

Kualitative Study: Adaptation Experiences in Adolescent Changes Role in Prison

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ABSTRACT

Adolescents are a transitional period that has different developmental processes with the age of children and adults. Adolescents living in prisons must face role change while in prisons that will lead to various psychological responses and attempts to adapt to them. The purpose of this study would be to explore the experiences and mechanisms of adolescent adaptation Prisons in the face of role change. This research uses qualitative method with descriptive phenomenology approach. The study participants consisted of eight prison juveniles. Data retrieval is done by in-depth interviews based on research objectives. Data analysis of interview result using analysis phase according to Colaizzi. The research findings show 5 themes with several categories, among others: 1) Change of role appearance that is change of role in family, change of role appearance to social relation with peer, and change of school activity, 2) The pride of pride of adolescent in prison is shame to Family and family disgrace 3) Psychological responses occurring in adolescence Prisons are the initial psychological response to prison and the current psychological response, 4) The adaptation effort is the effort of oneself and the efforts of others and 5) Hope for the future is hope For yourself and hope for others. Recommend the results of this study aimed at mental nurses or prison officers who may be in direct contact with prison juveniles in helping them to use adaptive strategies in the face of prison conditions.

Keywords

Adolescence, Adaptation, Role change, Prisons.

Introduction

The number of criminal cases committed by children, especially adolescents, occurs almost every day and we can see it through television, read it through the newspaper or listen to it via radio. The cases carried out also vary, ranging from minor criminal cases to severe cases. Adolescents caught in the act of criminality will then be processed and if proven guilty they will be included in the prison as a punishment.

The Directorate General of Social Rehabilitation (2015) explained that every year more than 4,000 were found with cases of violations of law carried out by adolescents aged 16-18 years and from all those teenagers who were arrested around who were brought to court and after going through trial 83% of children the children were imprisoned. The number of teenagers who committed delinquency as explained, in Indonesia is indeed at a fairly high number.

Child protection (National Children's Commission), Sirait said there were around 7,526 adolescents who were detained in prison due to their delinquency ranging from drugs, theft, rape and others [1]. The Central Statistics Agency (BPS) shows that the number of criminal acts according to regional police in Indonesia in 2011 amounted to 347,605 people, in 2012 there were 341,159 people and in 2013 there were 342,084 people. The number of criminal acts in 2011 in Riau was as many and in 2013 there were 9,399 people [2].

Research conducted by Watson, et al [3]. Also said that various problems arise in prisons, ranging from physical problems such as infectious diseases, problems related to mental health, and substance abuse. According to Danu, in his research, verbal violence in the form of insults and ridicule that was often obtained by adolescents during his Pekanbaru Prison made him feel worthless and useless, so that teenagers were often depressed and lacking socialization with other teenagers. Pleasant and unpleasant experiences that occur in prisons will lead to positive feelings or negative feelings towards adolescents. Life in prison is different

from life in society. The existence of limitations and rules in prisons cannot be avoided, this can have an impact on changes in the role of adolescents. they must also be able to adapt to their new world. Teenagers are expected to adapt to their environment.

Seeing the problems that occur in adolescents that have been explained, it is necessary to do an in-depth study of the lives of adolescents who live in prisons.

Method

The research method used is a qualitative method with a phenomenological approach. In this study will explore the experience of adapting to changes in the role of adolescents, especially men who live in prisons. The participants of this study were 10 participants selected by purposive sampling technique. The criteria of participants in this study were adolescents aged 15-18 years with a minimum education of high school with a minimum prison period of 6 months. The study was conducted at the Tangerang Class I Men Special Guidance Institute from January to April 2017. The researchers used the principles of ethical autonomy, anonymity, justice, beneficence, and non maleficence during the study. Methods of data collection using in-depth interviews, field notes.

Results

The first case of juvenile prison was a case of sexual abuse with a 2-year prison term. The participants in this study were eight teenagers in prisons. The five themes produced in this study are: 1) Changes in role appearance, 2) Circumstances of self-esteem, 3) Psychological responses to role changes, 4) Adaptation efforts to changes in the role of adolescents in Lapas, 5) Expectations for the future.

