

Peer Mentoring as a Restorative Justice Strategy for Youth Perpetrating Street Violence in the Special Region of Yogyakarta

Mashita Phitaloka Fandia Purwaningtyas^{1,2*}, Ina Yosia Wijaya¹, Riski Islahuddyn¹, Ayu Aishya Putri¹, Stefanus Fajar Setyawan¹, Viridhian Mangsah Puspendara¹, Anggit Nur Sasmito³

¹Youth Studies Centre, Faculty of Social and Political Sciences, Universitas Gadjah Mada, Yogyakarta, Indonesia

²Department of Communication Science, Faculty of Social and Political Sciences, Universitas Gadjah Mada, Yogyakarta, Indonesia

³Centre for Public Mental Health, Faculty of Psychology, Universitas Gadjah Mada, Yogyakarta, Indonesia

Submitted: November 22th 2023; Revised: September 04th 2024; Accepted: September 06th 2024

Keywords:

Community service
Klithih
Restorative justice
Training
Youth

Abstract The Juvenile Social Protection and Rehabilitation Center (BPRSR) of Yogyakarta Special Region (DIY) handles juvenile street violence (*klithih*) offenders but faces challenges in peer mentoring, a vital component of restorative justice. To enhance the skills of BPRSR staff, the Youth Studies Centre (YouSure), in collaboration with the Centre for Public Mental Health (CPMH), organized a community service program in the form of a workshop series. The program aimed to strengthen staff capabilities in identifying mental health problems, providing psychological first aid, and offering basic counseling. The training began with a pre-test to assess participants' initial skills, followed by the training sessions, and concluded with a post-test. Results from the pre-test revealed a lack of understanding of the procedures for addressing mental health issues, while the post-test demonstrated a significant improvement in both skills and knowledge. Despite the training's effectiveness, further follow-up is necessary to achieve a more comprehensive approach to restorative justice. Future training should be more in-depth and ongoing, addressing the identified gaps and supporting the practical application of these skills in adolescent rehabilitation at BPRSR.

1. INTRODUCTION

In the Special Region of Yogyakarta (hereinafter referred to as DIY), street violence cases received quite high attention in society. One of the top priority concerns is that these street violence cases are mostly committed by children or teenagers, and referred to as *klithih* (Sarmini et al., 2020; Sarwono, 2019). Considering that the street violence perpetrators are mostly young people, special treatment is needed, because the condition of 'children/youth facing the law' cannot be equated with 'adults facing the law'.

The Yogyakarta Special Region (DIY) has established the Centre for Youth Social Protection and Rehabilitation (*Balai Perlindungan dan Rehabilitasi Sosial Remaja*, referred to as BPRSR), a unit under the Provincial Social

Service of DIY. This unit is responsible for managing young offenders involved in street violence, commonly known as *klithih*. However, simply arresting and detaining these offenders has led to the criminalization of *klithih* without sufficient efforts toward their rehabilitation. BPRSR operates under the DIY government's initiative to protect the rights of "youth in conflict with the law", ensuring they are not labeled as criminals. The goal is to prevent these youths from acquiring a criminal record, which would occur if they were sent to prison or a detention center.

However, BPRSR has many limitations in handling rehabilitation because its authority status is limited to units under the 'social service' label, therefore it does not have

ISSN 2460-9447 (print), ISSN 2541-5883 (online)

*Corresponding author: Mashita Phitaloka Fandia Purwaningtyas

Department of Communication Science, Faculty of Social and Political Sciences, Universitas Gadjah Mada, Jl. Sosio Yustisia No.1, Caturtunggal, Depok, Sleman, Daerah Istimewa Yogyakarta 55281, Indonesia

Email: mashita.p.f@mail.ugm.ac.id

security facilities such as prison or detention center (Febriani, 2018; Sarmini et al., 2020). With the minimal presence of 'safeguards', many of BPRSR staffs then encounter difficulties in carrying out their task. According to information from social workers, the most dominant disturbance that often occurs is the solidarity of fellow gang members who continue to try to connect with their friends who are in rehabilitation by sending a series of prohibited items such as cigarettes, 'gorilla tobacco', or 'cow pills' as an alternative to addictive substances. This reality shows that what these young perpetrators actually need is assistance in the form of peer counsellors, in order to prevent them from reconnecting with fellow gang members who give bad influences.

