisonment.

"I think it's normal because I'm used to it. At first it was a bit difficult because of seniority, but after a while I could manage. Umm, things are better now because I've been here for a while and can find fun activities. What's hard is overcoming boredom when you've been here a long time."
(Participant 1/Transcript Interview 2/Line 442)

"They ordered me to clean the room or do chores. Sometimes the juvenile offenders make their own rules and are the ones who enforce them, so I get a bit annoyed too."
(Participant 1/Transcript Interview 1/Line 437)

Participant 1 also shared that some of the items taken from him during intake included a mobile phone, sharp objects, and cigarettes. Losing his phone was particularly difficult, as it was his primary means of communication. Nevertheless, he accepted this loss and came to understand that these rules were for the safety of everyone in the institution. He also noted that although he lost personal items, the institution provided various supportive facilities, including quality musical instruments.

"There's a music room with a guitar. I think it's cool because before this, I only played guitars that were not so good. Here, there's also carrom. Outside, I couldn't play this. There's a TV too, which we didn't have at home or in the social institutions I used to live in."
(Participant 1/Transcript Interview 2/Line 231)

Participant 1 felt that losing personal items actually had a positive effect on him. It encouraged him to develop better habits and brought a sense of safety. Although he often felt helpless and missed his parents, the companionship of other juvenile offenders helped him cope. Conversations among peers usually focused on trending news or shared frustrations with the institution's rules, but they often avoided discussing the emotional pain of being separated from family, as it only intensified their feelings of helplessness.

"Talking to my friends, about people who get run over outside or something like that."
(Participant 1/Transcript Interview 2/Line 297)

“Most of all, I really miss my parents when I talk to my friends. But when I try to explain that, they say things like, ‘Yeah, I feel the same, don’t talk about it.’ Then I just stop talking about it.”
(Participant 1/Transcript Interview 2/Line 303)

Despite everything, Participant 1 reported feeling safe during his detention. This sense of safety came from the strict rules that discouraged negative behaviors. He explained that juvenile offenders were afraid of the consequences of breaking the rules, such as getting longer sentences or being placed in isolation. The staff also enforced a group-based disciplinary system—if one person misbehaved, the whole group could be punished. This created a sense of responsibility and solidarity among peers.

“I feel safe. Everything here is done together and there are rules. We’re all afraid of being sent to isolation, so I feel safe. Everyone here has done something wrong, but the group or block system keeps us in line.”
(Participant 1/Transcript Interview 2/Line 241)

However, Participant 1 also shared that reporting others’ misbehavior to staff could lead to bullying from fellow juvenile offenders. Because of this, he and others often stayed silent, as maintaining good relationships with peers was crucial for emotional survival in the institution.

“Sometimes if I report it, I’ll be bullied by other kids. They think I’m weak and that I ruin relationships. It’s hard because I still have to see that person every day.”
(Participant 1/Transcript Interview 2/Line 259)

Reflection on experiences and meaning making

Despite the difficulties that Participant 1 encountered during the detainment, such as lack of interaction with parents and strict rules, Participant 1 feels that several things make living in correctional institutions more enjoyable. One of them is the chance to enjoy the musical instrument as well as changing personal perspectives to be more positive. While Participant 1 felt helpless due to the strict regulations, he also felt grateful since he is able to develop a positive trait because of it.

“Being here makes me more disciplined, I'm happy with the changes. I also learned to be patient, before I was very impatient, I liked to beat people up when I was upset. While I'm here, if I do that, I will be isolated, I can't go home”

(Participant 1/Transcript Interview 3/Lines 30)

Moreover, Participant 1 also felt that he was a different person prior to and after living in correctional institutions. Being in correctional institutions makes Participant 1 more disciplined and confident in facing the unpredictable future. Before detainment, Participant 1 felt that he couldn't become a productive individual and good citizen. However, Participant 1 continued his education while at the correctional institution, received a job offer from a volunteer who served at the correctional institution, and got support from the other juvenile offenders; he even made a promise to them that he would not re-enter the correctional institution. This gives Participant 1 an optimistic view of life. Figure 4.1 is a visual map that reflects Participant 1's background and experienced of living in the correctional institution.

I feel like a better person. Here I became more disciplined and started school again. I read more too; I like my changes. I used to think I wouldn't be able to come to work, but here is different.

(Participant 1/Transcript Interview 3/Lines 165)

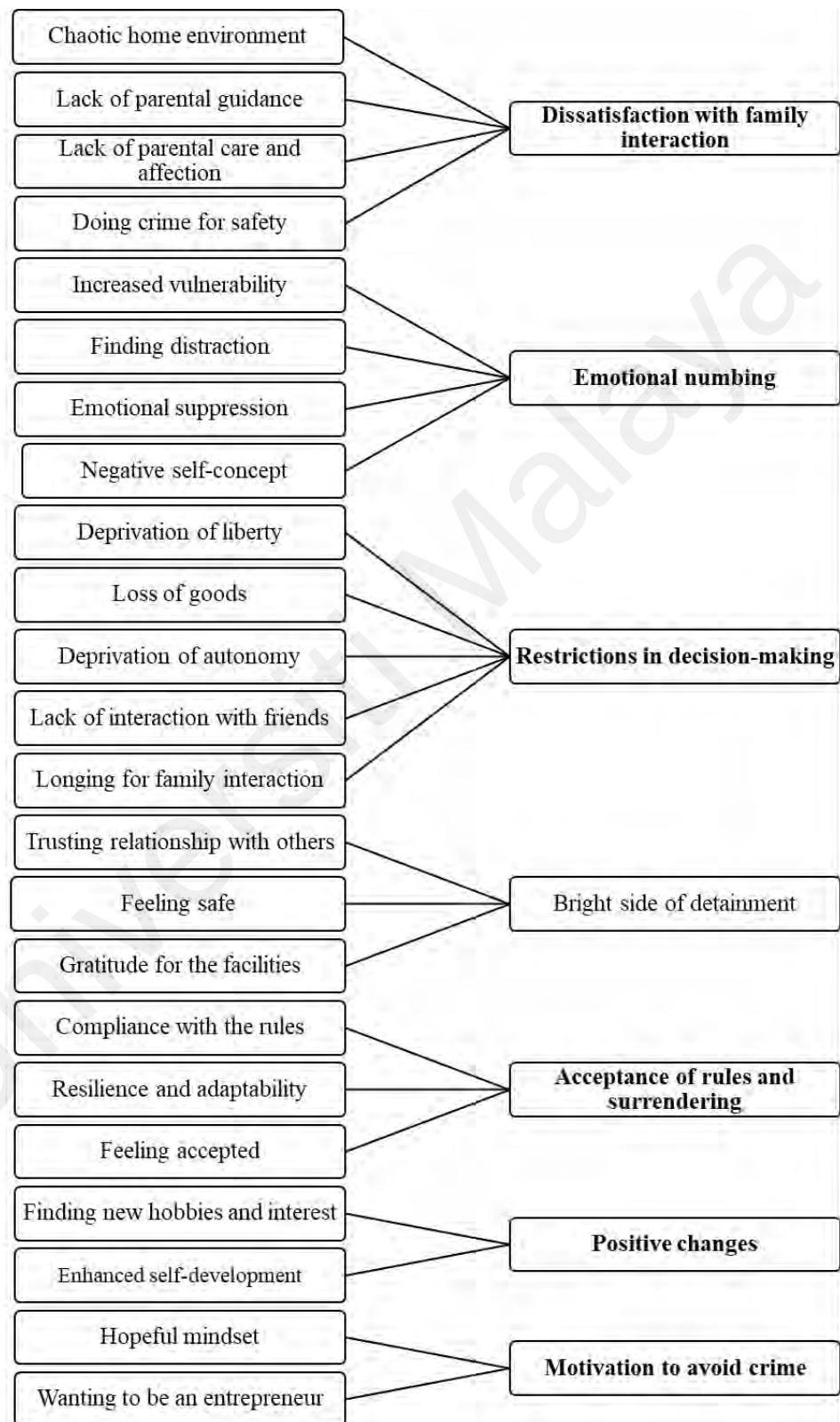
As he spoke, the participant shared insights into the rhythm of correctional life. The routines, once daunting and unfamiliar, now felt like a somewhat predictable cadence. He described the structured days, the regulated activities, and the ways in which he had adapted to the institutional environment. The initial stiffness in his posture had softened, and his words flowed with a level of comfort that hinted at a certain resilience acquired through the passage of time

(Participant 1/Observation, Field notes, Reflexive notes/20.11.2022/Lines 61-71)

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Figure 4.1:

Visual Map of Participant 1's Background and Experience of Living in the Correctional Institution



4.1.2 Participant 2 - Participant 2

Participant 2 is a 16-year-old boy from Jakarta, Indonesia. He has been detained for 11 months due to a mass student fighting. Mass student fighting are a common social phenomenon in both big cities and small towns in Indonesia. In some schools, brawling has become a tradition passed down through generations. In cases of brawls without casualties, the perpetrators usually receive a warning. However, if the fight results in a fatality, the offenders may be sentenced to imprisonment. In Participant 2's case, he received a 3-year sentence because a student died during the brawl.

Background – Life History

Participant 2 comes from a family of four and lives with his father and mother. He also has a younger sister who currently resides in their hometown village. His father works as a construction laborer and part-time motorcycle taxi driver, while his mother works in a beauty salon. Although the family lives in poverty, they are able to meet their basic needs. Participant 2 believes he lives in a happy family filled with humor and appreciates his parents' hard work in providing for him.

“My parents also care about me. I always ask my sister and my mother to buy this and that. I ask for clothes, food, anything. We like to joke around together too.”
(Participant 2/Transcript Interview 1/Line 456)

“I love them so much. When I was little, every week we used to go out. Like to Taman Mini, Ragunan, anywhere we could think of—just like tourists. Back then, my father sold vegetables and made quite a good income.”
(Participant 2/Transcript Interview 1/Line 462)

Despite his good relationship with his parents, Participant 2 often had disagreements with his mother, especially during the financial stress caused by the COVID-19 pandemic. He felt that his mother placed too many demands on him and limited his freedom. As a result,

he began to spend more time with his friends rather than at home. During these hangouts, he became involved in drug use, drinking, and school fights. A combination of peer pressure and a desire to break free from his mother's strict rules encouraged him to engage in criminal behavior.

“It’s true that I always ranked first in class. But I was tired. After school, it was just study and more study. If I didn’t get 100, I would be scolded. Math is exact—1 plus 1 is 2. You can’t be wrong. Every day was just nonstop nagging. That’s how my mom is. So we ended up fighting.”
(Participant 2/Transcript Interview 1/Line 262)

Although Participant 2 was involved in delinquent activities, he performed exceptionally well in school and consistently achieved top academic scores. During the pandemic, while his parents were occupied with work and unable to monitor him, he observed frequent criminal behavior in his neighborhood. This normalized crime in his eyes. He also believed that school fights were necessary for socializing and gaining respect. Over time, school fights became a way for him to express himself and experience excitement, pride, and popularity.

“It was just fun. It was exciting. Once someone joins a brawl and wins, he’ll want to do it again the next day. It’s like a drug, really.”
(Participant 2/Transcript Interview 1/Line 212)

With an enthusiastic twinkle in his eye, Participant 2 recounted stories of academic success, classroom laughter, and camaraderie with classmates. School seemed to be a cherished chapter of his life—marked by youthful energy, discovery, and learning.
(Participant 2/Observation, Field notes, Reflexive notes/22.11.2022/Lines 23–25)

Participant 2 admitted to participating in school fights more than ten times and being arrested three times. Each time, he was detained briefly at the police station and warned not to repeat the behavior. Because no one had been seriously harmed during those incidents, he assumed school fights were minor offenses and believed he could always

escape serious consequences. However, in his last fight, he stabbed another student with a sickle, which led to the victim's death from severe bleeding. Participant 2 was arrested at the hospital shortly after. He recalled feeling shocked, scared, and guilty—especially when thinking about the victim and their family.

In conclusion, Participant 2 maintains a good relationship with his family, but the pressure and strictness from his mother, combined with her frequent absence due to work, led to frustration. This, along with peer influence, pushed him toward delinquency. At school, however, he remained popular among his peers.

Experience with living in correctional institutions – An experience

Participant 2 and Participant 1 are both detained in the same correctional institution in Jakarta, and therefore follow similar daily routines. These include early morning prayers at 5:00 a.m., cleaning duties at 7:00 a.m., and school beginning at 8:00 a.m. After school, Participant 2 has lunch and can join optional activities such as watching TV, joining volunteer-led programs, attending psychological counseling, playing soccer, or chatting with peers. He found these activities enjoyable, as they helped reduce boredom. In particular, he found the psychological counselor to be supportive and nonjudgmental. However, his peers often ridiculed emotional expression. When Participant 2 spoke about missing his family, he was mocked.

"I'm glad there's a place to share stories. But when we talk about life outside, people laugh at us. They treat it like a joke and call us soft. So, even if it's just a small story, we get laughed at."
(Participant 2/Transcript Interview 2/Line 82)

Participant 2 frequently used words like "annoyed" and "bored" to describe his daily routine, constant supervision, and lack of freedom. The monotony of prison life, combined with institutional rules and surveillance, was a major source of

frustration.

(Participant 2/Observation, Field notes, Reflexive notes/23.11.2022/Lines 48–52)

He expressed that many freedoms he previously enjoyed—such as seeing friends or making his own decisions—were now restricted. Even small daily routines, such as when to shower or who cleaned the bathroom, were controlled by the institution or senior offenders. These limitations made the early months of detention especially difficult. However, things improved when Participant 2 discovered that some of his friends were also detained, and as he became one of the senior offenders himself. Over time, he got used to the rules and gained more flexibility.

“Now I have control... I’m free to do what I want. I’m not new here anymore. Before, even if I felt hot and wanted to take off my shirt, I wasn’t allowed.”
(Participant 2/Transcript Interview 2/Line 140)

The correctional institution provides basic necessities such as beds, mattresses, lockers, shared bathrooms, fans, and school supplies. Items that were confiscated included phones, jeans, sarongs, and sharp objects. According to Participant 2, the available facilities were adequate. He no longer minded the loss of personal items and understood the safety reasons behind the confiscations. However, he was disappointed that automotive activities were brief and not conducted regularly.

“It’s not bad. But I used to hear that there would be automotive programs here. Turns out there aren’t really any. The activity only lasts a short time and ends quickly.”
(Participant 2/Transcript Interview 2/Line 160)

Participant 2 often misses his family and friends. For security reasons, the institution does not allow visits from friends. However, family visits are allowed and even encouraged. Still, due to transportation difficulties, Participant 2 chose to stay in touch with his family

via weekly video calls. He stated that being in prison made him appreciate his family more, and he realized how much they cared for him.

“When I was outside, I didn’t realize it. I thought friends were everything. But now I see my family is the only one who stays with me. So when I get out, I won’t waste time with them.”

(Participant 2/Transcript Interview 2/Line 394)

At the end of one interview, Participant 2’s mood shifted. He hurried to use the phone to call his sister on her birthday. His earlier frustration softened into affection, showing his deep longing for family connection.

(Participant 2/Observation, Field notes, Reflexive notes/23.11.2022/Lines 66–69)

Participant 2 also stated that he did not feel unsafe in the correctional institution. He believed that strong social skills helped maintain safety and support. In fact, he felt safer inside than outside, where he might have been attacked by rival students. Unlike adult prisons, he felt juvenile correctional institutions were less violent and more regulated.

“It used to be Salemba (adult prison), Sis. That place was tough. But this new place is different. We’re sentenced here—like three years—and we serve it here, in this correctional facility. Salemba is over now. That old system is gone.”

(Participant 2/Transcript Interview 2/Line 278)

In conclusion, Participant 2 identified several challenges of detention: limited personal freedom, missing his parents, and fewer activity options. However, over time, he adjusted and found his situation more bearable once he became a senior offender.

Reflection on experiences and meaning making

Participant 2 explained that missing his parents and feeling frustrated while waiting to be released were his biggest emotional challenges. To cope, he kept himself busy by volunteering, learning guitar, and praying. These activities helped distract him from

negative thoughts. He also practiced acceptance, which helped him learn from his situation and made the experience more manageable.

“It all depends on us enjoying it. If we keep complaining and bringing in negativity, we won’t be happy. We won’t feel free. We’ll just burden ourselves. But if we learn to make peace with ourselves, we can get through it all.”
(Participant 2/Transcript Interview 3/Line 80)

During detention, Participant 2 learned several life lessons. One was the importance of using time wisely. Before, he spent much of his time on delinquency and social media. In the correctional institution, he focused more on studying and religion. He believed this shift prepared him to be a more productive person in the future.

“Here, you can’t waste time like outside. There’s no YouTube or phone. I use the time to read the Qur’an, memorize verses. It’s really time to learn. I get tired. If I’m tired now, I’ll be ready for adult life, for work. So I don’t want to waste time.”
(Participant 2/Transcript Interview 3/Line 162)

He also learned to control his emotions. Before detention, being loud and aggressive gave him popularity. In the institution, that kind of behavior leads to isolation. Now, he sees impulsive behavior as harmful, and prefers to avoid it.

“I used to be noisy, fun, making people laugh. But over time, I realized, if I see myself back then, I wouldn’t like me either. New kids behave like I used to, trying to look cool. But it doesn’t work here.”
(Participant 2/Transcript Interview 3/Line 152)

Armed with these new lessons, Participant 2 hopes to continue his education after release. He believes college is the path to a better future. He also plans to work part-time, possibly selling goods or driving a motorcycle taxi. Although these jobs may not pay much, he is

committed to living a lawful life. He understands that repeating a crime could lead to a much longer sentence.

“I’m already 17. If I’m 18 or 19 and commit murder, I’ll get 7 or 8 years. I’ll die in prison.”

(Participant 2/Transcript Interview 3/Line 234)

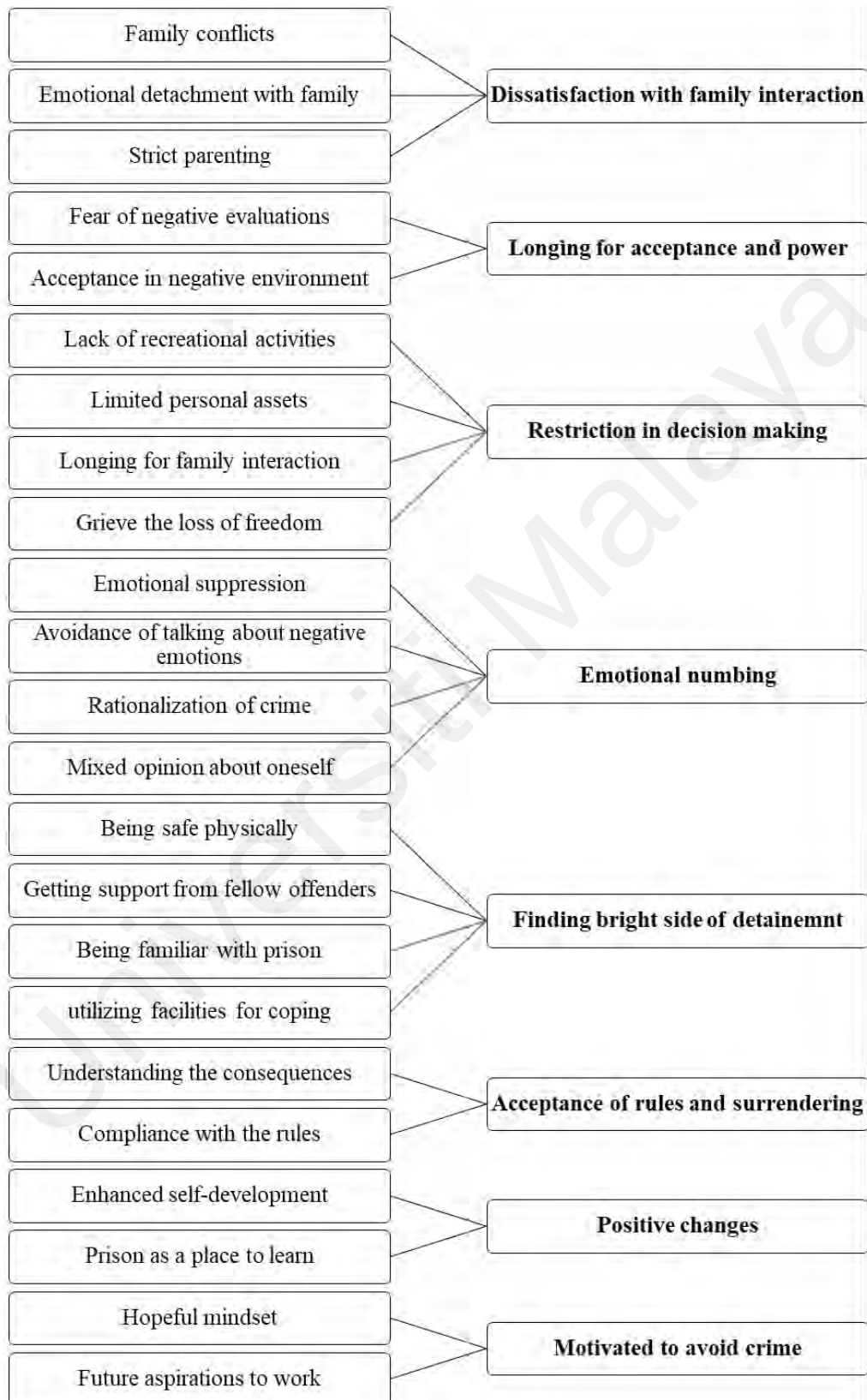
Participant 2 spoke with curiosity and hope. His questions about the outside world reflected a longing for a future beyond correctional life.

(Participant 2/Observation, Field notes, Reflexive notes/25.11.2022/Lines 100–105)

In conclusion, Participant 2 used distraction and acceptance to cope with incarceration. After 11 months, he believes he has become calmer and more focused on positive activities. He appreciates the changes he has made and aspires to continue his education upon release.

Figure 4.2:

Visual Map of Participant 2's Background and Experience of Living in the Correctional Institution



4.1.3 Participant 3 - Participant 3

Participant 3 is a 17-year-old boy from Serang, Indonesia. He has been detained for 8 months due to involvement in school fights or brawling. Participant 3 first engaged in school fights during his final year of middle school and had been involved in five incidents before his arrest. However, the previous fights did not result in fatalities, so he was released after being given warnings by the police. In his most recent case, Participant 3 and three of his friends were sentenced to four years in prison after two students were killed during a fight. He had also attempted to run and hide from the police, which contributed to the severity of his sentence.

Background – Life History

Participant 3 lives with his mother and older sister. His father passed away when he was four years old, so he has little memory of him. Because his mother is often busy with work, she was unaware that her son was frequently involved in fights. Participant 3 described his mother as a gentle person who rarely scolds him. Even after his detention, she continued to offer him emotional support and encouraged him not to worry, promising to take care of everything. This made Participant 3 miss his mother even more and feel a deep sense of regret.

“Parents really seem to be supportive too. They say be patient, pray more, ‘Mama will take care of you, and visit you often,’ and so on.”
(Participant 3/Transcript Interview 1/Line 234)

“Yes, I wasn’t strong either when I first saw them. What can I do? My parents are still sad for their child. ‘Why are you like this? Poor Mama,’ she said. But my father is already dead.”
(Participant 3/Transcript Interview 1/Line 228)

Participant 3 lives above a shop that his mother owns. His neighborhood is known for its market and commercial activity, which makes the area busy, especially in the mornings and afternoons. Many of his neighbors also run small businesses. Although he participated in religious recitations and youth group activities in his community, Participant 3 committed delinquent acts in areas far from home to avoid being recognized by neighbors and to prevent his family from finding out.

“What I think is, if I do bad things in my own area, I’ll get caught—and that won’t be fun—because my family is there, right? If you’re naughty in your own area, it’s easy to get exposed. But if you do it outside, there are people who don’t know you.”

(Participant 3/Transcript Interview 1/Line 336)

Participant 3 has a remarkable ability to adapt to different social groups. He mentioned that he could make friends in various environments, from religious recitation groups to school fight circles. Because he often found it difficult to decline invitations from friends, he joined many activities and eventually became well-liked and popular. Engaging in these groups also helped him cope with loneliness, as his mother and sister were frequently busy. He acknowledged that because his family had limited time for supervision, he was left to make his own decisions.

“Yes, my parents work, and my sister works too. At home, it’s quiet. So, I started staying over at a friend’s house. That’s when my friend invited me to a brawl, and I got involved.”

(Participant 3/Transcript Interview 1/Line 290)

Participant 3 learned about school fights from his peers. In school, those who won fights gained popularity and respect among their friends. He had been involved in five brawls before his arrest. Previously, the police only issued warnings, which did little to deter him. In addition to fighting, he also smoked and drank alcohol underage. All of these

behaviors were introduced by his school friends. At first, these actions felt unfamiliar, but over time he began to enjoy them.

“Yes, a lot of people know that I’ve won fights—they’re kind of like fans.”
(Participant 3/Transcript Interview 1/Line 390)

In conclusion, Participant 3 and three of his friends have been detained for 8 months due to brawling. He comes from a family that, though caring, was unable to provide close supervision due to work. His strong ability to fit into different environments eventually led him into delinquency, largely influenced by his peer group.

Experience with living in correctional institutions – An experience

Like Participant 1 and Participant 2, Participant 3 follows a routine that includes waking up at 5:00 a.m. for morning prayers, cleaning the room, and attending a briefing about the day’s activities. After the 3:00 p.m. afternoon prayer, he is typically locked in his room. However, if he volunteers as an officer’s assistant, he is allowed to stay outside longer. At the time of the interview, Participant 3 was serving as an assistant in the facility’s health clinic and found it rewarding. He believes having structured activities is better than idleness and often volunteers to stay productive.

“When I first came here, I was really surprised. I had to do this and that. No matter what, I had to follow the rules. But over time, I started to see the benefits. Even if I was lazy, I still followed the rules and learned from them. It helped me become more punctual and disciplined.”
(Participant 3/Transcript Interview 2/Line 168)

As our conversation deepened, I gently explored the emotional aspects of prison life. Though hesitant at first, Participant 3 brushed off any discussion of hardship with a wave of his hand. It became clear that there was a subtle emotional disconnection—perhaps an unwillingness or inability to fully acknowledge the emotional weight of his experience.
(Participant 3/Observation, Field notes, Reflexive notes/16.12.2022/Lines 70–73)

Participant 3 admitted that detention has negatively affected his family interactions. While he used to see his mother every day, his parents have only visited him four times in nearly a year due to the distance from their home. Nevertheless, he finds comfort in video calls, where they talk about home life and finances. Despite the limited contact, speaking to his mother always brings a wave of sadness.

“On the one hand, I’m sad and I miss my mom too. I always want to hear from her. Once, my mom said, ‘Mama feels sad seeing your friends playing in front of the house. I walked past and saw them all together.’ She’s thinking about me.”
(Participant 3/Transcript Interview 2/Line 424)

When the topic of his parents came up, the participant’s previously light tone turned serious. His eyes welled with tears, and his voice trembled. The emotional impact of detention on his family clearly weighed heavily on him.
(Participant 3/Observation, Field notes, Reflexive notes/25.11.2022/Lines 74–77)

Upon arrest, his mobile phone, weapons (such as knives and sickles), and personal items like money and a watch were confiscated. The loss of the watch, which had belonged to his late father, deeply affected him. Still, Participant 3 accepted the situation, believing it to be a consequence of his actions.

“I thought, just let it go. I was frustrated, but what can I do? If something is really meant to be mine, it will find a way back to me.”
(Participant 3/Transcript Interview 2/Line 490)

Participant 3 mentioned that the loss of freedom was one of the biggest challenges. At the correctional institution, all aspects of life are strictly controlled. While he used to go anywhere and do what he liked—including smoking—he now has to follow a rigid schedule. Initially, this was difficult, but over time he recognized the benefits. He also found joy in small things and gradually adapted.

“It was tough for the first two or three months. I’d wake up at night feeling sad, realizing I wasn’t at home. I missed the vibe. At first, I couldn’t accept it. Outside, I could go wherever I wanted. Here, I have to stay in my room at night, locked in. But now I enjoy what I have. The people here are fun too.”
(Participant 3/Transcript Interview 2/Line 212)

At first, he feared prison life, having heard stories of violence and cruelty. But he found juvenile correctional facilities very different from adult prisons. The staff treated detainees with kindness and respect, acting more like guardians. If a rule was broken, the punishment was fair—like cleaning or doing push-ups. There was also a strong sense of camaraderie among peers.

“It’s not like what I heard outside. People said prison is awful and violent, but I haven’t experienced that here. Maybe that happens in adult prisons, but here, there are rules. Violence isn’t allowed.”
(Participant 3/Transcript Interview 2/Line 312)

In summary, Participant 3 initially felt guilty, missed his family, and was saddened by the loss of personal items and freedom. However, over time he adjusted, accepted his situation, and realized that prison life wasn’t as frightening as he had imagined.

Reflection on experiences and meaning-making

Despite the many challenges Participant 3 faced—including separation from family, loss of freedom, and restricted access to communication—he found ways to cope. One of his strategies was creating a new atmosphere by spending time in friends’ rooms and playing music. A passionate music lover even before his arrest, he continued to play guitar and sing in the institution. For him, music became a way to express emotion and stay grounded.

“I’ve loved music for a long time. Like when I’m in my room and don’t know what to do, I just grab my guitar, hang out with friends, talk, and play music. It feels like I’m with my family again.”
(Participant 3/Transcript Interview 3/Line 78)

During my observations, I noticed an unexpected sense of community among the detainees. They shared jokes, played music together, and supported each other, creating a surprisingly warm and friendly atmosphere.
(Participant 3/Observation, Field notes, Reflexive notes/15.12.2022/Lines 33–36)

Participant 3 said being in a correctional institution changed him for the better. He became more disciplined, responsible, and independent. Before, his parents took care of everything for him. Now, he learned to manage himself. The structure of institutional life also kept him away from harmful behaviors like smoking, drinking, and drug use. He believes this experience has helped him grow into a better person.

“It’s important. Outside, I couldn’t wake up early. Here, I wake up and go straight to the shower without feeling sleepy. Outside, I’d just lie around with my phone. I think most people do that.”
(Participant 3/Transcript Interview 3/Line 216)

After his release, Participant 3 aspires to become a police officer. He developed this dream during detention and hopes to make his parents proud. He believes that this new goal will help him repair his family’s reputation and leave his past behind. He is also determined to no longer blindly follow friends. Tired of trouble, he wants to live differently.

Of course I can. Here, I’ve become more organized. I keep myself clean. You need that for police academy—discipline, strength, fitness.”
(Participant 3/Transcript Interview 3/Line 282)

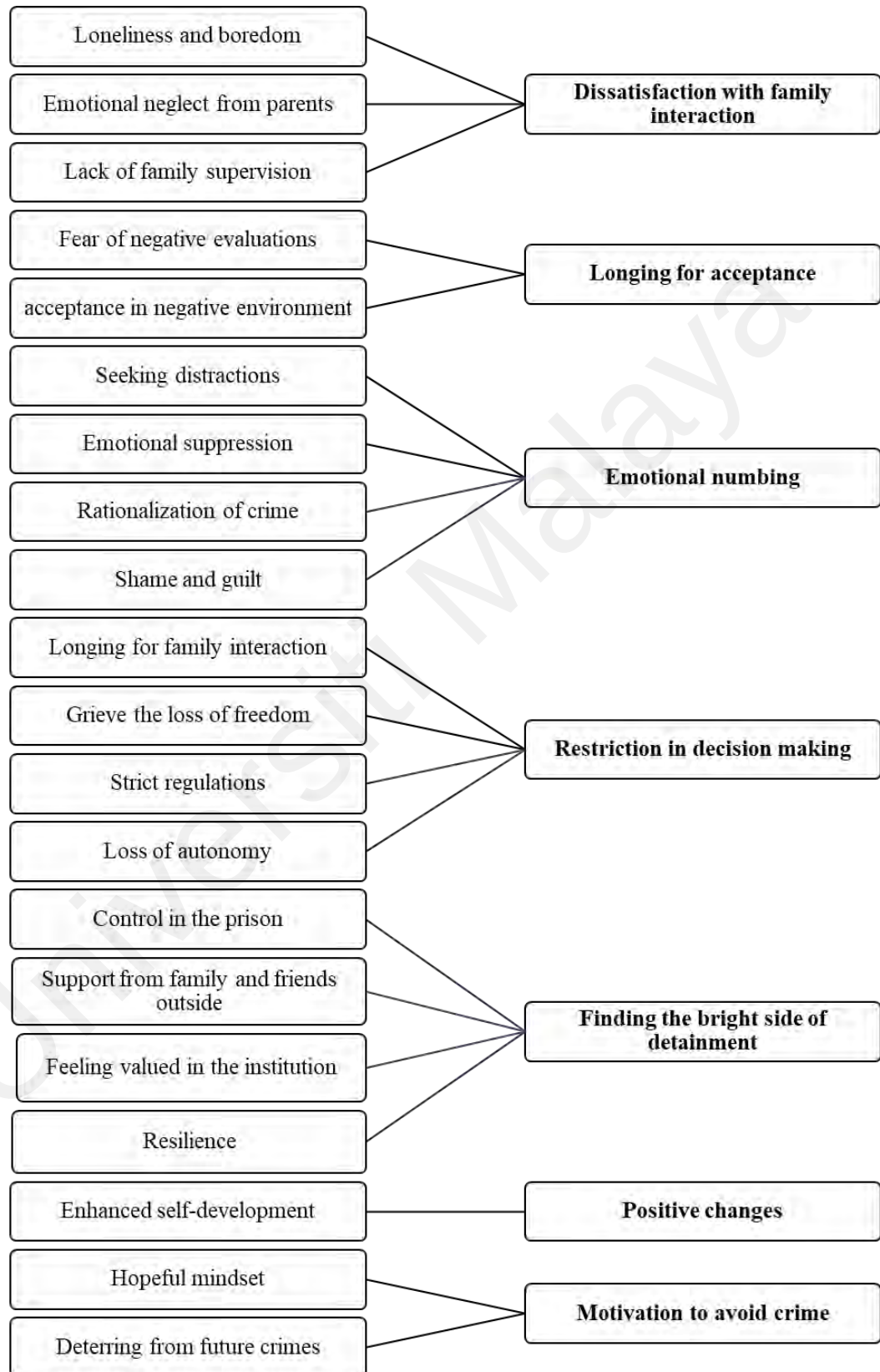
His sense of humor and optimism stood out. When he spoke about his future, there was a sense of hope and eagerness to reconnect with his family. His words reflected the desire to rebuild and move forward.
(Participant 3/Observation, Field notes, Reflexive notes/17.12.2022/Lines 110–113)

In conclusion, Participant 3 used coping strategies such as playing music and seeking new environments. He believes detention has helped him change for the better, and he now feels more confident in reaching his goals.

