

Formal and Non-Formal Development of Children as Criminal Offenders in Juvenile Correctional Institutions

Meydisa Irsan

Master of Law Study Program, Faculty of Law, University of Lampung

Corresponding Author: Meydisa Irsan meydisairsan99@gmail.com

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ABSTRACT

The problem in this study is how the implementation of formal and non-formal coaching for children as perpetrators of criminal acts in the Special Development Institute for Children Klas II Bandar Lampung and what factors hinder the implementation of formal and non-formal coaching for children as perpetrators of criminal acts in the Special Development Institute for Children Klas II Lampung. The problem approach that will be used in this research is normative juridical and empirical juridical, the sources in the research are the Head of LPKA, LPKA Lampung Officers and Correctional Students of LPKA Lampung. The results showed that the process of implementing formal and non-formal coaching for children as perpetrators of criminal acts in the Special Development Institute for Children Klas II Bandar Lampung has been carried out even though it has not been maximised, it can be seen from the formal coaching that runs quite well where formal coaching is given from the elementary school level, junior high school and high school education levels. While non-formal coaching has not been running optimally marked by the decline in correctional students who take part in skills training programmes.

INTRODUCTION

Children are human resources and are the next generation for the nation and state who deserve special attention from the government. In Law No.35 of 2014, amendments to Law no. 23 of 2002 concerning Child Protection in Article 1, what is meant by a child is someone who is not yet 18 (eighteen) years old, including children who are still in the womb. Children who are assets for national development should receive special attention from the Government in order to fulfill their rights, especially regarding education, to create human resources of quality and character in harmony with national life.

Protection of children in a national society is a benchmark for that nation's civilization, therefore it must be pursued in accordance with the capabilities of the homeland and nation. Child protection aims to strive for correct and fair treatment, to achieve child welfare. According to Barda Nawawi Arif, legal protection for children is an effort to legally protect various freedoms and fundamental rights of children as well as various interests in the welfare of children. The consequences if there is no child protection will give rise to various social problems that can disrupt law enforcement, order, security and national development. So, this means that child protection must be pursued if we want to achieve satisfactory national development.

The implementation of guidance for children in conflict with the law also includes the protection of all their rights and interests which can guarantee normal growth and development, both spiritually, physically and socially so that it is hoped that Indonesian children will develop into Indonesian adults who are able and willing to work to achieve and maintain the National Development goals. Children's rights are an integral part of human rights, related to the role of the state, so each country has obligations, namely to protect, fulfill and respect children's rights.

In essence, providing guidance as education for correctional students at LPKA is able to guarantee moral improvement for the children themselves. LPKA is also obliged to raise, train and carry out other activities in accordance with legal requirements because in this case children who are convicted of committing criminal acts have the right to coaching, guidance, supervision, education, training and other rights according to law.

Legal certainty really needs to be implemented for the continuity of child protection activities and to prevent fraud which could have undesirable negative consequences in the implementation of child protection activities. Child protection must also be carried out for children who experience problems with violations at a young age, because children who commit a crime are not because they have an evil nature, but because the child's condition is unstable due to conditions that come from the child himself or from the outside world. , namely the surrounding environment.

Training activities aimed at criminal children are more concerned with improving the children's character and behavior. Therefore, it is necessary to look for forms of training that serve criminal children, especially training programs that can quickly instill positive changes, responses or values in delinquent children. Criminal children must be included in the training in

accordance with the Decree of the Minister of Law and Human Rights of the Republic of Indonesia Number M.HH-03.OT.02.02 of 2014 concerning Guidelines for the Treatment of Children in Correctional Centers (BAPAS), Temporary Child Placement Institutions (LPAS) and Development Institutions Special for Children (LPKA).

Based on the description above, the aim of carrying out this research is to determine the implementation of formal and non-formal guidance for children as perpetrators of criminal acts at the Class II Special Development Institution for Children in Bandar Lampung. And to find out the factors that hinder the implementation of formal and non-formal guidance for children as perpetrators of criminal acts at the Lampung Class II Special Development Institution for Children.

LITERATURE REVIEW

Coaching Theory

Child convicts are placed specifically in Special Children's Correctional Institutions, often abbreviated as LPKA, and guidance for students is carried out in the correctional system. According to article 18 of Law no. 12 of 1995 concerning Corrections explains that correctional students who are placed specifically separately from adult prisoners in juvenile prisons are entitled to their rights, for example with education and guidance as well as obtaining other rights.

The stages in the coaching process are based on Government Regulation no. 31 of 1999 concerning the Development and Guidance of Correctional Inmates, namely:

1) Early stage coaching period

This initial stage for prisoners starts from the time the person concerned has the status of a prisoner until $\frac{1}{3}$ (one third) of the sentence period. This stage begins with the admission and orientation stage, that is, from the time you are entered on the list, the verdict letter is examined, the length of the sentence, the time taken to be released is calculated, the results of this research are important for preparing the next development program.

2) Advanced stage period

Coaching at this stage is divided into 2 periods:

- a) The first advanced stage, from the end of the initial stage of development up to $\frac{1}{2}$ (one half) of the criminal period
- b) The second advanced stage, from the end of the first advanced stage of training until $\frac{2}{3}$ (two thirds) of the criminal period.

