

Family Social Support and Psychological Well-Being in Young Offenders

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Abstract. A Penitentiary is a place for individuals who commit criminal acts to be fostered and guided as a form of the consequences of their behavior. This study aimed to examine the relationship between family social support and psychological well-being in Lembaga Pembinaan Khusus Anak Klas 1Kupang. The method in this research is correlational quantitative. The subjects of this study were 30 students. The data collection method used a family social support scale and a psychological well-being scale which was compiled with a Likert scale model. Data analysis used Pearson Product Moment correlation analysis with the SPSS assistance program. The results of the analysis showed that there was a correlation coefficient between the variables of family social support and psychological well-being with a coefficient of $r = 0.413$ and $p = 0.002 < 0.05$ which means that the higher the family social support, the higher psychological well-being so that hypothesis H1 is accepted. The results of data analysis obtained that the contribution of family social support to psychological well-being was 17.1%, while 82,9% was influenced by other factors not examined in this study.

Keywords: *family social support, psychological well-being, young offender*

Abstrak. Lembaga Pemasyarakatan merupakan tempat bagi individu yang melakukan tindak pidana untuk dibina dan dibimbing sebagai bentuk dari konsekuensi atas perilaku mereka. Tujuan penelitian ini untuk melihat hubungan dukungan sosial keluarga dengan kesejahteraan psikologis pada anak didik pemasyarakatan di lembaga pembinaan khusus anak klas 1 kupang. Metode dalam penelitian ini yaitu kuantitatif korelasional. Subjek penelitian ini yaitu 30 anak didik. Metode pengumpulan data menggunakan skala dukungan sosial keluarga dan skala kesejahteraan psikologis yang disusun dengan model skala likert. Analisis data menggunakan analisis korelasi *Pearson Product Moment* dengan bantuan program SPSS. Hasil analisis terdapat koefisien korelasi antara variabel dukungan sosial keluarga dengan kesejahteraan psikologis dengan koefisien $r=0,413$ dan $p = 0,002 < 0,05$ yang berarti semakin tinggi dukungan sosial keluarga semakin tinggi pula kesejahteraan psikologis. Hasil analisis data diperoleh sumbangan dukungan sosial keluarga terhadap kesejahteraan psikologis sebesar 17,1 % sedangkan 82,9% dipengaruhi oleh faktor lain yang tidak teliti dalam penelitian ini.

Kata kunci: *Dukungan Sosial Keluarga, Kesejahteraan Psikologis, Andikpas, LPKA*

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Introduction

A child is a gift and a deposit from God Almighty, which is attached to him and his dignity as a whole human being. Every child born without getting their rights is asked to become that child. In the Law of the Republic of Indonesia Year 2002, Article 9 paragraph 1 states that every child has the right to receive education and teaching in the context of developing his personality and level of intelligence according to his interests and talents. Including children in conflict with the law (ABH), they have the right to enjoy a proper education regardless of the social status they receive (Mumbunan, 2013).

According to the Law of the Republic of Indonesia Number 11 of 2012 Article 1, paragraph 3 concerning the Juvenile Criminal Justice System (SPPA) states that "Children in Conflict with the Law, hereinafter referred to as Children, are those who are 12 years old but not yet 18 years old who are expected to commit a crime." As children, they still have developmental tasks to fulfill (Sutrasno, 2014).

Some of the developmental tasks that must be undertaken include accepting body image, accepting sexual identity, developing personal value systems, preparation for independent living, not making up on parents, developing decision-making skills, and developing one's adult identity (Hurlock, 1999). One of the problems that someone in their growth and development often experiences is juvenile delinquency. This period is often a time to experiment and participate in several activities, including risky ones such as early behavioral involvement, alcohol, and violent behavior (Kurniadi, Y U., 2020).

According to the SPPA, children aged 12 and not yet 18 are called minors, and when a child commits a crime, he must receive the appropriate punishment. One of the LPKAs in Indonesia in East Nusa Tenggara is the Class 1 LPKA Kupang

City which has a capacity of 107 young offenders. In December 2021, there were 35 young offenders, and in July 2022, the number of young offender reached 30 children with ages ranging from 15 to 18 years, with the most cases being child protection. There are 29 male students and one 17-year-old female student.

Living life as a correctional student causes many problems experienced by these children. Changes in the environment in which he lived and the new atmosphere made them inseparable from various psychological problems. This is in line with research conducted by Sry Hesty (2021) stated that one of the difficulties experienced by students at LPKA was experiencing stress because they felt a loss of freedom and control over their activities and the rigid daily routines at LPKA. This is supported by research by Benu et al. (2019), which states that adolescents who live in LPKA show complex behavior to control emotions, experience sleep disturbances, often use harsh language, are lonely, have difficulty adapting, and require attention from other people, has a bad relationship with parents, and shows an introverted nature.

The changes experienced by the correctional student (Andikpas), including his status as a prisoner, will have an impact on his daily life so that correctional student need support in addition to the internal activities in the coaching institution but also external support from the family and the environment to give them the ability to accept their existence and follow the coaching process properly. One of the impacts of this support is the increase in the psychological well-being of the correctional student. When individuals get good support from the family, it is hoped that students can grow and develop well.

