

## A PHENOMENOLOGICAL STUDY ON KLEPTOMANIA BEHAVIOR IN BROKEN HOME ADOLESCENTS

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### ABSTRACT

Adolescence is the phase between childhood and adulthood. Adolescents tend to commit acts of delinquency when they experience a broken home and have conflicting parents. One of the acts of juvenile delinquency is stealing. Stealing from research findings is linked to impulse control. This research aims to know the behavior of teenagers experiencing kleptomania disorder in broken home teenagers. This research was conducted by identifying the emotions that arise before and after the onset of kleptomania behavior. This qualitative research used a phenomenological approach through semi-structured interviews to collect data. Participants in the research were a number of junior high school age teenagers in Special Region of Yogyakarta who had kleptomaniac behavioral tendencies. The sampling technique was carried out through purposive sampling. Data analysis in this research used the Miles and Huberman interactive analysis model. This research found that participants have a tendency to kleptomania in childhood due to internal factors. The novelty of this research are objective information based on phenomenological studies regarding broken home teenagers who experience kleptomania.

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## Introduction

Adolescence is the phase between childhood and adulthood. Adolescence typically lasts from ages 12 to 18, which corresponds to the time from the onset of puberty to state recognition as an adult (Jaworska & MacQueen, 2015). During this period, adolescents experience a unique stage of human development and an important time for building the foundations of good health (WHO, 2021). Health, especially mental health, is very crucial in the lives of young adults. Mental health can be defined as the ability to adapt to life's challenges (Baxter et al, 2021). During development, teenagers are vulnerable to

environmental problems that can interfere with emotional changes and mental well-being. The events experienced by adolescents during the development phase will have an impact on their future. Teenagers who receive maximum support in their environment will grow and develop into someone with good mental health. On the other hand, if teenagers do not receive enough support from the environment, let alone the family as the first educator, then the teenager's mental health will be at risk.

The term broken home is related to a lack of family love and attention (Retnowati, 2021). Apart from that, Retnowati (2021) explained further that apart from being caused by divorced parents, a broken home can also be caused by a family that does not have positive characteristics. In this situation, parents often leave home and have disagreements so that they cannot fulfill their duties as parents resulting in family dysfunction. Conflict between parents can also have a detrimental effect on children where they may experience inconsistent parenting, reduced affection and warmth, and reduced supervision, which have all been found to be predictive of later delinquency (Theobald et.al, 2013). One of the juvenile delinquency behaviors, namely stealing, has increased in the age range of 12 to 18 years (Sasaki et.al, 2020). Stealing behavior is related to impulse control, substance disorders, and addictions. These characteristics are in accordance with the DSM V criteria for kleptomania, which is characterized by poor impulse control regarding certain behaviors, namely stealing, to relieve internal tension. Thus, this research aims to examine kleptomania behavior in broken home teenagers by deepening the influence of the family on juvenile delinquency, especially stealing behavior.

Stealing behavior in terms of operant conditioning theory by Skinner, as described by (Catania & Harnad, 1988), provides reinforcement into the law of consequences, which in the reinforcement element carried out by Skinner is in the form of reinforcing behavior and is likely to reappear. Skinner used the term operant to refer to "active behavior that operates on the environment to produce consequences" because Skinner believed that behavior should be seen only in terms of observable external causes. Skinner distinguished between two different types of behavior, namely:

(i) respondent behavior is behavior that occurs automatically and is a reflection that does not need to learn this behavior, It only occurs automatically and unintentionally; (ii) operant behavior is behavior that is under conscious control whose consequences of these actions then affect whether it occurs again or not in the future (Cherry, 2019). The stealing behavior that forms the basis of research is included in the category of operant behavior, namely stealing, behavior arises under the conscious control of the individual, and the consequences of the stealing behavior will affect the appearance of the behavior in the future.

The role of the family is viewed from (Bronfenbrenner, 1994) ecological theory, namely a theory that emphasizes the influence of the environment on individual growth and development. This theory identifies five environmental systems, microsystem, mesosystem, exosystem, macrosystem, and

chronosystem. Family or parents are important figures in the microsystem the setting in which individuals live. In a microsystem, individuals do not play a passive role but contribute to it because they get direct contact from figures in the system. Relationships in the microsystem are two-way, that is, children can be influenced by other people in their environment and are able to influence other people's beliefs or actions as well (Guy-Evans, 2020). Interactions within the microsystem are very personal and crucial to supporting children's development. If children have a strong parenting relationship, it will have a positive impact on the child. However, if the relationship is strained and there is a lack of affection, it will have a negative impact on the child.

