

# Law for Handling Problematic Children in Families in the Context of Child Psychology Education

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## **Law for Handling Problematic Children in Families in the Context of Child Psychology Education**

### **Abstract**

This paper discusses the handling of problem children in the family in the context of child psychology education. Children, of course, have different characteristics and souls and uniquely handle them from other children. To provide a solution to the handling of problems children in families in terms of child psychology, this study has collected several literature materials from various publication sources for us to study under a phenomenological approach to complete this study. The technique we have done in the first stage is coding the data, then analyzing and evaluating it sharply, and we also interpret it in depth so that this data becomes a valid finding in answering the problems and hypotheses of this paper. The study also relies entirely on data from evidence from field studies in the handling of household children's education problems. At the same time, the search for our data is done by searching on the Google engine. Based on the identification or study and discussion results, we can finally conclude that giving punishment in handling problematic children in the family must be carried out with total consideration under the child's soul because dealing here is part of education, not punishment. Thus, it is hoped that these findings will support similar studies in the future.

**Keywords:** *Handling Children, Problem Children, Family Education, Psychological Education.*

### **Introduction**

For anyone, parents, educators, and others, it is crucial to understand the psychological development of children, especially in early childhood. This is because the overall development of children can be maximized with notes when given the opportunity and education so that they can develop characters that follow the values of their parents' lives and develop their intelligence and emotional balance (McInnes & Ey, 2020). At an early age, when they grow and develop under family guidance, this is a period of child growth where the family determines their lives until they reach the age of 10. These children certainly experience rapid development, starting from their bodies, their minds to their feelings. Parents recognize that this phase is critical because it is closely related to child psychology. When viewed from the stages of early childhood when they are at home in the family, parents must understand that there are three critical phases; the first is the phase of physical development and growth of children (Spinelli et al., 2020).

This phase is where this hereditary and environmental factor closely relates to the physical abilities of early childhood is a crucial period for parents to train how to be a healthy child in an environment that is stimulated to grow up with a balanced intake of nutrition and training for children to explore things that they have never known (Black et al., 2017). At that age, parents must know the stages of growth and

development both physically and mentally, especially in terms of communicating and moving. The next stage is cognitive development, namely the development of the brain and mind, where children begin to learn to speak, recognize various color visions, see in shapes, and recognize everything they see in the family. In this phase, the imagination begins to develop, and memory continues to develop along with the age of brain development which seems to be more proficient in speaking, recognizing things, and showing emotions and expressions of their soul and thinking. Then fear Ani's style when they grow up to be part of a social culture where children begin to recognize the emotional side of development involving characters, habits, ways of life, and skills they get from the family. At this time, various good influences are found in the family; especially now when children are old, they are familiar with various technological devices which will undoubtedly color how mental and emotional development is (Calderon et al., 2011).

It is related to the mental and emotional states that parents at this stage need to be aware of the impact of psychological trauma on children due to average growth and development, but when children do not receive treatment to develop all their potential, this is where deviations or shifts in values and character occur (Fegert et al., 2020). They are not following the expectations of their families and the environment in which they live. It is at this stage that people in their environment will call him a stubborn child, an unruly child often; they are children who experience psychological trauma at an early age, so it is difficult for them to forget the physical abuse they have received as well as emotional abuse and even sexual abuse. Disorders occur in small stages of the mental development of children's souls and physical development (Ryan & Deci, 2017).

Trauma after trauma and abuse that impacts the psychological condition of these children makes them easy children to continue, children who are sometimes more distant from their families even though they are in their family and relatives and the people who care for them (Petretto et al., 2020). We see many examples in various media and in daily conversations where children often do something harmful, often bully other children, humiliate their families, threaten and commit violence against their friends and ignore orders and prohibitions in the family. If this happens, parents and teachers should return to child development science or child psychology, which includes recognizing mental changes resulting from psychological abuse and making it difficult for children to establish social friendships with other children so that they often have problems. At school and even behaving unequally is not in line with the expectations of school parents and the community in which they live (J & D, 2016).

Due to the psychological impact and psychological trauma that puts children at risk of becoming insecure children, mentally depressed children, mental disorders, even children with depression, anxiety disorders, and even children who

attempt suicide are all issues often taken lightly by people (Fegert et al., 2020). However, this is a risk of a psychological burden on children that requires thinking and solutions than adults. Then what if this happens to children in the family? How are the actions of parents in dealing with these children and what parents should do not judge and not punish the children but have to look in the context of child psychology so that children can grow and develop according to their age and needs while under the guidance of parents in the family (Fazel et al., 2012).