3) Late Stage Period

This final stage of development is carried out from the end of the advanced stage until the end of the prison term of the prisoner concerned,

The aim of coaching is for prisoners to regret their actions so as to prevent recidivism, and to change themselves for the better so that after leaving they can be accepted back into society. In implementing child development, all the needs of the child must be met. In short, implementation can be interpreted as implementation. Majone and Wildavsky put forward implementation as an

evaluation. Browne and Wildavsky state that an implementation is an expansion of activities that adapt to each other.

There are three main ideas about the goals to be achieved with a punishment, namely:

1. To improve the personality of the criminal himself,
2. To deter people from committing crimes and,
3. To make certain criminals incapable of committing other crimes, namely criminals who are otherwise irreparable. Because crime is an inseparable part of human life in the world.

There are several factors that can support a coaching program, as follows:

1. Communication, namely a program that can be implemented well but is clear for the implementers. This concerns the flow of information delivery, consistency of information conveyed and clarity of information.
2. Disposition, attitude and commitment to the implementation of a specific program from the program implementer.
3. Resources, includes four components, namely the information needed, the number of staff that meets and the quality that is useful in making decisions or sufficient authority for responsibility and facilities needed for implementation.
4. The bureaucratic structure, namely SOP (Standard Operating Procedures), functions as a flow management system for program implementation. In this case, it is difficult to achieve satisfactory results, because the solution is special without a standard pattern.

The factors above are seen to influence the success of an implementation process, but there is also a connection and mutual influence between one factor and another. Apart from that, in the implementation process there are three important and absolute elements, namely:

1. There is a program (policy) that is implemented.
2. The targeted community groups benefit from the program from increasing.
3. Implementation elements of organizations and individuals who are responsible for managing the implementation of the implementation process.

Theory of Factors Affecting Law Enforcement

Law enforcement is not just the implementation of legislation. According to Soerjono Soekanto, there are also factors that influence law enforcement, namely:

1. The legal factor itself

The scope of this article is limited to laws, the definition of law in the material sense is generally recognized written rules made by the competent central and regional governments. It is hoped that several principles can have a positive influence on the implementation of the Law. Policies that are not entirely based on law are something that can be justified as long as the policy does not conflict with the law. This means that legislation is successful in fulfilling its objectives.

He continued, obstacles to law enforcement originating from laws could be caused by:

- a) The principles of application in accordance with the law have not been followed;
- b) There are no implementing regulations that are very necessary to use or apply the law;
- c) The lack of clarity in the meaning of the words in the law gives rise to confusion in interpretation and application.

2. Law enforcement factors

In line with society's goals, law enforcement becomes a role model for society who has certain abilities. This also means that, apart from being able to carry out responsibilities appropriate to the target group, role models are also able to introduce new legal norms or laws at the right time, and establish exemplary behavior. One of the successes in law enforcement is the mentality or personality of law enforcement itself. In the context of law enforcement by every law enforcement agency, truth and justice must be actualized.

3. Facilities and facilities supporting factors

Without certain infrastructure or facilities, law enforcement cannot run efficiently. In this case, the supports include educated and skilled human resources, good organization, adequate tools and sufficient finances. If a condition like this cannot be met, it will be difficult for law enforcers to achieve their goals.

4. Community and cultural factors

Cultural factors that are integrated with society are deliberately made different because of the value system which is the core of culture. Culture largely consists of dominant values, which are nothing more than abstract ideas about what is considered good or evil, and culture is also the basis for the adoption of customary law. Enforcement Basically, law enforcement originates from society and aims to reach within society. The higher the public's awareness of the law, the greater the possibility of good law enforcement.

These five factors are closely interrelated, because they are the essence of law enforcement and are also a benchmark for the effectiveness of law enforcement. In field conditions, concrete formulations are needed that can be used as a basis for law enforcement. If it happens that the actualization of laws and regulations does not work according to the circumstances, then a situation like this is called real law enforcement.

METHODOLOGY

The method used by the author in this research is normative juridical and empirical juridical research methods. This normative juridical research is also called doctrinal research which uses applicable laws and regulations, legal theories and the opinions of scholars and legal experts as analysis tools. An empirical juridical approach is carried out by looking at the realities that exist in practice in the field.

The data that will be applied in this thesis is primary and secondary data. Primary legal data is legal material that is authoritative, that is, has authority. The primary data applied is data obtained by interviewing during the research. Meanwhile secondary legal materials are legal materials that are related to primary legal materials which include legal books, literature, legal lecture materials, theoretical reports, draft legislation, legal theses and dissertations and other written sources related to the problem. In determining the sample according to the authority or position of the sample which is considered to be representative of the problem to be studied. The sources in the research are:

- | | |
|---------------------------------------|---------------------|
| a. LPKA Lampung officer | : 2 persons |
| b. LPKA Lampung Correctional students | : 2 persons |
| c. Head of LPKA | : <u>1 Person +</u> |
| Amount | 5 People |

The data collection method used in this research was carried out using two methods, the first was Library Research carried out to obtain secondary data. Second, by conducting a field study (Field Research) by interviewing sources and conducting in-depth interviews with an open answer system conducted orally and questions that have been prepared beforehand.