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Figure 4.3:

Visual Map of Participant 3's Background and Experience of Living in the Correctional Institution



4.1.4 Participant 4 - Participant 4

Participant 4 is a 15-year-old boy from Tangerang, Indonesia. Similar to Participant 2 and Participant 3, he has been detained due to a mass student fighting. In his case, Participant 4 was caught in the final year of middle school with five of his friends and sentenced to two years in prison. He has currently been in the correctional institution for 10 months. Participant 4 shared that he had been involved in school fights more than ten times. Like the others, he had received several warnings, but this was the first time he was detained—two students lost their lives during the incident.

Background – Life History

Participant 4 is the youngest child in his family and has three older sisters. He lives with his father, mother, and sisters. His father works in a factory, while his mother is a stay-at-home parent. Participant 4 confessed that, as the only son and the youngest in the family, his mother was very protective of him. She did not allow him to engage in activities outside of school, except for tutoring. At home, he was expected to study consistently. If he broke any of his mother's rules, he would be scolded. This made Participant 4 feel frustrated, leading him to seek companionship with older students. He enjoyed spending time with them because they treated him like a younger brother, and his reputation at school improved as a result.

“My childhood was just like what every parent wants for their children. I went to school until middle school, had extra classes and Quran recitation lessons. They told me not to go out too much because they were afraid I might get kidnapped.”
(Participant 4/Transcript Interview 1/Line 176)

“I first started just by watching brawls. I realized people brawled because they didn’t want to be humiliated.”
(Participant 4/Transcript Interview 1/Line 232)

Participant 4 explained that not much delinquency occurred in his neighborhood. The area is populated by people of diverse backgrounds, many working in offices or factories. Children in the community often participate in youth and religious activities. Participant 4 was perceived as a quiet and obedient child by his neighbors, so they were shocked when he was arrested. He admitted to hiding his actions because he didn't want to disappoint his mother.

“Many people think I’m quiet and obedient, but actually, I’ve been in brawls. No one expected it. I kept it hidden because if my mom found out, she’d be mad.”
(Participant 4/Transcript Interview 1/Line 178)

Participant 4 was also known as a quiet and popular student at school. He studied diligently and often achieved high academic scores. However, after school, he frequently joined in fights because he found it difficult to refuse his friends’ invitations. Over time, his experience in fighting gave him a reputation, and his friends increasingly pressured him to participate. Although this gained him popularity, he admitted that these friendships led him to delinquency. At first, he enjoyed the thrill of winning, but eventually, he grew tired. When he was arrested, his friends abandoned him. Now, he regrets his choices, especially since he is a year behind in school.

“Just because I faced the victim, everyone blamed me. They said I was the only perpetrator. The police asked for details—I told them what I knew. It’s impossible for me to get behind him. But my friends didn’t back me up—they said they didn’t know anything. Now, I’m sad. I should be in high school, but I have to repeat a year. I feel stupid, like someone with no future.”
(Participant 4/Transcript Interview 1/Line 354)

The officers described him as a “good kid,” a model student who regularly helped with administrative tasks in the prison office and clinic. This piqued my curiosity, prompting questions about the story behind this seemingly exemplary young individual.
(Participant 4/Observation, Field notes, Reflexive notes/18.12.2022/Lines 9–11)

In conclusion, Participant 4 and five of his friends have been detained for 10 months due to school brawls. He comes from a family where he receives close supervision as the youngest and only son. Despite his academic excellence and obedient reputation, his peer group ultimately led him toward delinquency.

Experience with living in correctional institutions – An experience

Participant 4's daily routine includes waking up at 5 a.m. for morning prayers, cleaning his room, and attending a morning briefing on available activities. School runs from 8 a.m. to 10 a.m., after which he performs duties as the officers' assistant—mainly in the health clinic. Like Participant 3, he volunteers to assist in various roles throughout the facility. His duties last until around 5 p.m., after which he is locked in his room when staff members leave. He believes staying busy helps him cope with boredom.

“Some help prepare food, send it to rooms, or bring it to the dining area. They also hand out soap. I help with registration, collecting coupons, and assisting staff in the office. That way, I have things to do and I'm not bored.”
(Participant 4/Transcript Interview 2/Line 40)

As the conversation unfolded, he shared insights into his daily life. He spoke with eagerness about assisting with administrative tasks—a role that seemed to give him a sense of purpose. The officers' description of him as a model student aligned with his own narrative of making the best of his situation.
(Participant 4/Observation, Field notes, Reflexive notes/18.12.2022/Lines 21–24)

Participant 4 said that detention limited his interaction with his family. Previously, he could see his parents daily after school, but now visits are rare. He often worries about their well-being, especially as they grow older. For this reason, video calls with his family have become a source of comfort. They allow him to ensure his parents are in good health and ease his anxiety.

“Now I can meet them face to face, not just through video calls. We talk about how I'm doing, if I'm healthy. I don't want people at home to know the bad parts

of being here—they'll just worry. I want to make them happy, not stressed.”
(Participant 4/Transcript Interview 2/Line 246)

Participant 4 shared that his cell phone and some sharp objects were confiscated by the police. He was saddened by the loss of his phone, as it kept him connected to the outside world and entertained. However, he accepted it as a consequence of incarceration and recognized that the rule promotes safety.

“It’s normal. If phones are allowed here, people might bring in bad stuff or try to escape. People have different backgrounds—some good, some bad. Humans make mistakes, like smuggling things or trying to run. That would cause problems.”
(Participant 4/Transcript Interview 2/Line 220)

He explained that while some rules exist—like mandatory participation in activities and cleaning duties—many are fair and help maintain order. There are also optional activities like music and sports that align with the boys’ interests. Having spent several months in the institution, Participant 4 said he had adjusted well.

“Some activities we can choose. Sometimes we play football on Tuesdays and Thursdays. If we’re free, we can play on Sundays too. We clean the room, hang out, eat, sing, and play football together.”
(Participant 4/Transcript Interview 2/Line 282)

Participant 4 felt safe in the correctional facility. He appreciated the friendly staff and the rules that helped keep everyone in line. According to him, all the juveniles were motivated to go home on time, so they generally obeyed the rules. Staff were also approachable and open to hearing complaints, which made the environment feel less like a prison.

“Some staff are good, some not. But they’re warm—they don’t treat us like prisoners. They chat with us, share their lives, and involve us in activities.”
(Participant 4/Transcript Interview 2/Line 412)

In summary, Participant 4 initially struggled with guilt, homesickness, and the loss of personal freedom. Over time, however, he adjusted and no longer saw the institution as negatively as he once did.

Reflection on experiences and meaning-making

According to Participant 4, the hardest parts of being in a correctional institution were the emotional distance from his parents and the need to adapt to a rigid structure of rules and routines. Coming from a family where he was the youngest and often closely monitored, the sudden shift to an environment of strict discipline and limited contact with loved ones posed significant emotional and psychological challenges. This feeling of separation from his family, particularly his parents, created a persistent sense of longing that was difficult to ignore. The lack of freedom to express this longing openly—paired with the guilt of having disappointed those who cared for him—compounded the emotional burden he experienced during his early days of detainment.

However, over time, Participant 4 discovered that engaging in structured, meaningful activities within the correctional institution could offer a pathway not only for distraction but for personal growth. By taking on roles such as a staff assistant and participating in music-related activities, he found an outlet for his emotions and a way to anchor his day-to-day experience. These activities helped to ease the loss of autonomy and isolation, but more importantly, they provided a constructive space for him to develop a new sense of identity—one grounded in responsibility, reliability, and expression.

“I’m more calm now. When I play the guitar, I express what’s in my head. If I’m sad, I play sad songs. If I miss someone, I do it too.”
(Participant 4/Transcript Interview 3/Line 35)

The act of playing the guitar became a symbolic form of emotional release. In a place where verbal expressions of sadness or vulnerability may be misunderstood or mocked, music allowed Participant 4 to voice his feelings indirectly. Each chord played became a way of processing grief, longing, and hope. It also provided a sense of continuity with his life before detention, bridging who he was with who he was becoming. The comfort he found in this practice demonstrated not only resilience but also emotional intelligence—a capacity to transform pain into creativity.

Although he still experienced moments of sadness and missed his family deeply, Participant 4 reported that staying engaged in daily activities made him feel more hopeful and less burdened. He observed that many of the other juveniles showed behaviors that reminded him of his own past self—resistant to authority, defensive, and impulsive. This recognition stirred a moment of reflection. For the first time, he began to see how his earlier mindset contributed to his circumstances. This critical self-awareness inspired a shift in values. He no longer viewed authority and structure as punishments but as tools for self-discipline and self-improvement.

“Thoughts outside and inside prison are very different. I used to only think about fun and playing. Now I think about life. I won’t always be with my parents. I’ll have responsibilities. We carry our own bodies; our parents won’t always be there.”

(Participant 4/Transcript Interview 3/Line 128)

This statement revealed a profound turning point in his internal development. The realization that he would not always be protected by his parents signified a deepening maturity and a readiness to take ownership of his life. Through the difficult process of detainment, Participant 4 had begun the journey of individuation—developing an understanding of himself as a separate, responsible adult who must eventually navigate

the world on his own. His statement reflected not only emotional growth but also the beginnings of a life philosophy shaped by adversity.

Following this realization, Participant 4 expressed a clear and focused vision for his future. He planned to return to school, complete his formal education, and later enroll in a sailing vocational program. He hoped that by pursuing higher education, he could elevate his family's reputation and make his parents proud. For him, education became a symbol of redemption—a way to reclaim a future that once seemed lost due to his past mistakes.

“Being a sailor means I’ll be far from home. Since I’ve been here, I’ve gotten used to being away from my parents.”
(Participant 4/Transcript Interview 3/Line 214)

This goal was deeply intertwined with his current experience. Living away from home in a correctional institution had unexpectedly prepared him for the challenges of being alone and independent. What once felt like punishment was now reinterpreted as preparation. His aspiration to become a sailor revealed a practical yet poetic parallel—just as a sailor navigates the vastness of the sea, Participant 4 hoped to navigate the uncertainty of adulthood with the emotional and behavioral skills he had gained during detention.

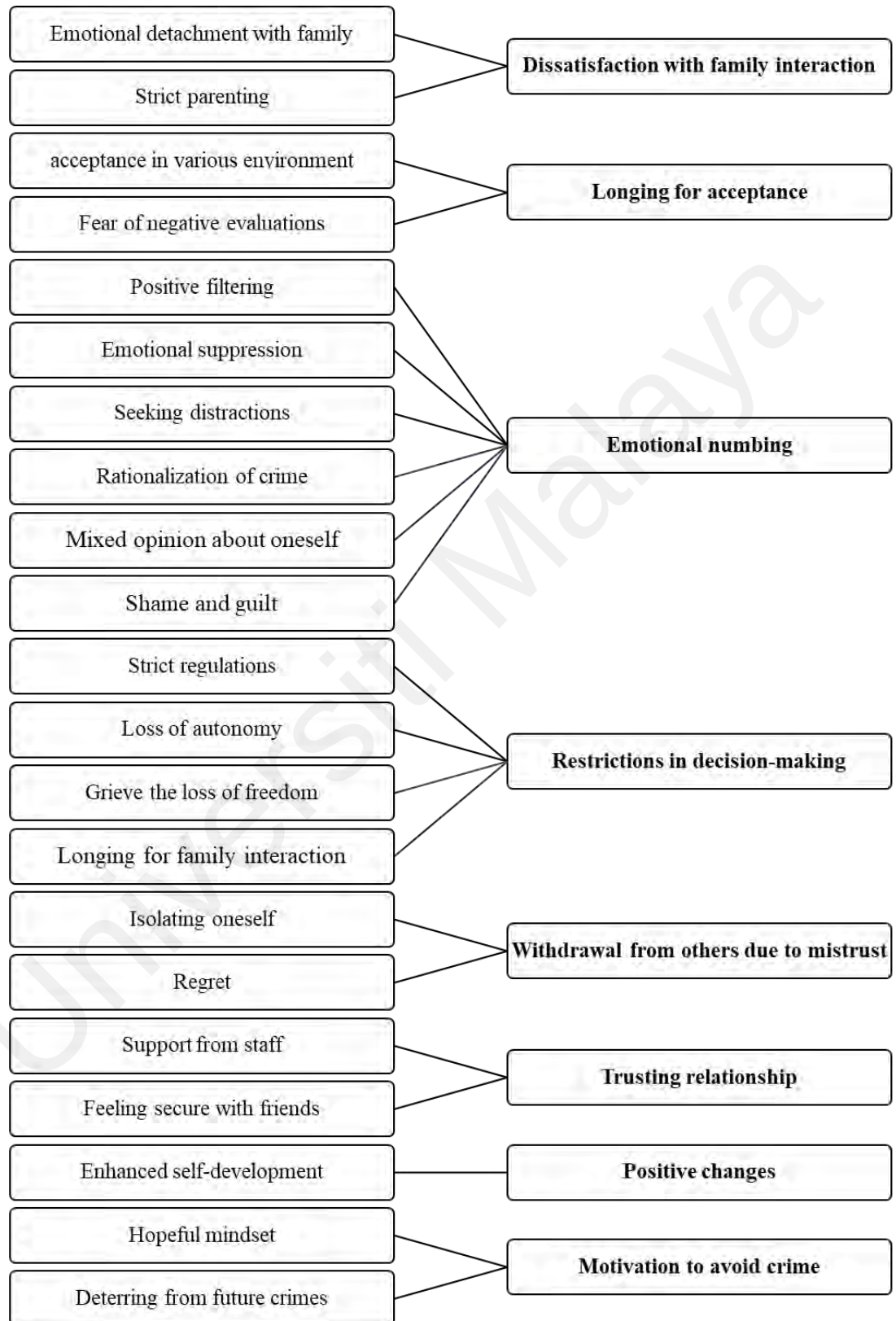
As he shared his dreams of life at sea, the participant revealed a longing for solitude—a way to escape both the correctional facility and the emotional complexities of relationships, even those with his own family.
(Participant 4/Observation, Field notes, Reflexive notes/20.12.2022/Lines 85–88)

The solitude of the sea seemed to symbolize more than independence; it offered him a space to redefine himself away from the judgment and expectations of others. His vision of the future was not just about escaping the physical boundaries of prison, but about

creating emotional space for reflection, reinvention, and growth. In conclusion, Participant 4 coped with his circumstances by engaging in meaningful, self-directed activities such as assisting staff and playing music. These experiences not only helped him manage emotional challenges but also fostered important psychological traits—patience, resilience, introspection, and self-discipline. His story illustrates how structured environments, when combined with personal motivation and supportive opportunities, can promote positive transformation even within restrictive settings. The internal shifts he underwent during detainment now serve as a strong foundation for the aspirations he carries into the next stage of his life.

Figure 4.4:

Visual Map of Participant 4's Background and Experience of Living in the Correctional Institution



4.1.5 Participant 5 - Participant 5

Participant 5 is a 17-year-old boy from Bekasi, Indonesia, who was detained due to planned murder. Participant 5 admitted that he had been sexually harassed by his victim which is a 26-year-old man. Constant sexual harassment makes Participant 5 feel frustrated and choose to kill him. After killing the victim, Participant 5 mutilated the corpse to destroy the evidence. Prior to this case, Participant 5 had never been detained. The delinquency that was done before was a school fight, but just like the other participants, because there were no fatalities, Participant 5 was not being detained. Among all the participants involved in this study, Participant 5 is the adolescent who has stayed the longest in correctional institutions. After 2 years of detainment in the correctional institutions, Participant 5 still has to serve his sentence in adult prison. This is because the crimes committed are included in serious crimes and it had attracted the attention of the public two years ago due to its sadism.

Background – Life History

Both parents of Participant 5 have died since he was 13 years old. His father died when he was 4 years old, while his mother died when he was 13 years old. This left Participant 5 with his grandmother, and at the age of 14, he lived alone in his rented house with the supervision of his grandmother. Every day, Participant 5 works in a bakery shop and busking. Since a long time ago, his mother was always busy working so he was often cared for by his grandmother. According to Participant 5, his grandmother was a very gentle and rarely scolded him when he was wrong. In addition, the families of the there is had a high degree of kinship and often carried out activities together. Because the family was very friendly towards him, Participant 5 was determined not to burden them.

*I don't want to burden my family; I don't want my sister always provides for me.
For paying electricity, food its quite expensive like 200 or 300 rupiah a month.*

But I don't know where to find the money at first, so I look for jobs and working in the food stalls. Then alhamdulillah I got a job from friends that asked me to work in the cake shop

(Participant 5/Transcript Interview1/Lines 572)

Participant 5 lives in his parents' house in a slum area. Many of his neighbours work as domestic helpers or as drivers. The community where Participant 5 lives has a high sense of kinship; they know each other and often help each other. The local community even knows all of Participant 5's friends. The neighbourhood knows Participant 5 lives alone, a good and diligent child, so when Participant 5 was arrested, they were all very shocked. This made Participant 5 feel even more guilty for letting them down.

They know I, at a young age, already live alone without supervision. They know that both my parents passed away a few years ago. they know that I am good and polite, diligent in worship, read the Quran. Now I don't know what to do since they may feel like they cant trust me anymore

(Participant 5/Transcript Interview1/Lines 572)

Participant 5 had dropped out of school since he was 12 years old when he was in middle school. It happens since the mother of Participant 5 is seriously ill. Therefore, participant 5 chose to quit school and work to support himself and his mother financially. Since then, he has become more focused on work. According to Participant 5, after dropping out of school he often changed his peer groups, whether based on the same hobby or workplace friends. However, when he was still at school, his friends got into fights and he took part in the fights. Even though he has participated in brawling before, he does not consider it as serious crime. Participant 5 admitted that none of his current friends had ever committed a crime, went to jail or had contact with the police before.

My friendship circle, because I always changed my circle, so I don't always befriend with the same people. I have a lot of friends; I always keep in touch. But my friends are nice, they don't do crime

(Participant 5/Transcript Interview1/Lines 540)

Even though the case committed by Participant 5 is a case that is included in a serious crime according to Indonesian law, Participant 5 thinks that the crime he committed needs to be done. According to Participant 5, people who like the same sex should be killed according to their religious beliefs. In addition, Participant 5 considered himself a victim of a sexual harassment case; hence, he deserved a light sentence. This made him feel less guilty about what he did.

I used to go to religion class, well it is cited in the hadist. If people imitating the Luth, which is the people with same sexual oriented, they should be killed

(Participant 5/Transcript Interview1/Lines 458)

In conclusion, Participant 5 has been detained for 2 years due to planned murder. Participant 5 was sexually assaulted by the victim and he did his crime due to frustration. He lives alone in the house left by his parents under the supervision of his grandmother. He has many friends from different backgrounds and has no trouble adapting.

Experience with living in correctional institutions – An experience

Imprisonment had a negative impact on the interaction of participant 5 and his family. Interaction with family can only be done through video calls at certain times. Sometimes, the family of Participant 5, which contains grandmothers and older siblings, makes video calls. Participant 5 often feels sad when he sees his family crying. besides that, when interacting with his family he also felt nostalgic and regretful about being imprisoned. Even though video calls often give negative emotions, according to him video call is still important because he needs to know the news and condition of his family. According to Participant 5, if one behaves well in correctional institutions, he can get money and awards. But if they behave badly, they could get a penalty in the form of an extended

sentence. Participant 5 has received an award and he feel grateful for it. The rules also make him behave carefully not to get an extension of the sentence.

Never creates problem, also I often went to masjid, they said I have a good religiosity scores. One time I am invited into big room, then they said I am the best juvenile offenders and I got money as the price. I want to keep it this way, don't make a problem and Register F

(Participant 5/Transcript Interview2/Lines 460)

He casually mentioned that he had earned the title of the best student, winning several awards for his achievements. The rewards, tangible symbols of his success, lined the modest space that he called his own.

(Participant 5/Observation, Field notes, Reflexive notes/19.12.2022/Lines 62-66)

Participant 5 admitted that cell phones and cigarettes were items that he had to leave before entering the correctional institution. Meanwhile, while living in correctional institutions, clothes and wardrobes are personal possessions which he has. According to him, letting go of the cell phone was very difficult and strange initially, because before being detained, participant 5 was constantly using a cell phone. Initially, participant 5 felt disturbed, but over time, he felt better. One of the ways he adapts to this is to make phone calls at the kiosk and see other children who also don't use their own cell phones. This made him feel that losing his cell phone was a fair thing.

Well, that's what I think, I think losing phone is much more difficult in losing cigarettes. because when I am outside, I always play it, I am crazy with it. Maybe because I wanted to know how my family's are doing, so its hard to live without it. But here since everyone also not on their phone, it making this easier

(Participant 5/Transcript Interview2/Lines 640)

There are several rules in correctional institutions, such as being polite to the prison officers, following the rules given to them and having to follow the rules during detention. Regarding the facilities at correctional institutions, everything is quite good, there is food,

sports or music facilities and cooperatives. According to him, he felt free in making decisions. Because participant 5 has lived in correctional institutions for a long time

I just felt free in making decisions. Maybe in the past I used to be bothered by old juvenile offenders, so I have to prioritize them. Its just in the system, even in the adult prison, we need to respect the seniors, but now I am the senior

(Participant 5/Transcript Interview2/Lines 201)

Participant 5 feels safe because he believes that no one is harming him. Meanwhile, the thing that poses a threat to him is letter F, namely an extension of the sentence if he commits an offence during detainment. This feeling of security is due to his position as a senior in correctional institutions and his case which was a premeditated murder case. According to him, children of premeditated murder cases are usually more feared because their long sentences automatically make them seniors. In addition, premeditated murder is a serious and sadistic case. Moreover, participant 5 believes that if he is not arrested, he will receive insults from neighbours and the victim's family.

I feel safe because I don't know what will happen if I am not detained. Maybe the victim's family will still be looking for me, or the police still try to find me. Even if I am not detained, I will not be able to go anywhere too

(Participant 5/Transcript Interview2/Lines 318)

In summary, Participant 5 felt free to make decisions. He has been in correctional institutions for a long time. some of the difficulties he experienced were Losing a cell phone was very difficult and strange for him. Sometimes his family also makes video calls with him so this relieves a bit of frustration

Reflection on experiences and meaning-making

Even though there were some difficulties he encountered, there were several things that participant 5 did to get better. Participant 5 likes play a song in the band, he also tries to shift his mind to be more positive and journaling. In addition, he is trying to adapt and seek various leisure stuff. This is done because there is nothing else that can be done in correctional institutions. According to him, changing the mind to be more positive is the best thing that can be done. Apart from those activities the band is also what he likes to do the most from the past. Playing in a band and journaling serve to channel hobbies and he can express his feelings safely.

I just felt free. Like I am no longer alone, it just felt good especially when I already plays the guitar. I don't have to do anything just sing

(Participant 5/Transcript Interview3/Lines 400)

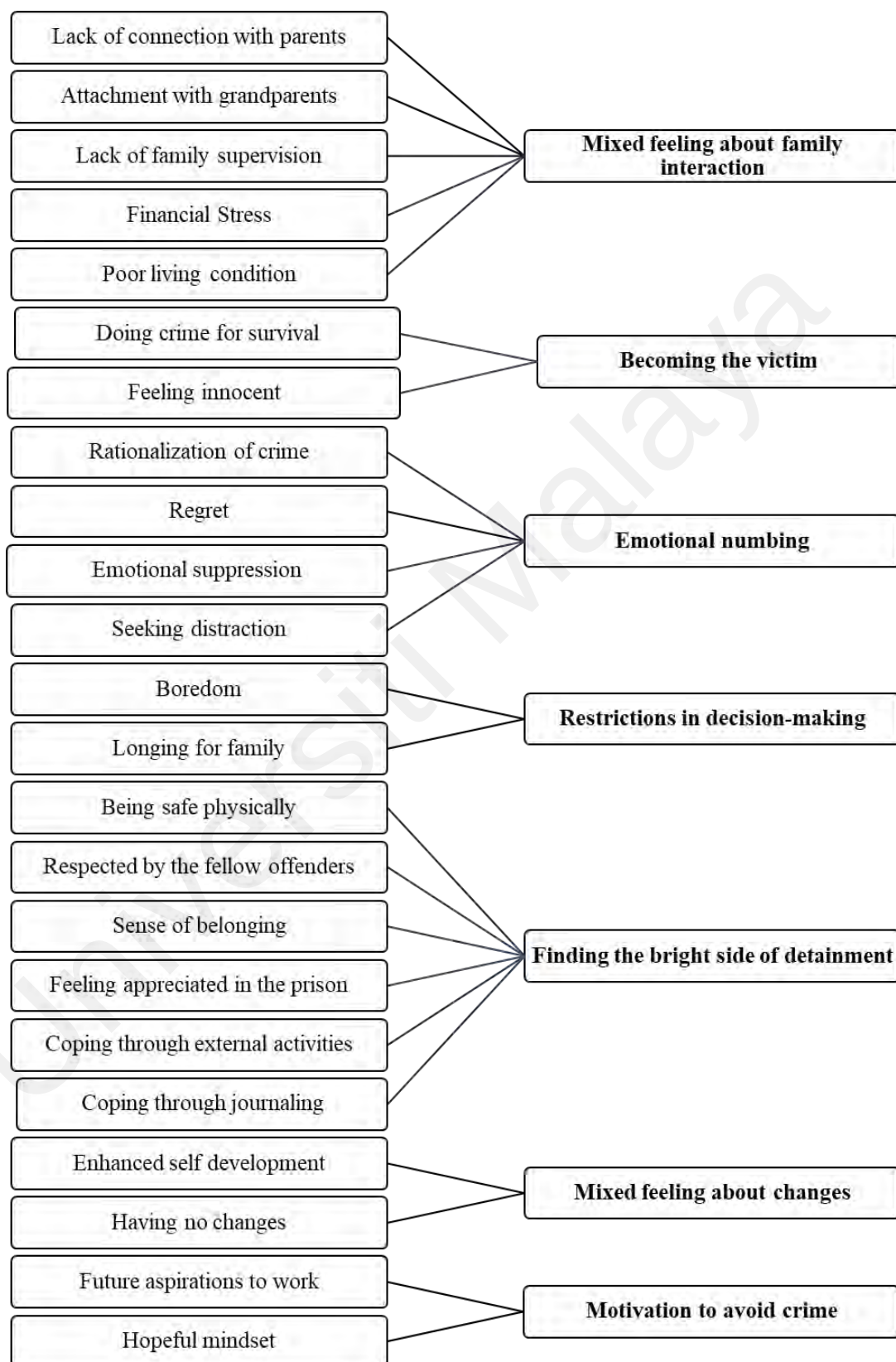
Looking back, Participant 5 felt that his life was good while living in two years in correctional institutions, at first, he thought it would be scary because he was sentenced for a long duration. But it turns out that life in the correctional institutions is not as bad as he imagined. Participant 5 felt that he had learned nothing from detention, other than that there had been no changes that had occurred to him before and after detention. It happens since the beginning, participant 5 has learned to respect others and try to be kind. Being in a correctional institution only changed the way he got along with peers and made him think more about the future.

I don't feel any changes in me, I was nice even before I am detained. Maybe I just don't play much like before

(Participant 5/Transcript Interview3/Lines 210)

Figure 4.5:

Visual Map of Participant 5's Background and Experience of Living in the Correctional Institution



4.1.6 Participant 6 - Participant 6

Participant 6 is a 15-year-old boy from Cianjur, Indonesia. He has been detained for 10 months due to sexual assault. Participant 6 admitted that he was trapped. Participant 6 had sexual relations with his romantic partner based on mutual interest, but after a while, his ex-girlfriend reported that she was raped by him. This made him a subject to punishment. Before living in juvenile correctional institutions, Participant 6 had lived in adult prisons for five months while waiting for his trial. After the trial was over, Participant 6 were transferred to juvenile correctional institutions.

Background – Life History

Participant 6's mother died as soon after he was born and his father refused to raise him. Hence, participant 6 lives with their maternal aunt and uncle. During his life, participant 6 also did not communicate much with his father; the last time he spoke to his father was when he was 12 years old. Participant 6 did not like his father because he never participated in parenting and decided to remarry when he did not agree. At the maternal aunt and uncle's house, he often feels used financially. But since he got into trouble with the police, he left the house and lived in a rented house. He felt that he was not considered important in his family, which made him sad and lacking of warmth as well as acceptance. Which in the end made him often involved in gang activities and engage in crime.

I think affection from parents is like when the children is taken care of, being observed like the body whether its healthy or not. Parents are responsible for taking care of their children, not just run away from the responsibility. I think I am like this because of this lack of affection from parents. So, like, I am hard to be controlled

(Participant 6/Transcript Interview1/Lines 256)

During school, Participant 6 was often silent in class because he was shy around girls. But Participant 6 talked more after school when he was with his adult friends. However, Participant 6 only attended school up to second year of high school until he was expelled due to brawling. Participant 6 feels that brawling is one of his attempts to express his frustration with parents and family. This made him feel that his life was very dark and bleak before entering correctional institutions

Brawling too, like a way to express my disappointment from my parents. I am expressing the anger that has been buried.

(Participant 6/Transcript Interview1/Lines 468)

Outside of interaction with his family, participant 6 often chooses to hang out with adults compared to teenagers his age. His adult friends often do crimes such as brawls and alcohol abuse. According to Participant 6, adults provide new experiences and teach him activities he has never done. In addition, participant 6 felt that adults were more competent to provide solutions to everyday problems. So that Participant 6 felt challenged and comfortable. Participant 6 is aware that his social environment has a negative impact and encourages him to do no crime, but he feels reluctant to refuse to participate in their activities since he got no other friends.

I don't know why I don't like to play with people my age, always with older ones. I just felt better even if I know it is delinquency and its not good. They like to teach me new things and I always find it interesting and fun

(Participant 6/Transcript Interview1/Lines 332)

In summary, Participant 6 was detained for a sexual assault case. He felt that he felt that he was not considered important by his family and had not been close with them even since he was born. he felt this situation made him a child who lacked love and attention. He also surrounds with people who often do crime, which made him learn about crime.

Experience with living in correctional institutions – An experience

Participant 6 has been detained for 10 months, similar to the other participants who are involved in this research, the activities in the correctional institutions consisted of getting up at 4 in the morning, praying at dawn and doing physical exercise. Then participant 6 is required to go to school at 8 am and carry out activities outside the detention cell such as cleaning, soccer, volleyball, badminton, musical activities and table tennis. Then, activities stopped when the officer's working hours were over and finally, he was locked in his room at 9 pm. Among all the activities he did, participant 6 liked music the most because it had always been his hobby. Hence, he was happy to be able to continue his hobby at correctional institutions and enjoyed it with his friends.

Just like you know.. like a hobby to play music. It's fun because I do it with friends who are in the same hobby

(Participant 6/Transcript Interview2/Lines 64)

Some of the punishments given to juvenile offenders who behaved badly were reprimands or being told to physically exercise. Meanwhile, if they behave well, the officer will prefer them to become the helper. According to participant 6, this rule is better than the adult prisons, there, everything was much tougher. In addition, Participant 6 admitted that he had never been physically visited by his family at correctional institutions. However, when participant 6 lived in an adult prison, his father and older brother visited him occasionally. Since living in correctional institutions, he has only interacted with his family via video calls. According to him, interaction with family is not important. Because before being detained, he also did not communicate much with his family. Thus, participant 6 did not feel the need to establish this interaction.

I don't think its important. Because before I was detained, I don't communicate with my family often too. I don't feel much different about my life with or without my family.

