

Transforming Education for Juvenile Offenders in Child Special Guidance Institutions

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Abstract

Problems faced by juvenile offenders in the Special Child Guidance Institution (LPKA) include limited educational facilities, lack of qualified educators, and lack of external support. These problems are exacerbated by the psychological challenges experienced by these children, which have a negative impact on their learning process. Therefore, the transformation of education in LPKA is an urgent need to support their rehabilitation and social reintegration. This study aims to analyze the implementation of education for juvenile offenders in LPKA by mapping the challenges faced and evaluating the efforts that have been made to overcome them. The main focus includes the development of an adaptive, inclusive, and technology-based education model to create a learning environment that supports children's holistic development.

The method used is a normative legal approach with policy analysis. Data were collected through literature studies, analysis of related regulations, and studies of educational practices in LPKA that have been implemented. The results of the study indicate that the implementation of education in LPKA still faces significant obstacles, especially related to facilities, human resources, and less than optimal policy support. However, there is potential for improvement through strengthening collaboration between institutions, providing training for educators, and developing relevant life skills-based programs. The implications of this study emphasize the importance of education policy reform that is more responsive to the needs of adolescents in LPKA. Regulations are needed that strengthen the guarantee of equal and quality education, intensive training for educators, and curriculum development that emphasizes character education and life skills. Thus, it is hoped that adolescents in LPKA can obtain decent education and have the opportunity for better social reintegration.

Keywords: Education, Adolescents, Special Guidance Institutions for Children (LPKA), Transformation, Education Policy.

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INTRODUCTION

Education plays a vital role in the context of juvenile offender rehabilitation. One of the primary objectives of the juvenile justice system is to facilitate their reintegration into society. Education serves not only as a means of transferring knowledge but also as a tool for character building, improving social skills, and enhancing the self-confidence of children who have come into contact with the law. In many cases, juvenile offenders come from disadvantaged backgrounds where access to formal education is often limited. Therefore, the education provided in correctional institutions must be designed with their needs and potential in mind, and aimed at holistic development. A comprehensive curriculum that includes life skills education, moral education, and reinforcement of positive values is expected to help these children understand their mistakes, learn from their experiences, and prepare reintegration to in Society (N. Afifah, 2017).

Article 28C paragraph (1) of the 1945 Constitution states that "Everyone has the right to develop themselves through the fulfillment of their basic needs, the right to education, and to benefit from science and technology, art and culture, in order to improve their quality of life and for the welfare of humanity." Thus, education is not only an individual right but also the responsibility of the state to provide it. Amidst the challenges faced by children in conflict with the law, the state needs to take concrete steps to protect and facilitate development they through quality education (Djamarah, 2014.). Legally, the

Republic of Indonesia Law Number 35 of 2014, which is an amendment to Law Number 23 of 2002 concerning Child Protection, defines a child as an individual who is not yet 18 years old, including those who are still in content (Abdussalam, 2007). Children are considered as the future generation that must be protected, so it is important for the state to provide adequate education to shape them into quality individuals who will be useful to society in the future. However, children are also legal subjects who still need formal and moral guidance from parents and the surrounding environment.

Educational transformation is one of the most important global issues in the effort to shape the character and future of the young generation, especially for teenagers in the Special Child Development Institution (LPKA). Education is not just a process of transferring knowledge, but also an effort to form an independent, responsible, and capable personality. contribute positive for public (Nur Oktavia Hidayati, 2018). In a global context, education must be adaptive to the ever-evolving technological and social changes.

At a young age, children can engage in criminal activities like adults. There are various factors that can cause deviant behavior, ranging from the social environment, peer pressure, to lack of attention from the family. If a child commits a violation, he/she will undergo a legal process regulated in Law of the Republic of Indonesia Number 11 of 2012 concerning the Juvenile Criminal Justice System. This law, which was enacted on July 30, 2012, replaces Law Number 3 of 1997 concerning Juvenile Courts, which is considered no longer relevant to existing legal developments. Law No. 11 of 2012 regulates the entire juvenile criminal justice process, starting from investigation, prosecution, to placement of children in Guidance Institutions Special Children (LPKA)(Apong, 2004)

In Indonesia, juvenile offenders who are in LPKA often experience complex emotional and social problems. They need a comprehensive educational approach, which includes aspect cognitive, affective, and psychomotor (Theresia W, 2019). Guidance in LPKA must be designed to increase self-esteem, manage emotions, and develop necessary life skills. when they return to public (Fakhrh F, 2020).