Observing the current conditions and situation regarding various criminal acts committed by minors and the academic solution is needed to provide protection and justice for children who commit underage crimes (Cacho et al., 2020). This is also proven in various media and people's conversations where misunderstandings often occur, resulting in wrong judgments and judgments on children who are found to have committed crimes and other activities that are not following the norms and rules that apply somewhere. So, we as researchers and also community leaders should be concerned with providing solutions and the form of understanding that it is essential for parents, law enforcers, and community leaders as well as educators to understand how to handle problematic children in the family so that inappropriate actions often occur when they are present in society (Yanto et al., 2020).

The giving of an understanding that is academic is felt to be very important because today, one of the essential elements in the empowerment and maturity of policymakers is to provide input that becomes a contribution that helps them run smoothly in carrying out the task of fostering the younger generation such as children who often make mistakes (Avelino et al., 2020). They are minors; they require fair treatment following Indonesia's articles and laws in force. Based on the problems and hypotheses above, we would like to conduct a review in the form of field study evidence in order to be one of the solutions that contribute to helping the parties in carrying out their respective duties and relieve children who are found to have problems in the family and then have an impact on the problems they do in society (Brooks et al., 2020).

### **Method and Materials**

Furthermore, this method section will describe the process of carrying out a study that aims to discuss the handling of children with problems in the family in the context of children's mental education. The problem of troubled children in this family is not a foreign issue to our ears because every child naturally has many problems with different levels of problems that vary from one family to another (Löhr et al., 2020). This study relies on secondary data from evidence from field studies published in national and international journals about those who actively discuss issues dealing with problem children in families and the impact of these problems. The data that we find that we build in the phenomenological approach is

undoubtedly not finding data that can answer the problems we are studying without first conducting in-depth tests and studies to see high relevance and validity (Rose & Johnson, 2020).

To view and test the data, we go through a data coding system, a thorough evaluation of interpreting the data in depth to conclude that we can make answers that can answer problems and hypotheses with high standards of validity and reliability. The sources of publications that we took were ERIC publications, Google Scholar, Taylor, and France, various publications such as academic books, newspaper proceedings, and sources that we deserve to use as literature to support this study (Alexander et al., 2020). After analyzing the data, we continued by designing this study as a descriptive qualitative report by first adopting the existing literature review reporting system so that we could report it according to the intended descriptive qualitative design. This explains the research implementation process with the theme of handling problems of children with families in the context of child psychology.

## **Result and Discussion**

### **Overcoming the behavior of naughty children in the family**

The flare-up of the crown pandemic impacts the existence of all families on the planet. The standard exercises of guardians and kids, for example, work and school, have been halted in light of the stay-at-home strategy (Milteer et al., 2012). Gaining and work are expected to be done from home. In the interim, the allure for avoiding others keeps on being made. Guardians presently must have additional energy to work while going with their kids to learn at home. Not rarely are guardians mistaken for expanding work and devious youngsters' way of behaving. The present circumstances are difficult for guardians. All youngsters have gotten into mischief. This is typical when youngsters are drained, eager, apprehensive, or are figuring out how to be free. They are exhausted because they must be in the house constantly. In a joint effort with the Parenting for Lifelong Health drive, UNICEF has assembled a few viable tips to assist guardians of guardians with managing the Covid-19. This is how to manage an insidious way of behaving in youngsters for guardians without the need to child kids, as cited from the UNICEF page (Keeley & Little, 2017).

Redirect overcome the mischievous way of behaving right away and redirect the youngster's thoughtfulness regarding acceptable conduct. Stop before it begins! When a youngster begins to get fretful, occupy them by offering them an imagination or fun movement, like taking more time for a stroll around the house (Mockler & Groundwater-Smith, 2014). Slowly inhale and frustrated? We want a break as well. Requires ten seconds to relax smoothly. Breathe in and breathe out leisurely multiple times. From that point forward, manage what is happening all the

more smoothly. Many guardians say this strategy is beneficial. Show kids outcomes. Consequences assist every youngster with being liable for his activities. Results additionally impart discipline. This is more compelling than hitting or hollering. Request that youngsters decide to follow parental headings prior to giving outcomes. Attempt to keep cool-headed while giving results (Murray, 2012).