Theme 1: Change in role appearance

Changes in the appearance of the role of adolescents living in prisons is an experience that is generally felt by participants in this study. Most participants revealed changes in role appearance occur when there is a new role that participants get. A new role arises when participants are found guilty and become prisoners. With the existence of this new role, a role conflict arises, namely a conflict between hope and reality that is not appropriate. Before becoming a prisoner, participants carry out their roles which include:

Role as a child in the family, can be seen from the statement

- "My habit at home when I am unemployed helps, my mother, like a maid, mopping, sweeping, washing, if I am diligent, I will usually be followed". (P.2).
- "Certainly there are those who change, become independent and do not gather for family." (P.7).

Appearance Changes The role in social relations with peers, expressed by participants as follows:

- "... Different, here there is a bad guy and my name is good too. Initially the prison was a place for bad people and there was still juniority and seniority, so here I had to get senior prison brothers and sisters ...". (P.4).

- "... It's said that all bad people here mean all of their brains are bad, we are also more careful not to push us with him, for example, the name is being provoked here, the problem is a little big ...". (P.2).

Changes in youth activities as school children which is one of the roles of adolescents. expressed by participants in the statement as follows:

- "... Different, studying here is just joking around in an important class in class. The teacher teaches, just writing things that are rich, actually ... ". (P.3).
- "... the school is fast going home. Learn only 2 hours. At least two lessons. Just bring 1 book with 1 pen just enough. If there is homework, we just don't work, it's okay. Free here if you go to school. I didn't like it in my school, there were a lot of assignments ... ". (P.5).

Theme 2: State of self-esteem

In this study, most participants expressed their shame and regret for the actions they had done because of the wrong perception of the participants themselves. Being a prisoner and having to stay in a penitentiary for participants is considered a punishment for what they do, so that participants feel guilty about themselves and their families and participants begin to regret their actions. The following are some of the statements expressed by participants as follows:

- "Embarrassed, the name of a parent feels terrible, but I also hope that in the future, I am also free. I want to change from shame to high self-esteem and survival for the future." (P.3).
- "In fact, it is a loss, of course, if you are already in jail, people must think badly of me and my own family ... not in accordance with the expectations of my own parents." (P.7).
- "I don't want to be like this anymore, just don't want to bother my parents anymore, so it's like a family burden. So, I am embarrassed by the neighborhood neighbors ... maybe especially with my parents tea ... "(P10).

Theme 3: Psychological response to role change

There are 2 categories in the theme of psychological response to changing roles, namely the first category concerning the initial psychological response to prisons and psychological responses when adolescents have adapted to the prison environment. the participants' initial psychological response revealed sadness, disappointment, anxiety and fear, expressed as follows:

- "The first time I entered, it was quite tense, fearing that his name would also be a prison, there must be physical violence, what do you do ... his mind is mixed, his thoughts are strange". (P.1).
- "Afraid, like in films (fighting and sodomy). Fear of being the old one in prison" (P.3).

Furthermore, the current psychological response is a psychological response that has adapted during adolescents living in prisons so that the fear of participants in the environment and friends of Lapas is no teenager will feel boredom, feel guilty and feel sad to want to be free and gather with family. Regarding the situation, several

participants expressed the statement, as follows:

- "... Fear is not there because during my stay it was not according to what I was thinking at the beginning of entry" (P.1).
- "... I've been stressed, bro, bored, Sis, every day the work is the same, just walking around ..." (P.5).
- "... if I am alone, I like to daydream ... I want to go home quickly, because I made a mistake I became in here {Lapas} I am very guilty with my parents ..." (P.10).

Theme 4: Adaptation efforts to changing roles

to be able to adapt participants to take advantage of existing facilities in prisons such as libraries and take part in activities in prisons and to reduce the feeling of boredom they gather and control. The following are some of the statements expressed by participants:

- "It's good because what I haven't found, I'm not used to working, finally I'm here to be able to do it, like cleaning the floor. Whereas I never cleaned the floor, I just play cellphones, watch TV, wait for my parents. (P.3).
- "Can do positive activities such as reading books, gathering with family and friends while in prison all are delayed, confused to do activities. I often go to Jakarta, right. since I was in prison I couldn't play freely.