With regards to this condition, Youth Studies Centre (hereinafter referred to as YouSure) aims to participate in the pursuit of restorative justice through providing comprehensive community service program. This community service program is a continuation from 2022's research conducted by YouSure titled *Spektrum Sosial-Kultural Kaum Muda dan Kejahatan Jalanan: Sebuah Studi Awal* (Social-Cultural Spectrum of Youth and Street Crime: A Preliminary Study), in which found that the restorative justice needs to be conducted as special treatment for 'youth/children facing the law' in the case of *klithih* (Casmini & Supardi, 2020; Sutopo et al., 2022; Viviers et al., 2023). As the first step of the community service program, YouSure conducted workshop/training for peer counselling/mentoring as the restorative justice strategy.

Through peer mentoring, YouSure aims to assist BPRSR to create a system that will be able to function as a motivation for these young perpetrators to undergo a series of trainings prepared by BPRSR, as well as a mapping material for academic institutions to understand the thinking and space of young people during this rehabilitation.

Peer mentoring training plays a crucial role in social work by enhancing social workers' skills and competencies in providing effective emotional and psychological support. Peer mentoring connects individuals facing challenges with someone who has experienced similar issues and can offer guidance and support from a relatable perspective. This model has been shown to improve the effectiveness of social interventions by fostering empathy and deeper understanding through shared experiences (Baker et al., 2012). In social work, peer mentoring training helps staff build supportive relationships and empower clients—key components of restorative justice-based interventions (McCormick & Barnett, 2020).

Research indicates that peer mentoring training enhances the quality of social services by strengthening staff's ability to manage interpersonal dynamics and offer more personalized, effective support (Gibson, 2018). It also equips social workers with skills to identify and address mental health issues early on, using counselling techniques tailored to the individual's needs (Chen et al., 2019). This approach further enhances rehabilitation and social reintegration by equipping staff with the essential

tools to foster positive change in their clients.

The implementation of peer mentoring training in social work can also enhance staff job satisfaction and effectiveness. With improved skills in providing support and counseling, staff feel more confident and empowered in their roles, which ultimately leads to higher-quality service for clients (Nielsen & LaMontagne, 2021). In the context of restorative justice, this training is particularly important as it assists staff in understanding and applying restorative justice principles more effectively, thereby supporting better rehabilitative outcomes for children and youth involved in the justice system (Zehr, 2002).

The various stories collected from peers can also be used as material for consideration in strengthening the capacity of the BPRSR institution when it is used as a reference for restorative justice for perpetrators of street crime in DIY. YouSure believes that this project is the most important big step to be taken, because there is a correlation between knowledge ownership and interest in one's own talents to generate confidence and self-efficacy (Maimanah et al., 2022). With the development of confidence and efficacy, young people will increasingly have the ability and motivation to fulfil their life plans in the future (Anjaswarni et al., 2021; Antonia & Lastariwati, 2020).

This program adopted the definition of "children" as outlined in Law No. 23 of 2002 on Child Protection, which defines a child as anyone under the age of 18, including those still in the womb (Sutopo et al., 2022). Additionally, in accordance with Law No. 35 of 2014, which amended the 2002 Child Protection Law, this program aligns with the ratification of the UN Convention on the Rights of the Child (CRC) since 1989. The program aims to protect children's rights, emphasizing the importance of restorative justice when children come into contact with the law, and it is consistent with Indonesia's Youth Criminal Justice System (SPPA) (Sutopo et al., 2022).

The restorative justice approach is rooted in Regulation No. 8 of 2021 by the Indonesian National Police, which prioritizes balancing the protection and interests of both victims and offenders in a way that is not punishment-oriented, unlike the adult criminal justice system (Sutopo et al., 2022). Moreover, this program takes into account the Guidelines for Implementing Diversion in the Youth Criminal Justice System (Supreme Court Regulation No. 4 of 2014), which provides the legal framework for addressing juvenile street crime cases through diversion (Sutopo et al., 2022).

Contextualizing the legislative material with the position of youth, it seems that youth are in a 'grey area' in curative restorative justice (Sutopo et al., 2022). The urgency of assistance in BPRSR is because BPRSR is an alternative institution in guiding these young people to return to society. This is based on the fact that children who commit crimes have urgent needs in terms of access to education (Sarwono, 2019). This also includes challenges related to criminal stigma, economic and social barriers (Sutopo et al., 2022). Through this program, YouSure aims to achieve a peaceful and inclusive society, provide

access to justice for all, and build effective, accountable and inclusive institutions at all levels, by improving the quality of human resources in relevant institutions, particularly through increased peer mentoring and mapping of talent interests. This program aims not only to provide an inclusive and fair education, but also to prevent young people who are former street criminals from returning to gang circles.