One aspect of psychological well-being, namely positive relationships with others, indicates a relationship between psychological well-being and family support (Jayafa, 2018). This is also supported by previous research, including Mutiah Rahmi's (2020) research results showing that family support positively influences psychological well-being. Family support makes students feel loved, valued, and not abandoned by their families as the closest people. Family support

for young offenders will affect their psychological condition. The family, as the closest unit of the child before entering the coaching institution, can provide support to make the child not feel left out and ignored. The existence of psychological well-being within themselves will help the correctional student to be able to survive and interpret the difficulties experienced as life experiences. But in reality, after entering the coaching institution, many correctional students are more susceptible to stress and other psychological problems that make it difficult to adjust and adapt (Rahmi, 2020).

Students who live in LPKA tend to experience problems both psychologically and physically. The family social support received by correctional students in LPKA will support them in undergoing coaching and affect their psychological well-being. This study has differences in several ways, such as differences in one of the variables, subject criteria, and the analytical method used. This research will describe the extent of family social support that students have received since entering coaching institutions and how this support affects their psychological well-being. The authors are interested in researching the Relationship between Family Social Support with Psychological Well-Being for Correctional Students in LPKA Klas 1 Kupang.

Method

This study uses a quantitative correlation technique conducted at Lembaga Pembinaan Khusus Anak Klas 1, Kupang City, East Nusa Tenggara. The data collection method used a family social support scale of 37 items and a psychological welfare scale of 25 items with a Likert scale model. Data analysis using Pearson Product Moment correlation analysis using the SPSS assistance program. The subjects of this study were 30 students who were undergoing a period of coaching at Lembaga Pembinaan Khusus Anak Klas 1 Kupang.

Result

Table 1.

Description of respondents by age

No.	Usia	Frequency	Percentage
1.	14years	1	3,4%
2.	16years	5	16,6%
3.	17years	10	33,3%
4.	18years	4	13,3%
5.	19years	5	16,6%
6.	20years	4	13,3,%
7.	22years	1	3,4%
Total		30	100

Table one shows that most respondents in this study were in the 17-year-old age group (33,3%), up to 19 students, and the fewest in the 22-year-old age group (3,4%).

Table 2. *Description of respondents by case*

No.	Usia	Frequency	Percentage
1.	Crimes against order	4	3,4%
2.	Decency	1	16,6%
3.	Murder	4	33,3%
4.	Theft	3	13,3%
5.	Child Protection	18	16,6%
Total		30	100

Table two shows different cases in LPKA Class 1 Kupang students. The most extensive distribution of cases is child protection cases (60%), with 18 students.

Test Result for Family Social Support and Psychological Well-Being

Normality Test

The normality test is a test of the normality of the data distribution. The normality test aims to determine whether the collected data is normally distributed or not. This test uses Shapiro Wilk because respondents are less than 50. The basis for decision-making in this normality test is if the value of count > 0.05, then the data are normally distributed. On the other hand, if the value of count < 0.05, the data are not normally distributed (Periantalo, 2016).

Table 3. Normality Test Result for Family Social Support and Psychological Well-Being

Variable	Z	Asymp. Sig (2-tailed)	A	Description
Family Social Support	0,928	0,42	0,05	Normal
Psychological Well-Being	0,971	5,66	0,05	Normal

The results of the Asymp.Sig (2-tailed) normality test of the family social support variable obtained $p = 0.42$ ($p > 0.05$) and psychological well-being $p = 5.66$ ($p > 0.05$). The results of the normality test show that each of these variables is normally distributed.

Linearity Test

The linearity test is used in this study to determine the linearity of the data, namely whether two variables have a linear relationship. Two variables have a linear relationship if the significance value is > 0.05 (Purnomo, 2016)

Table 4. Linearity Test Result for Family Social Support and Psychological Well-Being

Variable	F Deviation from Linearity	P
Family Social Support and Psychological Well-being	1,172	0,391

Based on the table above, at the ANOVA table of the SPSS program, the F Deviation From Linearity of the two variables above is obtained, namely $F = 1.172$ with $p = 0.391$ ($p > 0.05$). So it can be concluded that there is a linear relationship between the variables of family social support and psychological well-being of correctional students at the Lembaga Pembinaan Khusus Anak Klas 1 Kupang.

Hypothesis Test

Hypothesis testing using correlation analysis. The analysis is used to decide whether to reject or accept the hypothesis and to determine the correlation coefficient.

Table 5.

Hypothesis Test

Variabel Penelitian	<i>Pearson Correlation</i>	<i>p</i>
Family Social Support and Psychological Well-being	0,413	0,002

The table above shows the correlation coefficient r count = 0.413, indicating a positive correlation between the two variables. This relationship means that the higher the family social support for the Kupang Class 1 LPKA correctional students, the higher the psychological well-being of the Kupang Class 1 Correctional Students. The analysis of this study also showed a significance value of $p = 0.002$ ($p < 0.05$). This shows that the proposed hypothesis is accepted. The R Square of 0.171 means that the relative contribution of family social support to psychological well-being is 17.1%.