(Participant 6/Transcript Interview2/Lines 64)

The personal items that he own in the correctional institutions are personal clothes. While cell phones and jackets are items that he must leave behind. Correctional institutions also do not allow possession of sharp weapons and cigarettes. Participant 6 has no problem with not owning sharp weapons and cigarettes. However, initially participant 6 felt hurt because the cell phone and jacket he bought were the result of his own hard work. Besides that, he also feels bored and bored because he doesn't have a cell phone. But it's been a long time and he get used to and resigned to the loss of these items.

When I first coming in, I just feel really bored because there was no phone. But that's it, I don't feel it now

(Participant 6/Transcript Interview2/Lines 510)

Correctional institutions stated several rules such as do not make troubling behaviour or carry prohibited items such as cigarettes, sharp weapons and cell phones. In addition, the daily schedule that must be followed by juvenile offenders is also very strict. However, according to participant 6, the most difficult thing to do while living in correctional institutions was getting up early because he did not get used to it and boredom. Since participant 6 previously lived in adult prisons, he felt that everything that happened in correctional institutions was much lighter. If the schedule is empty, participant 6 can ask to do some activities to the officers. The combination of bad experiences in adult prisons and the many choices of activities in correctional institutions, made participant 6 feel more autonomous

No I don't feel any restriction, since it was so different here and in the adult prison. So since I have things to be compared at, I feel much more content here.

But when juvenile offenders are not coming from adult prison, they are often nag from small inconvenience

(Participant 6/Transcript Interview2/Lines 134)

The prior experience of living in adult prisons also had an influence on participant 6's sense of security. Participant 6 felt very safe living in correctional institutions because of more adequate facilities and inmates who are giving the sense of belonging. Participant 6 was also amazed and touched by what the officers did, according to him they provided more than adequate and very warm service. For example, when participant 6 had not communicated with their parents for a long time, officers would step in to help find family contacts to encourage interaction. Officers in correctional institutions also never give physical abuse, unlike officers in adult prisons.

Here, the staff are really nice, different from ones in adult prison. There, they don't care whether someone is underage or old people, they will get beaten up. But it is 100% different here

(Participant 6/Transcript Interview2/Lines 232)

In conclusion, participant 6 lived in an adult prison and the situation was very different from what he faced in juvenile correctional institutions. The situation in correctional institutions is much more comfortable and safer. Even if there is a strict daily schedule which needs to be followed, participant 6 did not consider the rules in correctional institutions to be burdensome.

Reflection on experiences and meaning making

Loss of autonomy is one of the challenges of correctional institutions that must be faced by Participant 6. Participant 6 overcomes loss of autonomy by looking for lots of activities such as school and band activities on weekdays. However, on Sundays there is not much

to do, so he spends his time chatting with friends. According to Participant 6, his friends in the correctional institutions help cheer him up when he experiences negative emotions. Then, they are also motivated to become a better person and be discharged quickly. He also often plays together and talks about the excitement when playing with them. By chatting and playing with the band, participant 6 can distract himself from his worries about the future.

Hmm, if later I go out, back to the society. They will think of me as a bad person, I think about it sometimes. So how I deal with it, I just talk to my friends about it and joking about it. And I laugh then to entertain myself

(Participant 6/Transcript Interview3/Lines 70)

Being in correctional institutions has had a positive impact on participants 6. According to him, life in the correctional institutions is very peaceful and comfortable, unlike in adult prisons. People in adult prisons often to use violence, which doesn't happen in correctional institutions. Since being in correctional institutions, participant 6 feels more hopeful. he had heard of that juvenile offenders to be soldiers after they left correctional institutions and this led him to believe that he too could. Previously, he never has a role model who had a similar background with successful career. He also becomes more grateful, disciplined, closer to religion and thinks long term.

Like.. before I was detained, people around me always say that school is not important like what do you wanted to be after school? You will not be successful either. I have a short vision about the future and I just do and say everything without thinking about it twice

(Participant 6/Transcript Interview3/Lines 240)

After leaving the correctional institution, participant 6 plans to avoid peer association that previously influenced him into juvenile delinquency. Participant 6 was worried that if he joined the same peer group, he would be detained again. Participant 6 also wanted to

continue his studies to become a soldier. Becoming a soldier was his dream since childhood because he felt that it was cool, with the representation of children from correctional institutions who became soldiers, he was even more motivated. In addition, the lessons that participant 6 received at correctional institutions helped him reduce despair and more enthusiasm for achieve future goals.

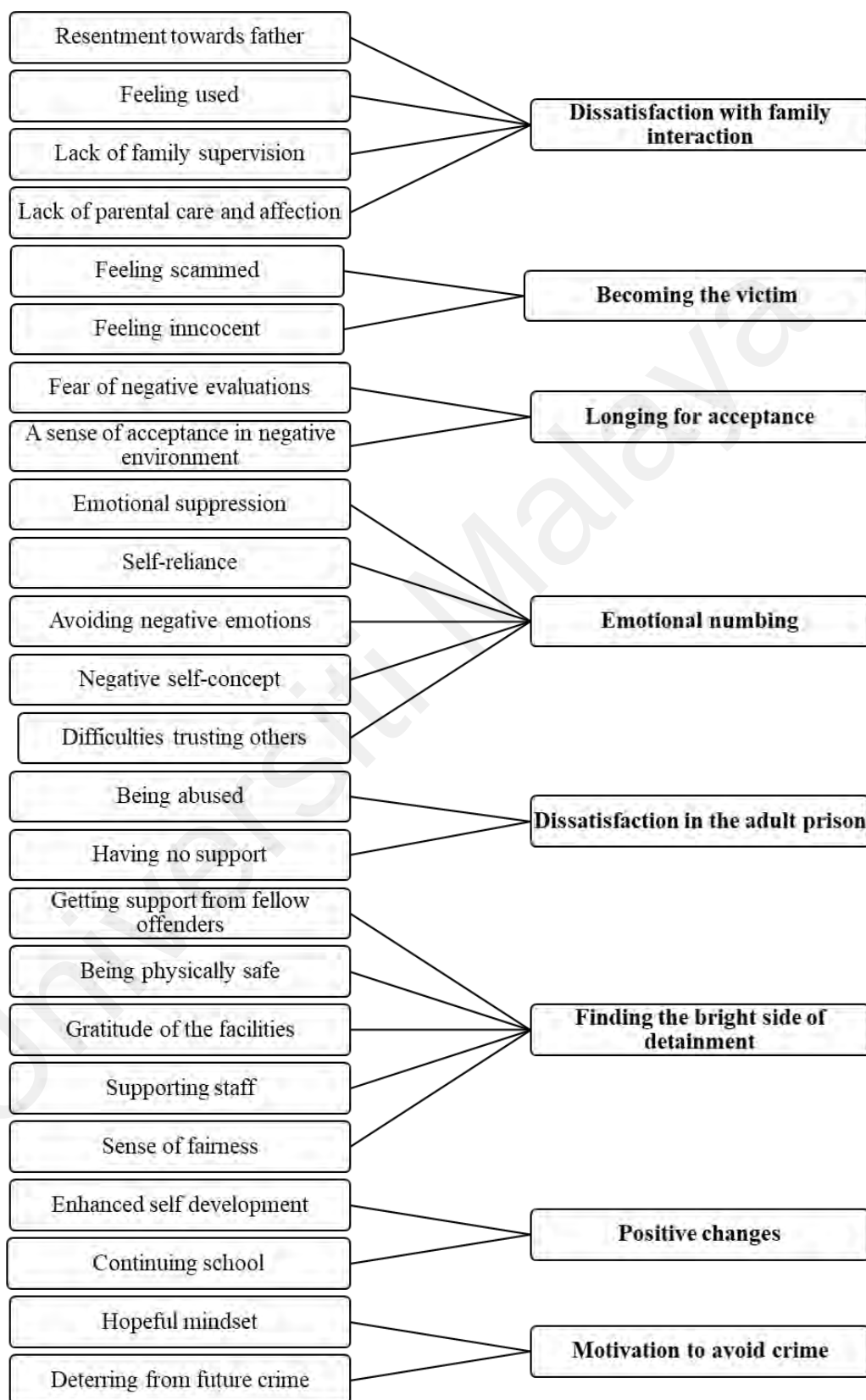
Here I saw people that can be successful because of school and I am no longer feel defeated, I just felt more motivated

(Participant 6/Transcript Interview3/Lines 254)

In conclusion, By chatting and playing in the band group, participant 6 diverts from his worries about the future. Being in correctional institutions made Participant 6 more grateful, disciplined, closer to religion and had a positive outlook about the future. After leaving later, participant 6 wants to stay away from bad associations, go to school again and become a soldier.

Figure 4.6:

Visual Map of Participant 6's Background and Experience of Living in the Correctional Institution



4.2 Overview of the Central Research Question

The central research question in this research was “What are the psychological experiences of juvenile offenders in correctional institutions in Indonesia?” The research question aims to deliver an in-depth understanding of the thoughts, feelings and behaviour of juvenile offenders while they are detained in correctional institutions in Indonesia. The comprehensive descriptions of the findings are described in the subsequent section.

4.3 Overview of the Findings

In this segment, emergent themes from each participant are drawn, followed by individual reports on descriptive, linguistic and conceptual comments that explain how they are making sense of their detainment experience. Afterwards, the themes are supported with the evidence taken from the words of each participant. Lastly, the essence of the psychological experience of juvenile offenders in correctional institutions is presented.

4.4 Visual Mapping of Emergent Themes by Each Participant

The individual mapping of emergent themes is indicated in Figure 4.7 below. The themes were derived from the combination based on exploring the juvenile offenders background, their psychological experiences and interpretive analysis of their personal stories.

Figure 4.7:

Individual Visual Mapping of Emergent Themes

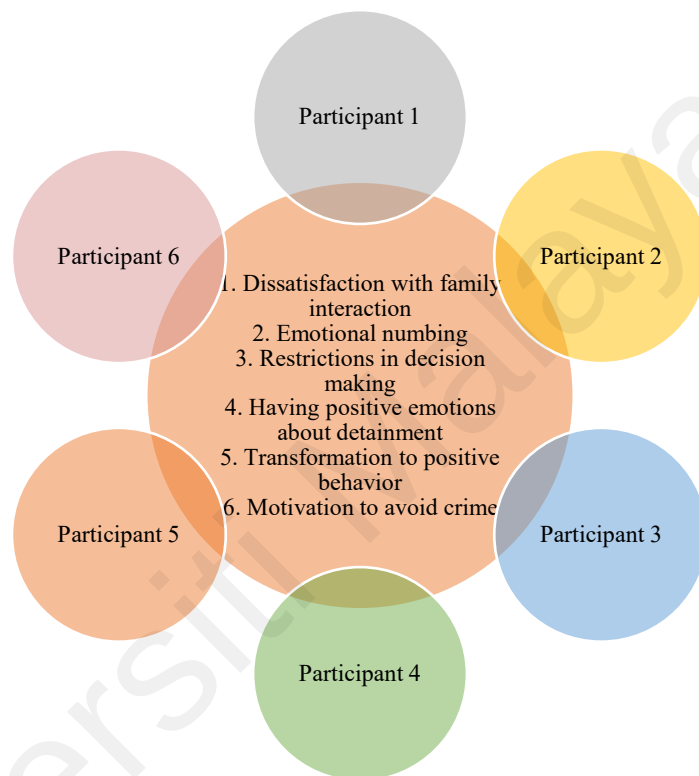
Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
• Dissatisfaction with family interaction • Emotional numbing • Restrictions in decision-making • Bright side of detainment • Acceptance of rules and surrendering • Positive changes • Motivation to avoid crime	• Dissatisfaction with family interaction • Longing for acceptance and power • Restriction in decision making • Emotional numbing • Finding bright side of detainment • Acceptance of rules and surrendering • Positive changes • Motivated to avoid crime	• Dissatisfaction with family interaction • Longing for acceptance • Emotional numbing • Restriction in decision making • Finding the bright side of detainment • Positive changes • Motivation to avoid crime	• Dissatisfaction with family interaction • Longing for acceptance • Emotional numbing • Restrictions in decision-making • Withdrawal from others due to mistrust • Trusting relationship • Positive changes • Motivation to avoid crime	• Mixed feeling about family interaction • Becoming the victim • Emotional numbing • Restrictions in decision-making • Finding the bright side of detainment • Mixed feeling about changes • Motivation to avoid crime	• Dissatisfaction with family interaction • Becoming the victim • Longing for acceptance • Emotional numbing • Dissatisfaction in the adult prison • Finding the bright side of detainment • Positive changes • Motivation to avoid crime

4.5 Similar Patterns in Emergent Themes

There are patterns in emergent themes and have highlighted and prepared a visual pattern of shared emergent themes, shown in Figure 4.8

Figure 4.8:

Visual Illustrations of Shared Emergent Themes

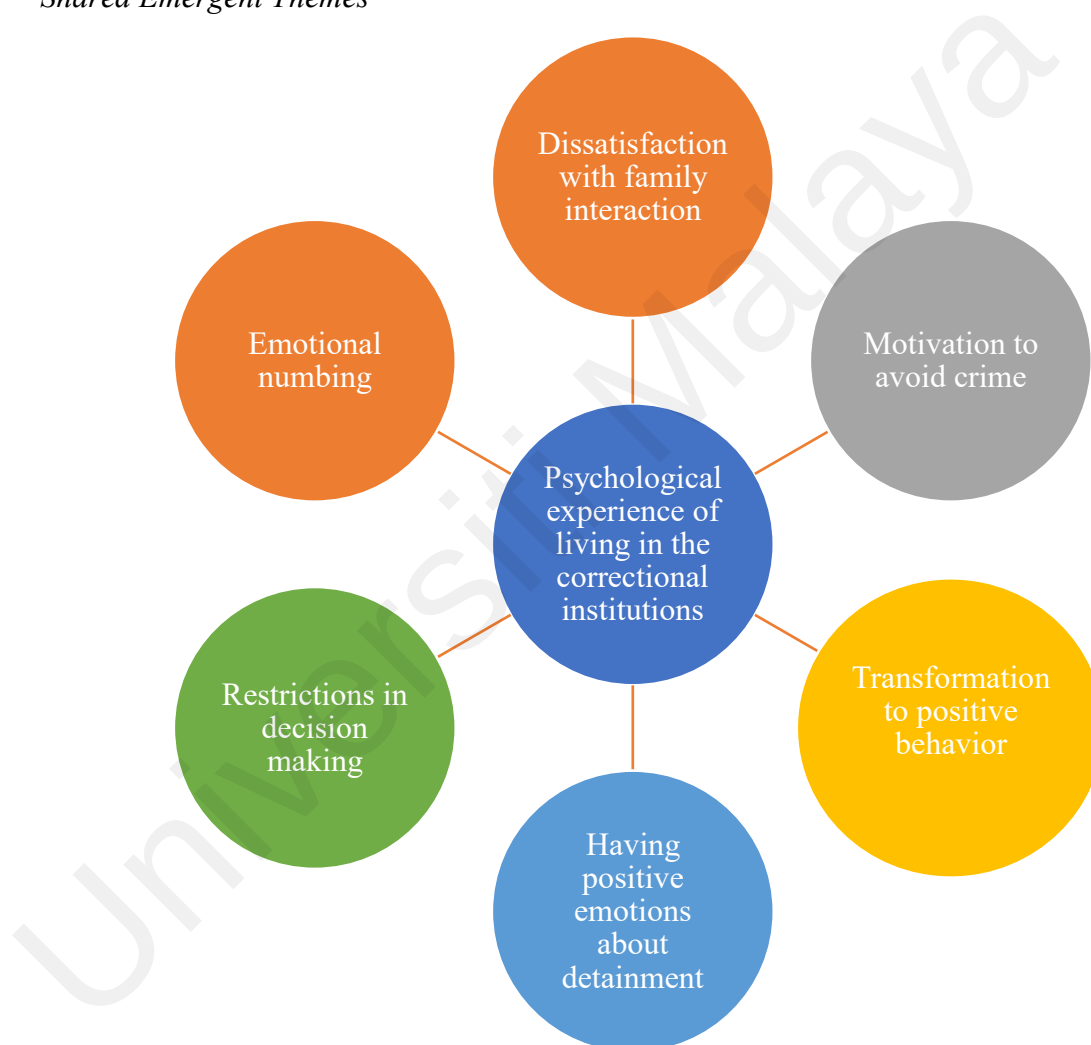


It was noted that all participants were dissatisfied with their family interactions; some experienced emotional neglect, lack of interaction, detachment, and lack of supervision from their families. This led some to experience emotional numbing in their family interactions; for instance, Participant 6 chose not to talk to his father and other family members because he felt hurt by their attitudes. This scenario also occurred with Participant 1, who avoided interaction with his father and suppressed his emotions by turning to crime. Conversely, other participants experienced emotional numbing due to challenges in the correctional institutions; thus, they chose not to communicate with their

families to avoid feelings of sadness and regret. Emotional numbing often arose due to the pain of restrictions in decision-making. However, over time, participants began to experience positive emotions in the correctional institutions, such as feeling valued and safe, which led to acceptance of the rules and subsequently motivated them to avoid criminal behavior. All shared emergent six themes is illustrated in Figure 4.9 below

Figure 4.9:

Shared Emergent Themes



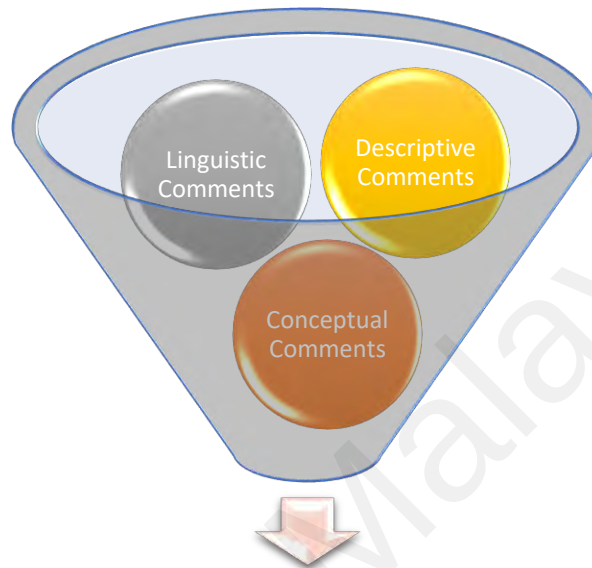
4.6 Making Sense of Meaning

The experiences of all participants were charted to back the sense-making and meaning of their descriptions. IPA's three components, which are: (1) descriptive comments, (2) language comments, and (3) conceptual comments, were extracted to provide a clear

picture of how participants construct their reality. The essence these three comments will discuss the perspective of participants and how they make sense of their experience.

Figure 4.10:

Extraction of Essence of Meaning



Sense making of the experience of living in the correctional institutions

4.6.1 Descriptive Comments

Descriptive comments focus on the content of what the participant shared regarding life in the correctional institution. In this stage, the researcher implemented the comment function within Microsoft Word to produce the descriptive comments. The usage of descriptive comments is essential to understanding participants' life world and the depth of data being analysed. Moreover, the descriptive comments helped in noticing the similarities, differences, redundancy, intensifications and contradictions, if any; in their description of experience with detainment and living in the correctional institutions. The outcome of the descriptive comments is a personal story based on the participant's experience.

4.6.2 Linguistic comments

Linguistic comments specifically focus on the participant's use of language, especially to the pronoun use, pauses, laughter, functional aspects of language, repetition, as well as the metaphor utilized by the participant to express their feelings and situations. Moreover, researcher also consider the "how" as well as the "what" of the textual data contributes to understanding the meaning behind the participant's statement.

4.6.3 Conceptual comments

Lastly, conceptual comments were conducted by concentrating on the researcher's engagement at a more interpretive and conceptual level. This stage of analysis includes the development of questions about the meaning of the juvenile offenders' statement or behaviour. The questions included in the conceptual comments indicate key concepts the researcher feels may be emerging from the data analysis. At this stage researchers begin to develop the insight into the data that will help to develop themes in the next stage of analysis. In this research, conceptual comments are not about finding answers or pinning understanding, but it is more on opening range of provisional meanings.

4.7 Participant 1

4.7.1 Descriptive comments

Participant 1 shared a deeply distressing upbringing marked by **Dissatisfaction with family interaction**. He recounted how his father was physically abusive and frequently involved in violent altercations with his mother, leading to a fractured and unsafe home environment. Eventually, his parents separated, and his father not only withdrew emotionally but also refused to provide financial support. This left Participant 1's mother

to shoulder the economic burden alone, often working long hours and rarely being at home. As a result, Participant 1 developed a sense of obligation not to become an additional burden, prompting him to begin working as a driver and street busker at the age of 13.

During this period, Participant 1 also began comparing himself to his peers who were receiving gifts and affection from their parents, which deepened his feelings of inadequacy and resentment. These comparisons eventually led him to seek alternative forms of escape and acceptance, including underage alcohol consumption, drug use, and stealing. The lack of parental care and affection, compounded by a negative self-concept, made it difficult for him to trust others. He often believed he was unworthy of love and presumed that any friendships he formed were based on ulterior motives—especially when he was caught after committing a crime. He reflected, “I don’t think anyone really cared about me. I always thought people were just using me.”

Upon being detained for motorcycle theft, Participant 1 experienced a deep sense of **Emotional numbing**. Initially overwhelmed by fear and vulnerability in the correctional institution, he simultaneously began reflecting on his life and expressed regret for the pain he had caused his family. However, despite his internal turmoil, he refrained from expressing his emotions or reporting wrongdoing committed by others. This emotional suppression was his way of protecting himself from being perceived as weak.

Although he initially struggled with fear and regret, over time, Participant 1 began to notice the **Bright side of detainment**. He formed trusting relationships with peers and

some staff, which helped him feel safe for the first time in years. He emphasized that survival in the institution depended on mutual trust and respect among inmates. For the first time, he also gained consistent access to basic needs, such as meals, education, and high-quality musical instruments—amenities that were previously unavailable in his impoverished household. These contrasts fostered a growing sense of gratitude.

As he adapted to the institutional environment, Participant 1 demonstrated **Acceptance of rules and surrendering**. He explained that within the correctional facility, group accountability was strictly enforced—if one member violated the rules, the entire group would be punished. This peer-based system, combined with the trust he developed in his roommates, encouraged his compliance. Moreover, the potential consequences of rule violations, such as sentence extensions or placement in isolation, further motivated him to follow regulations and preserve what limited freedoms he had. These institutional conditions also reflected the theme of **Restrictions in decision-making**, where personal autonomy was limited, and compliance became necessary for maintaining well-being.

This growing adherence to rules fostered **Positive changes** in his outlook and behavior. Participant 1 felt a sense of belonging and purpose, especially when he and his peers made a collective commitment to avoid reoffending upon release. Sharing common goals—like improving themselves and not returning to the institution—helped him feel seen, valued, and driven. He became more engaged in daily activities and began developing new hobbies, which improved his confidence and self-worth.

Participant 1 ultimately reported that these **Positive changes** helped him to recognize the **Bright side of detainment**. Despite the strict environment, he acknowledged that it gave him structure, accountability, and the chance to focus on self-improvement. He took pride in developing new skills and continuing his education—opportunities he never had access to before. These accomplishments led him to see his detainment not only as a punishment but as personal growth.

Finally, the experience fostered a strong **Motivation to avoid crime**. Participant 1 expressed that, with the education and vocational training he received, he felt more prepared for life after release. He had even been offered a job opportunity through a volunteer affiliated with the institution. This offer gave him hope and a sense of direction—motivating him to build a better life and never return to criminal behavior.

4.7.2 Linguistic comments

During my observation during the interview, I observed that the linguistic pattern of Participant 1 varies. When talking about his father, participant 1 often looks down, it is also applicable when talking about his parents' divorce. The answers also tend to be short. Subsequently, when talking about his character or personality, he often uses the terms “I know”, “bad”, “stubborn” and “not taken care of”. While talking about his bad habit, he always talks about it with a little laugh and mentions the word “for the countless times”. From his responses, I imply that he is well aware of his own shortcomings or issues. However, it also indicates Participant 1’s tendency toward self-criticism. Lastly, I also thought that repeating these phrases might indicate his resistance to change or a belief that his negative traits or habits are deeply ingrained and difficult to overcome.

In our interactions, the participant's language was often laced with self-criticism and deprecation. Whether discussing past decisions, personal capabilities, or aspirations for the future, he consistently portrayed himself in a negative light. It was as if he had internalized the societal stigma associated with being within the correctional system, and it manifested in the way he spoke about himself.

(Participant 1/Observation, Field notes, Reflexive notes/19.11.2022/Lines 34-36)

In Participant 1 thoughts and feelings about the detainment, participant 1 mentioned about what are the things that he should and should not do. Focuses on the scheduled activities and how the repeated activities make him bored. However, Participant 1 talks about it in a calm manner, even sometimes making a joke about it. During my observation, I also encountered Participant 1 making fun of his friends who were doing extracurricular activities and his friends smiled and laughed back. I got the sense that Participant 1 has adapted to the rules and environment in the correctional institution.

During our conversation, a familiar face entered the room – one of the participant's friends from within the correctional facility. The reunion was marked by a shared laughter and a camaraderie that hinted at the supportive relationships. The participant, in a moment of levity, cracked a joke about his friend, who responded with a good-natured smile. The exchange revealed a friendship that seemed to extend beyond the challenges of correctional life.

(Participant 1/Observation, Field notes, Reflexive notes/19.11.2022/Lines 109-113)

Moreover, he also makes a good friendship and develops humour to deal with the challenges and loss of autonomy of detainment. However, when talking about the pain of detainment, Participant 1 mentions that most of his friends in the institutions did not like to talk about it. It leads me to think that juvenile offenders also cope by avoiding negative thoughts.

In here, I don't look for friends. They are everywhere, like I just need to walk and they will ask me to join them to play guitar. But if I have a problem, they will not talk much about it

(Participant 1/Interview 2/Lines 98-103)

4.7.3 Conceptual comments

Participant 1 is a boy who felt lonely in his own house since his father left and his mother paid less attention to him. This situation worsened as he became jealous of other kids who had what he lacked. This frustration led him to delinquency, and unfortunately, he became deeply entrenched in it, feeling increasingly like a failure. However, he felt he had no choice as delinquency provided him with money and the lifestyle he desired. Upon entering correctional institutions, he found himself unable to engage in activities he previously enjoyed, and he even lost contact with his family. This led to regret over his criminal actions, deepening his sense of failure. Nevertheless, as he spent more time in correctional institutions, he realized they weren't as bad as he had initially thought. He discovered that other offenders shared similar feelings, reducing his sense of loneliness. Despite this, he remained haunted by feelings of regret, loss of freedom, and failure, making it painful to discuss. The mix of positive and negative emotions in the correctional institutions motivated him to avoid further criminal behaviour. He believed in the possibility of a better future and worked towards it.

4.8 Participant 2

4.8.1 Descriptive Comments

Participant 2 expressed a profound sense of **Dissatisfaction with family interaction**, which stemmed from frequent conflict within his household. Financial stress was a recurring issue that triggered tension between his parents, and he often witnessed arguments fueled by money-related concerns. Beyond the parental conflicts, Participant 2 also felt that his mother placed excessive demands on him, controlling his activities and limiting his freedom. He described her parenting style as overly strict, which made him

feel frustrated and unwelcome at home. As a result, he chose to spend more time with his peers.

Within his peer group, Participant 2 revealed a strong **Longing for acceptance and power**. In his neighborhood, criminal behavior was normalized, and he observed that engaging in illegal or violent acts, such as school fights, was a way to gain popularity and respect. He internalized the belief that brawling was essential to be socially accepted and even admired. Participant 2 also admitted to a fear of negative evaluations, which drove him to never refuse participation in fights. He viewed brawling as a means of preserve his social standing and pride. The praise and recognition he received reinforced his behavior, turning school violence into a habitual form of self-expression.

However, following a tragic incident in which Participant 2 fatally injured another student during a brawl, he began to experience internal conflict. While part of him still took pride in his reputation for toughness—especially the attention he received from girls—another part of him recognized the gravity of his actions. He referred to himself as a “naughty kid” and expressed a desire to change, acknowledging that what he had done was wrong and harmful to his family and future.

Upon his admission to the correctional institution, Participant 2 encountered significant challenges. One of the primary difficulties was a sense of monotony and **Restriction in decision-making**. He described the correctional environment as highly controlled, with rigid schedules dictating even the most basic activities like eating and showering. The early days were especially hard as he adjusted to the new structure, including the absence of recreational outlets such as using a phone, going out, or even engaging in fights—activities he previously relied on for relief and stimulation.

In addition to monotony, Participant 2 experienced isolation. He deeply missed the people he used to interact with—particularly his friends and family—and mourned the loss of his former lifestyle, where he could go wherever he wanted and do as he pleased. This sense of disconnection led to emotional distress and a longing for familiar relationships. Despite the emotional toll, Participant 2 avoided showing his vulnerability. He engaged in **Emotional numbing**, choosing to suppress emotions like fear, sadness, and anxiety in order to avoid appearing weak. He believed that expressing such emotions could make him an easy target for bullying or manipulation. He mentioned that in the correctional environment, saying “sorry” was viewed as unacceptable, and longing for family interaction was discouraged. To survive and fit in, he adopted the institution’s unwritten rules.

Despite these emotional challenges, Participant 2 also described a sense of safety within the correctional institution. He acknowledged that had he not been detained, he would have likely been attacked by students from rival schools. He noted that compared to adult prisons, juvenile correctional institutions were less violent and more structured. Over time, he built trust with fellow offenders and staff, and began to feel physically secure. The combination of a supportive peer group and a safer environment allowed him to lower his defenses and begin to reflect on his life.

Eventually, through peer support and institutional structure, Participant 2 developed an **Acceptance of rules and surrendering**. He came to understand that being in the correctional facility was a consequence of his actions. He observed a culture of mutual accountability among his peers, where everyone was expected to comply with institutional norms. This environment encouraged him to take responsibility for his

behavior and follow the rules. He also recognized that staying calm and rule-abiding helped him maintain certain privileges.

This shift toward acceptance brought about a growing sense of fulfillment. He found comfort in understanding how the system worked—knowing the routines, available resources, and how to build constructive relationships. He engaged in meaningful activities such as praying, learning to play guitar, and volunteering to assist staff. These experiences gave him a sense of purpose and direction, contributing to **Positive changes** in his behavior and mindset. He reflected that prior to detainment, much of his time was wasted on delinquency and mindless scrolling through social media. In contrast, his time in the correctional institution was filled with learning, reflection, and spiritual growth. He began to genuinely commit to self-improvement.

The transformation he experienced inside the correctional institution culminated in a deep **Finding bright side of detainment**. Although the structure and restrictions were initially frustrating, they ultimately provided the foundation for emotional growth, life skills, and the development of positive habits. He learned to value routine, discipline, and constructive engagement—lessons he had not been exposed to in his previous environment.

Finally, these experiences led to a strong and sincere **Motivation to avoid crime**. Participant 2 expressed a clear desire to continue his education and pursue a college degree, believing it to be a pathway to a stable and meaningful career. He also wanted to take on part-time work during his studies and emphasized that even if his income were modest, he would rather live a lawful and peaceful life. His journey through correctional

detainment had reshaped his values and priorities, empowering him with a renewed sense of direction and purpose.

4.8.2 Linguistic Comments

During the interview with Participant 2, Participant 2 showed an enthusiastic attitude. He always smiles and waits for his turn for the interview. During the interview, he also mentioned that he liked it when a person came and interviewed him because it makes him feel less bored. He always provide a lot of information about the prison and about his life about the prison enthusiastically.

The interview took on a vibrant rhythm, punctuated by the participant's laughter and a continuous stream of conversation. The institutional barriers seemed to fade away, replaced by a shared moment of genuine connection. As the participant spoke, it became evident that, despite the challenges they faced, they had found a way to cultivate happiness and a sense of purpose within the correctional context (Participant 2/Observation, Field notes, Reflexive notes/22.11.2022/Lines 20-24)

However, I noted when I asked whether he talked about his longing for family interaction with his friends, he said that he always gets laughed at or scolded. In the correctional institution, the term “shaky” is used to label a person who are sad and longing for family interaction. It is a negative term that shows the vulnerability of a person. Since Participant 2 is afraid of being labelled as shaky, he never talks about his family to his friends again. I think that maybe it is one of the ways for juvenile offenders to cope with imprisonment is to avoid negative thoughts and combine them with humour. In addition, it also shows Participant 2 desire to be accepted by the prison environment and not be labelled as weak.

Like they will laugh and mock me, they said that I am a “shaky” boy. That’s what happened inside, they will laugh even about small things like that

(Participant 2/Transcript Interview 2/Lines 82)

If we talk about “shaky” matters, usually it was at midnight. If we talk about it at 7 or 8 PM, everyone will not listen to it and even get laughed at

(Participant 2/Transcript Interview 2/Lines 84)

My perspective was also supported when Participant 2 mentioned that the word “sorry” is not acceptable in the correctional institution. He stated that when a person said “sorry”, they would easily be a target of victimization. This statement shows that juvenile offenders may fear being labelled as unstable or weak if they openly express their emotions, so they choose suppress them to avoid judgment or potential negative repercussions. Moreover, it also shows that vulnerability is not accepted in the correctional institutions. However, even though Participant 2 unable to show his vulnerability inside the correctional institutions, he is still able to make friends in the correctional institutions and create a sense of togetherness. It shows that he has adapted well to the correctional institutions and his peers inside.