Additionally, read: Talk to moms in Depok about gaining from home, with the eventual result of causing pressure. Ensure parents are additionally reliable in applying the results. Results should be sensible. Holding onto a teen's issues for seven days is significantly more troublesome than keeping their mobile phone for 60 minutes. After the outcomes are finished, allow the kid an opportunity to accomplish something beneficial and acclaim them. Quality time, applauding youngsters, and a steady standard can all assist with a terrible way of behaving. Additionally, give youngsters and youth straightforward, capable undertakings. Ensure they can do the work. Remember to praise them when it is finished! 4. Remain positive Maintaining a positive state of mind is not straightforward when parents need to manage youngsters with different sorts of conduct. Periodically, guardians wind up censuring, "Enough, stop!" We realize that youngsters will be more faithful whenever provided positive orders and commendation assuming they prevail regarding following through with something (Dacey et al., 2016).

Zero in on the conduct. We need to use positive sentences while requesting that youngsters follow through with something. Model: "Keep your garments, please" rather than "Do not make a wreck (Nrugham et al., 2010). "The manner of speaking is significant Screaming at a kid will add to the sensation of stress and outrage, both for the guardians and the actual kids. Attempt to stand out by calling out to them and talking in a quiet voice. Praise children for good behavior. Praise children, including teenagers, if they show good behavior. The child may not show he is happy, but he will repeat the good behavior next time. Praise also shows that we pay attention and care about their behavior. Stay realistic Are our requests realistic for children to carry out? Young children usually find it challenging to stay calm at home. However, they can be quiet for 15 minutes while the parents take the call. Help the teenager stay close to his friend Teenagers have a greater need to communicate with friends. Help children stay connected through social media and other means without breaking the safe distance (van der Velden & El Emam, 2013).

### **Handling broken home children**

Every child certainly wants to have a family that is complete, harmonious, and full of warmth (Fahlberg, 2012). Children need the role of parents in giving attention and affection. Not every child gets this desire; there are several cases where children become victims of family problems that cause them to lose their attention and affection, one of which is due to divorce. It is not easy for children to accept the

conditions of their parents' divorce in their lives. Sometimes this even has an impact on children. The condition of a household experiencing a *broken home* will affect the spouse and the children in it. Indirectly, this condition will affect both physically and psychologically for the child, and not infrequently, the impact of broken home on children can be damaging, affecting the future of these children. Then how do they overcome so that children who experience a broken home do not feel the adverse effects of their family condition? Here is the explanation (Zare & Rajaeepur, 2013).

1. **Do not Show problems with kids.** This applies to parents, even though the family's condition is afflicted with many problems. It would be better not to show it to the kids. Parents, especially mothers, must hold and control their emotions and be more sensitive to their children's feelings. The role of the mother in the family is to provide a sense of comfort for the child and embrace the child so that they can feel happy and happy without having to get into the problems that are being faced by their parents (Khasanah & Katili, 2021).
2. **Think positive every time parents get in trouble.** Try to invite children to always think positively in all the conditions they face. It is not easy to always think positively, even in conditions that make us give up. However, it is not the right solution if parents let the child continue to think sadly and always think negatively. Teach children slowly to begin to accept reality and try to think positively (Sieberer-Nagler, 2016).
3. **Never treat children regret themselves. Parents should** not let children blame themselves or regret themselves. This condition will cause children to do harmful things which should not be done; this is also a factor that causes child delinquency in the community (Matley, 2020).
4. **Trying new things to kids is a good way.** Invite children to try new things; as long as it can be positive and form a cheerful child's character, these things can be done. For example, trying a new hobby, going to new exciting places, and others that make the mind more fresh and rotten thoughts can be forgotten for a moment (Faber & Mazlish, 2012).
5. **Sharing a new place for children is another excellent way.** Problems that occur to parents and their partners should not affect their role as a parent. Do not let their children feel the burden alone. Try always to be a place to share for children so that any complaints that children feel can be channeled properly and do not cause children to seek attention elsewhere (Epstein, 2010).
6. **Special treatment is in need all the time.** Special treatment is needed to deal with children who are victims of divorce or broken homes. There are many changes like broken home children that every parent may not know. So later, it causes juvenile delinquency or even causes mental disorders in children because they feel unprepared for the existing conditions. There are many cases of children who experience a broken home experiencing trauma which is sometimes difficult to

heal into adulthood. For this reason, particular action or treatment so that the broken home condition will not affect the child's psychology (Gul & Nadeemullah, 2017).