Previous research by Chi & Cui (2020) examining problematic behavior among adolescents in Southern China Cities, stated that incomplete families and low family function in parenting were some of the factors associated with problem behavior (stealing) in teenagers. (Tullius, 2021) also researched adolescent mental health problems after parents divorced in the Northern Netherlands. The study found that parental divorce during adolescence increases the risk of adolescents experiencing emotional and behavioral problems. Unfortunately, these two studies did not explore adolescent stealing behavior towards kleptomania, and there was no in-depth research on this theme in Indonesia, thus indicating a gap in research. This study examines gaps that have not been uncovered in previous studies by exploring more about juvenile delinquency behavior, especially stealing behavior, by bringing together kleptomania caused by broken home situations, as well as deepening emotional changes between before and after stealing behavior.

## **Method**

This research discusses kleptomania behavior in teenagers who experience broken homes. The type of qualitative research used is phenomenology. Phenomenology is an effort made by researchers to search for information related to essential things, invariant structures, or the fundamental meaning of an experience by emphasizing the intensity of consciousness based on memory, image, and meaning (Husserl, 1970). Phenomenology in research is used because the phenomenon itself can be seen as something that happens naturally to people. Apart from that, the phenomena that researchers carry out are related to phenomenological psychology which is more detailed and much more systematic. In this phenomenology, people's experience (of the phenomenon in question) is the data that describes how the phenomenon appears to people which refers to the world that someone experiences through their consciousness and how this is experienced and reflected (Howitt, 2016). This is what prompted researchers to choose a phenomenological approach to understand the behavior that appears in broken home teenagers with kleptomania from the subject's point of view.

## A. Research Participants

Participation is a voluntary contribution from the community to a project without participating in decision making (Mikkelsen, 2011). The selection of participants in this research used a purposive sampling technique. Purposive sampling itself is used because it is based on the assumption that considering the intentions and objectives of the research, someone may have different and important views about the ideas and issues in question and need to be included in the research sample (Campbell, 2020). The participant required in the research is at least one participant with several criteria used in selecting participants in the research, namely: a. Being over 17 years old, b. Experiencing a broken home during the participant's lifetime, c. Having kleptomaniac behavioral tendencies, d. Willing to participate in research as evidenced by filling out informed consent provided by the researchers.

## B. Data Sources and Data Collection procedures

### 1. Data Collection Technique

The data collection technique in this research was carried out by means of in-depth interviews using a semi-structured interview guide. (Sugiyono, 2010) revealed that semi-structured interviews can be used to find problems more openly, namely the parties who are the subject of the interview and the ideas that accompany the interview process. The purpose of choosing this type of semi-structured interview is that the implementation tends to be free so that it will increase the familiarity between the researchers and the research subject so that it will facilitate the process of collecting data. On the other hand, semi-structured interviews allow researchers to obtain in-depth information by asking for further information after providing structured questions (Arikunto, 2010) so that the data obtained will cover all variables with more complex and in-depth information.

### 2. Research Instrument

In qualitative research, the researchers act as the main instrument. Researchers as human instruments play a role in determining the focus and research objectives, determining participants, carrying out the entire data collection process, providing an assessment of data quality, analyzing data, interpreting the data obtained, and making conclusions based on the findings (Sugiyono, 2010). Even though the researchers are the main instrument in this study, the researchers are still required to pay attention to the interview guidelines and conditions. The interview guide is a list of questions that researchers have made to facilitate researchers during the interview process (John W Creswell, 2015).

### C. Analysis Procedure and Data Interpretation

The data in this study were analyzed using the Miles and Huberman interactive analysis model. Based on (Miles & Huberman, 1994), there are three primary phases in analyzing data, which are explained as follows: Data reduction, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in the transcription, Data Display, Data display is done to provide data that is organized, concise and collected, making it easier to draw conclusions. Display data can take the form of additional text, diagrams, charts, or matrices that provide new ways to organize and think about data that is more written and unified, Conclusion Drawing and Verification, Conclusion drawing involves stepping back to consider what the data analysis means and to estimate its implications. The verification is integrally connected to the conclusion drawing, which requires reading the data many times to check and verify the conclusions that emerge.