Meanwhile, the data obtained from the research will then be processed using the following steps:

- a. Editing, that is, the data is obtained and then checked to find out whether there are still deficiencies and errors, whether the data is in accordance with the problem being discussed.
- b. Systematization, that is, the data has been edited and then arranged and placed on each subject systematically.
- c. Evaluating, namely checking the completeness of the data, its clarity and relevance to the subject matter.

The data obtained from this research was analyzed using qualitative analysis, namely describing existing facts based on research results by describing them systematically to obtain clarity and facilitate discussion. Then a conclusion was drawn using the inductive method, namely a method of drawing conclusions based on specific things to draw general conclusions from.

RESEARCH RESULTS AND DISCUSSION

a. Process of Implementing Formal and Non-Formal Guidance for Criminal Offenders at the Special Penitentiary for Class II Children in Lampung

1. Formal Education Development Process

The following is the number of correctional students who take part in coaching through non-formal education based on educational level:

Table 1 Number of Correctional Students Pursuing Package A Equivalent Education, Formal Middle School and High School Education in Special Correctional Institutions for Class II Children in Lampung in 2023 and 2024

Educational level	Year		Amount
	2023	2024	
Elementary School	10	24	34
Junior High School	29	44	73
Senior High School	33	24	57
Total	72	92	164

Source: Class II Lampung Special Children's Correctional Institution, 2024

Based on the table above, it can be seen that correctional students who took part in formal education development from elementary to high school levels in the last 2 (two) years have experienced an increase where throughout 2023 there were 72 correctional students, increasing in 2024 to 92 correctional students. There are 92 students participating in formal education development in 2024. The management of learning in coaching through formal education at the Lampung Class II Special Children's Correctional Institution is well managed. Starting from preparing learning plans, preparing learning evaluations, to assessments, everything is recorded and carried out in accordance with the existing educational calendar. It's just that there are still no teaching aids for delivering the material and learning facilities are still very limited.

Formal education held at the Lampung Class II Special Children's Correctional Institution is a structured and tiered educational path consisting of basic education, namely elementary school (SD) and junior high school (SMP) and secondary education, namely senior high school (SMA). In the implementation of formal education there is a certain time limit or at least until correctional students have finished serving their detention or sentence. The formal education program at the Lampung Class II Special Children's Penitentiary is not only general academic education, it includes various special programs in the form of extracurriculars such as scouts and sports which aim to train the talents and interests of each correctional student.

Apart from providing formal education, the Lampung Class II Special Children's Correctional Institution strives for every correctional student who has fulfilled the administrative requirements to be able to take the national exam by collaborating with the National Education Agency, so that later every correctional student will receive a final diploma. Fulfillment of children's rights is in accordance with the provisions of Article (9) of Law Number 35 of 2014 concerning Child Protection, that: Every child has the right to receive education

and teaching in the context of personal development and their level of intelligence in accordance with their interests and talents.

The resource person, Officer of the Class II Special Penitentiary for Children in Lampung, stated that learning management at LPKA was managed as well as possible. There is bookkeeping, only for the last one which, starting this new school year, hasn't had time to book it yet. Starting from learning planning, preparing learning evaluations, assessments, everything has documents. The preparation of learning plans for Package A, middle school and high school are all well managed, assisted by the Dwi Mulya Education Foundation in issuing diplomas, while the subjects taught by good teachers who are also pursuing Package A, middle school and high school levels are the same as the subjects at school formal.

The curriculum used in the educational learning system at the Lampung Class II Special Children's Correctional Institution is the same as the curriculum in formal schools, namely the 2013 Curriculum and is currently being adapted to the independent curriculum. This means that the curriculum used is the same as formal education, but in implementation it is adapted to the situation and conditions of correctional students, who in fact are perpetrators of crimes. The learning time in learning that is taken per day is an average of 2 subjects for 1 hour of subjects in this teaching and learning activity, namely 45 minutes, this is adjusted to the situation and conditions of the students, who in fact are children who are currently undergoing correctional development. Learning activities are also sometimes hampered by teachers who are unable to attend so that there are subjects that cannot be delivered according to the schedule set by the Lampung Class II Special Children's Correctional Institution.

This explanation was strengthened by the information provided by the resource person. The Class II Lampung Special Children's Penitentiary Officer explained that the curriculum at LPKA is the same as formal schools, namely the 2013 curriculum and is currently adapting the independent curriculum, but in implementation we are adapting it to the situation and conditions of the children here. . The subjects and materials are the same as formal schools, only the delivery must be patient, because they are children who are being trained.

The resource person from the Lampung Class II Special Children's Correctional Institution added that the method used in teaching and learning activities so far has only been the lecture method. Limited facilities and infrastructure if you want to apply other methods such as using an LCD projector. The media used for teaching is a teacher's handbook and using a blackboard and from myself, they are actually smart, if they weren't smart they wouldn't have been able to enter here. They don't like the views of outsiders that they are bad children or anything else. Society usually attaches importance to correctional students.