7. **Maintaining family intimacy is more effective.** Even though the parents have divorced, do not let this condition change the child's life. Children still need the role of both parents, and that is what every parent who experiences a divorce must think about. Get rid of the selfish feelings of each party, and learn to be mature for the child. Although the family condition has been divorced, as much as possible, keep the family intimate. So that the child still feels the care and warmth of his parents even though his condition is divorced. The condition of a broken home does have a psychological impact on children from a broken home, which may be not all parents are aware of. So back again to the parents to find solutions to all the problems that occur in the family (Ólafsdóttir dkk., 2020). Whatever solution is obtained so as not to hurt the child. However, children still need the role of both parents, whom no one can replace. Hopefully, the above information can be helpful for parents.

### **Childen criminal regulation**

Taking care of criminal arguments against youngsters is undoubtedly unique to taking care of bodies of evidence against grown-ups; the treatment of kids is extraordinary because it is additionally managed in isolated guidelines (Kominis & Dudau, 2012). Comprehension of the method involved with taking care of kids' cases there might, in any case, be some locally who do not have the foggiest idea or comprehend, so that occasionally it brings about different appraisals, significantly more deadly assuming there is a misinterpretation that the treatment of youngsters, particularly kids in legitimate clash seek special treatment. There are additionally the people who feel that kids cannot be rebuffed even though it is not so much that far; it is simply that it is explicitly controlled to deal with the process (Olver et al., 2012).

The treatment of kids in a struggle with the law depends on a few extraordinary legal arrangements, including the accompanying (Wrennall, 2010);

1. "Law of the Republic of Indonesia Number 11 of 2012 concerning the Juvenile Criminal Justice System, already Law of the Republic of Indonesia Number 3 of 1997 concerning Juvenile Court"
2. "Law of the Republic of Indonesia Number 35 of 2014 concerning Amendments to Law of the Republic of Indonesia Number 23 of 2002 concerning Child Protection"
3. "Law of the Republic of Indonesia Number 17 of 2016 concerning Stipulation of Government Regulation instead of Law Number 1 of 2016 concerning the Second Amendment to Law Number 23 of 2002 concerning Child Protection into Law"
4. "Unofficial law Number 65 of 2015 concerning Guidelines for the Implementation of Diversion and Handling of Children Under 12 (Twelve) Years Old"

5. "Guideline of the Supreme Court Number 4 of 2014 concerning the Implementation of Diversion in the Juvenile Criminal Justice System"
6. "Principal legal officer Regulation No. 06/A/JA/04/2015 concerning Guidelines for Implementing Diversion" (Saragih & Berlian, 2018).

### Adolescent Criminal Justice System

Children's law enforcement apparatus is the overall process of resolving child cases who are often found violating the law with actions following legal norms. Usually, those from broken home families are often caught committing various categories of crimes that considerably impact the security conditions in a place (Douglas et al., 2013). Such handling is not necessarily carried out in a criminal process but requires an approach that holds to child welfare law, attention to minors where endurance and understanding of the law are still very low; this is related to where children often find it difficult to express their wishes and freedom so that they are often categorized as children who violate the law, both social and environmental order, which are cases of refusal to deal with the law of the Republic of Indonesia number 11 of 2012 concerning the legal and judicial system for children (Sari, 2020).

In the case of handling juvenile law enforcement, children must be considered as part of the victim who must pay attention to the types of actions and actions they commit. Children who conflict with the law are 12 years old but have not been categorized as a crime, such as being marketed to children over 17 years of age associated with the alleged act (Reid & Jones, 2011). Children who are victims of child crimes who are not yet 17 years of age often suffer from physical and mental difficulties and victims of family economic finances who are very vulnerable so that their children commit crimes. Such children must be seen as givers of legal behavior that must be considered. Holding to the law that children are protected cannot be subject to articles of violation of positive law but must be seen from. If a child proposes a criminal act of corruption before the age of 18, the proposed waqf of juvenile justice must be carried out following Article 20 of the Indonesian Criminal Code Law of 2012 concerning the juvenile justice system and the health law (Sari, 2020).