In the prison is is prohibited ti say “sorry”. It make a person have no pride here, every one here will think that way. It will make a person degraded. They will be laugh and mock at

(Participant 2/Transcript Interview 2/Lines 438)

During the observation, I saw that participant 2 play the guitar and laugh with his friends, whereas during the interview, Participant 2 described the closeness that had developed among the juvenile offenders, emphasizing how they leaned on each other for support and understanding. The sense of unity, fostered through shared experiences, became a source of solace and even occasional joy within the restrictive environment.

(Participant 2/Observation, Field notes, Reflexive notes/23.11.2022/Lines 58-62)

4.8.3 Conceptual Comments

Participant 2 is a boy who sought acceptance. When he did not find this acceptance at home, he sought it outside of his family. Unfortunately, Participant 2 found the acceptance he craved through criminal activities. Engaging in brawls for an extended

period, he gained the popularity he desired until one altercation resulted in a fatal outcome. While incarcerated, he began to realize the value of his family and the acceptance they provided, contrasting with the fleeting acceptance from his friends. While his friends moved on with their lives, his family remained steadfast. However, this realization came too late, as he was already detained. Now, his focus is on doing the right thing in the correctional institution, which offers ample opportunities for growth. Continuing his education and reforming his habits without distractions, he sees his time in jail as an opportunity to learn. Moreover, he finds acceptance within the correctional institution. Nonetheless, jail remains a challenging environment, with emotional reception often lacking, but Participant 2 copes by finding distractions. Looking ahead, he aspires to work and pursue further education. The prospect of repeating criminal behaviour and returning to jail threatens his future, making it imperative for him to stay on the right path.

4.9 Participant 3

4.9.1 Descriptive comments

Participant 3 expressed a clear **Dissatisfaction with family interaction**. He lives with his mother and sisters. His mother owns a small shop that operates in the morning and afternoon, so she is often busy and rarely available to communicate. As a result, Participant 3 reported a lack of connection with his mother and limited supervision at home. He said he could do whatever he wanted without any restrictions. Even though he had physical freedom, he still felt very lonely. He mentioned that this loneliness and the absence of emotional support made him spend more time with friends outside of his home.

In his peer group, Participant 3 was able to make friends in different social environments, such as in a religious recitation group and also with groups that engaged in school fights. He explained that it was hard for him to say no when friends invited him to do something, which led him to participate in many activities. This shows his **Longing for acceptance**. Participant 3 said that even though he received acceptance from the religious group, he was also well-liked by delinquent peers. In his school environment, students who were good at fighting were seen as strong and respected. Because of that, he became motivated to join brawls more often, believing it increased his reputation and popularity.

When talking about brawls, Participant 3 admitted that they made him feel proud and admired. But at the same time, he knew it was not the right thing to do. This contradiction shows his inner conflict. He continued to join the religious group while also participating in violent behavior. He said the religious group helped him feel less guilty. He also kept his involvement in fights secret from his parents, which suggests he felt ashamed. This behavior shows that even though he gained social acceptance from brawling, it went against his personal values, leading to emotional conflict.

After being sent to the correctional institution, Participant 3 showed signs of **Emotional numbing**. He tried to avoid thinking about his feelings and often looked for distractions to avoid sadness. He mentioned that talking to his parents made him feel sad, so he avoided communicating with them. He also practiced emotional suppression by convincing himself that he didn't feel negative emotions at all, just so he wouldn't have to talk about them.

One of the biggest challenges Participant 3 experienced in the correctional institution was isolation. He missed the people he used to interact with, especially his parents. In the past, he could see them every day. But after his detainment, their visits became rare. He said he longed for the emotional support and simple daily interactions with his family. He admitted that he had taken these things for granted before, and now he often felt regret and loneliness.

Another challenge Participant 3 faced was the **Restriction in decision-making**. He found the strict rules in the institution frustrating. He couldn't make his own choices freely and had limited control over his daily routine. This made him feel a loss of autonomy. To deal with loss of autonomy and reduce frustration, he volunteered to become an assistant to the officers and joined many activities. He said it was better to be busy than doing nothing.

Over time, as Participant 3 adjusted to life inside the institution, he began **Finding the bright side of detainment**. He said that, despite the restrictions, he felt valued. His family still cared for him, and the staff members were kind, sometimes acting like parental figures. When he made mistakes, the punishments were humane, such as cleaning or doing push-ups. He also built strong connections with fellow inmates, and this sense of community helped him feel safe and supported. These relationships and emotional support made it easier for him to cope with challenges.

Participant 3 eventually reached a point where he accepted his situation. He experienced **Acceptance of rules and surrendering**. He learned how to navigate the correctional system—he knew which peers to trust, how the system worked, and what behaviors

brought good outcomes. He started following the rules more seriously, not just to avoid punishment but to maintain a calm and structured life inside the institution. He realized that following the rules also helped protect others, so he didn't want to cause trouble for his group.

Following the rules over time led to **Positive changes** in his behavior. Participant 3 felt that life inside the correctional institution helped him become more disciplined and organized. He learned to care for himself and stay away from harmful habits like smoking, drinking, or drug use. He said that he learned to appreciate small things and found joy in simple routines. These experiences helped him focus on more meaningful goals and improved his emotional stability.

In the end, these **Positive changes** resulted in a strong **Motivation to avoid crime**. Participant 3 said that when he is released, he wants to become a police officer. He feels that his past actions damaged his family's reputation, and he wants to make up for that by doing something good. He also mentioned that he wants to avoid negative influences in the future. He believes that everything he learned and experienced in the correctional institution will help him achieve his goals and stay away from crime.

4.9.2 Linguistic comments

During the interview, participant 3 spoke in a really low tone. He often speaks really low and I have to request him to repeat what he said because I am unable to comprehend what he was really saying. Participant 3 is also the only participant who cried during the interview. Participant 3 cried when we talk about how his parents misses him. He start to

feel regret due to the crime that he did and how it impacted his parents. Participant 3 mentioned many times that he missed his parents, and once he was discharged, he only mentioned to make his parents proud. Even if he is detained, his mother keeps showing affection and care towards Participant 3. It makes him feel more regretful about bringing such trouble to the family. The burden of isolation seems to be the most difficult challenge that Participant 3 had to go through during the detainment. How Participant 3 mentioned that he is longing for his parents many times, as well as how he cried during the interview when we were talking about his parents, making me realize how painful it is for him to be detained. I started to understand why he chooses to not talk to his parents during a phone call and avoids visitation because the feeling of regret and helplessness is too painful to bear.

I couldn't help but recognize the complexity of the participant's experience. Behind the façade of fun and fine, there existed a struggle to grapple with the profound emotional nuances of prison life. The participant's tears were a poignant reminder that, beyond the bravado, each individual within the correctional system carried a unique and often unspoken burden.
(Participant 3/Observation, Field notes, Reflexive notes/16.11.2022/Lines 82-85)

4.9.3 Conceptual comments

Participant 3 is a boy with remarkable social skills, adept at adapting to different environments. However, these social skills stem from a deep longing for acceptance, leading him to struggle with setting boundaries and ultimately to delinquency. Initially, he believed that his friends were the sole source of the acceptance he sought. However, following his detention, his perspective shifted. With no friends to rely on, he realized the significance of his family's support, which remained unwavering even during his incarceration. While this brought him happiness, it also brought a sense of helplessness, knowing he couldn't change his circumstances in prison. Reflecting on the role of friends

in the correctional institution, questions arise: "Was he well cared for by the staff?" and "Did this aid in his adjustment?" The answer, he asserts, is affirmative; both staff and peers played a role in easing his transition. Yet, this prompts another inquiry: "Did this make him want to stay in prison?" He responds, "Even though I find happiness here, I am much happier outside."

4.10 Participant 4

4.10.1 Descriptive comments

Participant 4 experienced **Dissatisfaction with family interaction**. Although he mentioned having some good memories with his parents, he described them as being very overprotective, especially because he is their only son. His mother did not allow him to join any activities outside school, except for tutoring. At home, he was expected to focus entirely on studying, and any rule-breaking would result in scolding. He found this environment too strict and frustrating. Because of the pressure and lack of emotional freedom, Participant 4 began to distance himself from home and spend more time with delinquent peers, showing signs of emotional detachment from his family.

Participant 4 also expressed a **Longing for acceptance**. Since he did not feel accepted or understood at home, he searched for acceptance from his peers. Like Participant 3, he was accepted by both high-achieving students and delinquent peers. He performed well academically and was often praised for his achievements. However, outside of school, he frequently joined in fights. He admitted that he found it hard to say no to his friends, suggesting he had a strong fear of negative evaluations. The desire to maintain peer approval pushed him to continue participating in delinquent behaviors.

When reflecting on these actions, Participant 4 described feeling conflicted. On one hand, fighting increased his popularity and gave him a sense of belonging. He enjoyed the praise and the feeling of winning. On the other hand, he felt guilty because he knew that these behaviors could ruin his future. He also saw himself as someone with positive qualities—being religious and academically successful—but felt torn because of his involvement in brawls and his friendships with delinquent peers. This internal conflict caused shame, guilt, and confusion about his identity, as he saw himself as both a good and a bad person.

After being sent to the correctional institution, Participant 4 began to show signs of **Emotional numbing**. During visits or phone calls with his family, he avoided talking about the hardships of detention because he didn't want to make them worry. Inside the institution, he tried to shift his focus to positive thoughts. He believed that thinking about the suffering would not help, since there was little he could do to change his situation. Instead, he looked for distractions, such as working as a staff assistant or playing music. These activities helped him cope with the lack of autonomy and reduce the pain caused by separation from his family. They also helped him forget the regret he felt about being detained.

One of the hardest challenges for Participant 4 during his time in the correctional institution was isolation. He deeply missed his family. He worried about his aging parents and often wondered what was happening at home. He said he missed his siblings and was afraid something bad might happen while he was gone. Although family visits helped reduce his anxiety, they weren't enough. He also missed the freedom of everyday life and often thought about what he could be doing if he were not detained. These thoughts increased his feelings of regret and sadness.

Another challenge was the **Restrictions in decision-making**. Participant 4 explained that the strict rules made him feel frustrated and helpless. He had limited choices in daily life. Everyone had to wear the same clothes and maintain cleanliness, and any rule-breaking resulted in punishments such as push-ups or squats. There was also the risk of sentence extension for more serious violations. This strict system made him feel like he had no control over his own life and no option but to obey the rules.

Participant 4 also struggled with **Withdrawal from others due to mistrust**. He found it hard to form close friendships in the correctional institution. He said that many of the other juveniles did not match his personality—some were childish, disrespectful, or refused to follow rules. He believed that some of them would end up reoffending and returning to prison. To avoid negative influence, Participant 4 chose to distance himself. Although he had some friends, he said none of them were close. This isolation reflected both his effort to protect himself and his desire to reintegrate into society positively.

Despite his mistrust toward peers, Participant 4 did experience **Trusting relationships** during his time in the institution. He felt safe and supported by some of the staff, who were open to listening and handling complaints. He said that the rules, although strict, were fair, and they helped create a secure environment. Since all the juveniles wanted to be released on time, they worked together to avoid conflict. This shared goal helped build mutual trust. These conditions allowed Participant 4 to feel secure and supported, contributing to his adjustment.

Thanks to the trusting environment and structure, Participant 4 gradually developed **acceptance of rules and surrendering**. He understood that following the rules was a consequence of his actions and necessary for his personal safety and future. He also realized that breaking rules would have negative consequences, such as delaying his release or damaging his reintegration efforts. This motivated him to comply and avoid behaviors that could harm his progress.

Over time, Participant 4 recognized that being in the correctional institution had led to **Positive changes**. He said he became more mature, patient, and responsible. Observing other juveniles who were rebellious reminded him of how he used to behave, and it motivated him to change. He wanted to become a better person and believed that the detention experience was a chance to improve himself. He mentioned that life would not always include the support of his parents, so he needed to learn to be more independent and emotionally strong.

Finally, Participant 4 expressed strong **Motivation to avoid crime**. He acknowledged that being detained had damaged his future in some ways, like being labeled negatively or falling behind in school. However, he also felt that the correctional institution helped him grow as a person. He became more patient and emotionally stable. He said that before detention, he acted like a child. But during his stay, he learned to manage his emotions, take care of himself, and stop depending on others. For Participant 4, the experience served as a wake-up call, and he is now determined to live a better, crime-free life.

4.10.2 Linguistic comments

During the interview, participant 4 spoke in a really low tone, he was calm and often lowered his head. Sometimes, he smiles and laugh when there is a joke. During his conversation with the staff, he also do everything that the staff asked politely and lowers his head. I got the sense that he is a shy person. However, during the observation I noted that his expression and intonation shifted when he talked about how his friends betrayed him and how it makes him have to be imprisoned. He deepened his voice and he said in the mocking intonation while telling the condition in the police interrogation room. The similar expression also appears when he talked about the friends inside the correctional institution.

Just because I am the one who come face to face to the victim, the police only looking for me, I am the only one who were brought to the police station and asked for all information. My friends were there during the interrogation room too, but they said that they know nothing even if they are also involved. All of this, all on me. What making me sad is that I supposed to go to high school wearing the grey high school uniform, now I have to re-do one year again. Like.. what to say.. like I am so stupid and had no future

(Participant 4/Transcript Interview 1/Lines 354)

the participant spoke candidly about the dynamics within the correctional facility. He challenged the notion of togetherness, emphasizing that not everyone inside was inherently good. His sentiments echoed a sense of disillusionment, a recognition that the environment harboured individuals he found distasteful.

(Participant 4/Observation, Field notes, Reflexive notes/19.12.2022/Lines 47-50)

This revelation stirred a cascade of thoughts within me. Why did he yearn for solitude? Was it a lack of trust in others, forged through the challenges of life within the correctional system? Or did he perceive all relationships as burdensome, each connection weighing him down with a sense of responsibility and vulnerability?

(Participant 4/Observation, Field notes, Reflexive notes/19.12.2022/Lines 89-92)

From the interview, I also noted how Participant 4 used the term “stupid and had no future” to describe himself. It shows that he had a strong self-criticism and pessimism.

Participant 4 also mentions it several times implicitly that he was a bad person. He also shows the pessimism when talking about fellow offenders in the correctional institutions. Which shows the lack of trust to the peers in the correctional institution.

Well everyone here is children with crime, what do you expect?

(Participant 4/Transcript Interview 2/Lines 250)

While I am here, I found the children who behaved like me before. Just like a kid, stubborn. now when I see those kids. I just smile and laugh at them in my heart.

(Participant 4/Transcript Interview 3/Lines 116)

Throughout the interview, the participant spoke with a remarkable level of politeness and decorum. His words were carefully chosen, and his tone reflected a conscious effort to behave with utmost respect and courtesy. It became apparent that he was attempting to navigate the interview with a careful awareness, perhaps mindful of the stark contrast between his age and the setting we found ourselves in.

(Participant 4/Observation, Field notes, Reflexive notes/18.12.2022/Lines 16-20)

4.10.3 Conceptual comments

Participant 4 is an individual who sought acceptance. Feeling that his achievements were never enough for his mother, he sought acceptance among delinquent peers. Engaging in criminal activities from a young age, by the time he was 15, he was already respected for his involvement in numerous brawls. However, as he grew tired of his notoriety, he was eventually caught, experiencing betrayal from his friends for the first time. The pain of imprisonment was overwhelming, leading him to numb his emotions in an attempt to cope. Yet, the anguish of betrayal lingered. In the correctional institution, he struggled to trust his peers and refrained from forming genuine connections, viewing friendships as merely a means to make detention more bearable. His primary goal was to expedite his release and make amends to his parents by achieving success. However, when questioned about his future plans, he expressed a desire to become a sailor, seeing it as an opportunity to distance himself from those around him, including his parents and former friends. This revelation underscored his desire not only to atone for his crimes but also to escape from

interpersonal relationships that had caused him pain. With parents who held high expectations and friends who betrayed him, participant 4's experiences highlight the complexities and challenges of human relationships.

4.11 Participant 5

4.11.1 Descriptive comments

Participant 5 expressed **Mixed feeling about family interaction**. On one side, he lacked a close connection with his parents. His father passed away when he was only four years old, and his mother died when he was 13. Even while his mother was alive, she was always busy working and had limited time for interaction. During that time, Participant 5 was mainly cared for by his grandmother. He shared that his grandmother was kind and never scolded him, and they were very close. They often did activities together and shared a strong emotional bond. However, after his mother passed away, he began living alone and had to work in a bakery and busk to survive. This situation reflects a lack of family supervision and support during his critical years of development.

Participant 5 lived in poverty both before and after his parents' deaths. When his mother was alive, she worked as a maid, which barely supported the family. When she became seriously ill, Participant 5 dropped out of school to take care of her and support their needs financially. After she passed away, he focused fully on working. He recalled living in poor conditions, including spending a week without electricity. Because of this background, Participant 5 said he felt deeply touched when someone gave him gifts or attention—something he rarely experienced. This emotional vulnerability made him more susceptible to exploitation. He revealed that the man he later killed had given him gifts

before sexually assaulting him. This traumatic experience contributed to his feeling that he had become the victim of a crime.

When talking about the murder, Participant 5 displayed signs of internal conflict. He had committed premeditated murder and mutilation, which is a serious offense in Indonesia. Still, he believed the act was justified. He explained that, based on his religious beliefs, homosexuality was wrong, and that he felt morally justified in his actions. He also believed that because he was a **victim**, he deserved a lighter sentence. However, he also showed regret. He admitted that sometimes he thought about the victim and said he hoped to ask the victim's family for forgiveness once he was released. This shows an internal struggle—he believed his actions were necessary, but at the same time, he felt remorse.

Inside the correctional institution, Participant 5 described feeling physically safe. He said that if he had not been detained, he might have been harassed or even attacked by neighbors or the victim's family. Inside the institution, he was treated with respect by other juvenile offenders. He explained that those who committed serious crimes, like premeditated murder, usually received longer sentences and were automatically seen as senior inmates, which gave them more control. He added that the correctional institution had strict rules and that most of the offenders followed them. This made him feel safer than he expected.

Unlike other participants, Participant 5 said he accepted the consequences of his actions early on, which led him to **accept the rules and surrender** more easily. Even though he initially tried to run away, he admitted his crime once he was caught. He followed the

rules in the correctional institution because he wanted a reduced sentence. He said the biggest fear among juvenile offenders was receiving a “letter F,” which meant their sentence could be extended due to rule violations. To avoid this, he made an effort to obey the rules and maintain good behavior.

However, even if the prison environment made him feel safe, he also experienced challenges that led to **Emotional numbing**. Participant 5 often avoided expressing his feelings. He mentioned that seeing his family cry made him feel deeply regretful, so he chose to limit communication with them. Instead, he focused on distractions such as music, reading, and other activities. These served as a way to avoid negative emotions and forget the sadness of being in prison.

One major difficulty for Participant 5 was the **Restrictions in decision-making**. He shared that inmates were required to follow many rules, including being polite to officers and not owning mobile phones. These rules caused a loss of autonomy. Participant 5 often thought about how different life was when he was free—how he could walk around the neighborhood or make music. Now, he felt limited and bored, always interacting with the same people. This loss of autonomy and lack of freedom made him long for more connection and independence.

Despite these restrictions, Participant 5 began **Finding the bright side of detainment**. He explained that he initially expected prison to be a scary place, but was surprised to find kindness among the other juvenile offenders. He even exchanged contact details with some of them, hoping to keep in touch after release. Everyone in the correctional

institution had the same goal: to be released early. This shared objective created a sense of belonging. He also felt appreciated when he received an award for being the best juvenile offender and for winning in religious competitions. These experiences made him feel valued and supported.

Over time, Participant 5 adapted to prison life and developed coping strategies. He stayed busy with musical activities, sports, and journaling. These activities helped him deal with the limited options available. He said that keeping his mind positive was the most effective way to cope with his situation.

However, when asked about the impact of prison on his personal development, Participant 5 expressed **Mixed feeling about changes**. At first, he said he didn't feel that he had changed much—he believed he had already been respectful and kind before being detained. But later, he acknowledged that prison had changed the way he interacted with others and made him think more seriously about the future. Before detainment, he was quick to anger and didn't think deeply about his actions. Now, he had learned to control his emotions and think more clearly.

Lastly, Participant 5 showed strong **Motivation to avoid crime**. He was aware that if he were detained again as an adult, the sentence would be much longer. He said that after release, he wanted to apologize to the victim's family and focus on work. He believed that earning money would bring him happiness and help him start a better life. He also expressed his hope to marry his long-time girlfriend. He explained that the detainment

had made him more motivated to live a lawful life and avoid making the same mistakes again.

4.11.2 Linguistic comments

Since Participant 5 has been sexually assaulted, I am extremely careful with the choice of words that I use during the interview. Moreover, I am very cautious about talking about the assault because I do not want to trigger negative feelings following it. I also give him a choice not to talk about it. However, turns out Participant 5 was very cooperative; in fact he talked a lot about the assault and the details of the murder even when I did not ask a lot of follow-up questions. When talking about the murder and the assault, Participant 5 seems calm and content. I got the sense that he felt less regret for what he had done to the victim.

Yes, I was hiding a big sword, I keep it under my bed and cover it with pillows and bolsters. I was really mad, my eyes were getting red, I tried to calm my mind by smoking, I smoke a lot. And once he wakes up and turns his back on me, I stab his neck with the sword. At this point, I still pitied him but then Satan comes to me. So, I just wanted to cut his head off entirely. Once I realize, his head is already in half and he was still defending himself by holding the word with his hand and screaming while blood keeps coming out. Seeing that making me feel angry so I continue to stab him.

(Participant 5/Transcript Interview 1/Lines 332)

Honestly, I felt happy once his head is off. Because at that time do not know what prison feels like, what it feels like to get caught by the police.

(Participant 5/Transcript Interview 1/Lines 342)

However, as the interview progressed, the participant peeled back the layers of his story, revealing a narrative that blurred the lines between victim and perpetrator. He spoke of a harrowing experience of sexual assault that had driven him to commit the act he now found himself incarcerated for. The dichotomy between being a victim of a heinous act and, in turn, becoming a perpetrator raised complex questions about justice, morality, and the grey areas that exist within the realm of right and wrong.

The calmness of Participant 5 continues when we talk about the experience of life in the correctional institution. He mentions the challenge of detainment and the facilities in good fun. He mentions how he became a good offender and was really good at religious recitation. After interviewing the other participants in the study, I realised that being a senior offender may make one become calmer since they have more control over life in the correctional institution; I assume that is what happened with Participant 5 as well. In addition, I noticed the way participant 5 talks about imprisonment impacted him. At first, he mentioned that detainment did not impact him much. It gives me the sense that he does not feel regretful about what he did, and the detainment did not impact him so much.

No there is not much difference, even since I was free, I still respect people as long as they respected me first

(Participant 5/Transcript Interview 3/Lines 186)

With a calm resolve in his eyes, the participant began to outline his plans for the future. His first goal, he expressed with sincerity, was to extend an apology to the family of the victim. The gravity of his actions weighed heavily on him, and he saw this gesture as a crucial step towards accountability and closure. The sincerity in his voice echoed a genuine desire to make amends and find a way to contribute positively, even from within the confines of the correctional system.

(Participant 5/Observation, Field notes, Reflexive notes/20.12.2022/Lines 90-94)

4.11.3 Conceptual comments

Participant 5 is a young man brimming with anger. Raised in poverty and devoid of parental affection, he experienced genuine happiness upon finding someone who could provide him with care. However, when it became apparent that this individual was exploiting him, his anger reached a boiling point, leading him to commit murder. Despite recognizing the gravity of his actions, he grappled with a moral dilemma, as he had also

been a victim of assault. To alleviate his sense of guilt and improve his experience in the correctional institution, he frequently emphasized his accomplishments. These included being recognized as one of the top juvenile offenders, winning religious recitation competitions, earning a reputation as a calm presence in the neighbourhood, and teaching religious recitation to fellow detainees. By accentuating these positive attributes, he sought validation and reassurance, endeavouring to distance himself from the label of a "bad person." This behaviour illustrates his ability to construct a self-image that diverges from reality. Additionally, he expressed hope that his criminal record would be expunged upon discharge, underscoring the significant weight that the stigma of criminality carries for him.

4.12 Participant 6

4.12.1 Descriptive comments

Participant 6 experienced **Dissatisfaction with family interaction**. He shared that he rarely communicated with his father and did not like him. He felt unheard and unsupported, especially after his father chose to remarry without involving him in the decision. After his parents' divorce, Participant 6 lived with his maternal aunt and uncle, who expected him to work and contribute financially to the household. He said this made him feel used. He also lacked supervision at home. Eventually, when he became tired of the situation, he left the house and began living in a rented room. He admitted that this made him feel sad and emotionally distant from his family.

Participant 6 also found it hard to trust others. He believed that his family never made him feel important, and this caused him to feel a lack of warmth and acceptance. At

school, he was often silent in class and shy, especially around girls, because he felt they would gossip about him. After school, he was more talkative, but only with older friends. Participant 6 eventually dropped out of school during his second year of high school after being expelled for brawling. He said that the fight was one of his ways to express frustration toward his family. At that time, he felt that his life was gloomy and lacked direction.

His family problems and **Longing for acceptance** led him to join a gang and engage in criminal activities. He said that all his friends were involved in delinquency, and he had never made friends with non-delinquent peers because they would judge or mock him. As a result, he felt ashamed and chose to surround himself with older delinquent friends who, according to him, were better at solving daily problems. Although Participant 6 knew that his social environment was negative, he said he had no other friends to turn to.

While living in the correctional institution, Participant 6 displayed signs of **Emotional numbing**. He expressed that he had stopped caring about emotional connection with his family, claiming that "family is not important." This belief came from years of limited communication with his parents and relatives. The emotional numbing also became stronger after he was sent to an adult prison, where he felt that survival required emotional detachment and constant readiness to defend himself.

Before entering the juvenile correctional institution, Participant 6 was held in an adult prison, where he experienced extreme hardship and **Dissatisfaction in the adult prison**. He was physically and verbally abused by both the prison staff and fellow inmates. He

described being beaten, threatened, and intimidated regularly. He also reported being forced by other inmates to follow their demands. According to him, the staff in the adult prison did not provide support and failed to protect him. He felt abandoned and deeply unsafe during that time.

Because of this traumatic experience, Participant 6 said that entering the juvenile correctional institution brought him a sense of safety and comfort. Compared to the adult prison, the correctional institution was peaceful. There was no violence, and the staff treated the juveniles with care and respect. He said he was especially touched by how the officers treated the inmates, showing warmth and support. These contrasts helped him in **Finding the bright side of detainment**, as he became thankful for the safer environment and better treatment.

In the correctional institution, Participant 6 also experienced **Trusting relationships** for the first time. He formed genuine friendships with other inmates, which were not based on delinquency. They supported each other in becoming better individuals. He also said the staff treated him with fairness and respect. The staff provided access to education, healthcare, and family contact, which made him feel cared for. This positive environment helped him build trust and cooperate with institutional rules.

Because of these experiences, Participant 6 more easily developed **acceptance of rules and surrendering**. He mentioned that the rules in the correctional institution were clear and fair—for example, not causing trouble, following the daily schedule, and avoiding restricted items. Unlike in adult prison, he felt these rules were manageable. If his

schedule was empty, he could ask the staff for more activities. The combination of past hardship and the fairness in the correctional setting made him feel more autonomous and willing to comply.

Over time, by following the rules and engaging with others, Participant 6 experienced **Positive changes**. He said that life in the correctional institution was peaceful compared to the violence he experienced before. He became more disciplined and more hopeful. He appreciated the emotional support he received and said he was grateful that people in the institution looked after him. He believed this new environment helped him grow into a better person.

Finally, Participant 6 showed strong **Motivation to avoid crime**. He said he now felt hopeful about his future. He had heard stories of other juvenile offenders becoming soldiers after leaving detention, which inspired him. Before detention, he never had a role model with a criminal background who turned their life around. Now, he believed it was possible. He was determined to stay away from delinquent peers and live a better life after discharge. He believed that the correctional institution gave him the strength and experience to become someone better, and he was ready to work hard for it.

4.12.2 Linguistic comments

Participant 6 is a quiet person. He does not talk much, and he talks in a slow and careful manner; he does not show a lot of emotions as well. When talking about his criminal case, he mentioned that he was being scammed by the victim. He believes that what he done was not sexual assault, but rather consensual sexual activity. Throughout the interview,

he did not mention any words or personal perspectives that show remorse or regret to the victim. However, I found that Participant 6 felt a strong negative emotion about his experience in the adult prison. His voice got deeper, and his eyes were getting watery. I got the sense that Participant 6 was extremely angry and bothered by the people in the adult prison, but he refused to show signs of weakness. Instead, he is being defensive towards the abuser in the adult prison.

Of course I have to fight back, why does I have to be belittled by them?

(Participant 6/Transcript Interview 1/Lines 102)

I mean, why should I be afraid by them? we are all human, we all eat rice

(Participant 6/Transcript Interview 1/Lines 104)

Participant 6 is the participant who complains the least about the correctional institution. Instead, they think that being in a correctional institution is like being in a safe space. It shows how bad is the experience to live in the adult prison.

4.12.3 Conceptual comments

Participant 6 is a young man who experienced rejection from his family, including both his father and extended relatives. Feeling consistently belittled by his own family members, he grappled with feelings of inadequacy in social situations, evident in his reluctance to interact with girls and his pursuit of criminal activities in a bid for recognition and acceptance. Seeking solace, he gravitated toward delinquent adults whom he viewed as trusted role models capable of providing guidance—a reflection of the absence of positive influences in his life. Matters worsened when he entered adult prison and became a victim of abuse, leading him to believe that positivity was beyond his reach. However, his experience changed upon transfer to the correctional institution, where he found solace and care from the staff. He noted the staff's efforts to facilitate communication with his family, which he found comforting. Appreciative of the care he

received, he reciprocated by excelling as a student within the institution. Encountering positive role models and witnessing positive changes in himself, he became determined to lead a better life. These experiences instilled in him a belief in his capacity for future success, recognizing that he had already begun the journey toward becoming a better person.

4.13 Making Sense of the Emotional Journey

The experience of residing in the correctional institution underwent a positive transformation once each participant received support from the staff, fellow juvenile offenders, and family members. Many juvenile offenders in this study come from unstable family life. Their homes were full of conflict, strict parenting, or lack of supervision. Some participants lived with relatives who expected them to work, while others felt that their parents were too busy or did not care. Because of this, they had no safe place to share their thoughts or feelings. These unstable conditions made the participants feel disconnected from their families and pushed them to look for connection somewhere else.

This unstable situation led to emotional neglect and the search for security. Participants often said they felt dissatisfied at home. They were looking for someone who cared about them or treated them with respect. However, there was also a lack of resources to counteract the negative influences, such as parental guidance, or healthy role models. Because of this, many of them turned to delinquent peers as “surrogate” family. These peers accepted them, gave them attention, and made them feel strong or important. Even though these groups often encouraged crime, the participants felt that this was the only place where they truly belonged.

Participants in this study commit crime as a way to express their emotions. When they feel angry, stressed, or lonely, they may not know how to deal with those emotions in a healthy way. So, they do crime like fighting, stealing, or using drugs as an outlet for their feelings. After doing the crime, they often try to justify it by telling themselves that they had no other choice. This process is called rationalization of crime, where they try to feel better by thinking the crime was necessary or deserved. Over time, because of repeated bad experiences with people around them, they develop inability to trust others. They may think that people are dishonest or don't really care about them.

As a result of this mistrust, they become emotionally closed off and show increased vulnerability. They feel exposed but are afraid to show their real feelings, so they try to protect themselves. This has become a challenge in detainment. To manage this, they often look for activities to keep their mind busy—this is called finding distraction. For example, they may choose to play music, clean, or do sports instead of thinking about their problems. Along with this, they also show avoidance of talking about negative emotions, like sadness or regret, because they don't want to feel weak or be judged. Instead, they may try to see their situation in a more positive way, even if it's hard.

In the correctional institution, many juvenile offenders feel a loss of autonomy. Before detention, they could choose how to spend their time and express their feelings in different ways, such as going out, or doing violence. But inside the correctional institution, there is a strict schedule they must follow every day. There are not many options or resources to help them deal with their emotions. Because of that, they often feel bored and unable to express themselves like before. This change makes them feel like they lost control over their daily life.

They also feel a strong loss of freedom. In the outside world, they were free to go wherever they wanted and meet whoever they liked. But in prison, all of that is taken away. Another thing they miss is their personal possessions. Many of them worked hard to buy things like mobile phones, clothes, or other items they enjoyed. In the correctional institution, these things are not allowed, and they feel upset because they cannot keep what they worked hard to get. However, despite these losses, many of them said that their family interaction became better during detention. They felt that their parents started to care more about them, and they also began to miss and appreciate their family more than before.

In the correctional institution, many juvenile offenders feel more protected than when they lived outside. Before entering the institution, they often faced dangerous situations like being chased or hunted by enemies or the police. In the institution, they no longer need to worry about this, so they feel safer. Besides that, they also receive their basic needs, such as eating three times a day and going to school regularly. This makes their daily life more stable compared to when they were outside and had to struggle to survive.