Children who are sentenced and ordered by the court to be placed in the Special Guidance Institution for Children (LPKA) are known as Child Correctional Students (Andikpa). According to Article 1 number 8 of the Republic of Indonesia Law Number 12 of 1995 in conjunction with Article 13 of Government Regulation Number 31 of 1999 concerning the Development of Correctional Citizens, there are three categories of children in this system. First, Convicted Children, who serve their sentences in LPKA until they reach the age of 18. Those between the ages of 18 and 21 must be separated from adult prisoners. Second, State Children, who are entrusted to the state for education and are placed in LPKA until the age of 18, but cannot be transferred to adult prison facilities after reaching that age. Third, Civil Children, who can, at the request of their parents or guardians, obtain a court order to be educated in LPKA, with an education limit of up to the age of 18, which can extended in accordance regulation (Nashriana, 2011).

Participants in the Child Correctional Institution (Andikpa) at the Special Guidance Institution for Children (LPKA) have the right to receive education and training according to their talents and abilities. Even though they have served a court sentence, education remains an important aspect that they must receive. The right to education is capital for them after completing their rehabilitation period at LPKA, because they still have a long future. This institution aims to improve the behavior of children who are entangled in legal problems and provide adequate education so that they can reintegrate into society and contribute positively to the nation. In accordance with Law Number 12 of 1995 concerning Corrections, Article 14 paragraph (1) letter c emphasizes that prisoners, including Participants in the Child Correctional Institution, have the right to education and teaching. This is further strengthened in Government Regulation Number 32 of 1999 concerning the Requirements and Procedures for the Implementation of the Rights of Correctional Citizens, which specifically regulates education that is equivalent to curriculum in the institution education general (Arifin, 2007).

The education provided at the Child Special Guidance Institution (LPKA) follows the same curriculum as other educational institutions, ensuring that children receive an equal learning experience. LPKA also collaborates with government institutions that focus on education to ensure that children's rights to education are met. The rehabilitation process at LPKA is carried out in three stages: the initial stage includes observation and planning, the advanced stage focuses on development programs, and the final stage prepares for reintegration into society. Each stage of rehabilitation is designed to help students adapt positively to the social environment.

Education for juvenile offenders in Indonesia is governed by policies and regulations designed to ensure that children in conflict with the law continue to have access to adequate education. Law of the Republic of Indonesia Number 12 of 1995 concerning Correctional Services emphasizes that correctional participants have the right to receive education and instruction as part of their rehabilitation. Education for juveniles in LPKA has a high urgency because it concerns their future and its potential impact on the wider community. Ineffective guidance can lead to high rates of recidivism and disturbances social in society (Yulianto et al, 2016). Therefore, the renewal of the education system in LPKA is an urgent need. This is reinforced by Government Regulation Number 32 of 1999, which details the requirements and procedures for implementing the rights of correctional residents. According to this regulation, education and teaching must be provided in accordance with the curriculum applicable in formal educational institutions, with the aim of preparing these children to return to society with adequate knowledge and skills.

Several previous studies have highlighted the importance of holistic coaching in LPKA. Self-planning training can help improve future orientation . teenagers in LPKA (Nur O, 2018). The AKTIF (I'm Positive) program has proven effective in increasing prices self child approaching free time (Fakhrah F, 2020). In addition, technology-based guidance and counseling services are a breakthrough in increasing the effectiveness of education and counseling services in the digital era (Elfi R, 2023).

Education system updates in LPKA should include technology-based approaches, counseling services, and life skills development. Inclusive educational guidance and counseling services designed for students with special needs can also be provided. customized with LPKA (Iis Rochmiyati, 2021.)environment . In addition, developing self-potential through a positive psychology approach is very important to overcome various mental problems faced teenagers in LPKA (Maryam, 2021).

This study aims to identify an effective educational transformation model for adolescents in LPKA with a focus on emotional, social, and life skills aspects. This study also aims to explore the role of technology in supporting the learning and counseling process in LPKA and to examine the effectiveness of various guidance approaches that have been applied in context similar (Jamaluddin, 2022; Ahmad Susanto, 2018).

RESEARCH METHOD

The normative legal research method is an approach that focuses on the analysis of legal norms contained in law, jurisprudence, and legal doctrine. This method seeks to explore, understand, and explain the legal principles contained in applicable legal provisions. In this research, researchers not only identify and explain legal rules but also examine the relevance and implementation of these norms in practice. The main purpose of the normative legal method is to produce a comprehensive understanding of the legal framework governing a particular issue and to provide recommendations regarding policies or legal reforms needed to improve or perfect the existing legal system.

In conducting normative legal research, legislative and conceptual approaches are often used as analytical tools. The legislative approach involves studying applicable regulations and analyzing the alignment between existing legal norms and practical implementation. This approach aims to identify deficiencies or gaps in current laws and regulations and potential improvements that can be made. On the other hand, the conceptual

approach examines the underlying ideas and legal theories that inform these norms, offering a broader perspective on how legal norms can be applied or interpreted. The combination of these two approaches provides a holistic analytical framework, allowing researchers to formulate conclusions that are not only theoretical but also practical in the context of legal application.