In addition, if a 12-year-old child commits a crime associated with not violating the law, the local legal behavior must decide that these children must be handed over to their parents and be included in the coaching category; otherwise, they must be given guidance by government officials. Alternatively, community social agencies so that their handling is genuinely following article 21 of law number 11 of 2012 concerning the juvenile criminal justice system about every violation they commit, which is categorized as the law on handling children under the age of 12. In grown-up cases (matured 18 years and over) each degree of assessment should not be joined by a parent/gatekeeper (Brabeck et al., 2014). However, in situations

where a youngster struggles with the law, it is essential to be joined by a parent/watchman.

The gatherings associated with the adolescent law enforcement process are Investigators, Public Prosecutors, Judges, Community Counselors, and Social Workers (Thiel et al., 2011); Agents are Child Investigators, Public Prosecutor is the Child Public Prosecutor, Judges are Child Judges.

Meanwhile, the local government is the police who can investigate the scene and at the same time provide supervision and assistance in the form of assistance to protect children in the case of criminal acts so that they can be processed outside rather than a positive law enforcement process as happens to adult criminals over the age of twelve (Knight et al., 2017). Other than that, they are usually individual social workers who work for the government and the private sector who have the skills and knowledge as social workers who are concerned about seeing crime happening among children who, through their skills and training, provide that children no longer have the potential to practice guilty work so that they become excellent and friendly citizens. A series of investigations and prosecutions for juvenile criminal cases must be carried out through an assessment by experts who must be following sound thoughts and considerations so that decisions from the leadership of the highest courts, such as the police or various specialists assigned by the state to resolve cases of criminal acts by children minors must comply with the general provisions made by the responsible party (Guy et al., 2014).

Usually, the senior police chief can provide direction in efforts to resolve criminal cases committed by juveniles so that various experts are involved, from the state to the legislature, understand the law. In conducting investigations into children's cases, paramedics such as specialists are usually obliged to ask for considerations and thoughts from the surrounding environment, such as village and city officials, to clarify events that occurred that were disclosed by their environment (Barnert et al., 2016). The point is that in handling cases of criminals by minors, this is a solution that involves the parties with thoughts and decisions expressed through community studies so that the results achieved by defending the child provide protection and different handling with cases of other people (Higdon, 2008). In conducting investigations of children's cases, specialists must be asked to report and following their expertise as social workers to assist the government after children are found to have made a mistake so that they can be held accountable for the next child who is brought to the juvenile court in a legitimate struggle at the level of investigation, prosecution and case assessment (Sari, 2020).

Cases committed by children in court must seek justice by protecting children. Courts must resolve cases of children from law enforcement processes outside the normal law enforcement process, and this must be done and accompanied by legal threats under seven years of age that are second not done to repeat wrongdoing

(Silberg & Dallam, 2019). Apart from the existing law punishing children who are suspected of being guilty, it must be seen that the convicted criminal acts must not exceed the provisions of the child's law. Furthermore, the funds must be carried out with a legal court, a very selective punishment by conciliating in Article 7 regulation number 4 of 2014 concerning guidelines for implementing diversion in the juvenile justice system. The point of the goal is to create harmony or peace between the victim and the perpetrator. Another goal is to resolve child cases outside of other positive legal interactions (Sari, 2020).

Another consideration is distinguishing between community groups to take interest and instill awareness of the expectations of other living people in children so that they are aware that other children's rights to live without pressure may be criminal (Perso & Hayward, 2020). So in this court cycle, of course, the parties must be involved, especially children as perpetrators of victims' parents and guardians, consultant education experts in their respective areas as well as social workers with a justice approach that helps implies that the settlement of children's cases is not including serious crimes, the victim can be made peace looking for a way to resolve it by prioritizing development and improvement back into a community life that is together and peaceful and just (Baumont et al., 2020).

From the aftereffects of the redirection arrangement: harmony can be as: with or remuneration, handover to guardians/security guards, support in instruction/preparing in instructive foundations, people group administrations (Kowash et al., 2020). If an understanding is reached, every authority who is answerable for carrying out the redirection will give an end of the examination, end of the indictment, end of the assessment of the case, and assuming that it is reached, the assessment interaction will proceed. Moreover, if there is no arrangement inside the predetermined time, the local area guide quickly reports to the authority to follow up on the assessment interaction (Larcher et al., 2015).