Based on the history of the implementation of formal education development at the Lampung Class II Special Children's Correctional Institution which has been implemented since 2010, correctional students who have been released or have finished their prison terms, they still attend to attend education for those who have not completed their education, either in

the Pursuit of Package A program, level middle school and high school education. In overcoming limitations in formal guidance for children in obtaining education, the LPKA coaching team is currently drafting regulations so that the LPKA can issue special diplomas for children who attend formal education.

This explanation is in accordance with information obtained from students at the Class II Special Correctional Institution for Children in Lampung, who stated that the right to education given to all correctional students here is very helpful because even though they are serving a sentence, students still get the right to education so that after leaving LPKA Students can still continue to a higher level, even for middle and high school, the diploma they obtain is a formal education diploma, not a package B and package C pursuing education certificate.

Penitentiary students at the Special Penitentiary for Class II Children in Lampung added that guidance through formal education organized by LPKA helped correctional students obtain a decent education, in fact many correctional students who were free at the junior and senior high school levels continued to attend junior and senior high schools. organized by the Lampung Class II Special Children's Correctional Institution. Apart from there being no costs because the government has paid for education, it also ensures that the lessons learned by correctional students remain in harmony and are not interrupted because the formal educational guidance held at the Special Penitentiary for Class II Children in Lampung is the same as the level of formal education outside the Special Correctional Institution for Class II Children. II Lampung.

Based on the description of the results of the research above, according to the researcher, the process of implementing the development of correctional students through formal education at the Lampung Class II Special Children's Correctional Institution has been carried out well, as can be seen from the high interest in learning for correctional students to continue their formal education at junior high and high school levels provided by the Institution. Special Correctional Center for Class II Children in Lampung which has collaborated with the Dwi Mulya Foundation. The high interest and enthusiasm of children can be seen from now that officers do not need to visit each child's cell to invite and ask the children to take part in the program being implemented, but rather the children already have the awareness to enter the classes that have been provided during class hours.

Guidance through formal education is very important for the survival of correctional students. Where correctional students after leaving the Lampung Class II Special Children's Correctional Institution can gain knowledge and continue their education to a higher level. A decent and normal life is the life that every inmate of the Class II Lampung Special Children's Correctional Institution desires, therefore, with guidance through formal education provided to the inmates of the Class II Lampung Special Children's Correctional Institution, it is hoped that it will be able to help in the lives of the inmates after being admitted class II Special Children's Penitentiary in Lampung.

2. The Process of Developing Non-Formal Education

The following is data on correctional students who took part in various skills training at the Lampung Class II Special Children's Correctional Institution from 2023 to 2024.

Table 2 Number of Correctional Students Participating in Skills Training at the Class II Special Children's Correctional Institution in Lampung in 2023-2024

Types of Non-Formal Coaching Through Skills	Year		Amount
	2023	2024	
Crafts (handicraft souvenirs, hair shaving training, screen printing clothes and making processed food)	27	-	27
Chili Planting Agriculture	20	10	30
Compost fertilizer maker	23	10	33
Total	70	20	90

Source: Class II Lampung Special Children's Correctional Institution, 2024

Based on the data above, it shows that the number of correctional students participating in non-formal training through skills in 2024 will decrease from 92 correctional students to only 20 correctional students participating in skills development activities which are divided into three types of skills development. This figure is lower than in 2023, which will reach 70 correctional students out of 72 correctional students who participate in non-formal training through skills. This indicates that almost all correctional students participate in non-formal skills training.

Non-formal education at the Class II Lampung Special Children's Correctional Institution is a learning activity carried out outside the formal education system. In its implementation, non-formal education is carried out separately, this is done because non-formal education at the Class II Lampung Special Children's Correctional Institution focuses more on two things. Firstly, skills to support independent business are non-formal education which has the aim that after correctional students return to society, they can use the guidance they received while at the Class II Special Children's Correctional Institution in Lampung in their daily lives, so that they do not repeat their actions again. has violated the law. Second, other non-formal education is skill development which is developed according to the talents of correctional students. This training focuses more on the talents of correctional students, because each correctional student has different talents or hobbies so that if the talents or hobbies are already known then Class II Lampung Special Children's Correctional Institution officers will provide guidance to develop their talents.

Non-formal education organized by the Lampung Class II Special Children's Correctional Institution in accordance with the provisions of Article 26 of Law Number 20 of 2003 concerning the National Education System (Sisdiknas) states that non-formal education includes life skills education, early childhood education, youth education, women's empowerment education,

literacy education, skills education and job training, equality education, and other education aimed at developing the abilities of correctional students or students.

Officers from the Lampung Class II Special Children's Penitentiary explained that the non-formal education held here focuses on skills to support business and skills that are tailored to the interests and talents of correctional students. There are actually many skills programs at LPKA so that correctional students can choose the type of skill according to their talents and interests, although not all correctional students participate in the field of skills development. LPKA strives to continue to fulfill the rights of correctional students so that they have sufficient provisions after leaving LPKA. The results of crafts made by correctional students can be enjoyed immediately because the results of the crafts made can be sold to LPKA visitors.