### D. Credibility and Research Ethics

#### 1. Data Validity

To measure trust or trustworthiness regarding the quality of the research to be conducted, the researchers used five criteria proposed by (Lincoln & Guba, 1985), namely Credibility. Credibility is internal validity in qualitative research, which is related to the truth value aspect. Credibility criteria are needed to determine whether the research findings make sense and provide information representing the participants' data. To determine the credibility of a study, there are four strategies, namely prolonged engagement, persistent observation, triangulation, and member check (Lincoln & Guba, 1985; Sim & Sharp, 1998), Transferability, Transferability refers to the extent to which the results of qualitative research can be generalized to other contexts or settings. To increase transferability, researchers can conduct an in-depth description (thick description) of the research context being raised. Descriptions not only describe behavior and experiences but must also contain context so that the research results are more meaningful for those who read them (Lincoln & Guba, 1985; Sim & Sharp, 1998), Dependability, Dependability refers to the stability of research results. A researcher must pay attention to whether the analysis process is in accordance with accepted standards for a particular design so that research results are consistent. To increase dependability, researchers can conduct an audit trail, which describes the research steps in a transparent manner starting from the beginning of the research implementation to the process of reporting research results (Lincoln & Guba, 1985; Sim & Sharp, 1998), Confirmability, Confirmability is the extent to which a study is confirmed by other research to prove that the research results are not just interpretations

and perceptions, but originate from data obtained during the research. To increase confirmability, researchers can also carry out audit trails just as they do to increase dependability (Lincoln & Guba, 1985); Sim & Sharp, 1998), Reflexivity, Reflexivity is a process of critical self-reflection by the researcher and the research relationship (the relationship between the respondent and how the relationship influences the participant to answer questions). This criterion can be carried out using a diary strategy (diary or reflective notes) with the aim of understanding a person's concepts, explicit and implicit assumptions, prejudices, and values, and how these criteria influence the results of research decisions carried out qualitatively (Lincoln & Guba, 1985); Sim & Sharp, 1998).

## 2. Research Ethics

There are risks to research ethics that may occur in this study. The first risk is that the researchers continue the interview process when the participant shows signs of distress. To overcome this, researchers must be responsive and show empathy during the interview process. If signs of distress begin to appear, the researchers also ask the participant's willingness to continue or postpone the interview process. The second risk is the possibility of the researchers telling participants about their personal experiences. It can be anticipated by only telling limited examples of experiences as part of explaining terms or responding to participants' answers in the interview process.

Prior to conducting the research, the researchers submitted informed consent to the participants by considering the ethical principles according to (J.W. Creswell & Poth, 2017) as follows: Respect for Persons, researchers must provide evidence that researchers respect participant privacy and ensure the consent process is clearly communicated including participants' right to withdraw from the study, Concern for Welfare, researchers ensure adequate protection for participants and provide evidence that researchers do not harm participants, Justice, researchers must consider recruitment and justification for sampling strategies, site selection, and site selection guidelines so that participant selection is carried out fairly and appropriately.