### **Children investigation process**

Specialists, Public Prosecutors, Community Counselors and additionally legitimate guide suppliers and different officials in analyzing instances of youngsters, kid casualties as well as kid observers do not wear a frock or official ascribes "Article 22 of Law Number 11 of 2012 concerning the Juvenile Criminal Justice System", (Arpentieva et al., 2018) then, at that point, at each degree of assessment the kid should be furnished with legal help and joined by a social consultant or aide with material arrangements; That connected with the detainment of youngsters "Article 32 of Law Number 11 of 2012 concerning the Juvenile Criminal Justice System" are as per the following:

1. Detainment of a youngster may not be completed as far as getting affirmations from guardians or establishments that the kid will not escape, annihilate proof or harm proof, or will not rehash the wrongdoing;
2. Detainment can be completed by relying on the prerequisite that:
3. The kid's age is 14 (fourteen) years;
4. Suspected of carrying out wrongdoing with the danger of detainment for quite a long time (Amnawaty & Rlfandy, 2019).

Confinement of a kid is unquestionably not quite the same as the respondent {adult}, and the detainment of a kid in a struggle with the law is as per the following; 1) Detention by specialists is a limit of 7 days and can be stretched out by the Public Prosecutor, for eight days; while for grown-up litigants 20 days with an expansion of 40 days. 2) Detention by the public investigator, a limit of 5 days can then be reached out by the appointed authority for five days while for grown-up litigants 20 days and stretched out for 30 days; 3) "The Judge's detainment for ten days was then stretched out for 15 days by the Head of the District Court, while the grown-up respondent was 30 days and could be reached out for 60 days" (DÜNKEL & PRUIN, 2012).

#### **Assessment process in children's court**

A solitary adjudicator completes assessments in courts of kids in the leading case; however, the Chief Justice of the Court in looking at kids' cases with the appointed authorities of the board of judges on account of a criminal offense deserving of detainment for seven years or more challenging to demonstrate (Trotter, 2020). In analyzing a kid's case in a kids' preliminary, the adjudicator is generally pronounced shut to people aside from the decision is perusing. Then, at that point, in the preliminary interaction "Article 55 of Law Number 11 of 2012 concerning the Juvenile Criminal Justice System," the Judge is obliged to arrange guardians/gatekeepers or mates or other legitimate guide suppliers; if the guardians, watchmen or watchmen are absent, the preliminary will be proceeded joined by a backer or other lawful guide supplier or potentially local area consultant (Collins & Krahenbuhl, 2020).

While looking at an offspring of a casualty or offspring of an observer, the appointed authority might arrange that the youngster is taken out "Article 58 of the Law of the Republic of Indonesia Number 11 of 2012 concerning the Juvenile Criminal Justice System". Suppose the offspring of the person in question or offspring of an observer cannot give a declaration under the watchful eye of a court meeting (Dettlaff et al., 2020). In that case, the adjudicator might arrange that the offspring of the person in question or offspring of an observer be heard external the preliminary through electronic recording led by the local area consultant within sight of the agent or public examiner and supporter or lawful guide supplier,

through distant assessment or video chat "Article 58 of the Law of the Republic of Indonesia Number 11 of 2012 concerning the Juvenile Criminal Justice System". The appointed authority, prior to pursuing a choice, gives an opens the door to the parent/watchman/ally to introduce things that are useful to the kid; then, at that point, at the hour of perusing the court's choice, it is completed in a preliminary open to people in general and may not be gone to by the youngster. Sentences against kids struggling with the law might depend on criminal demonstrations and activities, and kids must be condemned or dependent upon the arrangements of this Law (Yuliawati, 2021).

In the case cases of criminal acts committed by minors, this must be viewed as an act, not a criminal category children to be committed to fostering them to return to the path of education, or it can also be done for the selection of education carried out by religion so that they become normal people and get treatment and rights to become ordinary citizens who do not feel they are citizens who are mentally depressed for their crimes (Zarkasi et al., 2022). So, it is better if underage children can be sentenced to various violations as stipulated in the law article 71 number 11 of 2012 concerning the juvenile criminal justice system, namely as follows. The principle of wrongdoing comprises of; 1) Cautioning punishment. 2). Restrictive discipline (direction in organizations, local area administrations, oversight). 3). Work preparing. 4). They instruct in foundations and detainment facilities (Nazeri & Dhanapal, 2019).

If a kid struggling with the law is undermined with a total punishment as detainment and a fine in material regulation, the fine will be supplanted with work preparing for at least three months and a limit of 1 year. The discipline for confining opportunity forced on kids is a limit of the greatest detainment that is undermined against grown-ups "Article 79 passage 2 of the Law of the Republic of Indonesia Number 11 of 2012 concerning the Juvenile Criminal Justice System", while the unique most miniature arrangements for detainment do not have any significant bearing to kids. "Article 79 of the Law of the Republic of Indonesia Number 11 of 2012 concerning the Juvenile Criminal Justice System" (Sepud, 2018).