Theme 5: Hope for the future

Most of the participants still have the desire to realize their ideals after being delayed due to punishment in prison, which is disclosed as follows:

- "I can prove it, the former narapida is not as bad as others think. As long as I am in prison, I have activities, I have been involved in many activities, I can become an entrepreneur. (P.1).
- "I want to make parents happy, it won't make mothers sad. I have to be a diligent school so that later I can get work" (P.3).

Discussion

Changes in role appearance

Changes experienced by adolescents will affect their attitudes and behavior. Some participants revealed changes in role appearance occur when there is a new role that participants get. When participants become prisoners and live in prisons, there is a change in their role and must take part in all scheduled activities. As explained by Roy that the function of the role played by someone refers to the primary role. One of the changes in the role of the role in this study is the change in the role of adolescents as a child in the family. The independence of adolescents specifically requires an individual's readiness both physically and emotionally to organize, manage, and carry out activities on his own responsibility without much depending on others. According to Yunita et al [4], adolescents will experience difficulties in facing various problems in order to obtain independence.

Changes in the appearance of adolescent roles in social relations with peers. In this study, most teenagers have a group of friends whose members are the same age. Four out of ten participants

revealed that older members with long prisoners would be more respected by fellow youth prisoners. Andikpas is in the category of adolescent age where in this phase adolescent boys tend to be more courageous in taking risky behavior, so that behavioral problems and even criminal acts [5]. According to Bandyopadhyay [6]. Andikpas men will fight more in prison life than women. This is consistent with Stanko [7], research in South Africa, where the struggle of male prisoners in prison is determined by hierarchy, inmates who are in the high power-relations category will intimidate other inmates. In addition, he also found that fear, intimidation, and fighting were the ways inmates remained in prison.

Next is the change in activity in the school. The role of schools is very important, namely providing moral education and if the absence of moral education provided by schools can have an impact on adolescents it will quickly enter the influence of violence on the character of children and make the values that apply do not function. Schools are tasked with forming the character of adolescents so that they have positive thoughts and behaviors that show good manners. Both must be balanced so that later when interacting with the community they can provide benefits for themselves and the community such as contributing positive thoughts and displaying attitudes of politeness in society by respecting every individual's rights, obeying applicable regulations, and mutual cooperation in community life. In accordance with the factors proposed by Muslimin [8].

which can influence moral reasoning are discussions between parents, punishment, and high cognitive roles such as education. Related to the right of education in the SPPA Law, Article 82 Paragraph (1) point e says that the action that can be imposed on children is the obligation to take formal education and / or training held by the government or private entities.

In addition, the school is the only institution in the community that is able to provide a system of services needed for career education - instruction, guidance, placement and community relations.

Education is a very important supporting sector in national development, the quality of life of a nation will be good if the need for education has been fulfilled. Even though a child is undergoing coaching at a Child Correctional Institution, the provisions regarding children's rights must still apply to him. Their presence in the Child Correctional Institution and its status as correctional students do not erase their inherent rights, must be fulfilled and well protected, namely the right to obtain proper education. Schools can be a protective factor for their students about the behavior of adolescents in prison if the school can be consistent and focus on giving positive things to their students in academic matters, namely assigning learning assignments, group learning, holding joint learning classes where these will improve behavior positive juvenile prison.

The state of self-esteem

Rahmafritri [9] says that self-esteem is very important and

influential in human behavior to adjust to the environment, values, and goals of one's life. DeLaune and Ladner [10] also state that self-esteem will vary from time to time depending on the situation, environment, and the level of development of overall individual confidence. Life in LP that is far from loved ones will influence the formation of adolescent self-esteem. Teenagers who are in LP will experience many life changes including loss of freedom, increasingly limited rights, and the acquisition of label criminals. According to Handayani [11]. Adolescents still need direction, guidance, and assistance from parents so that they can develop towards more positive maturity. Each role can meet certain expectations of others. Fulfillment of this expectation leads to the appreciation of failure to meet these expectations causing a decrease in self-esteem or disruption of one's self-concept [12].