Discussion

This study aims to determine the relationship between family social support and psychological well-being in correctional students at the Class 1 Kupang Children's Special Guidance Institute. The research data were analyzed using a correlation technique with several assumption tests. Based on the data's hypothesis analysis, $p = 0.002$ ($p < 0.05$). This shows that the higher the family social support, the higher the psychological well-being of the correctional students in LPKA Class 1 Kupang. Conversely, the lower the family social support, the lower the psychological well-being of the correctional students in LPKA Class 1 Kupang. This shows that hypothesis H_0 is rejected, and H_1 proposed in this study is accepted,

namely that there is a relationship between family social support and psychological well-being in correctional students in LPKA Class 1 Kupang.

Family social support is one aspect that can affect psychological well-being. This is supported by the theory of Ryff (1995) where social support is one factor that affects a person's psychological well-being. One source of social support is family. Family support has been shown to impact self-esteem and life satisfaction and reduce aggression positively (Wong, 2008). This is also in line with previous research by Mutia Rahmi (2021) on the relationship between family social support and psychological well-being in juvenile inmates at the Class II Children's Special Guidance Institute (LPKA) Banda Aceh. The study results show a significant relationship between support family social welfare and the psychological well-being of juvenile inmates at the Class II Children's Special Guidance Institute (LPKA) Banda Aceh.

According to Cohen and Syme (in Friedman 1998) family social support is a condition that is beneficial for individuals obtained from other people so that others will know that there are others who care, respect and love them. The research data shows that the level of family social support for LPKA Class 1 Kupang students is in the high category, with 25 students, and the low category, with five students. Based on the data analysis conducted by the author, it can be seen that the family social support received by the Kupang Class 1 LPKA students are quite optimal. This is also supported by providing video call services (video calls) by Kupang Class 1 LPKA officers for all students every day during working hours and face-to-face visits (offline) for students' families to students such as recreation, sports, arts, and skills.

Psychological well-being is defined as a condition in which a person can control the external environment, realize their inner potential, continuously develop positive relationships with others, interpret their life with a clear purpose, and accept their strengths and weaknesses (Ryff, 1995). Gallagher & Lopez (2018), this

is in line with the condition of students at LPKA Class 1 Kupang. During the coaching period, students carry out many positive activities together, develop relationships with others and employees of the Guidance Institute, and optimize their abilities with various coaching activities in the form of art, doing handicrafts such as bracelets, self-sewn bags, making paintings, key chains, exercising together and participating in a general quiz competition representing LPKA Class 1 Kupang in celebration of National Children's Day. The coaching institution provides space for actualizing the potential talents and interests of the fostered students.

There are several limitations in this study, which are this research only looks at one of the five factors that influence psychological well-being, so researchers only examine family social support without looking at other factors such as age, gender, socioeconomic status, and culture and also the distribution of subjects who are less evenly between male and female students. It is suggested that future researchers be able to look at other factors besides family support and expand the methods used, such as the qualitative or mixed method, to see broadly the psychological dynamics that occur in correctional students.

The results of data analysis on the psychological welfare variable showed that the psychological well-being possessed by most of the correctional students in LPKA Class 1 Kupang was in the high category, namely 27 students (90%), while the rest were in the medium category, namely three students (10 %). The relative contribution of family social support to correctional students in LPKA Class 1 Kupang in this study from the statistical calculations shows that the value of R Square (r) = 0.171. This means that 17.1% of family social support contributes to correctional students in LPKA Class 1 Kupang. The results of this study indicate that family social support has a positive relationship with the psychological well-being of Kupang Class 1 LPKA students. The higher the family support received, the higher the psychological well-being. From this study, we can see that coaching institutions fully support students by providing institutional services, coaching that builds partnerships with various parties that help students in self-development,

both academic and non-academic, as well as being a place for students to meet their families

Conclusion

Based on the results of the data analysis and discussion above, it can be concluded that family social support for students in special children's development institutions is in the high and low categories, with the percentage in the high category, namely 25 people (83.3%) and five people in the low category. (16,7). Based on the results of the data analysis, it can be seen that there is a considerable difference between the two categories. This can indicate that the family support received by students while in LPKA Class 1 Kupang is maximal.

The psychological well-being of students in Kupang Class 1 special children's development institutions is in the high and low categories, with the percentage in the high category being 27 people (90%) and three people in the low category (10%). Based on the results of data analysis on the psychological well-being variable, it can be seen that the psychological well-being of students in LPKA Class 1 Kupang has been maximized. There is a significant relationship between family social support and psychological well-being in correctional students at the Class 1 Kupang Children's Special Guidance Institute, as evidenced by a correlation coefficient value of $r = 0.413$, $p = 0.002$. This shows that the higher the social support of the family, the higher the psychological well-being of the correctional students at the Class 1 Kupang Children's Special Guidance Institute. On the other hand, the lower the family social support, the lower the psychological well-being of the correctional students at the Kupang Class 1 Child Special Guidance Institute

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