The conditions expected after the existence of this program are aligned with the United Nations (UN) Development Goals (SDGs), which are designed to address global challenges such as poverty, inequality, and climate change in order to universally guide development efforts throughout the world over the next decade and a half. The program seeks to achieve the Sustainable Development Goals, specifically Goals 4 (quality education), 10 (reducing inequalities), and 16 (peace, justice, and strong institutions) (Sutopo et al., 2022). By contextualizing this peer counseling/mentoring, YouSure aims to identify the appropriate skills needed for young people who are former perpetrators of street violence when they are in a period of punishment or rehabilitation, in order to reduce top-down training in order to increase the capacity of young people to carry out the training provided (Sutopo et al., 2022).

In accordance with these conditions, this community service program aims to implement a workshop/training program for BPRSR social workers, therefore in the future, social workers are able to explore and map the talents and interests of former perpetrators of street violence. This is intended so that the output of this BPRSR training is dynamic, adapting to the interests and talents of young people who are former perpetrators of street violence, which can become initial capital to explore the needs of young people.

2. METHOD

In this community service program, our main objective was to strengthen the institutional capacity of the *Balai Perlindungan dan Rehabilitasi Sosial Remaja* (BPRSR) which is in charge of the rehabilitation process of juvenile *klithih* offenders in the Special Region of Yogyakarta (DIY). This program was designed to improve the skills and knowledge of BPRSR employees in providing peer mentoring and counseling, which is an important aspect of restorative justice.

2.1 Characteristics of target participants

The main targets of this training were the 16 staff members of BPRSR, both social workers and social assistants. We submitted the participant application to BPRSR directly to ensure that the training participants are individuals who have a direct role in the rehabilitation process and need to improve their skills in mental health and counseling. By selecting the right participants, the training was expected to have a significant and relevant impact on the quality of rehabilitation provided.

2.2 Activity stages

2.2.1 Planning

In the planning stage, YouSure and the Center for Public Mental Health (CPMH) collaborated to design training materials that would suit the needs and challenges faced by BPRSR. This stage involved identifying important topics, such as mental health, managing early mental health problems, and basic counseling. Materials were developed based on needs analysis and best practices in the field of social work. In addition, CPMH prepared competent trainers and manuals to be used during the training.

2.2.2 Implementation

The training program was implemented in the form of a series of activities consisting of four training sessions (Table 1). Each session had a different but interconnected theme. The themes included peer counseling techniques, stress management, and early intervention strategies. Each training was designed to provide theory and hands-on practice, and support participants in applying their new skills in the context of their daily work at BPRSR.

2.2.3 Evaluation

Evaluation was conducted to measure the effectiveness of the training and its impact on the skills and knowledge of BPRSR employees. The evaluation process involved a pretest and posttest to assess the improvement of participants' understanding and abilities. In addition, feedback from participants was also collected to evaluate the quality of the materials and teaching methods. The results of the evaluation were used to make adjustments to the next training session and to plan follow-up programs that might be needed to strengthen the results achieved.

Table 1. List of workshop series

Workshop Date	Topic	Trainer
August 21 st , 2023	Communicating the Fundamentals of Mental Health	Anggit Nursasmito, S.Psi. & Yahya Maulana Argito
August 30 th , 2023	Disseminating Information on Early Detection of Mental Health Problems	Nopi Rasyida, M.Psi., Psikolog
September 25 th , 2023	Psychological First Aid (PFA) Education	Anggit Nursasmito, S.Psi. & Yahya Maulana Argito
September 26 th , 2023	Education on Psychological First Aid and Basic Counseling	Anggit Nursasmito, S.Psi. & Yahya Maulana Argito

2.3 Support of existing facilities

CPMH, as a partner in this program, provided essential facilities such as experienced trainers, manuals, and training materials. This included training rooms equipped with multimedia equipment to support the teaching and learning process. In addition, CPMH also provided access to additional resources and the latest research in mental health, which could be used to improve the quality of training.

With a structured approach and adequate facility support, this community service program was expected to significantly increase the capacity of BPRSR staff, support the success of the rehabilitation process of juvenile offenders of *klithih*, and ultimately contribute to achieving a more effective restorative justice in DIY.