The officer at the Class II Special Penitentiary for Children in Lampung added that non-formal coaching through skills training was provided as an effort to develop the potential of correctional students because students who enter LPKA have their own talents and abilities which must be maintained and developed so that after they are released from LPKA is increasingly productive. LPKA continues to emphasize positive creativity which can be a provision for generating income in the world of work. It should be noted that non-formal guidance through skills training provides life support for children after serving their sentence at LPKA either because it has expired or through parole, so that they are able to live their lives independently and participate in national development activities. At least they have a positive attitude to be able to participate in community and environmental development and stay away from behavior that leads to repetition of criminal acts.

Correctional students at the Lampung Class II Special Children's Correctional Institution revealed that on average correctional students were still less than enthusiastic about participating in various skills training activities organized by LPKA. In this case, this program is very useful, apart from being able to reduce boredom because you have to be in the LPKA environment, skills development activities are also useful if you are free from punishment at the LPKA. Non-formal coaching through skills training provided by LPKA is also in accordance with the interests and talents of correctional students so that they can choose according to their abilities, this is what makes correctional students enthusiastic about participating in this program.

Based on the explanation above, according to the researcher, the process of implementing coaching through non-formal education has been carried out in accordance with Law Number 11 of 2012 concerning the Juvenile Justice System where children have the right to serve a sentence, namely following coaching in accordance with the rights of correctional students. The non-formal education given to students is focused on skills to support business and skills in accordance with the interests and talents of correctional students as a goal of providing provisions after the students leave the Lampung Class II Special Children's Correctional Institution. However, in implementing the program, it has not fully run optimally, as indicated by the lack of enthusiasm for

correctional students to take part in skills development, considering that they have collaborated with the Job Training Center and CV Ramonest to provide guidance and skills training for correctional students so that the program can run optimally. .

The results of the research show that generally correctional students at the Class II Lampung Special Children's Correctional Institution have realized their mistakes and they also feel that their behavior has improved after receiving guidance at the Class II Lampung Special Children's Correctional Institution. Corrections, both in terms of systems, institutions, training methods and correctional officers, are an inseparable part of a series of law enforcement processes. Article 1 paragraph 2 of Law Number 22 of 2022 concerning Corrections, confirms that: The correctional system is an arrangement regarding the direction and boundaries as well as methods for developing correctional inmates based on Pancasila which is carried out in an integrated manner between the coaches, those being coached and the community to improve the quality of the citizens. Correctional facilities are to realize mistakes, improve themselves, and not repeat criminal acts so that they can be accepted again by society, can actively play a role in development, and can live normally as good and responsible citizens.

The target of coaching at the Lampung Class II Special Children's Penitentiary is to improve the quality of correctional inmates who were initially partially or completely in a deficient condition, namely the quality of devotion to God Almighty, intellectual quality, quality of attitude and behavior, quality of professionalism/skills, and quality of physical and spiritual health. The aims and objectives of coaching prisoners are in accordance with the study of coaching theory where the direction of coaching must be aimed at developing the individual of the inmate so that he/she does not repeat crimes and obeys legal regulations. Apart from that, it must also be aimed at fostering relationships between prisoners and the outside community, so that they can stand on their own and be accepted as members.

The results of the research show that in general the rights of correctional students in the Lampung Class II Special Children's Correctional Institution have been fulfilled starting from the rights to general education development, physical fitness and arts development, health and care services development, religious and character/personality development, fostering national and state awareness and skills/independence training.

Based on the description above, according to the researchers, the implementation of formal and non-formal coaching organized by the Lampung Class II Special Children's Correctional Institution is only formal education which is running optimally as seen from the high enthusiasm of correctional students in participating in learning activities and the high interest in continuing formal education at the same level. Middle and high school provided by the Lampung Class II Special Children's Correctional Institution. Meanwhile, non-formal education which focuses on skills to support business and skills in accordance with the interests and talents of correctional students is running less than optimally, as indicated by the decline in correctional students

taking part in skills training programs, where in 2023 correctional students will take part in non-formal training. formal education reaches 70 out of 72 correctional students, whereas in 2024 there will only be 20 correctional students out of 92 correctional students. In this case, the Special Penitentiary for Class II Lampung Children has collaborated with the Job Training Center and CV Ramonest to attract the interest of correctional students to participate in non-formal coaching.

b. Factors Inhibiting the Implementation of Formal and Non-Formal Guidance for Criminal Offenders in the Special Penitentiary for Class II Children in Lampung

1. Legal Factors

Regarding the development of prisoners in correctional institutions, the following will describe several statutory regulations regarding the development of prisoners in correctional institutions:

a. Law Number 22 of 2022 concerning Corrections

Regulations regarding the objectives of the correctional system are regulated in Article 2 of Law Number 22 of 2022 concerning Corrections which reads as follows: The correctional system is implemented in order to form correctional inmates to become fully human, realize their mistakes, improve themselves, and not repeat criminal acts so that they can be accepted again by the community, can play an active role in development, and can live a normal life as a good and responsible citizen.