The juveniles also feel supported inside the institution. They are helped by other offenders, and this creates a sense of togetherness, like being part of a team. They also receive support from the staff, who sometimes act like caregivers or even role models. In some cases, the relationship with their family members becomes better during their time in detention. This happens because they have more time to reflect and communicate. They also start to join positive activities like going to school, learning from volunteers, and joining vocational training. These activities help them grow and feel more hopeful for the future.

After spending sometime in detainment, the participants began to adapt positive habits in their daily life. They started with simple routines, such as waking up early, keeping their space tidy, and completing tasks on time. These small changes helped them feel more organized and responsible. Although it was difficult in the beginning, repeating these positive behaviors consistently helped turn them into daily habits.

As a result of this consistency, the participants gradually developed improved self-control. They became better at managing their emotions, thinking before reacting, and staying focused. This helped them avoid distractions and concentrate on what was important. With better self-control, they experienced increased productivity. Tasks were completed more efficiently, and they had more time for meaningful activities like studying or building new skills. These changes made the person feel more confident and prepared for the future.

At last, participants said they now feel more hopeful about their future. This hopeful feeling comes because they feel more confident about themselves. During the detainment, they learned new skills, finished school, and joined positive activities like music, praying, or helping others. These things helped them to grow and become more disciplined. Some of them also met role models who have the life they wanted, such as the volunteers and correctional officers. This makes them believe that they also have a chance to build a better future after they are released.

In addition, participants want to fix the effect of their crime, especially on their family. After living in correctional institutions, they felt that their relationship with their parents

became closer and more emotional. Because of that, they now want to make their parents proud. They feel sorry for what they did in the past, and they don't want their family to suffer because of their actions. Some of them said they want to fix their family's reputation or make up for the years they lost during detainment. They hope that by doing better in life, they can give something back to their family and live more responsibly.

4.14 Master Themes and Super-Ordinate Themes

The final step of looking for patterns across cases is conducted and the master themes and super-ordinate themes are provided with evidence from each participant in Table 4.2 below

Table 4.2:*Super-ordinate Themes and Sub themes*

Items	Super-ordinate themes	Sub themes	Participant	Evidence
1	Dissatisfaction with family interaction	Unstable family life	Participant 1: I need money for anything like my family, hanging out and eat. Even schooling needs money too, if I go to school, the money will not be enough. Participant 2: I was at my delinquency peak. Because I was lacking of affection from my parents Participant 3: Actually, there haven't been any updates from my parents Participant 4: So, I don't feel like rushing home. What's the point of going home if I'll just be told to study in the end? Participant 5: Because I have no money, I have to work. I work a lot as cake seller, beggars and everything. I need to pay for electricity Participant 6: My family often asked me to leave their house, because the money I have is not enough, I have to contribute to pay bills too.	Interview 1/ Line 14 Interview 1/ Line 116 Interview 1/ Line 122 Interview 1/ Line 282 Interview 1/ Line 402 Interview 1/ Line 396

Table 4.2 (continue)

Emotional neglect and search for security	Participant 1: When people have a complete family, I don't	Interview 1/ Line 120
	Participant 2: They don't really look after me	Interview 1/ Line 7
	Participant 3: Because in my case, Dad is no longer here.	Interview 1/ Line 228
	Participant 4: So, I felt bored and annoyed, that's why we decided to go out and play	Interview 1/ Line 314
	Participant 5: There is a time where I cant pay for electricity for a week	Interview 1/ Line 207
	Participant 6: After Mom passed away, he got married again, but I don't like it	Interview 1/ Line 196
Lack of resources to counteract the negative influences	Participant 1: because my friends keep asking me like "come on just follow me"	Interview 1/ Line 145
	Participant 6: They ask me to do bad things, always	Interview 1/ Line 378
	Participant 2: Actually, my mistake was befriending the wrong adults	Interview 2/ Line 204
	Participant 5: in my house, I live alone	Interview 1/ Line 192
Delinquent peers as "surrogate" family	Participant 1: I am always that kind of person, so stubborn	Interview 1/ Line 7
	Participant 2: If I reject their request, maybe they don't want to be friends with me	Interview 1/ Line 272

Table 4.2 (continue)

			Participant 3: I always cant reject them, I want them to be my friends	Interview 1/ Line 280
			Participant 4: I am doing crime because of them too, like because I interacts with them	Interview 1/ Line 60
			Participant 5: Back in junior high, a lot of people were drawn to me because I were good at brawling	Interview 1/ Line 214
			Participant 6: Yes, so when I wanted to enter the gang, I have to be sorted out first	Interview 1/ Line 544
2	Emotional numbing	Doing crime for emotional expression	Participant 1: When I do crime, I don't feel the burden	Interview 1/ Line 72
			Participant 3: It's enjoyable, you know, because there's a feeling of winning, a sense of satisfaction	Interview 1/ Line 295
			Participant 4: Because there's also a sense of victory, so winning feels good, right?	Interview 1/ Line 271
			Participant 5: Honestly, I'm glad, I'm happy after doing it	Interview 1/ Line 342
		Rationalization of crime	Participant 1: When people have what they want, I need to have it too right?	Interview 1/ Line 119
			Participant 2: It can be exciting, you know. It's like a challenge. When someone gets involved in a brawl and they've won once, they're sure to	Interview 1/ Line 212

Table 4.2 (continue)

	crave it again the next day. They want it again, like an addiction, really.	
	Participant 3: Yeah, it's just unfortunate, you know. My bad luck got me into this. Because outside, there are people who have it worse than me, but I just had a stroke of bad luck.	Interview 1/ Line 398
Inability to trust	Participant 4: Only my parents who truly care about me	Interview 1/ Line 47
	Participant 5: Having many friends can sometimes mean having some who betray you	Interview 2/ Line 724
	Participant 6: My life before here was dark, because of my friends	Interview 1/ Line 498
Increased Vulnerability	Participant 1: how can I left my parents when they are in hardship	Interview 2/ Line 124
	Participant 2: I am just shaky like missing people outside	Interview 2/ Line 524
	Participant 3: Yeah, I can still spend time with my family. Here, it's a bit different; everyone here is like lacking	Interview 2/ Line 416
Finding Distraction	Participant 1: its just nice, like making the days gone faster	Interview 2/ Line 88
	Participant 2: Make myself busy	Interview 2/ Line 82

Table 4.2 (continue)

		Participant 3: When there's nothing to do, it feels like time drags on if I don't sleep. So, I just sleep. It's like a way to pass the time	Interview 2/ Line 186
		Participant 4: Personally, I try to find activities to avoid getting bored. If I'm ever bored at night, I usually just go to sleep. But when I'm outside like this, I like to keep occupied	Interview 2/ Line 214
	Avoidance of Talking About Negative Emotions	Participant 1: its not that important, just bringing sad emotions Participant 2: Just let it be, forget about it Participant 6: Talking about sad things is no use here	Interview 2/ Line 370 Interview 3/ Line 82 Interview 2/ Line 346
	Positive Filtering	Participant 1: Like I am just thinking happily Participant 2: That's why I learn to let things go Participant 3: Yeah, studying to keep my mind off things, studying to not care. Participant 4: Family members don't need to know the negative side of being here, so they don't worry about their children and can keep their parents happy, so they don't have extra concerns.	Interview 2/ Line 356 Interview 3/ Line 82 Interview 2/ Line 150 Interview 2/ Line 246
3	Restrictions in decision making	Loss of autonomy Participant 4: The feeling of boredom here is different. It's not like having a phone, and in the morning, all you see is... this. It's about looking at	Interview 2/ Line 202

Table 4.2 (continue)

	these walls again, walking around every day. I cant do anything really	
	Participant 5: Yeah, even though there are many activities, boredom is inevitable. Theres no choice	Interview 3/ Line 236
	Participant 6: It's boring, really boring, spending Sundays just sitting in the block because there's nothing going on, especially on Sundays. Theres nothing to do.	Interview 2/ Line 36
Loss of freedom	Participant 1: Like just being kept in the room, unable to go out	Interview 2/ Line 136
	Participant 2: I can't fight or run away, but it's complicated inside. There are always new things, new challenges. So, I'm constantly told to do something new by someone older.	Interview 2/ Line 106
	Participant 4: There really aren't any other options because of the rules here. We can't use our phones, and the doors are locked from 3 o'clock onwards	Interview 2/ Line 219
	Participant 5: Because there are limited options when it comes to what you can do here, considering all the restrictions.	Interview 3/ Line 239
Loss of possessions	Participant 3: Yeah, having a phone makes a difference. At first, we didn't have phones, so it was really boring. But as time went on, it became normal	Interview 2/ Line 506

Table 4.2 (continue)

			Participant 4: It's understandable, really. I mean, this is a prison after all. If there were phones, there's a risk of illegal items being brought in or even escape attempts. Participant 5: Yeah, it's strange not being able to go anywhere, not being able to smoke or use a phone here	Interview 2/ Line 220 Interview 2/ Line 610
	Thoughts about family interaction		Participant 1: I think about my family often Participant 2: I just miss my parents Participant 3: It's hard to miss my parents, especially when there's a lot of paperwork to take care of. I am just waiting for the time. I already have my documents, so I'm just waiting for the date. It's making me anxious	Interview 2/ Line 122 Interview 2/ Line 94 Interview 2/ Line 94
4	Having positive emotions about detainment	Isolation from External Threats	Participant 1: It is just togetherness here, so I felt safe Participant 2: Like they cannot get me here, to look for me, they need to get into prison Participant 5: If I were still outside, I wouldn't be safe from being sought by the victim's family or the police.	Interview 2/ Line 240 Interview 1/ Line 114 Interview 2/ Line 239
		Fulfilment of basic needs	Participant 3: Just like Outside, there are opportunities for learning, with notebooks and pens provided. Plus, there are laptops and all the necessary tools.	Interview 2/ Line 158

Table 4.2 (continue)

	Participant 4: For example, playing the guitar and reading books are activities facilitated here	Interview 2/ Line 51
	Participant 6: The facilities are much nicer.	Interview 2/ Line 153
Supported by fellow offenders	Participant 1: I have best friends here	Interview 2/ Line 466
	Participant 4: I often get asked what I've been up to because I frequently help out and am invited to their rooms, hang out, sing together, and things like that	Interview 2/ Line 456
	Participant 6: If a friend is going through a lot of thoughts and family issues, and we comfort them, it's to ensure they don't have any troubling thoughts	Interview 2/ Line 252
Supported by staff	Participant 1: I like to help the staff too	Interview 2/ Line 24
	Participant 2: They will take care of us here	Interview 2/ Line 244
	Participant 6: oh they are really nice, even more than enough	Interview 2/ Line 262
Supported by family members	Participant 1: It's just sad, if my parents just talk about it. In the past, when my parents spoke, I rarely responded. Now, it turns out that they are right.	Interview 2/ Line 362
	Participant 3: Parents really are like a support system, they advise to be patient, to pray more, and just increase your prayers, they say, 'Mom will surely take care of you, visit you,' and so on.	Interview 1/ Line 234

Table 4.2 (continue)

			Participant 4: They are the only people that care about me	Interview 2/ line 476
	Engaging in positive activities		Participant 2: And if I'm outside, I'm usually engrossed in my mobile phone, but here, I try to find other activities. Playing the guitar, learning to play it, praying, and reading the Quran. Participant 4: Afterward, it's back to regular activities, whether it's helping their parents with lifting things or reading books Participant 6: Since being here, I've been getting closer to my religion. I don't want to be like I was in the past	Interview 3/ Line 350 Interview 2/ Line 12 Interview 3/ Line 178
5	Transformation to positive behaviour	Adapting positive habits	Participant 1: I am the ones who are happy, from initially not being able to do anything to being able to do everything. Like washing clothes or even making a bed. Participant 2: Here, we can't afford to waste food. I mean, outside, there might be uneaten rice, but here, I've changed. My mindset used to be like that, but now it's better. Participant 6: Now, I'm used to waking up early in the morning so doing prayer is not hard	Interview 3/ Line 238 Interview 3/ Line 310 Interview 3/ Line 184
		Improved Self-Control	Participant 1: Just be patient. Usually, when someone talks about me, I get upset and want to	Interview 3/ Line 30

Table 4.2 (continue)

			hit them. If I am not patient and I hit them, I might end up in isolation.	
			Participant 2: I am becoming calmer, I used to be noisy	Interview 3/ Line 117
			Participant 3: Yeah, I used to get angry easily. Here, people often remind me of what others say outside, like, 'Come on, you should be patient there, don't get into fights anymore,' things like that	Interview 3/ Line 250
	Increased Productivity		Participant 2: I want to work and then go to college. If my mom tells me, I'll go to college right after coming back from here.	Interview 3/ Line 254
			Participant 3: For example, if I were outside and had completed my education, I would be looking for a job.	Interview 3/ Line 266
			Participant 6: I want to work on improving myself in this environment, and if possible, continue my education	Interview 3/ Line 234
6	Motivation to avoid crime	Having a hopeful outlook on the future	Participant 1: So, I have hope because now things have changed, and I have hope for the future.	Interview 3/ Line 239
			Participant 2: Because of this, I've come to realize that education is important. But for now, I don't want to go to college right away. I'm also	Interview 3/ Line 268

Table 4.2 (continue)

	thinking about earning money. I want to make my own income first.	
	Participant 6: Since there are good examples here, I cannot lose hope and so I stay motivated, just like that, more enthusiastic	Interview 3/ Line 254
Compensating the effect of crime	Participant 1: So, I thought to myself, "I need to change because in the future, I'll have a job. I can't afford to have conflicts with my colleagues and risk getting fired." I want to be responsible and trusted	Interview 3/ Line 240
	Participant 2: Even if it's considered a low-level job, at least I can make my own pocket money, without having to ask my parents for it. And if possible, I can even contribute to my parents after what I done.	Interview 3/ Line 282
	Participant 3: I have to rise up and rebuild. Even if my family's reputation has suffered, I can work on improving it. I'll keep striving for development	Interview 3/ Line 276

4.15 Summary of Super-Ordinate Themes and Sub Themes

Table 4.3 below shows the summary of super-ordinate themes and its evidences collected from this study

Table 4.3:

Summary of Super-Ordinate Themes

Items	Super-ordinate Themes	Emergent Themes
Theme 1	Dissatisfaction with family interaction	Unstable family life Emotional neglect and search for security Lack of resources to counteract the negative influences Delinquent peers as “surrogate” family
Theme 2	Emotional numbing	Doing crime for emotional expression Rationalization of crime Inability to trust Increased vulnerability Finding distraction Avoidance of talking about negative emotions Positive filtering
Theme 3	Restrictions in decision making	Loss of autonomy Loss of freedom Loss of possessions Thoughts about family interaction
Theme 4	Having positive emotions about detainment	Isolation from External Threats Fulfilment of basic needs Supported by fellow offenders Supported by staff Supported by family members Engaging in positive activities
Theme 5	Transformation to positive behaviour	Adapting positive habits Improved Self-Control Increased Productivity
Theme 6	Motivation to avoid crime	Having a hopeful outlook on the future Compensating the effect of crime

Theme 1: Dissatisfaction with family interaction

Descriptive comments

Participants in the study came from unstable family environments. These environments were often marked by a lack of parental guidance. Some participants said their parents were absent due to work, separation, or marital discord. In other cases, parents were physically present but emotionally unavailable or inconsistent. Because of this, the participants had to make decisions on their own without the benefit of adult support or boundaries.

In addition to the lack of guidance, many participants described growing up in a chaotic home environment. This chaos often involved constant fighting between parents, economic hardship, or unpredictable changes in living situations. Some participants moved from one caregiver to another, while others lived in overcrowded or noisy households. These conditions made it difficult for them to focus on school, rest properly, or feel emotionally safe. Participant 1 does not go to school and often wanders around. His parents often does not know his whereabouts. Whereas for participant 5 and participant 6, there are no taching about right and wrong through conversations, consequences, or values.

Another pattern that emerged from the interviews was how family members were often emotionally disconnected from one another. Even when they lived in the same house, participants said they rarely spoke to their parents or siblings. Some said they did not feel close to anyone at home. This emotional distance prevented children from forming secure attachments or learning how to express their feelings in healthy ways. is is evident in

several participants, in Participant 2 and Participant 4, Parents are under chronic financial stress. Participant 2 and Participant 4 described their parents as excessively strict, leading to feelings of frustration and discomfort at home. For Participant 2 and Participant 4, the strict parenting styles exacerbated their withdrawal from family interactions, intensifying their desire for freedom outside the home.

As a result of these family issues, many participants experienced emotional neglect and a deep search for security. They often felt unsupported in times of stress or sadness. When they were bullied, had school problems, or experienced loss, they said nobody in the family asked how they were doing or gave them comfort. Because their emotional needs were not met, many tried to find comfort in risky activities or unhealthy relationships. Both Participant 1 and Participant 6 articulated animosity towards their fathers, citing a lack of care and expression of affection within their families. In the case of the participants in the study, the absence of parental support compelled each participant to seek acceptance and connection beyond the confines of their households.

Some participants also spoke about growing up without enough resources to counteract the negative influences around them. This means they lacked access to adults who could guide them, structured activities to keep them busy, or positive role models in their communities. Without these supports, it was easier for them to fall into negative patterns and more difficult to imagine a different future. At just ten years old, Participant 5 who was living alone described being a beggar at a train station after school to support himself. His reflections revealed a deeper emotional ambivalence. Oscillated between feelings of usefulness and a yearning for nurturance, stating, "I wish I don't have to work, just like the others with their parents" The pressure to support his family blurred the boundaries

between childhood and adulthood, reinforcing the superordinate theme of "Taking on adult responsibilities." His lived experience revealing how financial instability within the family system directly impacts a child's well-being.

In many cases, delinquent behaviors were encouraged or normalized in the communities where the participants lived. Some neighborhoods had frequent fights, drug use, or criminal activity. Without protective resources like caring teachers, youth programs, or safe spaces, participants said they had no tools to resist peer pressure or set goals beyond what they saw in their daily surroundings.

Because their own families were not emotionally or physically present, many juvenile offenders described how they turned to delinquent peers as a "surrogate" family. These peer groups offered a sense of belonging, protection, and emotional support that the participants did not receive at home. Some said they felt more understood by their peers than by their own parents.

In these peer groups, loyalty and shared experience were highly valued. Participants said they joined fights or committed crimes partly because they did not want to disappoint their friends or be left out. In many cases, these friendships became a replacement for the family structure, where older members gave advice or acted like older siblings.

Unfortunately, while these peer groups gave temporary emotional support, they also encouraged risky behaviors and blocked efforts toward rehabilitation. For some participants, even when they wanted to stop, they feared being excluded or punished by

the group. This made it harder for them to break the cycle of criminal activity and focus on personal growth.

Overall, the findings show that unstable family life, emotional neglect, lack of resources, and delinquent peer groups acting as surrogate families are deeply connected. These factors shape how juveniles understand themselves, make decisions, and respond to challenges. Without emotional support, structure, and positive influences, many turned to peer groups that felt like family but often pushed them toward harmful behaviors.

Linguistic comments

It was noted that all participants exhibited similar patterns in their discussions regarding their family interactions prior to detainment. Participants 2 and 4 expressed annoyances when recounting their experiences with strict parental behaviour. Participant 6 conveyed frustration and anger towards his father, evident in his sharp intonation and facial expressions. Conversely, Participant 5 exhibited reticence and a subdued tone when discussing his deceased parents, suggesting a cautious approach to the topic. Similarly, Participant 1 displayed caution in discussing his family dynamics, mentioning his father's absence and the responsibility shouldered by his mother to support the family. In conclusion, the diverse range of attitudes and emotions exhibited by participants towards their familial interactions underscores the profound impact of family dynamics on juvenile offenders' experiences prior to detention.

Conceptual Comments

In reflecting upon the participants' experiences, it becomes evident that their dissatisfaction with family interactions contributed to their engagement in misconduct. Initially, upon finding acceptance among delinquent peers, participants may have believed that parental interaction was unnecessary. However, following their detention, they came to recognize the importance of parental involvement and strong parental attachment, realizing that engaging in criminal behaviour is not a pathway to fulfilling these needs.

Theme 2: Emotional numbing

Descriptive comments

All participants also experienced emotional numbing, exemplified by instances such as brawling for Participants 2, 3, and 4, which provided a sense of relief after winning fights. Additionally, Participant 1 justified motorcycle theft due to financial constraints and lack of affection, with crime becoming a coping mechanism and a source of peer approval. Similarly, Participant 5 cited fear as the motivation for murder, experiencing relief and satisfaction upon the victim's demise. While participants acknowledged some positive aspects of their criminal actions, they also recognized the negative consequences.

One such consequence is the erosion of trust, leading participants to isolate themselves upon initial entry into the correctional institution, especially if they were the only ones apprehended from a group involved in criminal activity. This betrayal-induced isolation was voiced by Participants 1 through 4, while participants 5 and 6 expressed mistrust toward friends for introducing negative influences. However, their vulnerabilities,

including loneliness, longing for familial interaction, anxiety, helplessness, and regret, underscored the need for familial support over peer acceptance. To cope with these vulnerabilities, participants sought distractions and avoided discussing negative influences with peers and family to mitigate heightened negative emotions. Consequently, they redirected their focus towards positive thoughts, with Participant 4 even feigning contentment to his parents. In conclusion, while participants initially sought solace and approval through criminal behaviour, their experiences ultimately underscored the irreplaceable role of familial support in navigating the challenges of incarceration.

Linguistic comments

Despite experiencing profound negative emotions about their detainment, all participants exhibited a limited range of vocabulary in articulating their feelings. For instance, Participant 3 remarked on something "lacking" about individuals in the correctional institution, while Participant 1 expressed regret, pondering, "how can I leave my parents when they are in hardship?" This underscores a deficiency in emotional literacy among the participants. Furthermore, it was observed that all participants utilized the term "shaky" to describe emotionally vulnerable inmates yearning for family interaction. Participant 2 noted that those deemed "shaky" often faced ridicule, highlighting a lack of receptivity towards emotional vulnerability within the correctional institution. In conclusion, the participants' limited emotional vocabulary and the stigmatization of vulnerability within the institution emphasize the need for enhanced emotional support and understanding within correctional settings.

Conceptual Comments

Before coming to the correctional institution, participants believe that their parental interaction is bad. Therefore, they choose to conduct crime as a way to express their feeling and dissatisfaction with family interaction. However, after they were detained, they started to observe that their friends actually brought them negative influence and left them after they were detained. It makes them isolate themselves from friends and miss their family interaction more. However, rather than being vulnerable and honest with their feeling, they choose to numb them and hide their feelings. It happens since correctional institutions are not a welcoming place for it. In addition, they also lack the ability to face negative emotions themselves.

Theme 3: Restrictions in decision-making

Descriptive comments

All participants acknowledge that residing in correctional institutions presents numerous challenges, primarily stemming from the restrictions imposed on decision-making within these facilities. Participant 3, for instance, lamented the loss of possessions such as phones, which curtailed his ability to make choices and ultimately led to loss of autonomy. Similarly, Participant 2 expressed frustration at the inability to visit desired locations, exacerbating feelings of ennui. Participant 4 echoed this sentiment, feeling compelled to comply with regulations due to the lack of viable alternatives. The loss of freedom is particularly palpable given participants' accustomed expressions of emotion, including criminal activities and substance use, which are now prohibited. Consequently, detention becomes arduous as stringent regulations inhibit previous freedoms, compelling participants to suppress their emotions and adhere to rules to avoid prolonging their

incarceration. Moreover, these restrictions instigate mixed feelings regarding family interaction.

Participants 1, 2, 3, 4, and 5 highlighted how restrictions in decision-making alter family dynamics, heightening their desire to spend time with relatives and incentivizing compliance with rules to expedite release and reunite with their families. While juvenile offenders can engage in video calls with family members, the experience is starkly different from pre-detainment interactions, with difficulties in coordinating online visitation schedules further complicating matters. However, Participant 6 diverges from this narrative, harbouring animosity towards family members even prior to detention. For him, familial dynamics remain unchanged, as detainment fails to alter his perspective on family interaction. Despite the substantial restrictions imposed on decision-making, Participant 6 finds solace in correctional institutions, suggesting a nuanced relationship between detention and familial relationships.

In conclusion, while restrictions in decision-making within correctional institutions profoundly impact participants' family interactions, individual experiences vary considerably, underscoring the complex interplay between detainment and familial dynamics.

Linguistic comments

When discussing restrictions in decision-making, all participants address the topic with a composed demeanour often infused with humour. For example, Participant 1 jests about the regulations in the correctional institution, poking fun at a friend engaged in

extracurricular activities, eliciting smiles and laughter from those present. Similarly, Participant 5 adopts a calm attitude, joking about the impossibility of bringing a motorcycle inside the facility. Additionally, Participant 2 remarks that the restrictions have caused him to "lose his coolness." It is evident that all participants have adapted to the rules and integrated them into their lives, perhaps influenced by their prolonged detention, which has conferred a sense of seniority within the correctional institution. Ultimately, this adjustment fosters a sense of calmness when discussing the challenges of institutional living. In conclusion, participants' ability to approach discussions of institutional regulations with composure and humour highlights their adaptability and resilience within the correctional setting.

Conceptual Comments

All of the participants experience challenge of detainment in the form of restrictions in decision making. Since all of the participant used to express their emotions in a big way, being in the correctional institutions force them to suppress their behaviour and emotions. Participant also experienced the loss of freedom and the loss of possession, especially their phone. Since phone has been an important part of interaction, leisure and information in modern society, losing the phone is also difficult for the participants. The thought about family interaction has also shifted before and during living in the correctional institution, following the loss of freedom and the loss of possession. With living in the correctional institution makes the participant longing for their parents more. However, it is important to noted that this needs to consider how their interaction to their parents prior to detainment. Overall, even if there are strong negative emotions due to the restriction in decision making, all of the participants have adjusted to it and finding fun in the deprived conditions of imprisonment. It may happen since they have living in the correctional

institution for some time and they have become a senior offender, which allows more control in their daily live.

Theme 4: Having positive emotions about detainment

Descriptive comments

All participants express positive emotions regarding their experience in detainment. Participant 2, for example, finds solace in the safety provided by the correctional institution, reflecting on the protection it affords him from external threats, such as potential retaliation from rival students. Similarly, Participant 5 shares this sentiment, noting that detainment shields him from the constant fear of police pursuit. Conversely, Participant 3 and Participant 6 compare their time in juvenile detention to the harsher environment of adult prisons, emphasizing the relative safety and humanity of the juvenile facility. Thus, for these individuals, detainment fosters a profound sense of security.

Moreover, for Participant 1 and Participant 6, both of whom grew up in poverty and discontinued their education, detainment offers a chance to resume schooling without the burden of work. They acknowledge the correctional institution's provision of essential resources, such as books and musical instruments, which fulfil their basic needs. Furthermore, many participants engaged in criminal behaviour out of a longing for acceptance and connection, driven by personal choice or a lack of parental attachment. However, within the correctional setting, they find the acceptance and companionship they sought without resorting to misconduct. For instance, Participant 1 forms a close friendship within the institution, fostering mutual aspirations for success. Participant 2 also highlights the sense of camaraderie among inmates, which manifests in mutual assistance, even in times of physical illness. Additionally, participants receive

compassion from the staff, who serve as positive role models and nurturing caregivers, contributing to a feeling of safety. Consequently, the emotional and physical needs that were previously unmet are now addressed within the confines of the correctional institution. In conclusion, participants find various sources of positivity within the detention environment, including feelings of safety, opportunities for education, and supportive relationships.

Linguistic comments

When discussing their positive emotions about detainment, juvenile offenders approach the topic with a sense of levity. Participant 1 frequently uses the term "cool" to describe the musical instruments available in the correctional institution, contrasting them favourably with those he previously used on the street. Additionally, Participant 1 enthusiastically discusses his newfound hobby of reading, conveying excitement about the books he is currently immersed in. Participant 2 adopts a humorous tone, recounting how his friends frequently invite him to engage in sports activities. Conversely, Participant 6 often expresses disdain and frustration when reflecting on his experiences in adult prison, juxtaposing them with terms like "heaven" and "peaceful" to describe his life in the correctional institution. Despite their varied backgrounds and experiences, all participants share a common thread of positive emotions regarding detainment, articulating their satisfaction with enthusiasm. In conclusion, the juvenile offenders exhibit a range of positive emotions regarding detainment, which they express with delight and satisfaction, highlighting the aspects of their confinement that bring them joy and fulfilment.

Conceptual Comments

Participants' emotional and physical needs that were deprived before detainment were fulfilled in the correctional institutions. They were deprived of connection and acceptance, as well as basic needs, but in the correctional institutions, the needs were fulfilled by the affection from staff and peers as well as the amenities in the correctional institutions. Moreover, being in the correctional institution also provides a sense of safety for participants who were hiding before they were detained. Whereas for participants who have never been in adult prison before, the correctional institution also provides a sense of safety.

Theme 5: Transformation to positive behaviour

Descriptive comments

All participants attest to the transformative effects of detainment on their behavior, noting significant changes in various aspects of their lives. One notable transformation is observed in their acquisition of daily life skills. Participant 1, for instance, highlights how living in a correctional institution has instilled a sense of structure in his routine, enabling him to perform chores such as washing clothes and making his bed—a development he views positively. Similarly, Participant 3 reports an improvement in his ability to handle household tasks since his time in the correctional institution. Additionally, Participant 6 notes that his tenure in the facility has accustomed him to waking up early, facilitating increased engagement in religious activities.

Beyond improvements in life skills, participants also report changes in their behavior. Participant 2, for instance, reflects on how his demeanor has become notably calmer

during his time in the correctional institution, contrasting with his previous tendency to resort to physical aggression when angered. Likewise, Participant 3 acknowledges that the environment of the correctional institution has encouraged him to better control his expressions of anger.

Moreover, all participants have experienced shifts in their thought patterns. Previously, they had not fully considered the consequences of their actions or their implications for their future. However, detainment has prompted them to recognize the negative outcomes associated with impulsivity and aggression. Participant 4, for instance, acknowledges that prior to his detainment, he had not seriously contemplated his future prospects. Yet, his time in the correctional institution has enlightened him to the potential impact of his criminal record on his career opportunities. Similarly, Participant 5, although initially unaware of any changes, has come to realize the importance of focusing on his future career aspirations while incarcerated. He acknowledges the potential consequences of reoffending and the subsequent ramifications for his future. In conclusion, the participants' experiences illustrate the profound transformative effects of detainment, encompassing improvements in life skills, behaviour, and thought processes. These changes reflect their growing awareness of the consequences of their actions and their commitment to pursuing positive paths forward.

Linguistic comments

All of the participant tended to speak fluently when describing the transformation to positive behaviour. However, it was noted that they were really concerned about the society stigma about being a former juvenile offender and how it will impact their future career when they were discharged. Participant 6 lowered his voice and stated “I am scared

but I don't want to think about it". In addition, Participant 3 lowered his voice and stated that "I am already ugly in everyone's eye". Participant 5 mentions that "people will not know that I am used to being here because the police will not stamp my ID". It shows how the participants are glad with their changes and excited to be discharged, but also worried about their reputation.

Conceptual Comments

All participants underwent significant transformations towards positive behaviour during their time in the correctional institution. It is notable that these transformations occurred in an environment typically associated with delinquency. Previously, participants had attributed their delinquent behaviour to their peers, yet ironically, the correctional institution facilitated positive changes. Here, their physical and emotional needs were met while stringent regulations curbed misconduct. Although fulfilling their needs, these regulations enforced compliance, as defiance would result in further consequences. This dynamic fostered a supportive environment conducive to rehabilitation, where adherence to rules and collaborative efforts toward early discharge were encouraged. Thus, while peers may initially influence misconduct, they can also serve as catalysts for positive change. Similarly, though strict regulations posed challenges, they ultimately drove constructive transformations.

Theme 6: Motivation to avoid crime

Descriptive comments

All participants expressed a strong motivation to steer clear of crime. Despite experiencing positive emotions in the correctional institution, they are determined to avoid criminal activities and subsequent detention. Participant 1, for instance, believes

that his positive behavioural transformation will pave the way for a better life and improved character. Similarly, Participant 4, aspiring to become a sailor, is confident that the physical training and enhanced life skills acquired during detention will contribute to his success in his chosen career path. Participant 6 highlights how the correctional institution provided him with positive role models, instilling in him a newfound hope for productivity. These transformations toward positive behaviour foster a sense of hope and determination among the participants to shun criminal activities. However, this motivation to abstain from crime is also driven by a desire to compensate for their past transgressions.

Participant 1 acknowledges that as a former offender, he may be viewed with distrust by others. Therefore, he is committed to demonstrating responsibility and reliability in order to shed the negative label associated with his past. Participant 3 is similarly motivated by the desire to uphold his family's reputation, recognizing the detrimental impact his actions have had on their standing in the community. Participant 5 feels a sense of lagging behind his peers in achieving success due to his time in detention, and thus intends to prioritize his career upon release. Participant 6 views his time in the correctional institution as a transformative experience and is determined to apply the lessons learned to lead a law-abiding life. These sentiments underscore the participants' collective drive to avoid criminal behaviour as a means of both personal redemption and societal reintegration.