3. RESULT AND DISCUSSION

The training to enhance the skills of social workers and social assistants at the Yogyakarta Juvenile Social Protection and Rehabilitation Center (BPRSR) was carried out through a series of systematic face-to-face sessions. The process began with a pretest designed to assess participants' skill levels and understanding of the training materials. The materials covered the identification of mental health issues in adolescents, mental health first aid, and basic counseling. The pretest results revealed that most participants lacked a clear understanding of the recommended steps for managing adolescents in rehabilitation (Figure 1).

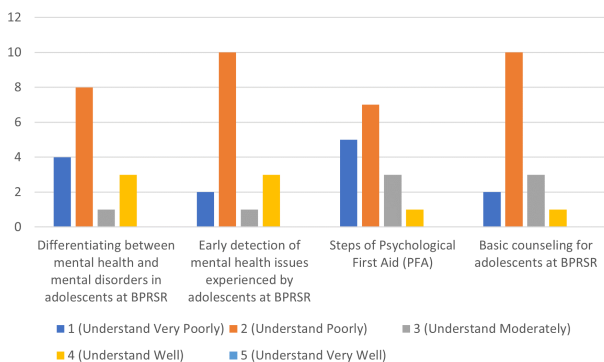


Figure 1 . Workshop participants' pretest result, August 21st, 2023

After analyzing the pretest result, the community service team determined the training materials to be provided within four days. Given the busy schedules of BPRSR employees who take turns handling adolescents, the training was compacted to optimize time without interfering with their daily tasks. During the training, 16 BPRSR employees participated in four sessions with interconnected themes. The training was conducted in four sessions, as outlined below.

1. The first session focused on mental health identification, this session involved presenting material on mental health, sharing experiences, and practical exercises to recognize mental health conditions in adolescents (Figure 2). Participants

used provided worksheets to note down observed mental health conditions and discussed whether these were indicative of a healthy mental state.

2. The second session focused on identifying mental health problems, participants shared observations of signs indicating potential mental health issues and learned steps to take when such signs are observed in adolescents.
3. The third session covered Psychological First Aid (PFA) techniques to address emotional wounds from traumatic events, including exercises to help manage stress and maintain mental well-being (Figure 3).
4. The fourth session emphasized basic counseling skills, where participants practiced counseling in groups or pairs using provided case scenarios (Figure 4). They received feedback on their counseling techniques from the trainer.



Figure 2 . Mental illness early detection training



Figure 3 . Problem solving practice



Figure 4 . Basic counselling practice with the participants

The four sessions were a team effort to achieve the main objective of the training, which was to improve the skills of BPRSR employees in three critical areas: identification of mental health problems, psychological first aid, and basic counseling. With this training, participants are expected to be able to:

1. Identify mental health problems: Understand the characteristics of healthy and unhealthy mental health and be able to detect problems in adolescents.
2. Provide Psychological First Aid (PFA): Manage emotional conditions that require immediate intervention after a traumatic event.
3. Conduct basic counseling: Provide emotional support and problem-solving related to adolescents' feelings, emotions, and behaviors.

Previous research has shown that training in peer mentoring can significantly improve social workers' skills. Gibson (2018) showed that this training helps social workers to provide more empathic and relevant support, which is key in handling complex mental health cases. Chen et al. (2019) highlighted the importance of practical skills in the management of mental health problems, which is in line with the objectives of this training.

The posttest results after the training showed a clear improvement in participants' understanding and skills (Figure 5). Participants felt better prepared to apply identification, first aid, and counseling techniques daily. This reflects the findings of McCormick & Barnett (2020), who emphasized the effectiveness of the training in preparing social workers to deal with diverse and challenging cases. The evaluation also showed that the training successfully met its main objective by improving participants' ability to work with adolescents in rehabilitation and also addressing issues related to their mental state more effectively.

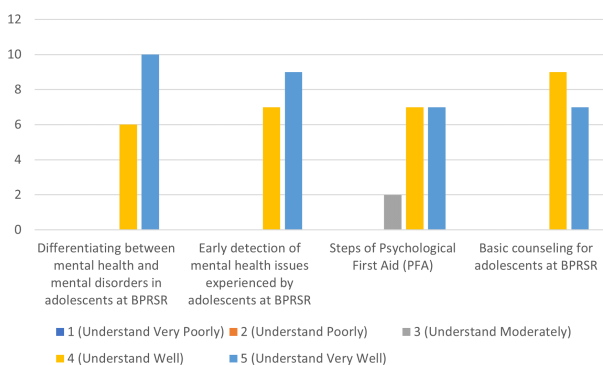


Figure 5. Workshop participants' posttest result, September 26th, 2023

4. CONCLUSION

Overall, the community service program, delivered through a series of four workshops and trainings, successfully met its primary objectives with satisfactory quality. The content

focused on health assessment, mental health disorder detection, psychological first aid, and basic counseling, enhancing the ability of social workers and counselors at BPRSR DIY to communicate more effectively with rehabilitated adolescents. The program also equipped them to offer appropriate basic counseling when needed, directly aligning with the goal of improving service quality.