Detainment of kids in a struggle with the law is put at the Temporary Child Placement Institution, while the spot where the youngster is serving his criminal period is set at the Child Special Guidance Institute (Todres & Fink, 2020). Then the spot where kids get social administration is at the Social Welfare Organization. Against the appointed authority's choice at the top level, the two youngsters struggling with the law and the public examiner can surely take further lawful endeavors, specific allure, cassation, and survey (Zayas & Bradlee, 2014). To be specific, against kids who are proposed as kids in legitimate struggle, kid casualties and kid observers are qualified for all insurances and freedoms directed by regulations and guidelines. In light of this depiction, the treatment of youngsters in a

struggle with the law is unique from the treatment of grown-ups in a struggle with the law; in the adolescent law enforcement framework, the treatment of kids' cases focuses on helpful equity. This is a short outline of the treatment of wrongdoings against kids struggling with the Law (Terrio, 2015).

## Conclusion

At the end of this paper, the author would like to convey the conclusion of this study which aims to gain a deep understanding of laws and regulations and the habits of dealing with children with problems in the family in the context of children's psychology education. Based on the exposure to the data above, which is supported by various perspectives and thoughts as well as proposals, all of which are the results of field studies that have tested various expertise both in the field of child mental development science and the law of handling children who have problems due to broken homes. This result is very relevant given the various support from the field study evidence that we have included. The findings that we mean include the need for strategies and approaches taken by families in dealing with naughty children caused by various background variables such as parents' difficulty in educating and encouragement from the environment that causes children to be stubborn.

Furthermore, we also note that dealing with children with broken homes requires various practical approaches, including that parents should not expose their children's problems in public because this can shake the child's feelings. In dealing with problems at the airport for children in the family, of course, parents have various approaches taken by experts, including that parents should not show children's problems in front of others, continue to think positively, continue to share stories and life experiences and continue to maintain good relations in the family so that children feel at home. When children have made mistakes, such as violating the law, which is categorized as a criminal effect, parents and law enforcement must process the crime committed by the child according to a different law called the law on handling crimes of minors. This handling must be full of help to help children avoid legal problems such as being carried out by law for parents or adults.

Furthermore, the justice system must be handled differently from the law applied to other adults because children aged 12 years are not yet in the category of people who have mature thoughts. Likewise, investigating children's crimes against their crimes must refer to applicable laws such as article 22, number 11 of 2012, concerning the justice system for violations of the law by children. Likewise, juvenile courts must process every law that ensnares children with full consideration and, at the same time, education so that children become adults who grow and develop in a healthy environment and are kept away from crime and violence. From the results that have been described above, we believe that this finding has received high

validity and reliability, considering that we came to do it thoroughly with the support of experts, which are the results of field studies that have been verified. The author believes that this study of findings certainly has positive values and weaknesses, so for that, we expect constructive criticism and feedback so that we can improve the weaknesses in this study and will get improvements in the future. Thus the explanation of the conclusions that we have carried out for the study with the theme of understanding the treatment of problematic children in the family in terms of the completion and approach of child psychology education.

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**Instructor**

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## RUBRIC: 6TH-8TH SCIENCE ARGUMENT (CER)

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### CLAIM

Take an arguable position on the scientific topic and develop the essay around that stance.

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ADVANCED	The essay introduces a precise, qualitative and/or quantitative claim based on the scientific topic or text(s), regarding the relationship between dependent and independent variables. The essay develops the claim and counterclaim fairly, distinguishing the claim from alternate or opposing claims.
PROFICIENT	The essay introduces a clear, qualitative and/or quantitative claim based on the scientific topic or text(s), regarding the relationship between dependent and independent variables. The essay effectively acknowledges and distinguishes the claim from alternate or opposing claims.
DEVELOPING	The essay attempts to introduce a qualitative and/or quantitative claim, based on the scientific topic or text(s), but it may be somewhat unclear or not maintained throughout the essay. The essay may not clearly acknowledge or distinguish the claim from alternate or opposing claims.
EMERGING	The essay does not clearly make a claim based on the scientific topic or text(s), or the claim is overly simplistic or vague. The essay does not acknowledge or distinguish counterclaims.