Linguistic comments

All of the participants describe their motivation to avoid crime in a really bright manner. Participant 3 mentions that “even if I am happy here, there is nothing compares to happiness outside” it shows that even if correctional institution makes them feel safe and

experienced transformation to positive behaviour, they still wanted to be discharged quickly. All of the participants also expressed that they want to continue working or continue their education to a higher degree. The participants' description of their motivation to avoid crime was carefully worded, indicating the seriousness of their aim to change.

Conceptual Comments

All participants are acutely aware of the dual impact of their time in the correctional institution, recognizing both its positive and negative aspects. While they experienced a loss of freedom and endured societal stigma, they also acknowledge the transformative effect it had on their lives. This awareness fuels their motivation to steer clear of criminal activities and strive for success in the future.

4.16 The Model of Juvenile Offenders' Psychological Experience of Living in the Correctional Institution

The model of juvenile offenders' psychological experience of living in the correctional institution is derived from the super-ordinate themes indicated in Figure 4.11 below. Overall, it captures the essence of the juvenile offender's experience while living in the correctional institution; it also answers the research question of "How do juvenile offenders describe their psychological experience while residing in correctional institutions?" Juvenile offenders' background (left): rooted in instability and neglect. Experience in correctional institutions (middle): involves structured routines, restrictions, and eventual growth. Meaning on the experiences (right): leading to a desire for a better future, informed by lessons learned.

The key findings of the model started with their past experience, especially dissatisfaction with family interaction. Juvenile offenders begin with a background marked by unstable family life and emotional neglect. Their families often fail to provide adequate emotional support or safe environments, this conditions in turn make juvenile offenders search for security. The unstable family life leads to lack of resources to counteract the negative influences and delinquent peers as “surrogate” family. While doing crime has been a successful way to gain acceptance and platform for emotional expression, the crime has also brought trust issue. Juvenile offenders often felt betrayed by their peers, since they have led them to detainment while also cutting their contact off. Topped with the lack of emotional literacy, juvenile offenders deal with the difficult situation with numbing their emotions. Circular arrows between these two show a reinforcing cycle—family dissatisfaction leads to emotional numbing, which in turn prevents meaningful repair of familial bonds, continuing the cycle.

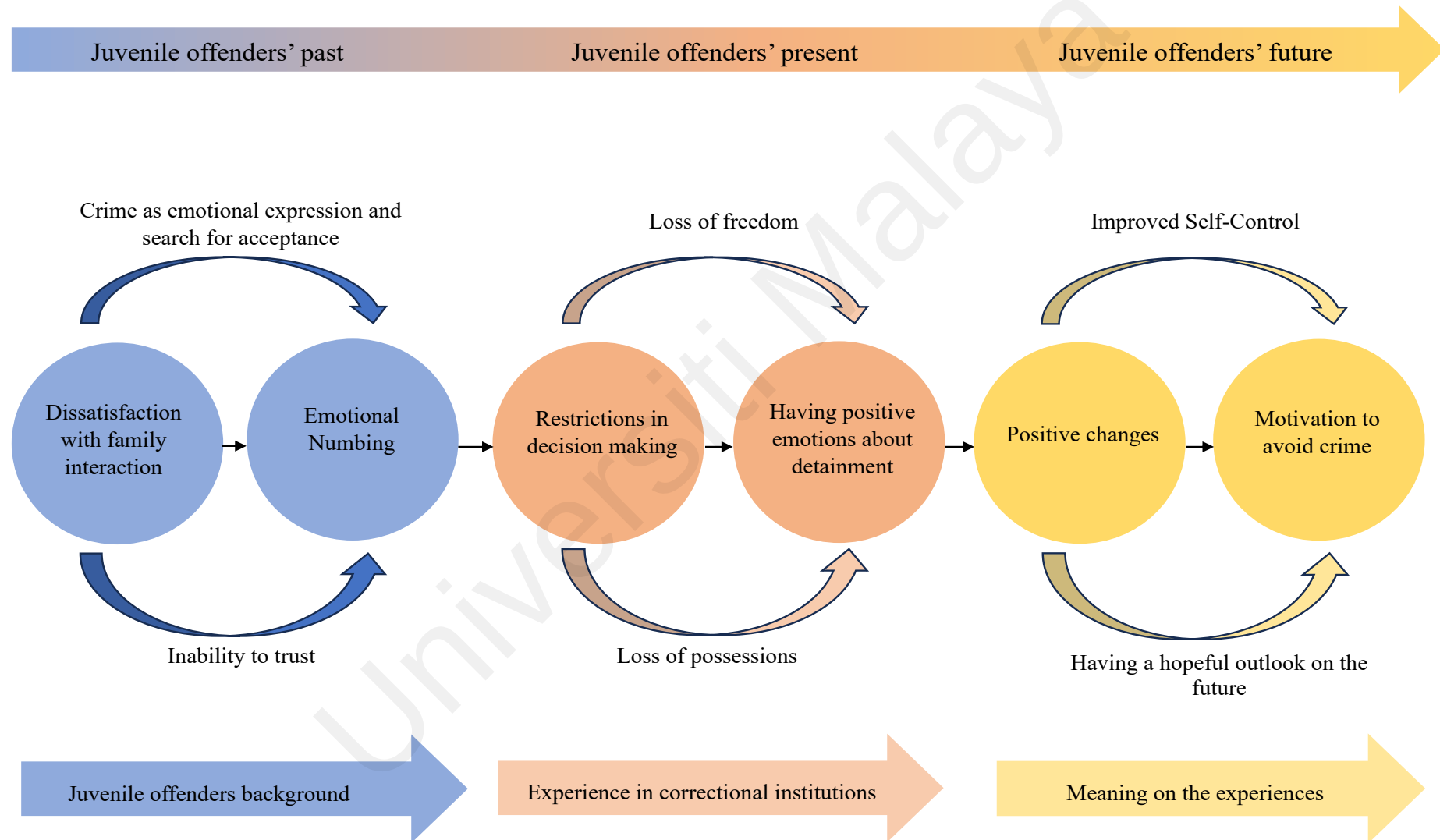
During detainment, juvenile offenders are countered with restrictions in decision making. In the correctional institutions, decision-making is heavily constrained by institutional rules and regulations. In the correctional institutions, juvenile offenders encounter a structured and highly regulated environment where personal freedoms are limited. They experienced the loss of autonomy, loss of freedom, loss of possessions and they start to miss their family. When juvenile offenders face restrictions in decision-making, they experience a sense of structure and safety within the confines of the institution. These restrictions provide a clear boundary, which they find reassuring and conducive to positive emotions. Moreover, juvenile offenders experienced access to support systems, educational opportunities, and rehabilitation programs. Subsequently, it leads to skill-building and self-improvement, leading to a sense of accomplishment and pride. Bidirectional arrows reflect that positive emotions can ease adaptation to rules, while

experiencing structured limits can also increase appreciation and positive regard for the institution.

When juvenile offenders experience positive emotions in prison, they experienced a shift towards constructive attitudes and behaviours. Positive emotions have fostered a sense of hope, motivation, and self-worth. Moreover, support system they received from the prison also translated into active engagement with opportunities for growth and change. When offenders undergone positive transformation, experiencing improvements in self-control, hopefulness, and empowerment, they developed a stronger sense of self-awareness and personal responsibility. With time, these internal transformations foster hope for a better life. Juvenile offenders develop goals to reintegrate, repair family relationships, and avoid reoffending. Additionally, the newfound sense of hope and empowerment might have inspired individuals to pursue lawful opportunities and contribute positively to society, rather than resorting to criminal activities. Ultimately, the combination of improved self-control, hope, and empowerment had served as powerful motivators for offenders to steer clear of crime and embrace constructive pathways in their lives. Again, the arrows show mutual reinforcement—personal growth boosts motivation for lawful living, while future goals strengthen commitment to change.

Figure 4.11:

The model of juvenile offenders' psychological experience of living in the correctional institutions



4.17 Chapter Summary

In summary, this study identified six distinct themes, which are dissatisfaction with family interaction, emotional numbing, restrictions in decision making, having positive emotions about detainment, transformation to positive behaviour and motivation to avoid crime. These themes were later refined through a three-step process of comment analysis, categorized into descriptive, linguistic, and conceptual comments. The dissection of these themes into their respective comments revealed interconnected sense-making by juvenile offenders in the correctional institution in Indonesia. It was also found that their current life experiences and reflections are influenced by their life histories. Furthermore, these themes can be broken down into components representing the challenges faced by juveniles in correctional institutions and the coping strategies they employ. This breakdown sheds light on the psychological experiences of juvenile offenders living in correctional institutions in Indonesia

CHAPTER 5

DISCUSSION, IMPLICATION, RECOMMENDATION AND CONCLUSION

5.0 Introduction

In this chapter, researcher present an overview of the research, summarize the research findings, engage in a comprehensive discussion, and delve into the implications and recommendations arising from this study. The initial section provides a succinct account of the research, encompassing the problem statement, methodology, data analysis, and findings, all tied to the research question at hand. The subsequent part delves into a thorough discussion of the research findings, followed by an exploration of their implications and recommendations. The implications of this study are categorized into theoretical, practical, and knowledge-oriented aspects. Researcher offer recommendations as a guide for future researchers based on the results obtained. The conclusion of the study is articulated in the concluding section of this chapter.

5.1 Overview of Research

Juvenile delinquency refers to socially undesirable behaviors exhibited by individuals aged 12-18, deviating from expected societal norms and rules (Fikri, 2019; Shong & Siti Hajar Abu Bakar, 2017). These behaviors encompass various criminal acts such as persecution, drug trafficking, immorality, and murder (Fikri, 2019). The global prevalence of juvenile delinquency is a concerning issue, with alarming rates reported in different regions. For example, in Ghana, approximately 16.7% of adolescents have been involved in sexual offenses (Boakye, 2020). In Australia, a significant portion of adolescent offenders, about 33%, view crime as a 'way of life,' suggesting a propensity

for repeat offenses (Payne & Roffey, 2020). In Indonesia, the juvenile prison population accounts for 3.2% of the total prison population, emphasizing a growing concern about the escalating rate of juvenile delinquency (Davies & Robson, 2016; Child Protection Commission of Indonesia, 2018).

Studies emphasize that youth engaged in criminal activities and who appear in court are typically placed in correctional institutions (Darmika, 2018; Davies & Robson, 2016; Sunnah & Widyaningrum, 2020). Beyond serving as places of confinement, correctional institutions are intended to provide education and support for the positive reintegration of juvenile offenders into society (Kumwenda, Nala & Zulu, 2017). However, residing in the institutions often leads to the development of mental health issues among juvenile offenders. Adult offenders in Indonesia frequently suffer from neurotic disorders (41.5%) and substance abuse (32%) (Mardiaty & Anindyajati, 2013), hinting at potential mental health challenges for juvenile offenders as well (Benu, Manafe, Junias, Dubu and Nope, 2019).

Several factors influence the psychological experiences of juvenile offenders within correctional institutions. Firstly, the ability to adapt to the institutional environment significantly impacts their overall psychological well-being (Van der Laan & Eichelsheim, 2013). Secondly, visitation plays a crucial role in mitigating emotional turmoil and psychosocial stress caused by family separation (Lovato, 2019). Thirdly, the punitive measures within correctional institutions affect juvenile offenders' autonomy and psychological security (Feoh, Hariyanti, & Utami, 2019). Finally, peer relations, the relationship with teachers, relationships with officers, and coping strategies also significantly influence the experiences of juvenile offenders (Pratt & Foster, 2020;

Nagamuthu, Samah, Jaffri, & Tahir, 2019; Flores, Barahona-Lopezb, Hawesc, & Syed, 2020; Gonçalves, 2018).

Given the unique needs of juvenile offenders, including physical, developmental, and mental health needs, in correctional settings, effective and varied treatment options are crucial (Perry & Morris, 2014; Underwood & Washington, 2016). However, understanding their experiences from their perspective is challenging due to limited research, safety concerns, and negative public perceptions regarding research involving juvenile offenders (Rafedzi et al., 2017). Therefore, research on the psychological experiences of juvenile offenders in correctional institutions, based on their perspective, is essential to address their mental health needs better.

Despite the expectation that adults typically commit criminal acts, adolescents engage in these acts, indicating vulnerability and potential long-lasting impacts due to detainment (Azis, 2019). Many juvenile offenders in Indonesia are known to suffer from learning disabilities, anxiety, substance abuse, and depression (Benu et al., 2019; Cahyaningtyas & Rochaeti, 2021; Mardiaty & Anindyajati, 2013). Correctional institutions are intended to guide juvenile offenders toward interdependence, teamwork, and societal harmony, but they face various issues, including overcapacity and inhumane treatment (Amanda et al., 2019). Moreover, juvenile offenders carry the burden of stigma and blame even after their release (Mahon-Haft & Cook Jr., 2019).

Questions have been raised regarding the effectiveness of correctional institutions in handling recidivism among adolescent offenders, particularly in Indonesia where a growing number of juvenile offenders' relapse into criminal behaviour (De Valk et al., 2016; Anditya, 2020). Understanding the psychological experiences of juvenile offenders

within these correctional institutions is crucial for their well-being and successful reintegration into society (Rafedzi et al., 2017). The existing literature shows discrepancies in understanding these experiences, ranging from misery and discomfort due to adaptation challenges and isolation to more positive experiences facilitated by good relationships with authorities (Ahmed et al., 2019; Flores et al., 2020). However, research in this domain, especially in an Asian context, is limited, and further exploration is needed to provide clarity and balance the research circumstances based on cultural and geographical aspects (Sabo, 2017; Yeung & Li, 2021).

To bridge the knowledge gap, this study aims to delve into the psychological experiences of juvenile offenders residing in correctional institutions in Indonesia. Understanding the coping strategies employed by these individuals is particularly crucial for intervention programs and staff training to facilitate their adjustment and reduce recidivism (Li et al., 2015; Reid & Listwan, 2018; Emirali et al., 2020). By focusing on the psychological experiences of juvenile offenders in their own words, this research aims to shed light on their personal perspectives and improve awareness and interventions to enhance their overall well-being (Gonçalves, 2018). Ultimately, the findings of this study can be utilized to develop targeted strategies to support juvenile offenders and aid in their successful reintegration into society after their time in correctional institutions (Turner et al., 2021).

The result of this study will be helpful for several parties. For instance, for the juvenile offenders themselves, it will help them to get out of the circle of violence. It happens since juvenile offenders who are having difficulties in understanding themselves, has commonly engage in institutional violence which brings them punitive sanctions, loss of privileges such as phone calls or recreation time, and solitary confinement (Brown, Fine,

& Cauffman, 2020; Rosmilawati & Darmawan, 2019). Thus, by understanding their experiences and why they behave like they do will provide awareness and eventually stops the circle of misconduct.

In order to gain insights into the psychological experiences of juvenile offenders within Indonesian correctional institutions, a qualitative research methodology was employed. Specifically, the Interpretative Phenomenological Analysis (IPA) approach was deemed optimal for comprehending how adolescents within these institutions make sense of their circumstances. The study utilized a purposive sampling method, selecting individuals aged between 12 to 18 years old, who had committed crimes and were detained in Indonesian correctional facilities. In addition, the participants were also chosen based on their ability to effectively communicate and provide necessary information to the researcher. Six Indonesian juvenile offenders detained for various crimes participated in this study, and it is important to note that their experiences are subjective and not representative of all juvenile offenders. As emphasized earlier, IPA does not seek generalizability but rather a detailed understanding of each participant's unique perspective (Grigoriou et al., 2004). Through the personal narratives shared by the participants, the research yielded profound insights into how adolescents interpret their experiences of residing in correctional institutions. Data collection primarily involved interviews, observations, field notes, and reflexive journal, aligning with the IPA approach outlined by Smith et al. (2009). The research findings were derived from the narratives of six participants and cannot be extrapolated to a broader population (Smith et al., 2009). The conclusions drawn were based on personal accounts from the participants and my interpretive analysis, aligning with the approach described by Chapman and Smith (2002) and Smith et al. (2009).

The result of this study will also provide mental healthcare professionals with information's that will help to increase juvenile offenders' well-being. Since there is a mismatch between what juvenile offenders really need and what the mental healthcare professionals able to provide, which resulted in (a) high recidivism rates, (b) increased incidence of suicide, (c) longer periods of incarceration, (d) higher costs, (e) management problems, and in some cases (f) abuse from correctional officers who do not understand mental illness (Torrey, Eslinger, Lamb, Pavle, 2010). It shows that the mental health needs of detained adolescents could be different from those of adult prisoners and may require separate and specifically targeted programs to meet these needs (Beaudry, Yu, Långström, & Fazel, 2021). Thus, the information provided by this study can be implemented by mental healthcare professionals for creating awareness and deliver assistance for in order to enrich the quality services in the mental health care in the correctional institution (Addae, 2020; Ahmed et al., 2019).

Other than the juvenile offenders themselves and mental healthcare professionals, the results of this study will also benefit the policy-makers in the juvenile justice field. If the correctional system had understood, what is it like to be the juvenile offenders, the system would have made a valuable discovery to improve the rehabilitative process (Rosidah et al., 2019). By understanding about the challenges that juvenile offenders encountered, policy-makers would able to emphasize and help to foster relationships with the juvenile offenders (Cesaroni & Peterson-Badali, 2005). It will also provide information for designing future youth behavior change programs (Buckley & Sheehan, 2016) health promotion programs (Dey, Gmel, Studer, & Mohler-Kuo, 2014), and other prevention programs (Oman, Vesely, Kegler, McLeroy, & Aspy, 2003; Morales-Alema, 2011; Hale & Viner, 2016).

In addition, the staff in the correctional institution may also receive some advantages from the result of this study. Since the connection between juvenile offenders and staff has stern consequences for offenders' misbehavior (compliance with prison rules) and execution of treatment, there is a need to gain mutual trust and understanding between the two (Meško & Hacin, 2019). Particularly, the prison staff have control to prison tuning (Cesaroni & Peterson-Badali, 2010). However, due to the hierarchy and sense of fear in the prison, prison staff might have some complications in understanding juvenile offenders' viewpoint. Therefore, the information provided in this study will help the staff to create an positive organizational climate in the correctional institutions. Hence, this research will give a valuable information to create a healthy interaction between staff and offenders, as well as safe and secure prison environment.

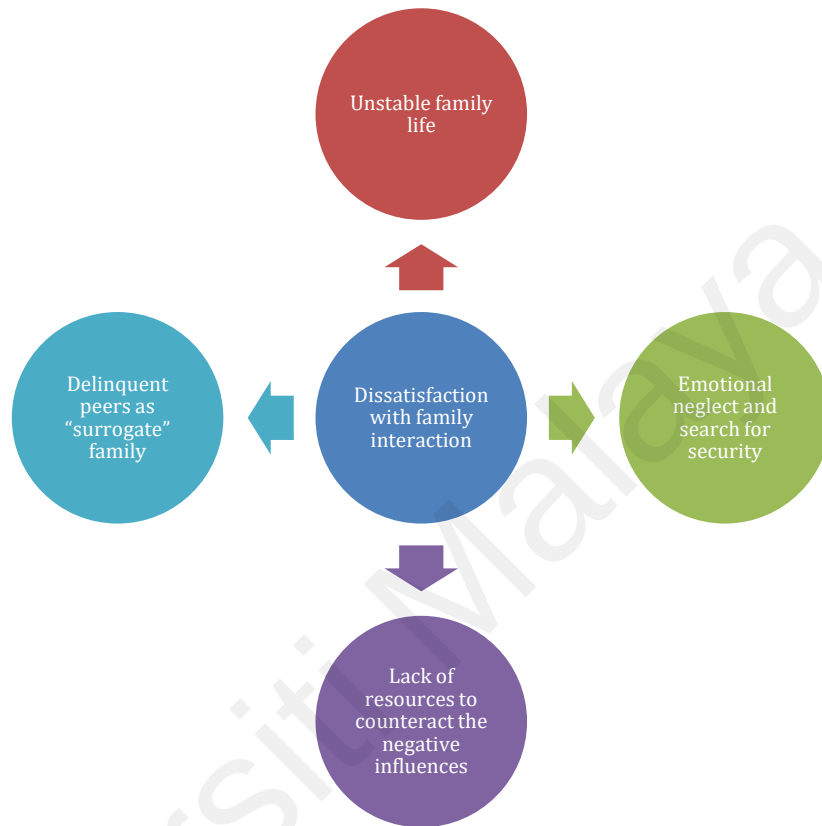
5.2 Discussion of Research Findings

Research results indicated that juvenile offenders made sense of their life in the correctional institution by externalising it through the following super-ordinate themes: (1) Dissatisfaction with family interaction; (2) Emotional numbing; (3) Restrictions in decision making; (4) Having positive emotions about detainment; (5) Transformation to positive behaviour: and (6) Motivation to avoid crime. Figure 5.1 to 5.6 depicts all the themes as mentioned above.

5.2.1 Dissatisfaction with family interaction

Figure 5.1:

Theme 1 – Dissatisfaction with Family Interaction



This study found that, prior to detainment, juvenile offenders often experienced an unstable family life. Many of them lived in chaotic home environments where daily life was disorganized or unpredictable. These households were frequently marked by conflicts between parents, financial hardship, frequent relocations, or living with different relatives. Such conditions disrupted routines and made the home environment emotionally unsafe. Research shows that economic stress in the family often leads adolescents to engage in risky behaviors as a coping mechanism for their financial struggles (Ajisuksmo, 2021). In terms of parental relationships, Lu et al. (2020) found that interparental conflict weakens family communication, trust, and understanding. This emotional insecurity discourages adolescents from opening up to their parents. As a

result, they may engage in delinquent behavior because the parent-child bond is weakened and they feel less concern for how their actions affect their family. In such chaotic settings, adolescents develop maladaptive coping strategies, including aggression and defiance, which can become entry points into criminal behavior. The emotional instability at home further reduces their sense of security, this pushes them to seek affirmation in delinquent peer groups.

Interestingly, some juvenile offenders reported that the chaotic home environment before detainment led them to feel a sense of gratitude and satisfaction during their time in correctional institutions. Many of these adolescents had difficulty accessing basic resources such as education or facilities for hobbies due to poverty. For these adolescents, the correctional institution offered access to resources that were previously unavailable to them. This includes schooling, structured routines, regular meals, and better hygiene facilities. As a result, they found it easier to adapt to life inside the institution. Juvenile offenders who had to start working at a young age or who lived in extreme poverty prior to detainment often appreciated the structure and predictability offered by correctional institutions. This finding contradicts the earlier view by Sykes (1985), who argued that lack of basic human needs in prisons negatively affects inmates' well-being and adjustment. However, it supports Garner's (2016) argument that juvenile offenders may view institutions as places of safety and stability. The reduced distractions, structured activities, and positive peer interactions found in such settings can offer a space for reflection and growth. These results show that poverty plays a role in shaping how juvenile offenders perceive detention, and this perception is influenced by the quality of resources available to them prior to incarceration.

In addition, this sense of gratitude among juvenile offenders was also shaped by their comparison between life before and after detainment. Many of them reflected on the limited opportunities they had before detention, such as not being able to attend school, not receiving proper nutrition, or lacking adult supervision. In contrast, the correctional facility—despite its limitations—provided a sense of consistency and order that they had never experienced at home. While correctional institutions are not ideal environments for childhood development, the fact that some juvenile offenders viewed them as safer and more stable than their previous homes is a concerning reflection on the degree of instability in their family lives. This contrast deepened their sense of appreciation for structure and allowed some of them to develop a more optimistic view about their future.

Furthermore, while negative parental relationships often contribute to delinquency, the findings also suggest that incarceration may help improve family relationships. Some juvenile offenders said that the distance and challenges of being incarcerated made them value their parents more. They began to appreciate the positive aspects of the parent-child relationship, even if their interactions before detainment were mostly negative. This appreciation sometimes led to more positive behavior in the institution, as offenders hoped to reconnect with their families. These findings contradict Duron et al. (2020), who argued that incarceration weakens family ties and makes reintegration more difficult. However, they are consistent with research by McCarthy and Adams (2019), who noted that prison settings can offer a more structured and stable environment for communication between families. This structure allows both caregivers and incarcerated youth to rebuild relationships. For example, when juvenile offenders show remorse or participate in educational activities, it can create new opportunities for closeness and mutual understanding. Therefore, dissatisfaction with family interaction before detainment does

not always lead to permanent disconnection. In some cases, it leads to renewed efforts to reconnect and the development of a stronger motivation to avoid crime.

Another major issue highlighted in the study was the lack of parental guidance. Many juvenile offenders reported growing up without consistent supervision. Their parents were often absent due to work, divorce, death, or emotional withdrawal. Without clear discipline or emotional support, these adolescents were more likely to engage in rule-breaking and delinquent behavior. These findings are consistent with previous research. Several studies have shown that parental guidance is an important protective factor against juvenile delinquency, especially during the transition to adulthood. Parental monitoring has been found to reduce criminal behavior and improve academic achievement (Hoffman et al., 2017; Tai Soo Shong et al., 2019).

Parental guidance also plays a key role in teaching responsibility, empathy, and emotional regulation. When adolescents are not guided properly during their critical developmental stages, they may not learn how to manage emotions or make responsible choices. Without this foundation, their risk of engaging in harmful or criminal behavior increases. Many juvenile offenders shared that they did not have anyone at home to discuss their problems with or to guide them when they faced difficult decisions. This absence of moral and emotional support made them more vulnerable to peer pressure and external influences that encouraged delinquent behavior. As a result, the lack of parental involvement and accountability in their daily lives became one of the underlying causes of their conflict with the law.

However, it is also important to recognize that not all juvenile offenders lacked rules at home. Some experienced strict and authoritarian parenting styles. These parenting approaches, while highly controlled, also contributed to delinquency. Excessive rules and lack of emotional warmth led to rebellion or psychological reactance. When adolescents view the rules imposed on them as overly rigid or unfair, it discourages healthy communication and encourages defiance. Amran and Basri (2020) argued that authoritarian parenting causes fear, damages trust, and increases the likelihood of criminal behavior. Therefore, it is not only the absence of parental control but also the excessive presence of it—without warmth—that can drive children towards delinquency.

Another critical factor observed in the participants' stories is emotional neglect. Emotional neglect occurs when a child's emotional needs are regularly ignored, invalidated, or dismissed by caregivers (Ludwig & Rostain, 2009). It includes the absence of a support network or the failure of parents to provide emotional care. In some cases, the youth did not feel emotionally close to any family member. Their parents were either emotionally distant, overly strict, or simply too busy working. Others lost their parents at a young age. Growing up with such emotional neglect made the juvenile offenders feel invisible and unimportant. Without emotional support, they struggled to form a stable sense of self. This deep insecurity led them to search for emotional connection and validation in other environments, sometimes turning to risky peer groups. Adolescence is a crucial time for identity formation. When a young person's emotional needs are unmet, they are more likely to seek acceptance—even in harmful places—just to feel a sense of belonging.

These findings are aligned with the research of Ongah et al. (2021), who argued that emotional neglect in childhood can lead to violent behavior. Emotional distress resulting from neglect—such as constant criticism, isolation, or blame—can lead to both psychological and physical trauma. This trauma increases the likelihood of misbehavior. Moreover, the absence of one or both parents has been widely recognized as a major factor contributing to emotional emptiness and delinquency (Simmons et al., 2018; Stefanovska, 2020). When children are left without emotional support, it becomes more difficult for them to regulate their emotions or build healthy relationships, which increases the risk of criminal behavior.

Unstable family life also includes a lack of resources needed to protect adolescents from harmful influences in their community. Families dealing with internal conflict or inconsistency often fail to provide the emotional support, guidance, and resources that children need. When adolescents do not feel safe or supported at home, they are more likely to seek connection outside the family. This may lead them to negative influences. A study found that 73% of juvenile offenders came from families with low cohesion, where emotional bonding was weak. These families are more likely to produce children who engage in delinquency. Excessive parental control, when combined with lack of affection, can also drive children to rebel. According to Mwangangi (2019), this kind of home environment causes children to feel trapped and unvalued. In response, they may run away or turn to criminal behavior as a form of escape.

The situation is further worsened when the child lives in a community where antisocial behaviors—like student fights, drug use, or alcohol abuse—are common. Juvenile offenders who grow up in such environments often come to see these behaviors as normal.

In areas with high crime rates and poverty, antisocial behavior is widespread. Ajisuksmo (2021) argued that constant exposure to misconduct can make these behaviors seem acceptable. When young people witness violence and criminal acts regularly, they internalize them as part of daily life. This process of normalization increases the chance that they will engage in similar behaviors themselves. The role of peers is also very influential. Studies have consistently found that association with delinquent peers is one of the strongest predictors of juvenile crime (Mohammad & Nooraini, 2021; Patowary & Gopalan, 2019; Ray, 2018; Yun & Kim, 2015). Adolescents may participate in delinquent activities to gain peer approval or avoid being excluded, as noted by Amemiya et al. (2016).

Because of the lack of support and emotional care at home, many juvenile offenders found a sense of belonging with their peers. In this context, delinquent peers acted as "surrogate" families. These peer groups provided the emotional support, acceptance, and identity formation that their actual families could not. The juvenile offenders said they felt more understood by their peers than by their parents. Liu et al. (2020) reported that adolescents with difficult home lives are more likely to seek acceptance in delinquent peer groups, which then increases their risk of engaging in criminal behavior. Some participants even said that crime became part of their daily routine and identity. It gave them something to do, people to be with, and a way to feel important.

This finding supports the study by Payne and Roffey (2020), which concluded that youth who begin committing crimes at a young age are more likely to adopt a criminal identity. The earlier this behavior starts, the more likely it becomes part of how they see themselves. Most juvenile offenders in this study reported engaging in criminal behavior

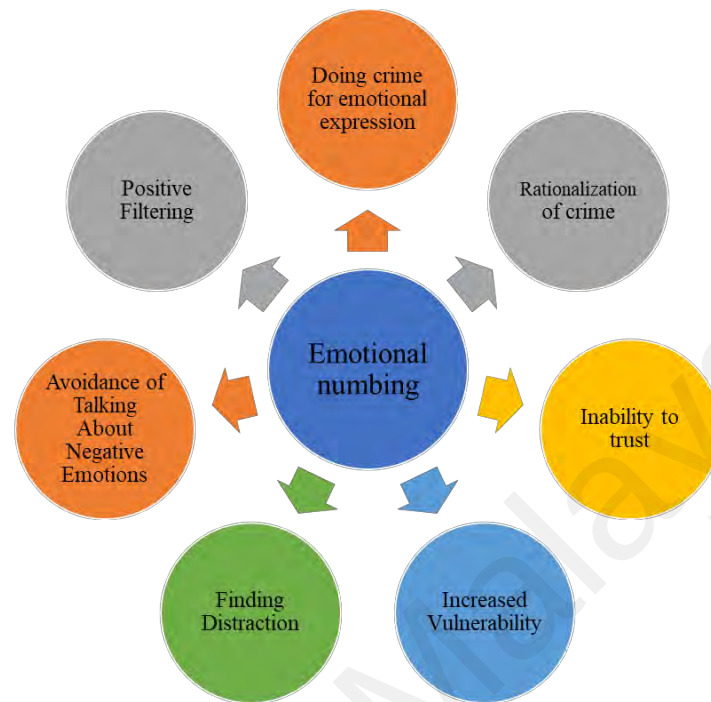
multiple times before being detained. The combination of peer pressure, lack of family support, and exposure to normalized violence made it easy for them to continue down a criminal path. The influence of peers was strong, and the need for emotional connection made them choose groups that encouraged crime over isolation.

Dissatisfaction with family interaction can be understood through four main themes: (1) unstable family life; (2) emotional neglect and the search for security; (3) lack of resources to counteract negative influences; and (4) delinquent peers acting as surrogate families. These interconnected factors helped shape the psychological and emotional development of juvenile offenders. When examined through the lens of **Importation Theory**, the findings suggest that many of the psychological experiences these adolescents bring into correctional institutions are rooted within their family dynamics. These pre-existing factors significantly influence their behavior and adjustment both before and during their time in detention.

5.2.2 Emotional numbing

Figure 5.2:

Theme 2 – Emotional Numbing



Emotional numbing has been commonly reported among juvenile offenders. Some participants revealed that they engaged in criminal behavior as a way to express intense emotions, particularly anger. They stated that crime became an outlet for their emotional struggles. For example, juvenile offenders explained that participating in violent acts such as brawling or robbery helped them feel relieved or heard. This suggests that they lacked other effective and socially acceptable ways to deal with and express their emotional pain. As a result, their actions were often misunderstood as merely criminal when in fact, they were expressions of internal emotional conflict. Many of the participants shared that their involvement in crime helped them gain affection and validation from peers, which they did not receive at home. This behavior shows a gap in emotional regulation and reveals that criminal activity was being used as a coping mechanism in the absence of healthier alternatives.

This finding is supported by research that emphasizes the link between emotional distress and delinquency. Konaszewski and Niesiobędzka (2022) found that adolescents with a higher degree of criminal involvement were more likely to report feelings of emotional pressure and the need for emotional release. Their study shows that when adolescents do not have the tools to handle negative emotions, they may use delinquency as a coping mechanism. Similarly, Cho and Galehan (2020) reported that negative life experiences such as abuse, lack of peer support, or constant stress often contribute to emotional instability. When these emotions are not addressed, they may eventually result in deviant behavior as a method of emotional escape or control. In this study, it became evident that crime was not always driven by material gain or planned intent, but often emerged as a misguided response to emotional pain. This highlights the urgent need for emotional education and the development of coping strategies among at-risk youth.