ACKNOWLEDGMENT

We would like to thank the Director of the BPRSR DIY, the staff, and collaborators for making this community service program possible. Special thanks to the social workers and social assistants of BPRSR who participated in the whole series of trainings in this program. We would also like to thank the Center for Public Mental Health, Faculty of Psychology, Universitas Gadjah Mada, which was willing to collaborate by being a speaker in each training conducted. Last but not least, this community service program is funded by the Directorate of Community Services, Universitas Gadjah Mada.

CONFLICT OF INTERESTS

The authors have no competing interests to declare. All co-authors have seen and agree with the contents of the manuscript and have no financial interests to declare. We certify that the submitted work is original and is not under consideration for publication elsewhere.

REFERENCES

- Anjaswarni, T., Nursalam, N., Widati, S., Yusuf, A., & Tristiana, R. D. (2021). Development of a self-efficacy model in junior and senior high school students based on religiosity and family determinants: A cross sectional approach. *International Journal of Adolescent Medicine and Health*, 33(5). <https://doi.org/doi:10.1515/ijamh-2019-0023>
- Antonia, N. Y. & Lastariwati, B. (2020). The influence of parenting, self-efficacy, and entrepreneurial interest toward the learning motivation of creative products and entrepreneurship of culinary management vocational school students. *Jurnal Pendidikan Vokasi*, 10(3). <https://journal.uny.ac.id/index.php/jpv/article/view/32428/15553>
- Baker, C., McDonald, D., & Sims, J. (2012). The role of peer support in social work practice: A review of the literature. *Social Work Review*, 38(1), 29-42.
- Casmini, C. & Supardi, S. (2020). Family resilience: Preventive solution of Javanese youth klithih behavior. *Qualitative Report*, 25(4), 947-961. <https://doi.org/10.46743/2160-3715/2020.4361>
- Chen, K. S., Ho, Y. C., & Chiu, H. Y. (2019). The effectiveness of peer mentoring in social work practice: A meta-analysis. *Journal of Social Work*, 15(2), 189-207.
- Febriani, A. (2018). Klithih: Faktor risiko dan

- developmental pathway pelakunya. *Humanitas*, 15(2), 145. <https://doi.org/10.26555/humanitas.v15i2.10536>
- Gibson, R. L. (2018). *Introduction to social work and social welfare: Empowering people*. Cengage Learning.
- Maimanah, A. C., Munib, A., Latipah, E., & Subaidi, S. (2022). Menumbuh-kembangkan minat, efikasi diri, dan regulasi diri pada anak. *Jurnal Buah Hati*, 9(1), 27-43. <https://doi.org/10.46244/buahhati.v9i1.1671>
- McCormick, C. & Barnett, D. (2020). Restorative justice and peer mentoring: A guide for practitioners. *Journal of Restorative Justice*, 11(3), 275-290.
- Nielsen, K. & LaMontagne, A. D. (2021). The impact of peer support training on social work staff. *Workplace Health & Safety*, 69(5), 234-245.
- Sarmini, M., Kurniyatuti, N., & Sukartiningsih, S. (2020). Klithih: Invisible crime by teenagers. *Advances in Social Science, Education and Humanities (Proceedings of the 1st International Conference on Social Sciences (ICSS 2018))*, 226, 1578-1582. <https://doi.org/10.2991/icss-18.2018.328>
- Sarwono, R. B. (2019). Menelisik dorongan agresi para pelajar pelaku “klithih” di Yogyakarta. *Jurnal Solution*, 1(1), 58-70.
- Sutopo, O. R., Prastowo, F. R., Purwaningtyas, M. P. F., Astuti, E. Z. L., Aulia, H., & Bhagawanta, J. Y. (2022). Spektrum sosial-kultural kaum muda dan kejahatan jalanan: Sebuah studi Awal.
- Viviers, S., Dionne, P., & Supeno, E. (2023). Guidance counsellors’ work as a transformative activity: Supporting social justice through advocacy. *British Journal of Guidance & Counselling*, 51(5), 765-780. <https://doi.org/10.1080/03069885.2021.1946010>
- Zehr, H. (2002). *The little book of restorative justice*. Good Books.