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# Systematic Review: A Literature Review on Systematic Integrative Intervention Model for *Klitih* Issue in Yogyakarta

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## ABSTRACT

*Klitih* constitutes a juvenile delinquency that has reached an alarming level as the case keep occurs every year. This study aims to design the intervention model for handling (preventive-solution) *klitih* problem in the Special Region of Yogyakarta, Indonesia. This systematic review summarized results of primary study to provide more comprehensive, balanced fact. Data were obtained from articles in research journals about *klitih*. 297 Articles on *klitih* published between 2017-2020 were found. Of these articles, eleven articles were selected based on their relevance to the research question of this study. The data were content-analyzed, resulting in three important categories: family, school, and community. The family plays an important role in satisfying basic adolescents needs and internalizing positive values. Meanwhile, the school functions to identify students prone to juvenile delinquency and perform preventive, curative, and preservative plans for these students. Lastly, the community's role is to provide a positive learning environment for students and sufficient **l**ivivity to provide adolescents with various opportunities. The results of the study can be used as a reference for school counselors when handling *klitih* problem.

Keywords: strategic solution, intervention model, *klitih*

## INTRODUCTION

Adolescents can be easily influenced as they are still in the effort of finding their self-identity and are excessively sensitive, which tends to lead to narcissistic behavior. Adolescents often face various problems. Some of them, in Indonesia, even face legal issues. Census conducted by Statistics Indonesia shows that the Indonesian population in 2020 was 270.203.917 people. From that number, 23.749.949 were adolescents between 10-14 years of age (12,248,242 boys and 11,501,707 girls). Meanwhile, 23,122,993 of them were

adolescents aged 15-19 years old (11,890,104 boys and 11,232,889 girls).

The specialty of the Special Region of Yogyakarta (DIY) lies in its human resources. Human resources have become the key determining the future of DIY, particularly its young generation Citizen in Yogyakarta in the 80s-90s used to hang out late at night, look for dinner, or just to catch some fresh air. Local people often referred to these activities to the term "*klitih*." Over time, the meaning of the word "*klitih*" shifts as some groups of youth commit negative actions to look for identity (Hidayat, 2018).

The term *klitih* recently refers to a type of juvenile delinquencies that occurs in Yogyakarta. In *klitih*, perpetrators mainly aim to harm or even murder the victim using sharp objects like knives or even katana. Perpetrators usually choose their victims randomly, women, men, or even elders. This phenomenon damages Yogyakarta's reputation as the city of education (Atum, 2019).

Some *klitih* victims even as they are assaulted by rocks or sharp objects. Provincial Police Department of DIY reports a different number of *klitih* cases every year. In 2017, there were 51 violence cases of youth violence. Meanwhile, in 2018, 45 cases were reported. Then in 2019, 35 cases were reported in 5 cases were reported in January 2020. From the last forty cases reported in 2019 and 2020, a total of 81 perpetrators were arrested, and 57 (approximately 70%) of them were students.

Various efforts have been made to solve this *klitih* problem. The most often approach is made by involving the school and the police. The police institution has also made various efforts to handle *klitih*, one of which is done by applying criminal profiling. Another attempt is made through a positive school climate approach. Teachers play pivotal roles in mapping this problem as it is assumed that this misbehavior involves students from the same school, resulting from a negative peer environment. The existing approaches to this problem still fail to solve the issue comprehensively.

Responding to this concerning issue, this study attempts to describe the intervention models in handling juvenile delinquency (preventive-solution), particularly *klitih*, in Yogyakarta. The result of this study can serve as the basis to determine the appropriate guidance and counseling for adolescents suspected to commit *klitih*.

#### Method

This qualitative systematic review summed up primary studies to present existing facts in a comprehensive and fair manner. 297 Articles were found in Google Scholar using

the keyword "*Klitih*" in the last five years (2017-2021). These articles were filtered out in order to obtain the most relevant articles to answer the research question, "What is the intervention model of juvenile delinquency (preventive-solution) "*klitih*" in Special Region of Yogyakarta?" Eventually, eleven relevant articles were selected to answer the research question. The data were processed and classified into several categories using content analysis.