Another form of emotional numbing is rationalization of crime. Many juvenile offenders in this study expressed that although they recognized their crimes were wrong, they developed ways to justify or view their actions in a more positive light. For instance, participants who engaged in brawling claimed that killing an opponent made them feel more powerful or respected among peers. Others mentioned that they still joined religious recitation groups and maintained good academic performance, even while committing offenses. These examples show that juvenile offenders experienced cognitive dissonance—holding conflicting beliefs about their identity and behavior—and attempted to resolve it through rationalization. This aligns with the theory of cognitive dissonance, which explains that people tend to adjust their beliefs to match their actions in order to reduce discomfort from inconsistency (Metofe, 2011).

Cognitive dissonance among juvenile offenders was apparent when they tried to maintain a positive self-image while engaging in criminal activity. They found ways to mentally separate their 'bad' actions from their 'good' traits, such as their involvement in religious activities or academic achievements. This process of neutralization was also described by Cromwell and Thurman (2003), who found that shoplifters used techniques like justification and comparison to defend their actions. In a similar way, juvenile offenders in this study justified their crimes by saying they had no choice, or that others were doing worse things. Rationalization of crime helped them reduce guilt and maintain some level of self-respect while navigating the conflict between their actions and their values.

Increased vulnerability was also a common emotional experience during the early stages of detainment. Many juvenile offenders reported feeling helpless, anxious, or emotionally overwhelmed when they first entered the correctional institution. This emotional crisis was made worse by the sudden loss of freedom and uncertainty about their future. Previously, some offenders managed their emotions by engaging in high-risk behaviors like brawling, substance abuse, or even homicide. However, such behaviors are strictly prohibited within correctional institutions, and without those coping outlets, they felt more vulnerable. Their lack of emotional literacy made it difficult for them to understand or manage these emotions in a constructive way. Liao et al. (2003) found that low emotional literacy is linked to higher levels of stress, depression, and both internalizing and externalizing problems, such as aggression or delinquency.

To manage their emotional burden during detainment, many juvenile offenders reported finding distractions. Engaging in different activities helped them momentarily escape the emotional stress they were experiencing. Some chose to sleep for extended hours, while

others participated in music, assisted staff, or took part in chores within the institution. These distractions helped reduce their focus on feelings of regret, loss, and disconnection from their families. Although Shulman and Cauffman (2012) argued that self-distraction is difficult in prison due to limited freedom, this may not always be the case. In Indonesian correctional institutions, as reported in this study, structured activities were more available, providing healthier ways for juvenile offenders to cope.

Moreover, sleep as a form of distraction was mentioned frequently as a strategy to deal with the overwhelming passage of time and emotional detachment. Mehay et al. (2019) noted that for some inmates, sleep served as a way to completely escape the realities of prison life. In the case of juvenile offenders, this method allowed them to temporarily disconnect from the emotional strain caused by separation from family and regret over past behavior. Depending on the resources available in the correctional institutions, juvenile offenders used various activities as emotional shields to reduce the weight of their negative emotions.

Aside from distraction, avoidance of talking about negative emotions was also observed among the participants. Juvenile offenders mentioned that discussing their vulnerability or emotions made them feel worse. They believed that opening up about feelings such as fear, sadness, or guilt would lead to further emotional discomfort. In the correctional setting, where toughness and control are often perceived as survival mechanisms, emotional expression is frequently stigmatized. Participants noted that showing vulnerability might result in being teased or perceived as weak by their peers. To avoid being a target of mockery or aggression, they chose to remain silent about their emotions.

This pattern is supported by Reid and Listwan (2018), who reported that juvenile inmates may adopt aggressive or emotionless behaviors as a form of self-protection. Some joined gangs or displayed hostile behavior not because they wanted to, but because they believed it helped them survive in a threatening environment. Emotional suppression in this context becomes a defense strategy. Participants also shared that they felt emotionally disconnected even when discussing personal trauma or regret during interviews. This emotional detachment reflects what Foa and Hearst-Ikeda (1996) described as emotional numbing—a psychological state where the individual feels unable to connect with their feelings, often as a result of repeated trauma or stress.

Another related pattern found in this study is positive filtering. Some juvenile offenders tried to focus only on the good side of their experiences in the correctional institution. They avoided talking about the pain of missing their families, the stress of being incarcerated, or the guilt related to their crimes. Instead, they emphasized the benefits they had gained, such as new skills, positive peer relationships, or personal growth. While this form of positive filtering can be a sign of resilience, in some cases, it also served as another way to avoid confronting deeper emotional issues. For example, some participants focused on their educational achievements in the correctional facility while refusing to discuss their regret or emotional pain. This suggests that their positive perspective may function more as a psychological barrier than a reflection of genuine emotional processing.

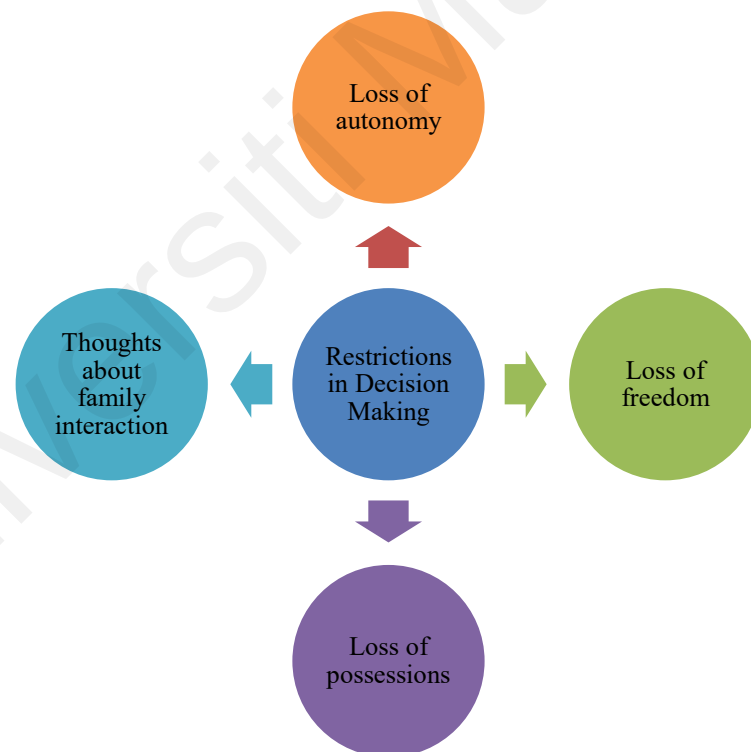
Emotional numbing in juvenile offenders influenced their experiences in correctional institutions in several interconnected ways. The use of crime as a tool for emotional expression, rationalization of their behavior, avoidance of vulnerability, and inability to

trust others all reflect their struggle to manage intense emotions. Additionally, their tendency to seek distraction and avoid discussing painful topics further demonstrates their difficulty in facing emotional distress directly. While some participants used positive filtering as a coping mechanism, it often masked unresolved emotional pain. Together, these strategies show that emotional numbing shaped how juvenile offenders adapted to life in detention. It affected their ability to process their emotions and influenced the kind of relationships they formed inside the institutions.

5.2.3 Restrictions in decision making

Figure 5.3:

Theme 3 – Restrictions in Decision Making



During juvenile offenders' detainment, they experienced restrictions in decision making. During this study, it was found that juvenile offenders experienced loss of autonomy. Sometimes, it could be the biggest challenge of living in correctional institution. For instance, when juvenile offenders got locked up in the isolation room, (a small room that

can only be occupied by one person and they will be locked up for several days), it makes them feel extremely bored. However, this loss of autonomy is also apparent even when they do not need to stay in isolation room, boredom emerged since juvenile offenders need to follow scheduled repeated activities every day. In addition, juvenile offenders used to search for extreme activities such as brawling and murder in order to deal with negative emotions, being locked up in the spaces where they need to follow monotone activities may be difficult. The feeling of boredom itself has been presented in a lot of studies about correctional institution (Addae, 2020; Bengtsson, 2012; Daud et al., 2019). Boredom happens because juvenile offenders are predominantly focused on their lives outside of the correctional institution. Leading to a sense of dissatisfaction with the activities in the institution (Bengtsson, 2012). In addition, boredom also happens since juvenile offenders are having youthful energy but lack the self-regulation skill (Symonds & Hargreaves, 2016). This feeling of boredom in the end foster passive coping strategies (Van Der Helm et al., 2014).

Other than loss of autonomy, loss of freedom is another form of restrictions in decision making of living in the correctional institution. At the correctional institution, the young offenders lose the ability to make decisions for themselves and others, and their privacy and self-direction were severely limited. It is particularly apparent since all of the participants are used to express their emotions in the grand manner such as doing crime as well as engaging in other things such as consuming drugs, alcohol and smoking. Hence, being detained become a huge challenge since there are strict regulations that does not allow them to do things that they can do before. Any violation of the rules will prolong the duration of imprisonment; therefore, they have no choice but to comply. The loss of freedom is one of the pains of imprisonment (Scott, 2014), and the loss of freedom has been reported in some of studies about detainment (Cesaroni & Peterson-Badali, 2010;

Emirali et al., 2020; Mahon-Haft & Cook Jr., 2019). The juvenile offenders in this study often deal with the lack of freedom with acceptance because if choose to rebel, there will be more consequences. The loss of freedom, separation from loved ones, and the restrictive environment of a prison lead to feelings of isolation, anxiety, depression, and a sense of powerlessness. These emotional and psychological tolls further exemplify the loss of freedom experienced by individuals in prison (Dragomir, 2014).

Juvenile offenders have also experienced loss of possession in the correctional institution. Some of the possessions that they have lost include personal clothing items, money, and weapons. These things are meaningful for the juvenile offenders since some of them have worked hard for gaining money, buying personal clothing items and having a weapon shows the sign of strength. Material possessions have been given such immense significance that individuals often identify themselves based on what they consume and own. Therefore, losing the ability to buy, possess, or derive pleasure from numerous consumer items is experienced as a huge deprivation (Scott, 2014). However, the biggest loss is the loss of cell phones. It happens since cell phones have become essential due to their multifaceted functions, serving as communication tools, internet gateways, organizers, and entertainment hubs. Therefore, cell phone is crucial for making individuals staying informed, connected, and productive in today's world. To deal with the loss of possession, juvenile offenders have learned to accept it. They believe the rules are reasonable and fair, resulting in them adjusting well and not having any disapproval because of it, even if they do feel the suffering because of it. This finding is contradictory from a study that states the probable consequences of the loss of possession include juveniles displaying accelerated expressions of anger, showing disrespect towards staff, and displaying an increased likelihood of violating rules (Buntamchui, 2018). Instead, since juvenile offenders found the rules to be fair. Fairness, particularly in the treatment

by prison staff and the enforcement of rules, is viewed as a crucial factor influencing the adjustment and well-being of youth in custody and detention settings (Cesaroni & Peterson-Badali, 2016). Therefore, the loss of possession is one of the form of restrictions of decision making, it makes juvenile offenders feel the suffering of imprisonment. However, they deal with it really well since they understand why the rules are imposed and they perceived it as fair.

The deprivation theory suggest that the loss of possessions is one of the factors that are creating a negative influence toward offenders' psychological experience. However, turns out it may not be as emotionally challenging for juvenile offenders because they view it as fair and comprehend the safety-oriented reasons behind the rules. It becomes apparent that the emotional impact of losing possessions among juvenile offenders is a complex and multifaceted aspect that necessitates careful consideration of individual differences.

Lastly, juvenile offenders have a mixed thought about family interactions regarding the restrictions of decision making in the prison. Some juvenile offenders are reported to be devastated and strongly longing for parental interaction. Among juvenile offenders who are longing for family interactions, there are also mixed response about visitation. Some juvenile offenders may desire visitation from their family and friends, while some of them avoided it. Juvenile offenders may feel a sense of shame or guilt for their actions that led to their imprisonment. Hence, facing family members directly in prison situation making them feel uncomfortable. visits from family members, especially mothers are experienced more negatively by inmates. It happen since visits from mothers provide an opportunity to work through grievances and conflicts, which can be uncomfortable for the offenders. Whereas conversations with friends may focus on lighter topics such as gossip, television,

or sports. These discussions can lead to lower stress levels during visits (Turanovic & Tasca, 2019).

However, it was also found that juvenile offenders who are detained due to brawling often despise visitation from their friends and choose visitation from their family instead. Juvenile offenders feel betrayed by their friends because their friends left them in a difficult situation. Leading to more trust towards family members instead. Moreover, juvenile offenders also wanted to focused on personal growth and rehabilitation, hence they worried that interacting with their friends may brought bad influence. Offenders tend to have more negative experiences when their visitors decrease the frequency of their visits over time. This decline in visitation can lead to increased tension and stress, potentially damaging the relationship between the inmate and the visitor (Turanovic & Tasca, 2019). After being detained, juvenile offenders' friend tends to avoid interaction, which explain why juvenile offenders despise their friends. The feeling of betrayal in the end leads to improvement in parental and child relationship. both caregivers and juvenile offenders have a chance to rebuild their relationships (McCarthy & Adams, 2019).

However, there are also juvenile offenders who does not think that parental interaction and peer interaction matters. It happens to the participant who were neglected by their parents and also experienced bad influence from their peers. These juvenile offenders experience mixed interactions due to unresolved family and peer issues, strained relationships, or past conflicts. These dynamics can influence how juvenile offenders feel about interacting with their family and peer during incarceration. This results is aligned with the study about visitation by Young and Hay (2020) mentioning that there are several predictors of whether or not a juvenile offenders would receive visits during confinement, these predictors include adverse family histories. Therefore, when juvenile offenders has

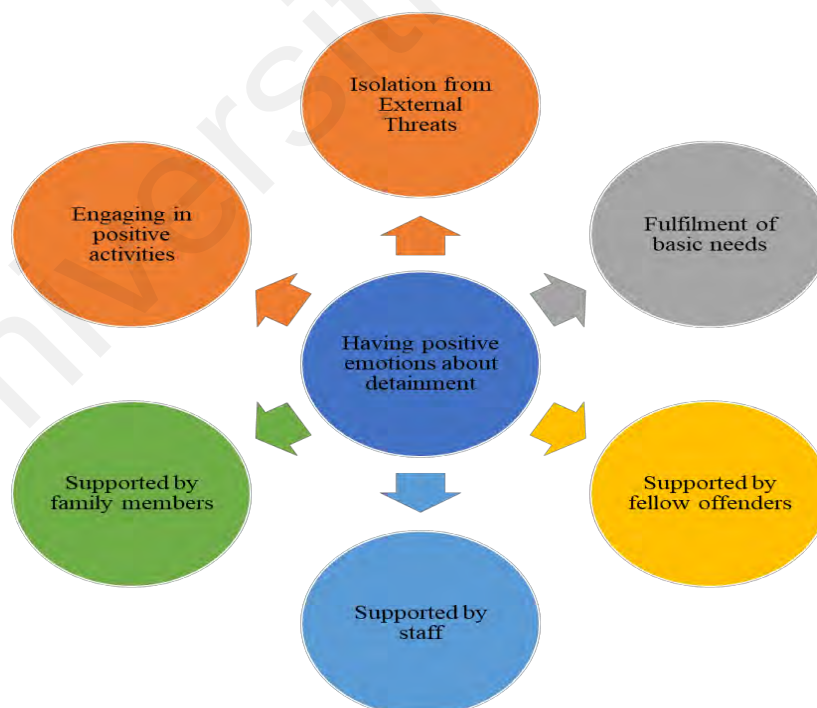
an unresolved conflict and neglect prior to detainment, they may choose not to communicate with any of their family members and friends. Juvenile offenders choose to isolate themselves from family and friends as a way to cope with their emotional distress.

In examining the psychological experiences of juvenile offenders in relation to restriction in decision-making, a notable divergence emerges. While some juvenile offenders express dissatisfaction with this lack of family interaction, there is one juvenile offender who felt a sense of contentment in the absence of family interaction. The comparison between these perspectives shows how individuals' backgrounds, familial dynamics, and coping mechanisms play a part in perspective about family interaction.

5.2.4 Having positive emotions about detainment

Figure 5.4:

Theme 4 – Having Positive Emotions about Detainment



Juvenile offenders in this study reported experiencing positive emotions while staying in the correctional institution. Positive emotions refer to pleasant, fulfilling feelings that contribute to a sense of well-being, safety, and connection to others. For these juveniles,

being detained meant they were protected from outside threats, such as being pursued by rival groups, victims' families, or even the police. Living inside the correctional institution provided a sense of physical security, which made them feel safer. This feeling of safety may also be influenced by their ability to adjust to different environments, as well as Indonesia's collectivist culture, where social harmony and group support are important. Before detainment, many juvenile offenders were hiding or running from authorities or enemies. Inside the facility, they could live more openly without fear, which helped reduce anxiety and increase a sense of relief.

Another factor that contributed to positive emotions was the opportunity to adapt to new roles in the prison community. Before detention, the social roles of these individuals may have been unclear or unstable. In prison, however, some juvenile offenders adopted new roles such as helpers, musicians, or leaders within peer groups. These roles helped them feel accepted and more integrated into the social structure of the correctional institution, which increased their sense of stability and belonging. Additionally, the fulfilment of basic needs also played an important role. Many of the juvenile offenders came from poor backgrounds, and for them, receiving regular meals, education, and access to recreational activities like sports or music was something new and appreciated. These conditions reduced feelings of insecurity and created comfort. Past research (Garner, 2016; Flores et al., 2020) supports this finding, suggesting that having basic needs met in prison can bring positive emotions, especially among young people who come from difficult living situations.

Social support was another important contributor. Most juvenile offenders reported forming close friendships in prison, often describing at least one best friend who motivated them to follow the rules and stay positive. These friendships created a strong

sense of togetherness and emotional safety. Some offenders even planned to stay in touch after release. This environment of peer support made the correctional institution feel warmer and more humane. Such relationships also encouraged juvenile offenders to focus on personal growth and future goals, aligning with Emirali et al. (2020), who found that meaningful friendships in prison can lead to motivation and better choices. However, this benefit seemed to apply mainly to those placed in juvenile correctional facilities. Juveniles who had been held with adult offenders reported negative experiences, including punishment or abuse, highlighting how the prison context affects emotional well-being.

In addition to peer support, juvenile offenders also received care from correctional staff. All participants in this study said they were treated well by staff and viewed them as caregivers or parental figures. For those who had previously experienced adult prisons, the positive attitude of staff in the juvenile facility made a significant difference. Prior research (De Valk et al., 2016; Flores, 2013; Slotboom et al., 2011) shows that when inmates feel respected by staff, they experience fewer psychological problems. Feeling cared for by staff gave the juvenile offenders a sense of emotional security, making prison life more manageable. Similarly, support from family members played a key role in maintaining positive emotions. Juveniles kept in touch with family through letters, calls, or visits, receiving encouragement and emotional reassurance. Frequent family contact helped reduce depressive symptoms and increased a sense of belonging, especially within Indonesia's collective family culture (Hasanah et al., 2019).

Interestingly, some juvenile offenders said their relationships with family actually improved during detention. The structured environment of the correctional institution allowed smoother and more respectful communication between family members.

However, not all experiences were positive. Some offenders felt discomfort during family visits, especially when the visitors were abusive or caused past trauma. In such cases, the offenders used avoidance as a coping strategy to protect themselves from painful emotions (Center for Substance Abuse Treatment, 2014). These contrasting experiences show the importance of considering individual family backgrounds when evaluating the emotional impact of family contact in prison.

Finally, engagement in positive activities also supported the development of positive emotions. Juvenile offenders participated in various activities, including religious recitations, studying, music, sports, and helping staff. These activities reduced the loss of autonomy and anxiety and helped them focus on self-improvement. By having the freedom to choose activities, they felt more autonomous and motivated. This is similar to the experience of inmates in Warren Hill prison in the UK, where prisoners were trusted to manage their own progress and rehabilitation (Liebling et al., 2019). In Indonesia, such approaches also give juvenile offenders a chance to take responsibility and build self-confidence. Activities that focus on skill development, such as vocational training or job preparation, helped offenders feel more optimistic about life after release.

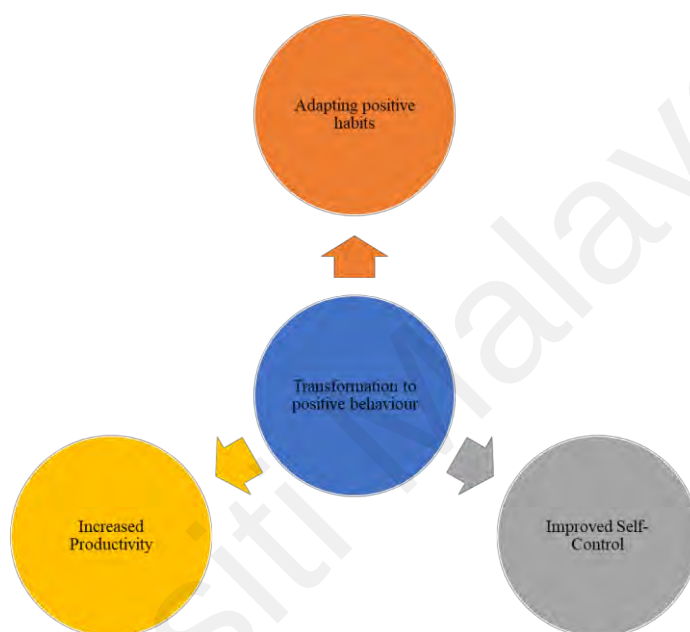
In addition to building skills, positive activities served as a distraction from prison-related stress and helped offenders manage their emotions. Alanazi (2019) found that engaging in recreational activities increased happiness and reduced delinquent behavior, especially for juveniles. This could be because these individuals often need higher levels of stimulation and, without proper outlets, may turn to risky behavior. Religious activities, as shown in studies on Nigerian prisons (Agbakwuru & Awujo, 2016), also provide comfort, guidance, and motivation for change. In the Indonesian context, such activities

give young offenders hope and emotional balance, contributing to a more positive emotions of detainment.

5.2.5 Transformation to Positive Behaviour

Figure 5.5:

Theme 5– Transformation to Positive Behaviour



Participants experienced improved self-control. Juvenile offenders realize that being in correctional institution has transform them to be a calm individual. Previously, juvenile offenders liked to do physical attack whenever they are angry, but not anymore. Juvenile offenders express the belief that their time in the correctional institution served as a training ground, teaching them to refrain from easily expressing anger. Within this environment, a collective sense of support is evident, as everyone in the correctional institution actively encourages and reinforces the positive change in managing anger. This finding is not the align with a study by Meijers et al. (2018) who found that there are reduced inmates' self-control after 3 months of imprisonment. The researchers argue that within the prison environment, there are limited autonomy, provocations, and

temptations, resulting in reduced self-control. However, in a study involving male and female juvenile offenders in Florida, it was found that there are a positive self-control shifts in juvenile offenders during confinement. Self-control has a malleable nature and the positive change is related with social bonds (Hay et al., 2018). Juvenile offenders in Indonesia may have an enhancement in self-control since all of their peers are supporting transformation to positive behavior; in addition, they are also engaged in positive and religious activities. This religious activity has been proven to give positive impact to self-control (Pirutinsky, 2014).

Lastly, juvenile offenders experienced changes in their way of thinking, which led to increased productivity. Juvenile offenders narrate that they do not think much about their future prior to detainment, and being in the correctional institution makes them realize how being a former prisoner may affect their future career prospects. Some juvenile offenders also realized that if they got caught for doing crime again, they would be detained in adult prison, with longer sentence duration. Which encourages them to not commit crimes again. Previously, juvenile offenders do not think about the consequences of their action and how it may impact their future. However, being in the correctional institution has made them realize that being aggressive and impulsive may promotes negative consequences. Hence, being in the correctional institution trained them to think twice about the consequences of their action.

In prison, young offenders had a chance to think about their lives, figure out what matters, and be honest with themselves. The prison environment, by making them reflect without everyday distractions, influenced how they spoke about themselves and the qualities they thought could help them make positive, long-term changes (Maier & Ricciardelli, 2022). Being in detention provided a unique chance for reflection, making it an opportunity for

offenders to think about the past, imagine the future, and consider how they could use their life more thoughtfully for their own and others' well-being. It may also explain why juvenile offenders are happy with the changes they experienced in terms of adapting positive habits. The changes come in several forms, such as adapting positive habit. Some juvenile offenders narrate that living in correctional institution, allows them to be more structured. For instance, initially they are unable to waking up early and do chores, however now they are capable of washing their own clothes and making a bed. They believe these changes are beneficial for their future.

From those findings, it has been found that juvenile offenders have experienced post-traumatic growth. In prisoners, posttraumatic growth means they go through significant changes. They become more self-aware, value their relationships more, find new purposes and meaning in life, and gain a better understanding of how serious and far-reaching the effects of their crimes are. A study by Vanhooren et al (2018) found that prisoners who receive emotional support, use religious coping strategies, and actively search for new meanings in their lives tend to experience more posttraumatic growth. The exploration of post-traumatic growth among juvenile offenders highlights the transformative journey they undergo within correctional institutions. This study underscores the importance of emotional support, religious coping strategies, and the active pursuit of new meaning.

5.2.6 Motivation to avoid crime

Figure 5.6:

Theme 6– Motivation to Avoid Crime



Juvenile offenders expressed their motivation to avoid crime. The transformation to positive behaviour that they experienced such as better academic skills, life skills and self-control make them confident to become a better individual as well as having a better way of life. This study is similar to a study among 50 male former prisoners in Ontario, Canada. It was found that offenders are often feeling stressed about meeting the demands of securing employment and housing. The prison may help to reduce this stress by providing the time and resources for facilitating a new sense of self (Maier & Ricciardelli, 2022). It was also found that education in prison plays an important aspect in inmates' rehabilitation by shifting their behavior, enhancing self-esteem as well as confidence, enhancing employment skills, improving academic skills, promoting growth, and increasing literacy levels. Which, in the end, will facilitate juvenile offenders for

successful adjustment to society (Ahmed et al., 2022). Hence, when juvenile offenders are stressed about what they will become after the detainment, they receive an education that upgrades their skills and behavior without distractions of delinquent peers. This resulted in a new sense of self, a self that is confident that they will be able to become a productive individual after discharged.

In the correctional institutions, Indonesian juvenile offenders received educational programs and vocational training that were not available to them in their previous environments. Added with support from the staff and teachers, juvenile offenders improved their academic achievements and vocational skills. This makes them feel empowered and hopeful for the future. This study is similar to a study among 50 male former prisoners in Ontario, Canada. Research revealed that offenders frequently experience stress related to the challenges of obtaining employment and housing. The prison environment can alleviate this stress by offering time and resources to foster a renewed sense of self (Maier & Ricciardelli, 2022).

Moreover, desistance involves discarding elements of the past and adopting clear scripts for a non-criminal future (Maruna & Roy, 2007). According to social identity theory, identity transformation happens when individuals are exposed to new relationships and opportunities. Ultimately, this process permits individuals to invest in themselves (Newson et al., 2024). Juvenile offenders provide new perspectives, opportunities, and a sense of competence when they have education and skill development. This positive transformation in identity may lead to increased motivation to desist from criminal behaviour as individuals see themselves in a new light, with the potential for a more prosocial and law-abiding future.

Whereas for some juvenile offenders, the transformation to positive behavior has prepared them for their future career goals and positive role models. Which also enhances their confidence in thriving in society. This echoes similar findings that juvenile offenders who perceived the officers as legitimate and protective, were having less tendency for doing misconduct. Even when juvenile offenders observe misconduct in the correctional institution, the presence of reliable officers serves as important buffer that help juvenile offenders to avoid misbehaviour (Brown et al., 2020). It explains what happens in the correctional institution in Indonesia; juvenile offenders perceive the staff as a positive figure that is fair and responsive whenever they reach out for help. Moreover, the staff also acts as a positive role model. A study found that the role models of adolescents were often family members or other adults with whom they had a personalized relationship. It shows that adolescents have a higher tendency to look up to adults they know and have a frequent interaction (Hurd et al., 2011). Prior to detainment, juvenile offenders lack positive role models; most of the adults they know have influenced them to engage in crime. Whereas in the correctional institution, they observe the staff who have achieved a certain level of status that they desired. It was shows since most of the juvenile offenders has a dream to become police and becoming the member of army. Hence, juvenile offenders believe that there is an alignment of what they wanted to be and what the staff has achieved. Which makes them more motivated to look up to the staff.

However, the motivation to avoid crime is also expressed as a part of compensating the crime that they have done. Since juvenile offenders will be labeled as ex-offenders, they are well aware that society may not think of them as trustworthy. Therefore, they are aiming to work harder to be responsible and trusted in the future, so that people will not associate them with negative labelling anymore. This believe makes sense since due to moral compensation. Moral compensation means doing good things to make up for a

mistake you made, helping you start fresh and do better (Sachdeva et al., 2009). Immorality firstly leads to a sense of guilt, and secondly, this feeling of psychological distress motivates moral compensatory behavior (Ding et al., 2016). In the context of juvenile offenders, they feel guilty for the crime they did, which leads them to do compensatory behavior by working harder to be responsible and trusted.

Juvenile offenders in Indonesia also developed the motivation to avoid crime due to filial piety, as compensation of the crime they did. They believe that by avoiding crime, having high achievement in school, and doing productive work, they can repair the family's reputation. In Indonesia, especially in Javanese culture, shame is the first step towards maturity. Shame serves as a significant motivator for Javanese individuals to conform to societal norms. The Javanese proverb "mikul dhuwur, mendem jero" embodies a pro-social significance, particularly emphasizing the importance of respecting and upholding the dignity of parents, conveying a poignant message to children regarding their relationship with their parents (Budiarto et al., 2020). This finding is similar to the Confucian values that is often found in motivation to desist among offenders in Hong Kong. In cultural contexts like Hong Kong, the influence of Confucian values, which emphasize family loyalty and maintaining one's "face," reinforces the importance of family bonds. These cultural values help strengthen the offenders' motivation to desist from crime, as maintaining positive family ties can lead to social approval and redemption within their communities (Adorjan & Chui, 2014). Juvenile offenders in Indonesia are strongly motivated to desistance due to the cultural value of upholding their parents' dignity, viewing criminal behaviour as a failure that brings shame to their family, and experiencing moral compensation, which generates feelings of shame and guilt, ultimately driving their motivation to desist.

5.3 Contribution to Knowledge

This study revealed six shared themes of juvenile offenders' sense-making from their experience during imprisonment in a correctional institution in Indonesia. The themes (1) Dissatisfaction with family interaction; (2) Emotional numbing; (3) Restrictions in decision making; (4) Having positive emotions about detainment; (5) Transformation to positive behaviour; and (6) Motivation to avoid crime. This study has found that it was apparent that the experience of these juvenile offenders is implicated by their personal background, challenges encountered in the correctional institutions, as well as reflections and giving meaning to the experience.

This study offers a novel contribution by exploring the psychological experiences of juvenile offenders within Indonesian correctional institutions—an area that remains significantly underexplored. While much of the existing literature has focused on legal frameworks or macro-level analyses of juvenile justice in Indonesia, this study shifts the focus to the voices and lived experiences of the offenders themselves, recognizing them as active agents who construct meaning in response to their incarceration. From here, it expressed clearly what are the factors that plays a part in their detainment experienced and how it can be improved

Unlike previous studies, which tend to use normative or quantitative approaches, this research adopts a qualitative, phenomenological lens to investigate how juvenile offenders make sense of their detainment, emotional struggles, and relationships, thereby addressing a crucial gap in understanding the inner worlds of adolescents in conflict with the law. From this perspective, it was apparent that juvenile offenders' background does influence how they experienced their detainment. Moreover, it also explains their motivation to desistance.

The study also introduces cultural and contextual novelty by centering its investigation in an Asian context, particularly Indonesia, where most previous research on juvenile delinquency has been rooted in Western settings. Cultural differences in family dynamics, correctional policies, and types of crimes require context-specific insights to inform more effective intervention strategies.

Finally, this study uniquely contributes to rehabilitation literature by investigating the coping strategies employed by juvenile offenders as part of their psychological adaptation to correctional life. While coping has been widely studied in health and clinical settings, it remains understudied within prison environments, especially among adolescents. More explanation about the implications of this study towards various sectors will be explained in the next sections.

5.4 Implications for Mental Health Professional

Juvenile offenders highlighted key factors that significantly shaped their experiences within the correctional institution. As a result, the outcomes of this research have important implications for counselling practices when dealing with juvenile offenders. This study offers an intricate portrayal of the experiences of juvenile offenders residing in Indonesian correctional institutions, directly impacting counseling and psychological practices in such settings. To effectively translate the research findings into practical applications, the following recommendations have been proposed. This study generates several significant implications for mental health professional in the correctional institution.