## Result

### A. PART I

The conceptual framework for deviant behavior is outlined in chart 1.=

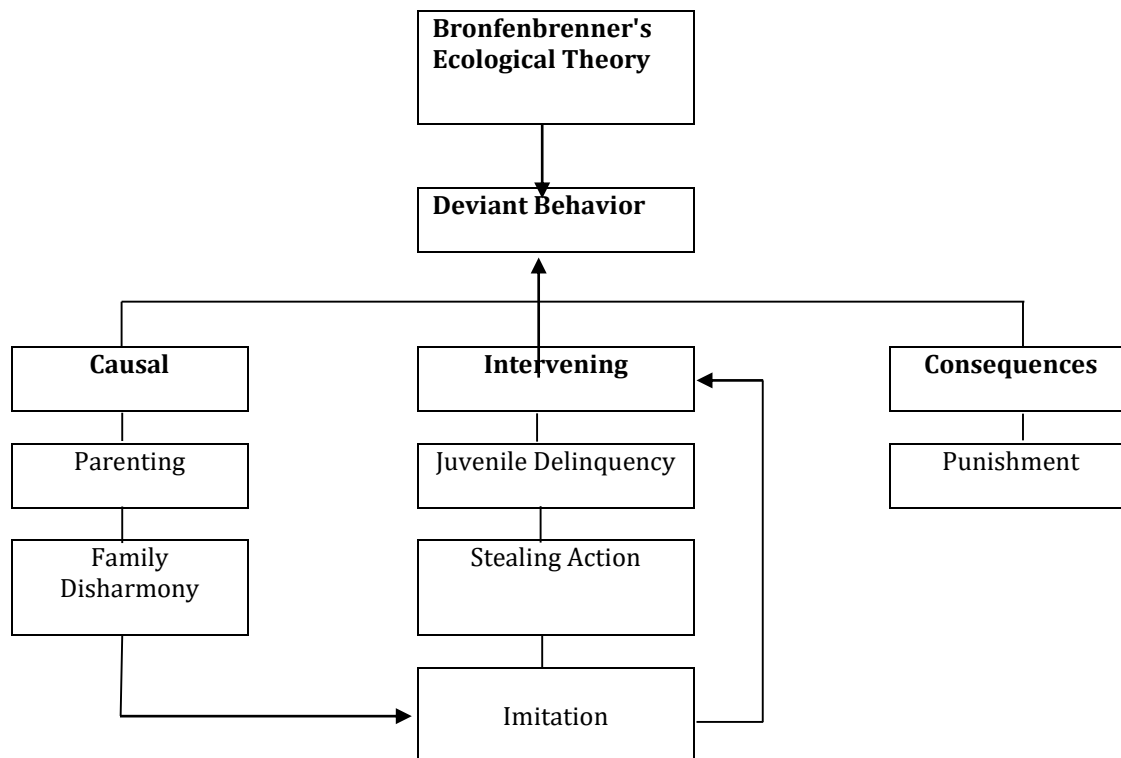


Chart 1. Deviant Behavior

## CAUSAL

### Parenting

Communication is also one of the factors causing the interviewee to feel that the frequency of communication with the interviewee's father is much more frequent than with the interviewee's mother. It was caused by the interviewee's distant relationship with her mother since middle school.

*"Maybe my relationship with my father is closer. If I have any activities I take photos of, I will let him know, so the frequency is more often with my father than with my mother because I have not been close to my mother since graduating from junior high school...it can be seen clearly I'm closer to my father than my mother." (W1. P1. B180-181, W1. P1. B183-184, W1. P1. B184-185)*

In addition, the interviewees felt that there were communication barriers within their family, namely a lack of understanding of one another so that when there was a conflict, it would be difficult to communicate properly and eventually lead to arguments (disharmony).

*"...sometimes one of the parties becomes an obstacle even though communication is important because we are physically far away, even though before going to offline college*



*here, it was actually due to a lack of understanding of each other that understanding was difficult. "That's why if there is a conflict, it can't be discussed properly, so it turns into arguments or big arguments." (W1. P1. B243-251)*

However, various forms of disharmony in the interviewee's own family had started since childhood but became more frequent and visible in 2018.

*"...When I was little, I didn't see it. In fact, when I was little, there were times when we had arguments, but since 2018, we've had lots of quarrels and bickering." (W1. P1. B224-227)*

The interviewee's parents also had a very strict upbringing, where the interviewee felt like a semi-military upbringing, especially from the interviewee's mother.

*"Both parenting styles are equally strict, strict in the sense of the word you can say strict but not really strict, the term is like my brother's which is semi-military, really hard, when at home my mom is strict because dad is outside the island, but dad is more relaxed than my mother." (W1. P1. B131-134, W1. P1. B134-136, W1. P1. B136-137)*

From the findings of the interviewees, the interviewee's mother took care of more because the interviewee's father worked outside the island. However, after the occurrence of family disharmony, the interviewee's father became more and more take care.

*"It's changed when compared to before, when I used to be cared for more by my mother, but now I'm more with my father anyway." (W1. P1. B233-235)*

This finding from manuscript above indirectly affects the affection felt by the interviewee from the interviewee's parents. Even though the interviewee saw that both of his parents loved him very much, the form of affection from his parents was more prominent for his father than his mother when the interviewee moved into adulthood.

*"...Every parent, even if it's not addressed directly, definitely loves them, even if we don't understand the way. They love me most, but the way to show it is different because I'm their child, their own biological child, they love me very much, I think very vey much." (W1. P1. B161-167)*

This finding from manuscript above because the mother had let go of the interviewee since graduating from high school and left the interviewee to be independent, while the interviewee's father still took care of and cared about the interviewee, especially when the interviewee was sick.