#### RESULT AND DISCUSSION

The data processed in this study were obtained from eleven articles displayed in table 1.

Author(s)	Finding
Moranita & Huda (2019)	Family serves as the most dominant factor in developing adolescents' self-concept, in addition to community, peer, and learning outcomes.
Sarwono (2017)	Family is deemed as a significant agent in minimize juvenile delinquency by fulfilling adolescents' basic physical, psychological, and social needs.
Hastasari, Suranto & Hajaror (2018)	Authors assert the importance of multidirectional communication to provide adolescents with opportunities to express themselves and make a positive decision for their life.
Leonardus & Nugroho (2017)	Appropriate communication allows internalization of life values such as trust, freedom, compassion, fairness, peace, and respect
Wiryawan & Yeremias (2021)	School plays active roles in identifying schools affiliated with school gangs. Providing students with positive activities to spend their spare time can be a strategic in reducing juvenile delinquency.

Sukirno, S. (2018)	Another alternative to spend students' spare time is by developing reading habit to develop students' character.
Maksum, et al. (2019)	Schools are expected to serve as media to trigger the development of students' cognitive, affective, and psychomotor aspect to minimize adolescents' aggressiveness. The development of cognitive aspect can minimize misinterpretation of social phenomenon and others' intention, thus affecting students' aggressiveness. The development of affective and emotional responses aim to improve individuals' prosocial behavior. Meanwhile, the development of psychomotor aspect can improve the individuals' positive and productive activities.
Saputra et al. (2020)	Creating a peace culture in school environment can serve as one of the alternative solutions at school.
Alhadi et al. (2019)	Students indicated to commit aggressive behavior can be handled by conducting self-regulation of emotion training, providing students with emotion regulation skills.
Julianto (2019)	With a proper conditioning, community becomes an informal learning environment to promote positive-productive activities.
Surwandono & Bahari (2020)	Using social media as a control system can significantly reduce adolescents' crime rate.

Efforts to minimize *klitih* in Yogyakarta require support from all community layers to create a healthy learning environment for adolescents. Ki Hajar Dewantara proposes a

concept of education tri center, in which family, school, and community environment serve as the main actor in determining a student's educational success. The concept of education tri center proposed by Ki Hajar Dewantara is consistent with the discussion in this study, in which family, school, and community play pivotal roles in reducing adolescents' aggressiveness.

Fuadi, A., Muti'ah, T., Hartosujono (2019) defines *klitih* as the misbehavior of harming others people at night, either accidentally or on purpose. It denotes one type of aggressive behavior. According to Atkinson & Hilgard, aggressiveness refers to a behavior aiming to harm others physically or verbally or damaging other people's property (Saputra et al., 2017).

It constitutes one of juvenile delinquency, i.e., sociopathological symptoms among adolescents due to social ignorance, which causes them to exhibit deviant behaviors (Kartono, as cited in Maulana 2019).

There are several complex risk factors contributing to juvenile delinquency, including family, financial problems, education, peers, etc. (Peiyong: 2011). Family serves as the foundation of a community that functions to develop a social strength of an individual. It serves as the center of children's development from which they learn positive and negative behaviors. Every child faces a risk of juvenile delinquency, whether those abandoned by their parents, living with a single parent, complete parents, or guardian.

The result of the literature review presented in table 1 shows that the family and school play an important role in developing individuals' self-concept and emotion regulation skills to minimize juvenile delinquency. Muawanah et al. (2012) state that the proportion of juvenile delinquency can be accounted for

by emotional maturity and self-concept. Emotional maturity and self-concept are found to simultaneously predict juvenile delinquency.

The family also plays an important role in fulfilling basic human needs. Juvenile delinquency is one of the forms of misbehaviors requiring special attention and

proper understanding. Appropriate handling of this issue can significantly affect adolescents' success in their next life phase, considering that adolescence is the most decisive transitional phase. Parents possess several alternatives in handling juvenile adolescents, including family guidance. Creating a harmonious, communicative, and comfortable family environment can help adolescents' personal and social adjustment processes (Andriyani: 2020). By providing such a family environment, adolescents can develop optimal religious and prosocial character behavior.