Psychological response to role change

The psychological response shown by adolescents in this study is related to changes in their role at the beginning of entering prison until the current psychological response. The initial psychological response was found in this study in the form of fear, sadness, anxiety when first entering the prison. Prisoners start carrying out sentences and away from the closest people since the verdict was handed down, an inmate will have feelings that involve his emotions, such as feeling bored, lonely, sad, afraid, anxious, and other negative feelings that will affect his judgment. All of them claimed to have experienced severe conditions at the beginning of living in prison. They have to adapt to the new environment, fear of living in a prison and are very anxious about their future. The psychological response at this time is in the form of sadness, anxiety about the future and boredom due to the same routine or activities carried out every day. According to Ratnawati [13], it was revealed that coaching activities carried out by the LP were likely to affect the psychological condition of adolescents which were emphasized in personality development activities and independence development activities. Personality development is directed at mental and character building so that it is responsible to oneself, family and society. Independent development is directed at fostering talents and skills so that prisoners can be re-acting as members of a free and responsible society.

Adaptation efforts to changing roles

This research was faced in self-adaptation or adapting Lapas adolescents, especially the most dominating ones, namely the problem of the transition of living quarters and their environment from those who stayed at home with their families and then went to prison. This transition process includes how teenagers get along, behave and interact with new friends who are assisted by Lapas and caretakers of Lapas, in this case teenagers are required to be able to adjust to the atmosphere of the Lapas for example, can obey all regulations and scheduled activities implemented in prison, which is certainly different from the rules when staying at home with family. The various ways in which individuals can adjust to certain environmental conditions are not the same. Lapas environment becomes the main social environment in making adjustments. From the results of research efforts made by participants to adapt is to a lot of worship, diligent in carrying out activities in prisons,

reading books, which activities have never been done while staying at home. Their presence in the Lapas made them able to learn to get the experience of socializing for the first time both with friends and prison officers.

Hope for the future

From the results of the study, during the sentence period in Lapas it can be seen that all participants have high expectations, hopes for themselves and for the family. Expectations in general on the results of the study include the optimism of the participants in living their daily lives in the Penitentiary and for looking at the future. The attitude to improve conditions in life through rehabilitation with the support of facilities in Lapas also supports the expectations of participants. Self-ability to develop self-potential, as well as participant's adjustment to survive in difficult conditions.

Adolescent inmates get self-reliance such as making handicrafts, making shoes, textiles and calligraphy in Lapas, namely the work to make motivation in him increase to be socially active and optimistic so that his concept can be formed positively, this explanation is in accordance with the results of research conducted by Andriawati states that the more positive the prisoner's self-concept will be, the lower the level of anxiety facing the future, and conversely the more negative the prisoner's self-concept, the higher the level of anxiety facing the future. They have a big responsibility for what they do so that they can carry out their duties properly. Their hopes after getting trained from prison, they can implement the training to work while in the community and the desire to achieve their aspirations to become successful people who can make their parents happy.

The support provided by Lapas officers and the participant's living environment is to provide guidance that can be useful in the future, even according to Azani explanation that the model of guidance for prisoners in Correctional Institutions is inseparable from dynamics, which aims to more provide provisions for inmates to empty their lives after finishing their sentence.

Conclusion

An overview of adolescent adaptation experiences with changing roles during their stay in prison. The change in roles can lead to changes in the appearance of roles, among others: changes in the appearance of the role of adolescents as children in the family, most participants reveal that there are behavioral changes that are more independent than before entering prisons that have never performed their role as parents to help with homework. The new environment and friends can change the role appearance in the community with peers and change activities as school children so that it will affect the state of self-esteem of adolescents who live in prisons. Changes in the role that occurs in adolescents Prison raises psychological responses such as feeling sad and bored. The participants felt sad feelings because they were far from family and feeling bored because the same routine was carried out every day by participants. To deal with the changing roles that occur, prison youth have efforts to be able to adapt to changing roles, such as worshipping a lot, helping prison officers, chatting with

fellow prisoners, utilizing prison facilities and participating in training activities in prisons. Guidance carried out in prisons helps adolescents to adapt to the changing roles that occur so that Lapas adolescents still have high hopes for their future.

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