Law Number 22 of 2022 concerning Corrections, prisoners have rights that must be granted during the guidance process in correctional institutions. Article 14 paragraphs (1) and (2), states that:

(1) Prisoners have the right:

- a. Performing worship in accordance with one's religion or beliefs;
- b. Get care, both spiritual and physical care
- c. Get education and teaching
- d. Get proper health services and food
- e. Submit a complaint
- f. Obtain reading material and follow other mass media broadcasts that are not prohibited
- g. Get wages or premiums for the work done
- h. receive visits from family, legal advisors, or certain other people
- i. Get a reduction in the criminal period (remission)
- j. Get the opportunity to assimilate including time off to visit family
- k. Obtaining parole; l. get leave before being released
- l. Obtain other rights in accordance with applicable laws and regulations.

(2) Provisions regarding the conditions and procedures for implementing prisoners' rights as intended in paragraph (1) are further regulated in a Government Regulation.

Based on the articles above, the enactment of the law on corrections basically aims to ensure that correctional students realize their mistakes, improve themselves, and not repeat criminal acts so that

they can be accepted again by society, can play an active role in development, and can live naturally as good and responsible citizens. By implementing this law, the Lampung Class II Special Children's Correctional Institution not only carries out punishment so that someone loses their freedom, but also returns people who have been sentenced to this crime into society by providing formal and non-formal guidance through education and skills training.

To implement the provision of correctional students' rights, especially the right to receive non-formal guidance through education and skills training, then in carrying out guidance within the Lampung Class II Special Children's Correctional Institution, you must look at:

- 1) Building pattern and layout
- 2) Quality and quantity of Officers
- 3) Management of Special Penitentiary for Class II Children in Lampung
- 4) Officer Welfare
- 5) Coaching Facilities/Facilities
- 6) Budget
- 7) Natural resources
- 8) Quality and Coaching Program.

Based on the review above, the rights of correctional students must be given proportionally, however, the lack of supporting facilities and infrastructure for non-formal coaching can result in less effective coaching, such as skills coaching requires adequate equipment to directly practice the theory in coaching so that the coaching carried out can be achieved. assessed its success.

b. Government Regulation Number 31 of 1999 concerning Development and Guidance of the Rights of Correctional Inmates

Regulations regarding the development and guidance program for correctional inmates are regulated in Article 2 in Government Regulation Number 31 of 1999 concerning the Development and Guidance of the Rights of Correctional Inmates, which states that:

- (1) The coaching and mentoring program includes personality and independence coaching and mentoring activities
- (2) The coaching program is intended for prisoners and correctional students.

Article 3 further stipulates that:

The development and guidance of personality and independence as intended in Article 2 includes matters relating to:

- a. Devotion to God Almighty
- b. National and state awareness
- c. Intellectual
- d. Attitude and behavior
- e. Physical and spiritual health
- f. Legal awareness
- g. Healthy reintegration into society

- h. Job skills
- i. Job training and production.

Based on the articles above, it can be seen that there is no clear government formulation/regulation regarding the development of correctional students, especially regarding non-formal development through education and skills training. As a result of the unclear regulations regarding the participation of third parties in carrying out non-formal guidance through education and skills training for correctional students, the Lampung Class II Special Children's Correctional Institution has difficulty in determining the type of skills training program. How are the skills and work training provided and the provision of guarantees for the work of correctional students after the correctional students have served their sentence, making it difficult for officers at the Class II Lampung Special Children's Correctional Institution in carrying out guidance, therefore the participation of third parties is needed in carrying out non-formal guidance through education especially those concerning job skills and job training.

2. Law Enforcement Factors

The main key in implementing formal and non-formal guidance through education and skills training for correctional students comes from the law enforcement officers themselves or in this research is the expertise of Special Children's Correctional Institution officers in providing guidance. The expertise of Special Children's Correctional Institution officers who play an important role in carrying out the process of developing correctional students. Guidance will be very difficult to carry out if the Special Children's Correctional Institution is not balanced with the expertise of the Special Children's Correctional Institution officers.

The resource person, Head of the Lampung Class II Special Children's Correctional Institution, explained that there is still a lack of expert staff from LPKA officers, so that currently there are no skilled officers/experts in their fields such as psychiatrists/psychologists, sociologists, and skilled personnel in the field of technical skills. Even though the number is very small, it is not comparable to the correctional students who will be given guidance, so LPKA has to bring in experts from outside LPKA to overcome this problem.

The lack of experts at the Lampung Class II Special Children's Correctional Institution can be seen from the lack of increased expertise in the field of handling correctional students. This program is very important considering that correctional students are still relatively young and are handled differently from adult prisoners. Based on the consideration that children need protection in correctional institutions, namely that correctional students are supervised by officers who have special knowledge and expertise with the hope that after correctional students are returned to society they will become ready human beings. The resource person from the Class II Special Penitentiary for Children in Lampung stated that LPKA does not yet have officers who have special expertise in the field of handling correctional students so that the handling of

correctional students is still supervised by officers who do not have expertise in the field of handling children.