*"..I can tell you from my father, like yesterday before I entered the third semester, because I was tired or because of high mobility, I dropped out like it was Covid. Because I already knew the symptoms, my father immediately ordered medicine via Halodoc and the medicine was effective. I was told what to eat at the hotel, it was up to me what I wanted to eat, the important thing was to fill my stomach, after I recovered I was still asked. From my mother's side, my mother has released me. After graduating from high school, I take care of myself but still in my home environment, so it's easy to buy." (W1. P1. B200-209, W1. P1. B210-212)*

So, it can be concluded from the findings that the parenting style seen from the closeness between the interviewee and the mother is reduced due to communication barriers where the relationship has not been very good since junior high school, reduced intensity, and lack of understanding of each other.



## Family Disharmony

Besides the changing parenting styles of both parents, the interviewee experienced and felt disharmony in the family. This disharmony was experienced by the interviewee since he was a child, but the intensity seen by the interviewee was not too great at that time as previously explained. However, when the interviewee reached adolescence (around 18), the interviewee began to feel quite intense disharmony between his father and mother in the form of bickering with each other or experiencing quite frequent quarrels.

## INTERVENING

### Juvenile Delinquency and Acts of Stealing

Lack of parenting by one of the parents, disharmony in the family, and lack of communication with each other makes supervision of the interviewee reduced, which results in acts of delinquency by the interviewee. This act of delinquency occurred when the interviewee was in her early teens when the interviewee violated the rules of the school and his parents. The rules not to date during junior high school where the reason the interviewee was not allowed to date was because he attended MTS (*Madrasah Sangiluyah*), which is a kind of Islamic school equivalent to middle school.

*"...there was once a penalty because at that time it was caught dating in junior high school, but at that time it was in the MTS environment, yes. MTS, if maybe no one knew, it's Madrasah Sangiluyah, it's rich, it's a kind of Islamic school which is equivalent to junior high school." (W1. P1. B269-271, W1. P1. B271-275)*

However, the delinquency was quite severe when the interviewee was in elementary school, where the interviewee himself took something from his parents that was not his, namely in the form of money. The money itself was used by the interviewee for personal enjoyment, namely to treat friends at school to meals.

*"At that time, if I remember correctly, I can't remember when I was in grade 5 or 6 in elementary school, I don't know what prompted it, but maybe it was because I wanted to treat my friends to something like that in the school canteen, so at that time I finally took money from my mother's wallet. Then in the end I gave the money to my friends..." (W1. P1. B322-328)*

## CONSEQUENCES

### Punishment

The interviewee was discovered by the school, which resulted in the school summoning the interviewee's parents, who, at the same time, the interviewee's parents punished the interviewee by confiscating his cell phone for approximately one or two years.

*"Well, because the rule is that you are not allowed to date, but because of an incident, you end up being caught dating, so, in the end you get something like that, it's not a punishment. The punishment is that the parents are summoned. From my own parents, in the end, my cell phone is confiscated for a year like that, a year or two, I think." (W1. P1. B275-282)*

## B. PART II

The conceptual framework for kleptomania tendencies is outlined in chart 2.