Firstly, juvenile delinquency has a strong root in adolescent parental relationship prior to detainment. Some of the dissatisfaction in family interaction includes (1) The parental emotional or physical absence, it may enhance emotional emptiness that leads to delinquency; (2) lack of parental guidance, it serves as protective factor against crimes committed by adolescent especially in the phase where they are transitioning into adulthood and need guidance the most; (3) strict parenting, which causes lack of warmth, this resulted adolescents to not feel emotionally supported at home. Therefore, it is crucial for mental health professionals to provide education for the family in school or any public setting to promote affective relationships, emotional security and open communication between parents and adolescent. Mental health professional may conduct a support group or education session for parents aiming to reduce parental stress and discuss adolescents' emotions in an adaptive manner so that it will support adolescent emotion regulation (Miller-Slough & Dunsmore, 2020). Thus, it will help to assist the development of the adolescent and reduce the likelihood of engaging in delinquency (Mwangangi, 2019).

Secondly, peer influence enhances juvenile offenders' tendency to do crime since adolescent need acceptance from their peers. Moreover, they also perceived delinquency as normal since they have observed delinquency in a really young age, which developed the sense of normalcy. Thus, delinquency can be attributed to a host of risk factors rooted in the adolescents' psychosocial systems, including and peers and the neighborhood. Therefore, there is a need for multifaceted counseling intervention for adolescent misconduct. Mental health professionals may offer counseling session to students and children in the area, aiming to improve the emotional regulation skills or skills in creating boundaries, since some of the juvenile offenders are having difficulties in setting boundaries. School counselors may also identify adolescents with emotional or

behavioral problems and intervene directly by referring it to the professionals who are experts in treating juvenile delinquency.

Third, juvenile offenders often experience negative emotions due to stress and the need to relieve emotional tension. This in turn, lead to delinquent behaviors as a coping mechanism to mitigate the negative feelings. Thus, in the correctional institution, mental health professionals may conduct educational activities aimed at enhancing positive coping skills. To do this, firstly mental health professionals should pay attention to recognizing the offenders' tendency to use a specific style of coping with stress. Such a diagnosis will them professionals to minimize maladaptive behaviors. Second, the professionals should analyze coping styles in relation to the resources available to juveniles. This way, professionals may understand the healthier options that individual may do as a form of coping, which in the end reduce the misbehavior in correctional institution.

Fourth, this study also found that counselors or psychologist are working in voluntary basis which they often come and go as soon as their voluntary period is over. The juvenile offenders themselves also enjoy talking to the mental health professional. One participant said that it helps them to reduce loss of autonomy and they feel better after a session with the counselors. It shows that are an appetite for young offenders to engage in counseling. Therefore, it is advisable to have a counselling clinic managed by professional counsellors be established in prisons to attend to the emotional, psychological and mental needs of the prison inmates. However, it should be noted that mental health professionals often regarded as a member of the "security team", which sets this role apart from traditional counselling positions. Mental health professionals often need to exhibit the following behaviours: (a) a strong commitment to their work, (b) a readiness to support security

personnel in handling challenging situations, such as crisis de-escalation, (c) maintaining a consistently professional demeanour when interacting with both inmates and security personnel, and (d) actively participating in professional development training alongside security personnel to gain insight into mental health intervention protocols. These behaviours are expected to enhance the effectiveness of advocacy efforts and promote increased collaboration between security and mental health staff, ultimately resulting in improved mental health outcomes (Carrola & Brown, 2018).

Additionally, since the situation that juvenile offenders encountered is different from struggle that general adolescent experienced, training should be provided specific to counselors in the correctional setting (Perry & Morris, 2014). The findings can be used as a framework in developing counseling training modules for mental health professionals to help juvenile offenders heal in the correctional institution. It should include (1) an overview of the juvenile justice system, including its goals, legal framework, and the unique characteristics of juvenile offenders; (2) Training on recognizing and responding to juvenile offenders' past, as many of them have experienced dissatisfaction in family interaction and influenced on delinquent peers; (3) Techniques for managing challenging behaviors, including anger management, conflict resolution, and self-regulation strategies; (3) Preparing juvenile offenders for reentry into their communities and providing support for successful reintegration, since some of them has been really hopeful for reentry and they may need guidance about it.

These results of this study also found that the type of crime, the majority of peers in the correctional institution and whether the juvenile offenders have experienced living in the adult prison may influence juvenile offenders' experience in the correctional institution. For instance, juvenile offender from the case of sexual assault would often be victimized

in the correctional institution where the majority of the offenders came from the case of brawling. In addition, when juvenile offenders have stayed in adult prison before, it may be a challenge since they may learn about misconduct in adult prison or maybe victimized there. These juvenile offenders have a preexisting risk of difficulties in adjusting, they often have few friends and strong fear victimization. Hence, mental health professionals may help to identify the juveniles with high anxiety levels, whether caused by institutional conditions, past experiences, or a combination of both. Some of the aspect that mental health professionals need to focus on include criminal thinking and social-emotional adjustment (Cesaroni & Peterson-Badali, 2005; Stephens et al., 2015). This way, it would allow staff to direct attention to those who experience negative emotional reactions to confinement.

Fifth, most of juvenile offenders experienced feelings of guilt, anger, frustration, or embarrassment for doing the crime. They reduce these negative feelings by having justifications about their crime, thinking that the crime they did happens due to external forces, highlighting their own positive qualities and believing that there is always a good side of their crime. However, this may be a problem since once offenders has reduced their guilt through this technique, they may continue to offend, since there is less guilt and cognitive dissonance both before and after each misconduct (Cromwell & Thurman, 2003). Counsellors may use Cognitive–Behavioural Group Intervention for this issue. The goal is to reach some degree of change in dysfunctional beliefs, underlying the social information processing of offenders. The training modules can include (1) understanding human communication and behaviour include recognizing the ambiguity of human interactions; (2) changing maladaptive interpersonal behaviour patterns; (3) countering cognitive distortions; (4) understanding emotions and their impact on behaviour, and (5)

linking problems to core schemas that influence thoughts, emotions, and behaviour (Brazao et al., 2015).

Sixth, this study also found that juvenile offenders often have difficulties in regulating their thought and strong emotions that happens due to loss of freedom and separation from family. Mental health professionals should focus on the therapeutic and wellness practices that may help ameliorate the challenges juvenile offenders face during incarceration. Thus, mindfulness meditation can be an operative method of supporting juvenile offenders. Mindfulness meditation has also been proven to help offenders in regulate their thoughts and emotions about the difficulties of living in the prison (Evans-Chase et al., 2019). Therefore, it is advisable for mental health professionals to introduce and guide mindfulness meditation in the correctional setting. Other than mindfulness meditation, mental health professionals may also implement mindfulness-based stress reduction (MBSR) and mindfulness-based cognitive therapy (MBCT). Both MBCT and MBSR, spanning eight weeks, can be done in a group setting weekly sessions, including various exercises, encouraging adolescents to incorporate mindfulness into their daily lives; MBCT specifically aims to help participants identify and approach negative thoughts non-judgmentally to prevent them from falling into habitual thought patterns (Zoogman et al., 2015).

Seventh, during the interview, it was found that juvenile offenders have difficulty in understanding their own emotions. When juvenile offenders do not understand their own emotional reactions, how to label them, and their impact on choices, they may make impulsive or irrational decisions. Hence, mental health professionals in the correctional institution may provide training that may improve the emotional literacy of juvenile offenders. However, counselors also need to notice that different cultures may have

different words and expressions for various emotions. This impacts an individual's ability to identify and label their own emotions accurately (Budiarto et al., 2022). Especially in Indonesia, there are various culture and race, hence counsellor needed to educate themselves about the culture of each juvenile offenders before training them on emotional literacy.

Eight, there are also mixed response about visitation. Some juvenile offenders desire visitation from their family and friends, while some of them avoided it. Juvenile offenders feel a sense of shame or guilt for their actions that led to their imprisonment. Hence, facing family members directly in prison situation making them feel uncomfortable. To ensure that visits are beneficial and are not creating more stress, mental health professionals may conduct pre-visit and post-visit counseling for both family and offenders, aiming to enhance conflict resolution skills and effective communication (Siennick et al., 2013). This may prepare them for difficult or emotionally charged interactions.

Ninth, correctional institutions were a place for self-reflection and learning what is important in life. For juvenile offenders, it works as a space that is free from distractions of everyday life, and it often becomes a place where changes happen. Hence, psychotherapy and being supported by a counselor are significantly crucial to guide juvenile offenders in this difficult stage of life. To do this, mental health professionals should have an empathic understanding of juvenile offenders' inner world, not only about the consequences of the crime but also about their painful and traumatic past experiences (Vanhooren et al., 2017). This may help juvenile offenders to feel safe the growth journey.

Finally, the results indicated that juvenile delinquents are apprehensive about how they are perceived by others. They are aware that others might view them as criminals and lacking in trustworthiness. Consequently, dealing with these young offenders necessitates mental health practitioners to exhibit patience, non-judgment, empathy, and sensitivity. Therefore, these findings underscore the need for further requirements in the training and education of mental health professionals, emphasizing the study of stigma concerning offenders, as an integral part of their curriculum.

5.5 Implications for correctional institution

Juvenile offenders emphasized pivotal factors that had a profound impact on their experiences within the correctional facility. The information provided in this section will be able to help the staff to create a positive organizational climate as well as safe and secure prison community in the correctional institutions. To effectively translate the research findings into practical applications for staff and the correctional institutions, the following recommendations have been made.

To start off, the result of the study indicates that living in the correctional institution can be enjoyable when juvenile offenders feel supported and cared by the staff. Juvenile offenders in Indonesia have a positive point of view about the staff, perceiving them as a caregiver or acting as their parent. One of the participants mentioned that the staff has been so supportive and compassionate, believing that they are the best adults. Other correctional institutions may apply the same approach so that the correctional institutions can be a better place for juvenile offenders. Treating juvenile offenders with respect and compassion, despite their past actions. In the same time, the correctional staff are also fair

and able to maintain clear and consistent boundaries. So that it makes juvenile offenders feel safe and willing to accept the consequences if they made a mistake.

Furthermore, to elaborate on the matter, it was found that juvenile offenders experienced paradoxical phenomenon in which prisoners feel safe in ostensibly unsafe places, prisons. certain aspects, such as prior victimization experiences, perceptions of treatment by officers and peers, and the overall environment within the prison, significantly impact inmates' feelings of safety (Wolff & Shi, 2009). From the observation in Indonesia's correctional institutions, juveniles often interact warmly with the staff. Other correctional institutions may also utilize this approach. To enhance juvenile offenders' feeling of safety, staff may foster togetherness and humane interactions. This can be achieved by create an activity where both staff and juvenile offenders engage in the creative arts, for example, producing ceramics or painting, provides prisoners with the experience of working across time on immersive activities. In addition, staff may also use humour to engage more with juvenile offenders. However, utilizing humor and activities, staff need to understand what are the specific situation when humor and activities can flourish on the correctional institution (Williams & Winship, 2018). The lack of understanding of it, it may damage community atmosphere

Moreover, to expand on this, even if juvenile offenders have a positive view about the staff. This study identifies a critical deficiency in the training of correctional staff working with juvenile offenders. revealing that many staff members lack expertise in child psychology and the development of effective rehabilitation programs, relying instead on traditional methods and state regulations. This shortfall in training may results in an inability to address the underlying causes of delinquent behaviour and, consequently, leads to the ineffectiveness of rehabilitation efforts. The study underscores the need for

staff to acquire a better understanding of child psychology, particularly regarding how trauma influences juvenile offenders' behaviour. Viewing behaviours through a trauma-informed lens is seen as pivotal in guiding the correctional system towards a more rehabilitative and healing-oriented approach (Farina et al., 2018). Furthermore, the study emphasizes the importance of training staff to implement a trauma-informed approach in supporting adolescents within correctional institutions.

Following that, during the interviews, some participants raised concerns about the victimization of juvenile offenders. Even if they were not bullied, they noted that victimization often occurs among juvenile offenders, particularly those labelled as "weird" or younger adolescents, and can involve incidents of sexual assault. This underscores the necessity for educating staff on the topic of bullying. Staff should receive instruction on a comprehensive definition of bullying relevant to residential care settings, various forms of bullying, and the consequences of bullying, not only for the victims but also for the overall well-being of the residential community. It is crucial to emphasize to staff that bullying is more pervasive than they may initially perceive, and their attention should not be limited to a select few residents with overtly disruptive behaviour (Sekol & Farrington, 2020). Additionally, staff should be trained in the principles of an effective anti-bullying strategy and equipped with proactive approaches to address not only bullying but also other challenges inherent in working in residential care.

Subsequently, the study revealed the significance of family visitation for certain juvenile offenders, even though they face challenges due to the distance between their family homes and the correctional institution, along with the associated travel costs. Consequently, correctional institutions in Indonesia have introduced the practice of video calls, allowing these young individuals to easily connect with their parents. This approach

has the potential for broader implementation in various correctional facilities to maintain ongoing social support from families and other significant individuals, particularly when physical visitation is hindered by distance. Nevertheless, juvenile offenders expressed difficulties in coordinating their schedules for online visitation. To address this issue, staff members could assist by facilitating schedule coordination between parents and juvenile offenders, while also providing reminders to both parties before the online visitation sessions.

Following the implications about visitation, it's essential to acknowledge that certain juvenile offenders do not enjoy the experience family visits. This situation can arise because these young offenders feel shame or guilt due to their actions that led to their incarceration. As a result, coming face to face with family members in a prison setting can be discomfoting for them. Therefore, this research recommends that staff members working with juvenile facilities should undergo training in best practices for facilitating family visits. Furthermore, mental health professionals are encouraged to provide counselling both before and after visitation, while correctional institutions may furnish visitation rooms with informative materials on conflict resolution and effective communication, such as brochures or pamphlets. Additionally, they can offer activity guides for families and partners to help facilitate discussions (Carr, 2014). To further enhance visitation opportunities for inmates who receive minimal or no visits, prison officials should consider implementing relevant programs and procedures. It's important, however, that such initiatives are not coercive for the juvenile offenders.

Following that, correctional institutions in Indonesia has introduce religiosity as one of the ways for juvenile offenders' rehabilitation. Juvenile offenders often required to pray everyday dan joining religious class provided in the correctional institution. Some

juvenile offenders believe that religious activities have changed them to be a better person. This approach may also be implemented in other correctional institution. However, it should be noted that Staff should ensure that religious or spiritual practices are entirely voluntary and not coerced in any way. In addition, staff should also be cautious not to promote or endorse one particular religious belief over others. It is essential to ensure that no faith is favoured or imposed (Mahon-Haft & Cook Jr., 2019)

Additionally, the study uncovered that juvenile offender, particularly in the initial months of detention, frequently encounter challenges in adjusting to the correctional environment. As junior adolescent offenders, they often grapple with the need to acquaint themselves with institutional rules and comply with the directives of senior offenders. One participant mentioned that living as a junior adolescent offender is similar to being a “servant”. It shows the experience of junior adolescent offenders as a subordinate role, highlighting their vulnerability to victimization. This underscores the idea that this relatively youthful prisoner may possess distinct needs of a tailored approach. Introducing additional programs and interventions within the early months of confinement could potentially enhance the well-being and social integration of young inmates, facilitating their adaptation to prison life. Moreover, staff should consider measures to diminish the influence of seniority within the inmate population.

Moreover, some juvenile offenders stated that the staff has become a positive role model for them. In the correctional institution, juvenile offenders observe the staff who have achieved a certain level of status that they desire. Hence, juvenile offenders believe that there is an alignment of what they want to be and what the staff has achieved, which makes them more motivated to avoid crime. This shows that juvenile offenders have learned from observing a role model. Hence, inviting a role model or mentor from outside

is advisable to have a talk or sharing session in the correctional institution. The staff may invite a former juvenile offender who has been successful in re-entry and becoming a productive individual. These mentors may provide adolescents with psychosocial support and instrumental support involving assistance with career goals (Duron et al., 2020).

Furthermore, the study found that one of the challenges of living in the correctional institutions is loss of autonomy. Loss of autonomy emerged since juvenile offenders need to follow scheduled repeated activities every day. In addition, juvenile offenders used to search for extreme activities such as brawling and murder in order to deal with negative emotions, being locked up in the spaces where they need to follow monotone activities may be difficult. Even if there are some activities in the correctional institutions. The staff could reduce loss of autonomy by providing more engaging and meaningful activities, routines, or educational programs that help occupy time and create opportunities for personal development. Since juvenile offenders is having the motivation to prepare for their future, Relevant vocational and educational programs can also be provided in prison to keep the inmates busy and also prepare them for meaningful employment when they are released (Agbakwuru & Awujo, 2016). Some of the activities that can be implemented include agricultural education and recreational activities (T. Ahmed et al., 2022).

Lastly, regarding juvenile offenders motivation to avoid crime, the study found that a shift in identity is one of the most influential agents of change and may affect the motivation to avoid crime. Hence, helping young delinquents to adopt a prosocial identity by having a positive role model is crucial. This can be achieved by integrating role models, mentors, and peer support groups to reinforce positive identities and encourage long-term desistance from crime. For instance, DC Central Kitchen's Culinary Job Training (CJT) program is a program designed to help formerly incarcerated individuals transition back

into society by providing vocational training in culinary arts. This program has been found to be effective in helping offenders to abandon their old criminal lifestyles and construct new prosocial identities. The inclusion of staff who have previously been incarcerated themselves played a crucial role. Their shared experiences helped build trust provided role models and supported the offenders in navigating their desistance (Matthews et al., 2020). Establish mentorship programs where former juvenile offenders who have successfully desisted from crime mentor current offenders. This peer-based approach could build trust and create a path for juveniles to envision a crime-free future.

5.6 Implications on Education and Policy Making

This research has contributed to the child welfare professionals, nonprofit organizations, and policymakers' efforts to enhance the correctional institution's outlook as a positive rehabilitation environment. The policymakers will obtain information from this study to enhance the quality of correctional institutions, raise community awareness, and create preventive programs and models to reduce delinquency among adolescents.

Firstly, from this study it becomes evident that frustration due to economic struggle is also one of the factors that influence juvenile offenders' behavior and how they perceived delinquency. Most of the juvenile offenders has lived in poverty, stopped going to school before detainment to work, and they perceive delinquency as usual. The delinquency acts as a platform to reduce the financial burden and escape from frustration developed due to the financial stress in the family. Therefore, this study contends that a significant aspect of preventing delinquency involves enhancing the living conditions in disadvantaged communities linked to poverty. Consequently, this investigation proposes the allocation of resources to support community services with the following objectives: (1) enhancing

youth supervision in the neighbourhood and offering relief to caregivers; (2) facilitating easy access to mental health services; (3) bolstering educational support to encourage school engagement and support vocational success; and (4) promoting programs that foster positive social relationships and connections to the community (e.g., community gardens, parks, and recreational facilities) (Sabo, 2017).

In addition, it is worth mentioning that this study found juveniles' way of learning through role model. It was found that juvenile offenders learn about crime from the fellow juvenile offenders or adult offenders. However, they also have a motivation to avoid crime after observing the staff who have achieved a certain level of status that they desired. Hence, the same way can be implemented to reduce delinquency. Child welfare professionals, nonprofit organization and policymakers should inform adolescents about what is correctional institutions and why they are not the best place. Even if juvenile offenders have experienced growth while being in prison, being in prison may not always be worth the pain. It is also recommended that these classes be taught by juvenile offenders who have spent considerable time behind bars.

Furthermore, it was found that dissatisfaction with family interaction has a strong correlation with juvenile offending as well as how juvenile offenders perceived the detainment. When parents have conflicts and inconsistencies in their relationship and parenting, it weakens the attachment that children have towards their parents. This condition in the end leads to juvenile delinquency. This information could enable policy-makers to rethink the present familial situations in areas with high level of offending and devise plans to deal with this issue. Since poor parenting has serious impact on children, parents should be sent for parenting skill courses to improve their ways of managing their children. It may include self-care activities since many of them are unable to cope with

stressful situations adaptively as well as encouraging them to be more concerned with their children's well-being, since some of juvenile offenders reported that their parents are unable to take care of them well. In addition, pre-marital counselling should also be popularized. So that couples are encouraged to discuss important issues that can affect their marriage, such as finances, career goals, family expectations, and more. This way, it can prevent them from becoming sources of conflict in family.

Moreover, one should not overlook the fact that peer influence may enhance juvenile offenders' tendency to do crime. Since juvenile offenders need acceptance from delinquent peers, they choose to engage in delinquency. In addition, some juvenile offenders also believe that doing crime is an impressive thing to do. Given that adolescents devote a significant portion of their time in school, it can be assumed that schools can play a vital role in deterring juvenile delinquency. Interventions that focus only on family dynamics will have a minimal impact if adolescents' peer networks counterbalance or even overpower the effect of family monitoring and attachment (Mohammad & Nooraini, 2021). Interventions such as extracurricular activities can be implemented to engage adolescents in purposeful endeavors on the school premises. These curricular activities may encompass a broad spectrum, including music, arts, sports, group discussions, and life skills workshops, facilitated by child welfare experts and non-profit organizations. Such initiatives hold the potential to foster positive psychosocial development and address the criminogenic needs of juvenile delinquents (Spruit et al., 2016)

Additionally, it is important to acknowledge that school brawling in Indonesia has always been a tradition that are passed down between school generation. It means that schools that are often engaged in brawling has been doing this practice for years before and

probably years later. This information shows that policymakers may take note on schools that often engage in brawling as well as take it into deeper attention and monitoring. It may be beneficial for authorities to establish specialized counseling programs within these schools, aimed at preventing delinquency. These programs aim to incorporate a school counseling model into the various aspects of an adolescent's life, including their family, peer groups, and school environment. The program's implementation involves organizing activities focused on preventing delinquency, providing counseling sessions, and enhancing the functionality of the various systems influencing the adolescent. The overarching objectives are to equip students with practical skills to resist negative peer influences, promote positive social norms, and enhance their interpersonal skills to reduce conflicts (Liu et al., 2020)

Moreover, the masculinity perspective has been expressed within the school culture. Juvenile offenders mentioned that school brawling often begins with humiliation from the opposing school. The conflict often happens due to rumors or gossip in social media as one person talks badly about the gang. Moreover, gang solidarity culture in Indonesia may often lead students to conduct brawling. Therefore interventions to reduce student brawling should focus on replacing the negative masculinity perspective about honor and respect.

It is important to recognize that interventions designed to reduce the impact of threats to status and respect often fall short because they fail to align with adolescents' priorities. Instead, successful interventions should engage with these sensitivities to foster internalized behavior change. The goal is not to undermine the significance of status and respect but to present positive behaviours in a manner that fulfils these needs (Yeager et al., 2017). Hence, introducing and celebrating male role models who embody positive

masculinity, emphasizing traits like empathy, cooperation, and non-violence is crucial. These role models should demonstrate how one can gain respect and honor through constructive actions, such as academic achievement, leadership in community service, or sportsmanship. Moreover, it is also essential to provide male adolescents with the necessary skills and knowledge to understand and practice positive masculinity. This may include empathy, reflection, and understanding towards other individuals.

To reduce brawling, the school may also implement service learning. Service-learning is an educational approach that combines academic learning with meaningful community service (Brenchley & Donahue, 2017). Service-learning fosters a sense of civic responsibility and encourages students to become active, engaged members of their communities. This can lead to empathy, reflection, and understanding towards other individuals. Another suitable program is Living Well with Difference. The program begins by engaging students emotionally through relatable content, setting the stage for deeper reflection. Students then develop meta-awareness to manage their emotions, fostering flexibility in their thinking and reducing negative judgments. Finally, they are guided to explore multiple perspectives and reflect on their understanding, moving toward more complex, integrative, and reflective thinking (Savage et al., 2021). This program ultimately cultivates empathy, reflection, and a deeper understanding of others, which can significantly reduce students' inclination to engage in mass fighting by promoting more peaceful and constructive interactions.

Subsequently, an essential aspect to take into account is the placement of juvenile offenders in adult prisons. In this study, researchers found that in adult prisons in Indonesia, juvenile offenders are often punished by adult inmates or even prosecuted by the officers when they do not feel respected. Some of the juvenile offenders also narrated

that in adult prison, children can become more professional in committing crimes by learning from adult convicts. Supposedly, juvenile offenders in Indonesia should not be placed in adult prisons. However, in practice, cases are still found where child convicts are placed in the same prisons as adults. This is due to the limited number of correctional institutions in Indonesia, which is not proportional to the number of juvenile offenders. Hence, this research recommends that policymakers add more correctional institutions in Indonesia. Currently, there is only one correctional institution in every province in Indonesia. By adding more correctional institutions, hopefully, it will enhance juvenile offenders' well-being and rehabilitation process.

Additionally, from this study, it was found that staff plays a crucial role of influencing the psychological experience of juvenile offenders in Indonesia. Hence, child welfare professionals, nonprofit organization and policymakers also need to consider staff well-being. Alkema et al. (2008) discovered that healthcare workers who take better care of themselves experience less burnout and compassion fatigue. This suggests that it's important to encourage staff to look after their well-being by helping them create their own self-care plans. This can be achieved through training and discussions about self-care strategies in regular meetings. Additionally, having a high-quality staff, providing training, consultation, and ongoing supervision are crucial for supporting staff in this important role.

5.7 Theoretical Implications

This research was conducted using a phenomenological research design, chosen because it aimed to explore the psychological experiences of juvenile offenders residing in correctional institutions in Indonesia. To capture the depth and meaning of these

experiences, an Interpretative Phenomenological Analysis (IPA) design was employed. IPA is particularly valuable in qualitative research because it helps researchers to understand, interpret, and give meaning to the lived experiences of participants. This method emphasizes the relationship between personal experiences, the process of making sense of them, and the emotional responses that follow. Therefore, IPA is highly appropriate for this study, as it provides insight into the cognitive and emotional experiences of juvenile offenders during their time in correctional institutions, helping to explain their psychological reactions and behaviors in this challenging environment.

The findings of this study offer several theoretical contributions that enrich the existing body of literature. First, this research contributes significantly to the limited literature on juvenile offenders and correctional institutions in the Indonesian context. By employing a phenomenological approach, the study explores the complex and deeply personal emotional experiences of incarcerated juveniles. The approach captures the uniqueness of each participant's narrative, thus broadening the understanding of psychological processes in correctional settings.

Second, this study extends the application of Deprivation Theory and Importation Theory to juvenile offenders in Indonesia. The findings support Sykes' (1958) Deprivation Theory by demonstrating that juvenile offenders do experience several forms of deprivation, such as deprivation of liberty, deprivation of autonomy, and deprivation of goods and services. However, one important distinction is that juvenile offenders in this study did not report experiencing deprivation of heterosexual relationships. This can be understood in the context of their developmental stage. As adolescents, most of them had not yet formed long-term or intimate romantic relationships prior to their incarceration. Their psychological and emotional focus is often directed more toward friendships, group

belonging, and family connections rather than romantic intimacy. Therefore, the lack of romantic involvement is not perceived as a significant loss.

Third, juvenile offenders in this study also did not express experiencing deprivation of security. Juvenile correctional institutions in Indonesia are generally designed to be rehabilitative rather than punitive. These institutions are structured with stricter regulations to ensure safety and order, and the staff are trained to play a caregiving role while building trust and rapport with the residents. This supportive environment helps reduce the risk of violence or exploitation that is commonly reported in adult prisons. Many participants even mentioned that they felt safer in the correctional institution compared to their experiences outside, where they often faced threats and instability in their homes or communities. As a result, the correctional setting was viewed as a more secure and predictable environment by many of the participants.

Fourth, this study expands Importation Theory by suggesting that the adjustment of juvenile offenders in correctional institutions is influenced by their criminal backgrounds and group dynamics. Specifically, juvenile offenders involved in mass student fighting cases were found to adjust more easily to life in prison. This is likely because they are already accustomed to peer-based social structures that mirror the group-oriented dynamics of correctional life. These juveniles often belonged to tightly bonded peer groups where values like loyalty, reputation, and cooperation were emphasized. Since many inmates in Indonesian correctional institutions come from similar backgrounds or have committed similar offenses, there is a pre-existing familiarity that eases the transition into institutional life. This familiarity reduces the stress of adapting to a new environment and helps offenders find a sense of belonging and security.

Fifth, the findings also suggest that Deprivation Theory and Importation Theory can be integrated with other psychological frameworks to offer a more comprehensive understanding of juvenile offenders' experiences. For example, the Theory of Cognitive Dissonance can help explain how juvenile offenders rationalize or justify their crimes. According to this theory, individuals experience discomfort when their actions conflict with their moral beliefs or values. To reduce this discomfort, they may adopt neutralization techniques, such as minimizing harm or shifting blame, to align their attitudes with their behavior and preserve a positive self-image. This was evident among participants who joined religious study groups or maintained good academic performance while simultaneously engaging in criminal activity. These actions helped them manage feelings of guilt, shame, or confusion. Additionally, narrative-based theories, such as Maruna's (2001) concept of the "redemption script," may explain why some juvenile offenders become motivated to change by focusing on a more positive future and transforming their sense of identity. These theories help us understand how offenders interpret their past and imagine a different path forward.

Finally, this study contributes to the field of psychology by offering detailed insights into the emotional, cognitive, and behavioral experiences of juvenile offenders. It presents a rich description of how these individuals perceive their actions, emotions, intentions, and environment while confined in correctional institutions. This contributes to psychological knowledge by providing access to the lived experiences of individuals who have been involved in delinquency—perspectives that are often excluded from mainstream psychological research. Furthermore, the study considers the broader social and historical contexts shaping the behavior and mindset of juvenile offenders, challenging stereotypes and simplifying assumptions about them. By examining the underlying causes and emotional responses related to delinquent behavior, the study encourages a more

empathetic and nuanced understanding of juvenile offenders. Ultimately, it provides a framework for understanding delinquency and rehabilitation as complex, context-dependent processes that can inform more effective intervention and support strategies within correctional institutions.

5.8 Recommendations for Future Research

The research findings have an impact on mental health professionals, impacts on psychotherapy models, impacts on correctional institutions, and impacts on policy developments. Several suggestions for future research were also identified and presented in this section for the consideration of practitioners and researchers.

Firstly, it is recommended that future researcher identify ways to reach out to different gender. One of the limitations of this study was not successfully involving a balance ratio of gender. In this study, only male juvenile offenders were included since there is only male juvenile offenders residing in three correctional institutions in Indonesia. The correctional institutions staff mentions that the lack of female juvenile offenders happens since the rate of delinquency done by female juvenile offenders are very low. However, the experiences of female juvenile offenders may be different from male juvenile offenders. For instance, one study found that female juvenile offenders demonstrated higher levels of social stress, anxiety, and depression. They also had the perception of being less valued in their family and reported lower self-esteem than male juvenile offenders (Calhoun, 2001). Thus, future researchers will need to consider their options to find and recruit female juvenile offenders in to their study to get a more deeper understanding of their experience.

Moreover, it is also recommended for future researchers to identify psychological experiences specifically in juvenile offenders' criminal cases. In this study, researcher found that juvenile offenders' case may influence their adjustment in the correctional institution. For instance, a juvenile offender from a brawling case may have more friends that they already knew in the correctional institutions. They also have received some information about how to live in the correctional institution from fellow offenders, which prepared them well for adjustment. But this experience may be different for juvenile offenders who came from murder case or sexual assault case. Hence, Future researchers may conduct further studies on this similar area but focus on the specific criminal cases of juvenile offenders.

Furthermore, this study also suggested future researchers to include post-release experiences of juvenile delinquents in order to examine whether the benefits of detainment were actually attained. All of juvenile offenders in this study desire to become better person so that they never have to return to correctional institution. a focus on post-release experiences helps shed light on the challenges these individuals face in areas such as education, employment, and social relationships. This information is vital for creating comprehensive and holistic approaches to address the multifaceted issues that contribute to juvenile delinquency.

Subsequently, the study about juvenile offenders' psychological experience in detainment is scarce. Moreover, since the psychological experience of juvenile offenders is strongly influenced by the countries' prison regulation and culture, it is recommended for future studies to conduct qualitative studies about this issue in different country. Thus, it will help to contribute to deeper understanding about juvenile offenders' experience of

detainment from their own point of view as well as the relation to the culture and prison regulation.

5.9 Conclusion

The main goal of this interpretative phenomenological research was to comprehend the psychological encounters of young offenders in Indonesian correctional facilities. Factors such as dissatisfaction with family interactions, emotional detachment, limited decision-making freedom, positive feelings about detention, positive transformations, and the drive to avoid criminal behaviour have expanded the understanding of issues related to the incarceration of young individuals. This study also delves into crucial finding about the dynamics of psychological resilience among juvenile offenders. This study observes shifts and adaptations in psychological well-being over time, challenging static representations of the experience of incarceration. This temporal dimension adds a layer of complexity to understanding the dynamic nature of psychological experiences in correctional settings. This unexpected resilience also shows that juvenile offenders can actively shape their psychological well-being even in challenging environments. Moreover, building on importation and deprivation theories, this study expresses the interplay between importation and deprivations factors experienced within Indonesian correctional institutions. The dynamic interaction between these theories contributes to a more nuanced understanding of how the importation and deprivation frameworks operate within a specific cultural context. However, one of the limitations of this study include the inability to include female adolescent offenders. In addition, the outcome of the study may not be suitable to be generalized to all juvenile offenders around the world. Hence, it is recommended for future studies to conduct qualitative studies about this issue in

different country. However, despite these limitations, this research has made a major contribution to knowledge in the field of psychology and juvenile justice.

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