Wahyu as Officer of the Class II Lampung Special Correctional Institution for Children added that the lack of instructors or coaches in activities organized by the Lampung Class II LPKA was because within 1 (one) year, the Lampung Class II LPKA was required to carry out a minimum of 4 (four) activities, however, the activities held are not controlled by officers or supervisors at LPKA Class II Lampung. LPKA Class II Lampung also takes a long time to find instructors from outside because it is difficult to find expert instructors.

Based on the explanation from the source above, it can be seen that the current condition of the officers at the Lampung Class II Special Children's Penitentiary still has deficiencies/weaknesses, including:

- a. The quality and quantity of employees is inadequate when viewed from the nature and special tasks assigned to correctional employees.
- b. There is still an unequal level of quality of correctional officers, especially those carrying out their duties at the Lampung Class II Special Children's Correctional Institution
- c. There is still a lack of expert personnel, such as: doctors, psychologists, psychiatrists, sociologists and instructors in the field of skills
- d. The level of welfare of correctional officers is still low.

Correctional Institution officers who supervise correctional students need to receive increased expertise, for example special training regarding the protection and rights of children during detention, as well as an understanding of human rights issues. Because correctional institutions are institutions that are very vulnerable to human rights violations, especially against children. Improving expertise in the field of correctional students is very necessary, because being a correctional institution officer, especially in terms of coaching and supervising correctional students, is not an easy thing, apart from being a security officer who is required to always be alert and suspicious of correctional students, he is also required to be a supervisor who is required To act as a teacher and parent who always protects and protects correctional students, to carry out two roles at once is not an easy thing to do. Special education is required for officers, providing opportunities to attend upgrading courses, seminars and short courses related to the development of correctional students.

3. Facilities and Facilities Supporting Factors

In carrying out non-formal coaching through education and skills training in correctional institutions, facilities and infrastructure were found to be hampered. It is known that the facilities and infrastructure that can be used in providing non-formal guidance to correctional students are in the form of physical and non-physical facilities. The physical facilities for coaching correctional students to realize correctional ideals are largely determined by the Correctional Institution building which is used as a place to carry out prisoner coaching and its equipment. In accordance with the explanation quoted from R. Ahmad S. Soemadipraja and Romli Atmasasmita, it states that: Physical facilities consist of: buildings, work spaces, office equipment, mobility, health

equipment and security equipment. Meanwhile, non-physical facilities are used to support physical facilities, non-physical facilities, which consist of:

- a. Employee
- b. Correctional technical administrative administration, including administrative administration and reporting and control centers
- c. Organization structure
- d. Finance and financing
- e. Collaboration with other government agencies
- f. Collaboration with correctional institutions.

The resource person, Head of the Special Penitentiary for Children Class II Lampung, explained that the facilities and infrastructure at LPKA Class II Lampung in terms of physical facilities such as rooms were adequate, just like formal schools outside LPKA, even though they were only seen as very simple, computer rooms and several computer equipment. which has been damaged, there is a lack of reading material for students. In terms of coaching equipment, it is still very lacking, especially non-formal coaching in the field of skills, so that during LPKA Class II Lampung skills training activities, many borrowed equipment from outside who have collaborated with several business units, this is what makes the non-formal coaching activities at LPKA Class II Lampung is not running effectively. Non-physical facilities that are considered inadequate are the costs of non-formal coaching which are quite large so they are still insufficient even though they are budgeted every year, but because the number of correctional students continues to increase, of course they require large costs for non-formal coaching.

The officer at the Lampung Class II Special Children's Penitentiary added that the facilities and infrastructure at the Lampung Class II LPKA were still inadequate, so this had an impact on the non-formal coaching process which was less effective. For example, in the activity of learning skills for making compost fertilizer, the tools for making compost fertilizer are very few and limited, skills in screen printing clothes and shaving hair are also not possessed by LPKA Class II Lampung so that during skill hours for screen printing clothes and shaving hair correctional students must practice outside LPKA Class II Lampung to business units that have collaborated with LPKA. Skill equipment is very minimum; some sports support equipment is also purchased with personal funds, such as shuttlecocks for students playing badminton or other sports.

4. Community and Cultural Factors

The resource person, Head of the Lampung Class II Special Children's Penitentiary, explained that the obstacles that come from society are in the form of erroneous assumptions, where the Class II Lampung Special Children's Penitentiary is still often referred to as a prison which is considered a place of exile for bad people and there is still the opinion that once doing evil is still doing evil. Another form of obstacle encountered is that it is rare for the community or families of inmates to look at the Lampung Class II Special

Children's Penitentiary, let alone provide assistance. Apart from that, no one in the victim's family wants to give a guarantee not to take revenge.

The officer at the Lampung Class II Special Children's Penitentiary added that a good environmental condition will have a good influence on the child and conversely a bad environmental condition will also have a bad influence on the child. The current state of Indonesian society still has an a priori attitude towards former prisoners and children. Society does not fully trust children, that if someone has become a former convict then they will not be able to change for the better even though they have been processed in a correctional institution. The coaching process at LPKA should be supported by the conditions of the community that accepts children after leaving LPKA so that social reintegration can be realized.