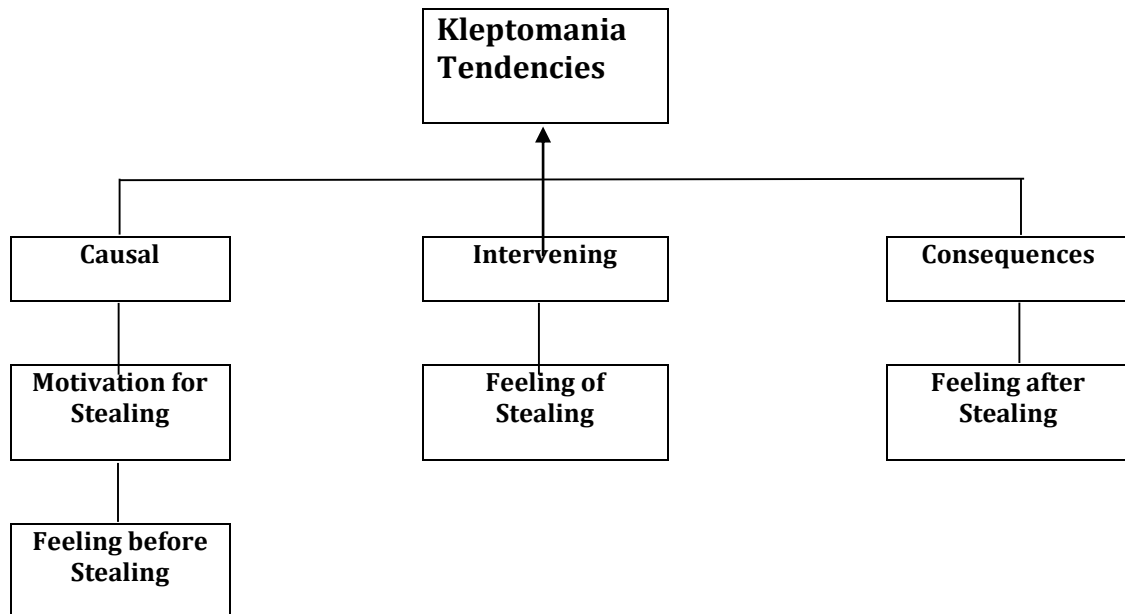


Chart 2. Kleptomania Tendencies

### CAUSAL

#### *Motivation for Stealing*

The interviewee only had internal motivation when he wanted to steal, such as a sudden urge to steal, for example, when the interviewee experienced wanting to treat the interviewee's friends, or when he wanted to pay a debt when he had no money at all.

*... "The motivation is that if I'm really in a pinch, there's no other way but to steal... a condition at some point, I don't know, that forced me to steal like that, it's more something unexpected, which might be motivating." (W2. P1. B139-146)*

*"...to pay debts, but there really isn't any, there's no money, just like that." (W2. P1. B150-151)*

However, in this case, the interviewee did not have external motivation, especially from the interviewee's family, which gave rise to the motivation to steal because the interviewee's stealing behavior was purely from his own desires or impulses.

*... "There is nothing in my family that ultimately motivates me to steal. It is like pure, purely from me, there is no external influence that makes me want to steal, just like that." (W2. P1. B165-166, W2. P1. B166-167)*

#### *The Feeling Before Stealing*

Interviewee tended to have feelings of anxiety, restlessness, and guilt when they had the urge to steal.

*"Yes, feeling (anxiety and worry when stealing)." (W2. P1. B250)*

*"Um, hehe, that's right (feeling guilty)." (W2. P1. B259)*

This is because the interviewees knew that stealing is wrong.

*"...maybe I know it's the wrong thing but I still do it." (W2. P1.B253-254)*

The interviewee would feel relieved when his urge to steal was not fulfilled.

*"...I'm more relieved, right, because I didn't do something that I think it is bad." (W2. P1. B209-210)*

*"I'm more relieved because I managed to stop myself from doing such bad thing." (W2. P1. B213-215)*

## INTERVENING

### *The Feeling of Stealing*

The interviewee who experienced stealing when he was still in elementary school said that he had impulses and urges to take money belonging to his parents.

*"...there's like an impulse, an impulse? There's like a kind of urge from somewhere, but I feel as I just want to take it, just like that." (W2. P1. B179-182)*

The interviewee committed the act of stealing impulsively. When the interviewee committed an act of stealing, the Interviewee felt rushed, hasty, and afraid because he had to take his parents' money without being caught. Apart from that, the interviewee felt challenged when he took his parents' money.

*"...It just happens suddenly without any plan." (W2. P1. B198-199)*

*"...I feel like I have to hurry like that, in a hurry, in a hurry, so what do I do, take the money without being found out, that's it, there's a bad feeling too, it's not good like that, just now, it's more fear." (W2. P1. B220-225)*

*"...I personally feel challenged,..." (W2. P1. B237-238)*

## CONSEQUENCES

### *The Feeling After Stealing*

Initially, Interviewee felt happy when he managed to take money from his parents without being discovered. However, after a few days, Interviewee regretted his actions and felt guilty for his actions.

*"After stealing it, I feel happy if I succeeded like that, wow, I succeeded, managed to take it like that, but after that, after that day, like maybe the next day or the day after that, I just feel guilty..." (W2.P1.B263-265, W2.P1.B266-267)*

In preventing continuous stealing behavior, the interviewee exercised self-control by diverting himself to something positive, thinking about the consequences that will be obtained before stealing.