### EVIDENCE

Include relevant facts, definitions, and examples to back up the claim.

---

ADVANCED	The essay supplies sufficient relevant, accurate qualitative and/or quantitative data and evidence related to the scientific topic or text(s) to support its claim and counterclaim.
PROFICIENT	The essay supplies relevant, accurate qualitative and/or quantitative data and evidence related to the scientific topic or text(s) to support its claim and counterclaim.
DEVELOPING	The essay supplies some qualitative and/or quantitative data and evidence, but it may not be closely related to the scientific topic or text(s), or the support that is offered relies mostly on summary of the source(s), thereby not effectively supporting the essay's claim and counterclaim.
EMERGING	The essay supplies very little or no data and evidence to support its claim and counterclaim, or the evidence that is provided is not clear or relevant.

### REASONING

Explain how or why each piece of evidence supports the claim.

---

ADVANCED	The essay effectively applies scientific ideas and principles in order to explain how or why the cited evidence supports the claim. The essay demonstrates consistently logical reasoning and understanding of the scientific topic and/or text(s). The essay's explanations anticipate the audience's knowledge level and concerns about this scientific topic.
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PROFICIENT	The essay applies scientific reasoning in order to explain how or why the cited evidence supports the claim. The essay demonstrates logical reasoning and understanding of the scientific topic and/or text(s). The essay's explanations attempt to anticipate the audience's knowledge level and concerns about this scientific topic.
DEVELOPING	The essay includes some reasoning and understanding of the scientific topic and/or text(s), but it does not effectively apply scientific ideas or principles to explain how or why the evidence supports the claim.
EMERGING	The essay does not demonstrate clear or relevant reasoning to support the claim or to demonstrate an understanding of the scientific topic and/or text(s).

## FOCUS

Focus your writing on the prompt and task.

---

ADVANCED	The essay maintains strong focus on the purpose and task, using the whole essay to support and develop the claim and counterclaims evenly while thoroughly addressing the demands of the prompt.
PROFICIENT	The essay addresses the demands of the prompt and is mostly focused on the purpose and task. The essay may not acknowledge the claim and counterclaims evenly throughout.
DEVELOPING	The essay may not fully address the demands of the prompt or stay focused on the purpose and task. The writing may stray significantly off topic at times, and introduce the writer's bias occasionally, making it difficult to follow the central claim at times.
EMERGING	The essay does not maintain focus on purpose or task.

## ORGANIZATION

Organize your writing in a logical sequence.

---

ADVANCED	The essay incorporates an organizational structure throughout that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Effective transitional words and phrases are included to clarify the relationships between and among ideas (i.e. claim and reasons, reasons and evidence, claim and counterclaim) in a way that strengthens the argument. The essay includes an introduction and conclusion that effectively follows from and supports the argument presented.
PROFICIENT	The essay incorporates an organizational structure with clear transitional words and phrases that show the relationship between and among ideas. The essay includes a progression of ideas from beginning to end, including an introduction and concluding statement or section that follows from and supports the argument presented.
DEVELOPING	The essay uses a basic organizational structure and minimal transitional words and phrases, though relationships between and among ideas are not consistently

clear. The essay moves from beginning to end; however, an introduction and/or conclusion may not be clearly evident.

EMERGING

The essay does not have an organizational structure and may simply offer a series of ideas without any clear transitions or connections. An introduction and conclusion are not evident.

## LANGUAGE

Pay close attention to your tone, style, word choice, and sentence structure when writing.

---

ADVANCED

The essay effectively establishes and maintains a formal style and objective tone and incorporates language that anticipates the reader's knowledge level and concerns. The essay consistently demonstrates a clear command of conventions, while also employing discipline-specific word choices and varied sentence structure.

PROFICIENT

The essay generally establishes and maintains a formal style with few possible exceptions and incorporates language that anticipates the reader's knowledge level and concerns. The essay demonstrates a general command of conventions, while also employing discipline-specific word choices and some variety in sentence structure.

DEVELOPING

The essay does not maintain a formal style consistently and incorporates language that may not show an awareness of the reader's knowledge or concerns. The essay may contain errors in conventions that interfere with meaning. Some attempts at discipline-specific word choices are made, and sentence structure may not vary often.

EMERGING

The essay employs language that is inappropriate for the audience and is not formal in style. The essay may contain pervasive errors in conventions that interfere with meaning, word choice is not discipline-specific, and sentence structures are simplistic and unvaried.