Bandura's social learning theory suggests that humans, including children, learn by imitating what they see in their surroundings (Heves, 2017). In this case, children possibly imitate misbehaviors they witness, such as drug abuse and violence, without realizing that such behaviors are inappropriate. This problem is worsened due to weak family structure, creating an uncomfortable family atmosphere for children during their childhood, which is associated with criminal behaviors when they grow. Children raised by a single parent exhibit a higher tendency to commit crimes as they lack parents' attention, affection, and guidance. This condition can occur because a single parent has to work to provide for his/her children. In other words, it can be assumed that a weak family structure can significantly contribute to the alarming increase in juvenile delinquency reported in the last few years.

In addition to the family, the school also plays a pivotal role in overcoming issues on *klitih*. School becomes one of the agents responsible for identifying any school gang and conducting preventive measures to prevent its students' aggressive behavior. School can be a conducive space to provide students with positive-productive activities. It is necessary to design interesting activities that suit students' hobbies to distribute students' excess energy to positive behaviors. School also needs to develop a peaceful climate and facilitate students to be more aware of their surroundings, especially regarding any form of violence. By involving

all school members' role in creating a peaceful environment, juvenile delinquency rate, especially *klitih*, can be minimized.

*Klitih* becomes a public concern that requires attention and solution from the community itself by creating a supportive and positive culture that facilitates adolescents' development. Karlina (2020) suggests that the community plays a pivotal role in preventing juvenile delinquency by (1) speaking to adolescents who violate the norms, (2) becoming a good model for them, and (3) conducting activities that involve adolescents' roles.

The community also needs to optimize social networks to prevent misbehaviors (Hawkins and Weis, 2017). When group member is included in a social network, they are likely to feel empowered by the community. As a result, the community can establish a set of rules that can be implemented by the young generation. Thus, they may see a crime as risky and unacceptable behavior.

Three models are proposed to bridge various causes of juvenile delinquency currently faced by the community. First, parenting training, a program designed to improve parents' responsibility and behavior when caring for their children. Second, a family counseling, this program involves a combination of counseling skills and a trained resource. The counseling program can be divided into two categories: (1) the counseling for families showing emotional and behavioral problems and (2) families identified as having children committing *klitih*. Third, family-community integration, this program can be in the form of economic empowerment, education, and health program (integrated approach programs).

These three intervention models are designed by considering the effectiveness of the implementation, its positive impacts and replicability and adhering to the predetermined evaluation principle. The preventive-solution intervention model is a model attempting to mitigate the root cause of a problem. This proposed model also attempts to see the real-life condition

encountered by adolescents within their family and environment when making a decision regarding the intervention. It possibly applies a single intervention or a combination of several interventions.

A strategic plan including preventive, curative, and preservative measure needs to be thoroughly designed to solve *klitih* problems. The strategic plan proposed in this study include:

1. The development of an accompaniment program for families facing difficulty in guiding their adolescents, especially in developing a communication pattern, identifying adolescents' needs, and developing a positive self-concept.
2. It is important to involve the family in monitoring and controlling adolescents' activity during their spare time.
3. School can be empowered to identify any school gang and monitor and guide adolescents affiliated with school gang.
4. School needs to accurately identify students' character and provide them with suitable activities to fill their spare time.
5. Community needs to involve adolescents in various events to make them more productive.
6. It is also urgent to provide a village with a counselor to focus on preventing and handling adolescents' issue.

### CONCLUSION

Collaborative efforts among different elements, i.e., family, school, and community, are required to solve *klitih* issues in Yogyakarta. Family plays a pivotal role in fulfilling adolescents' basic needs and internalizing positive social values they should possess. Meanwhile, school functions to identify students prone to juvenile delinquency and conduct preventive, curative, and preservative plans for such students. The community is also responsible for creating a positive learning environment and providing them with adequate activities. This study can

be used as the basis to determine appropriate guidance and counseling services to prevent and eradicate *klitih* at school.

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