*"...his behavior maybe eee, what is it, diverting it to more positive things like music..." (W2. P1. B103-104)*

*"Because I know it will definitely be addictive and will continue to do it in the future... I will definitely think about it, because it is against what is taught in my religion, and it is also morally bad..." (W1. P1. B338-339)*

*"... "Yes, of course, I definitely thought about it, because it's against what is taught in my religion, and it's also morally bad," (W2.P1.B110-112)*

In addition, the interviewee had bad feelings such as anxiety, worry, and fear. This made the interviewee's intention to steal disappear. Basically the interviewee understood that stealing is a bad act as explained previously and felt relieved when he didn't do it.

*"..I feel anxious and afraid, that's for sure... but when I do things that are not good, I definitely feel like I'm uncomfortable, anxious, and yes, like that." (W2. P1. B126-131)*

*"..I won't continue (stealing)." (W2. P1. B116)*

*"...I'm more relieved because I don't do something that I think it is bad." (W2. P1. B209-210)*

The interviewee also conducted self-introspection by asking himself whether if he continued to steal in the future it would be profitable for him or not and in the end until now the Interviewee has never committed another act of stealing even though there is an urge to steal.

*"...asking myself whether what I'm doing is correct or not, what is it, if for example this, I continue to do it in the future, will it benefit me or not, it's more like self-introspection." (W2. P1. B291-295)*

*"..like pushing, once there is a feeling of being pushed to do it again. "It was there, but in the end, what is it, I decided not to continue, that's how it is... now it's not there, it's no longer there, but maybe there is the feeling of wanting to steal again, but it's just never been realized." (W1. P1. B334-338)*

*"...Now, no, it's not there anymore, it's the same as..." (W2. P1. B243-244)*

*... "It's just that maybe there is the feeling of wanting to steal again, but it's just never been realized." (W2. P1. B279-281)*

## Discussion

### A. Kleptomania Behavior in Broken home Teenagers

Kleptomania can occur due to various things, one of which researchers assume is related to a broken home. The meaning of this is that dysfunction in the family can result in dysfunction in society, such as delinquency or social deviation, both in the family and in society, one of which is related to stealing behavior, which can lead to kleptomania. However, based on the findings that the researchers obtained, there was a lack of influence of family disharmony on the emergence of kleptomania behavior because the researchers found that stealing behavior only appeared once among the participants, namely when the participants were in elementary school. Participants take things from parents that are not their right, namely in the form of money. The money itself is used by the participants for personal pleasure, namely to treat friends at school to eat. Thus, it is not enough to strengthen the research assumptions conducted by researchers.

Apart from these shortcomings, researchers found that family roles such as inadequate parenting from parents can result in juvenile delinquency by participants. This is in

accordance with (Bronfenbrenner, 1994) ecological theory, which states that if a child has a strong parenting relationship, it will have a positive impact on the child, and conversely, if the relationship is tenuous and lacks affection, it will have a negative impact on the child. In this case, communication between children and parents is one of the factors causing juvenile delinquency. This finding points to a much higher frequency of fathers' interpersonal communication than maternal parents. Communication is caused by a lack of mutual understanding, so when there is conflict, it will be difficult to communicate well and ultimately lead to arguments (disharmony). This is in accordance with research by Retnowati (2021), which stated that disharmony is related to a lack of family attention, especially from the mother's side. There is another opinion, which says that the development of a child's behavior into a naughty child results from a lack of parental understanding of the child (Gunarsa & Anak, 1995). Apart from stealing, other forms of delinquency were committed by participants, namely the act of violating the rules of the school and their parents who were not allowed to date in junior high school on the grounds that they were not allowed to date because they studied at MTS (Madrasah Sangiluyah) which resulted in punishment for the participant, namely confiscation of personal items in the form of cellphones with a lifespan of one to two years. Lack of relationship with parents can give rise to a child's fear of their parents, so they dare not obey the rules and engage in deviant behavior. Even though the participant perceives that both of his parents love the participant, the form of affection from his parents is more prominent towards his father than his mother as the participant grows into adulthood. In this way, it can be concluded from the findings that the lack of a strong relationship between parents, especially when it can be seen that the lack of closeness between the participant and his mother, can lead to deviant actions such as stealing behavior.