The efforts made by the Lampung Class II Special Children's Penitentiary are to try to provide the best possible guidance so that prisoners who return to society will not commit crimes again. The public's opinion will change, as well as providing information to the public about the implementation of non-formal guidance through education and skills training for correctional students at the Lampung Class II Special Children's Correctional Institution through mass media and newspapers or other means in accordance with the aim of changing the public's view of children correctional education.

The cultural community also becomes an obstacle in implementing non-formal guidance through education and skills training for correctional students. The state of culture is the state of society. Culture is formed from the life processes of a group of people. Culture is the result of social life, people will prefer to continue behaving or behaving in accordance with the values and views that apply in their lives. Cultural factors are not far from community factors in influencing the success of implementing development for children in realizing social reintegration.

Cultural factors that develop in society which assume that children who have entered the Special Children's Correctional Institution will still commit crimes have an impact on children who are difficult to open up about themselves with their guardians in the Special Children's Correctional Institution Class II Lampung and difficult to encourage them to change for the better. There are no programs that interact directly with the community so that the community does not trust children as ex-convicts to live side by side with them.

Returning prisoners or children to community life or social reintegration so that they become good and responsible individuals and can play a role in development is the aim of coaching at the Lampung Class II Special Children's Correctional Institution. The current situation on the ground is that Indonesian society still cannot accept ex-convicts, both adults and children. Indonesian society is still closely associated with the culture of bad labels given to former prisoners or children. The fact that children are still labeled negatively by society is the result of the coaching process that children receive at the Lampung Class II Special Children's Correctional Institution. Research

conducted by the United States Department of Labor explains that what hinders children from returning to society is that society no longer trusts children because there has been no social integration process. The distrust given by the community to children is the result of the absence of programs that involve the community and children directly.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the results of the research and discussion described in the previous chapter, it can be concluded that:

1. The process of implementing formal and non-formal guidance for children as perpetrators of criminal acts at the Class II Special Development Institution for Children in Bandar Lampung has been carried out, although it is not yet optimal. Formal coaching is going quite well where formal coaching is given from elementary school (SD), middle school and high school levels. The implementation of formal education is under the Dwi Mulya Education Foundation. This formal education activity must be followed by correctional inmates according to their age and educational history before entering the Lampung Class II Special Children's Correctional Institution. Apart from taking part in formal training, correctional students also take part in non-formal training such as skills training in the agricultural sector, correctional students are given training in planting chili trees and making processed organic fertilizer or compost. However, non-formal coaching has not been running optimally, marked by the decline in correctional students participating in skills training programs, where in 2023, correctional students participating in non-formal coaching will reach 70 out of 72 students, whereas in 2024 there will only be 20 correctional students out of 92 students. correctional education. In the case of the Special Penitentiary for Class II Lampung Children, it has collaborated with the Job Training Center and CV Ramonest to attract the interest of correctional students to participate in non-formal coaching.
2. Factors that hinder the implementation of formal and non-formal guidance for children as perpetrators of criminal acts at the Lampung Class II Special Development Institution for Children consist of four factors, namely legal factors, law enforcement factors, means or facilities factors and community and cultural factors. Of these four factors, the most dominant factor that is an obstacle is the factor of law enforcement officers or officers at the Class II Lampung Special Children's Correctional Institution. It can be seen that the Class II Lampung Special Children's Correctional Institution does not have officers/experts who are skilled in their fields such as psychiatrists/psychologists, sociologists, as well as skilled personnel in the field of technical skills so they have to bring in experts from outside. The next factor is the facility and infrastructure factor or facilities which can be seen from the equipment for practicing skills which is very minimal so that the Lampung Class II Special Children's Correctional Institution has to borrow equipment from outside who have collaborated to develop the skills of correctional students.

Recommendations

Based on the conclusions from the research results described above, the researchers' suggestions are as follows:

1. The Lampung Class II Special Children's Correctional Institution should improve the quality and quantity of employees, especially experts such as psychiatrists/psychologists, sociologists, doctors and instructors in the skills sector so that coaching activities, both personality development and skills development, can run effectively and optimally.
2. The Lampung Class II Special Children's Correctional Institution should add and complete the physical facilities and facilities available at the Lampung Class II Special Children's Correctional Institution, such as completing skills facilities, adding facilities such as sports fields, polyclinics, doctors and health nurses, accompanied by medicines. adequate so that it can improve the health status of correctional students at least the same as the health level in society in general. Religious facilities complete with places of worship for each religion, books, library space, appropriate study rooms such as formal schools outside Lampung Class II Special Children's Correctional Institution so that students can make the best use of these various facilities. good.
3. The government should increase the coaching budget for correctional students at the Lampung Class II Special Children's Correctional Institution so that all the coaching programs that have been prepared can be realized well and optimally.
4. Society often gives the identity of "convict", even though someone who has committed a crime or is a delinquent child has left the Special Children's Correctional Institution, therefore, it is hoped that society will not judge "former convicts" negatively, because in the Special Children's Correctional Institution they have been given guidance. -coaching by the Special Children's Correctional Institution to improve his behavior.

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