It was also found from the findings that the participant experienced and felt disharmony in the family that occurred from when he was a child until the participant reaches adolescence (around the age of 18). Participants feel quite intense disharmony between their father and mother in the form of bickering with each other or experiencing quarrels with quite frequent intensity. Even though there is no relationship with kleptomania behavior, the events experienced provide research findings that parents can provide examples of negative behavior for participants, such as the argumentative behavior described above with parents (mothers). This is thought to be unconscious imitative behavior in a negative form in which, in this case, parents are role models or models that their children always imitate and emulate (Gunarsa, 1991). That way, the close relationship is tenuous because of the lack of parenting from parents, especially communication between

children and mothers. Apart from that, the parents (father and mother) show a bad example by frequently quarrelling at home, which influences the behavior of the children (participants) so that deviant behavior or juvenile delinquency emerges from these things.

#### B. Emotions in Adolescents Before and After the Onset of Kleptomania Behavior

Kleptomania is characterized by a failure to resist the urge to steal things not needed for personal use or monetary value (Grant et.al, 2007). According to this understanding, in childhood, the participants had experienced a tendency towards symptoms of kleptomania. This is because participants feel the impulse that drives them to steal. Research states that individuals can display symptoms of kleptomania starting at the age of 4 years (Phelan, 2002). When feeling the impulse, there is an uncomfortable feeling that surrounds the participant. Participants feel anxiety, worry, and feelings of guilt. This feeling arises from participants' awareness that stealing is wrong. Based on previous research, individuals feel tense, guilty, and sinful because they know that stealing is wrong (Prabowo & Karyono, 2014)(Grant & Kim, 2002). Meanwhile, when the participants committed acts of stealing in childhood, the participants felt challenged, rushed, and afraid. After stealing, participants said they felt happy because they managed to take things without being caught. The feeling of pleasure felt by the participants is consistent with the findings of Prabowo and Karyono (2014), which stated that individuals who relieve their tension by taking things surreptitiously feel satisfied and happy. However, after a few days, the participants felt guilty and regretted their actions. The feelings felt by the participants are in line with previous research, which stated that even though individuals feel happy, satisfied, or relieved at the time of stealing, individuals will describe feelings of guilt, regret, or depression soon after (Grant & Kim, 2002).

The participant admits that he sometimes has the urge and desire to steal. Until adolescence and early adulthood, the participants never commit the act of stealing again, even though the urge to steal occasionally appears. In fact, he feels relieved when he does not comply with the urge. This is in contrast to research by Oktania & Mansoer (2020), which found that individuals will feel relieved after following the urge to steal. Participants apply self-introspection and self-control, such as diverting themselves to something positive and thinking about the consequences that will be obtained before stealing so that participants do not commit acts of stealing repeatedly. Participants' unpleasant feelings, such as anxiety, worry, and fear, also play a role in preventing participants from repeating the act of stealing. In Skinner's operant conditioning theory, this feeling can be explained as positive punishment, namely an unpleasant result that appears or is added to the individual so that the accompanying behavior - in this case, stealing behavior - can be weakened

(Cherry, 2019). Meanwhile, strong impulses or urges can arise because the feelings of pleasure that participants previously felt after stealing become positive reinforcement for participants where pleasant results appear or are added to the individual so that the accompanying behavior - in this case, stealing behavior - can be strengthened (Cherry, 2019).

## Conclusion

Based on the research results, we found that kleptomania, which is manifested in stealing behavior is not entirely caused by disharmonious or broken home families. This finding is contradictory to previous research and researchers' assumptions. In fact, we obtained results that support the finding that individuals with disharmonious families can contribute to juvenile delinquency. Family disharmony can be manifested in the form of a lack of communication between one parent, changes in parenting patterns, and arguments between the two parents.

The emotional changes experienced by individuals before committing theft are impulses or urges to steal as well as feelings of anxiety because the individual is shrouded in moral conflict. When individuals steal, there are feelings of challenge and fear. Then, our research obtained interesting findings regarding changes in individual emotions after carrying out stealing behavior, namely that initially, there was a feeling of joy followed by feelings of guilt. These findings are also supported by previous research, showing that individuals will describe feelings of guilt after committing stealing behavior.

It is hoped that our research can become a basis and reference for further research in exploring the topic of kleptomania in broken home teenagers, which can be equipped with clinical procedures to prove the diagnosis of kleptomania. Supporting factors such as economics and family education can also be considered to be an influence on the phenomenon under study. Lastly, it is hoped that our research can be used as guidance material for parents in the process of raising children, especially during the teenage phase.

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