RESULTS AND DISCUSSION

Implementation of Educational Policy for Juvenile Offenders in Special Guidance Institutions for Children in Indonesia

Law of the Republic of Indonesia Number 12 of 1995 concerning Corrections has stipulated the rights of correctional students to receive education, specifically detailed in Article 14 letter c. Further regulations regarding the implementation of this right are outlined in Government Regulation Number 32 of 1999 concerning the Conditions and Procedures for the Implementation of the Rights of Correctional Residents, specifically in Articles 9 to 13. In Article 10 paragraph (2) of this Government Regulation, it is stated that correctional institutions, which are now called Special Guidance Institutions for Children (LPKA), can cooperate with government agencies to provide education. However, there is no alternative explanation if the government agency does not can provide facility required education .

According to research conducted at LPKA, the rights of predicted participants to receive education have been implemented with the assistance of the local Education Office. In this case, the Education Office plays a role in organizing formal education, including assigning teachers to teach at LPKA. They also facilitate correctional students to take the Package A, B, and C Exams, which ultimately allow them to obtain a diploma. The teaching and learning process at LPKA is carried out in the classroom with a duration of two hours every day, except on holidays . Sunday and day holiday national .

On the other hand , for Informal education , such as moral education and skills training, is carried out by LPKA officials themselves. They provide informal guidance and mentoring, and invite community leaders, including police officers, and schools to participate in scouting activities. These activities aim to provide seminars, recreational events, and socialization for correctional students, allowing them to gain experience and knowledge. additional outside formal curriculum .

Based on findings study Regarding the education of juvenile offenders, several procedures have been implemented by the Special Guidance Institution for Children (LPKA). First, LPKA has a clear rehabilitation procedure for juvenile offenders, starting with identifying the last school they attended before entering LPKA Class II Yogyakarta. This is in line with the Regulation of the Minister of Law and Human Rights No. 18 of 2015, which explains the functions and operations of LPKA, including registration and classification steps that include reception , recording , assessment , and program planning .

In fulfillment education perpetrator juvenile crime , LPKA collaborates with the Gunungkidul Education Office through a Joint Decree (SKB) for non-formal general education. For religious education, LPKA also collaborates with the Ministry of Religion and volunteers from Islamic boarding schools. Children at LPKA have a regular daily activity schedule, although its implementation can be adjusted to the existing situation. The activities offered include personality development, independence, and social activities. Personality development includes scouting activities, formal education, and sports, while independence activities involve skills training such as catfish farming and handicrafts. On weekends, children can enjoy recreational activities such as watching TV, playing video games, and cleaning activities. LPKA also provides adequate educational facilities, such as blackboards, notebooks, stationery, and musical instruments to support teaching and learning activities and skills training. In terms of religious education, the Qur'an is also provided for children. The policies implemented at LPKA include rules that must be

followed by juvenile offenders, and if they have difficulty in complying with these rules , the institution will adapt policy For support it .

At the Guidance Institution Special for Children (LPKA), the educational curriculum implemented is designed according to national education curriculum standards, with adjustments to the special needs of juvenile offenders. The curriculum includes formal education, such as Package A, B, and C programs, which are equivalent to elementary and secondary education. LPKA works with the local Education Office to ensure that the material taught is in accordance with the curriculum set by the Ministry of Education and Culture. In addition, the educational program also includes aspects of moral and religious education, which aims to help children in character formation and understanding good social values. This alignment is very important, because it aims to help juvenile offenders reintegrate to public after finish punishment they .

Teaching methods at LPKA are diverse , combining theoretical and practical approaches. Teaching and learning activities are carried out in the classroom with scheduled sessions, usually lasting two hours each day. Implementation emphasizes interactive teaching methods, encouraging students to actively participate in discussions and group activities. In addition to formal learning, guidance is also provided by LPKA educators and staff to help children with their psychological and social aspects. Extracurricular activities, such as scouting, arts, and sports, also play an important role in the curriculum, providing opportunities for children to develop their interpersonal skills and personalities outside the classroom. These activities aim to enrich the learning experience and create supportive environment development holistic children .

Infrastructure Education in LPKA is very important in supporting the learning process. LPKA is equipped with adequate classrooms to accommodate students in small groups, although sometimes one classroom is used for several different levels of education. In addition to classrooms, LPKA also provides facilities such as a library, although the collection of books and other learning resources is still limited. Learning aids, such as whiteboards, textbooks, and musical instruments, are available to support more interactive teaching and learning. However, in some cases, limited facilities can hinder the effectiveness of learning, so that improvements and enhancements facilities are very much needed .

Source Power Human resources in LPKA also play an important role in the education of juvenile offenders. The availability of teaching staff poses a challenge, where sometimes the number of teachers is insufficient to meet the educational needs of children. Existing educators are expected to have a good educational background, but the training and professional development they receive is sometimes inadequate. However, LPKA continues to strive to improve the quality of teaching through collaboration with various institutions, including the Department of Education and non-governmental organizations. Training for educators on teaching techniques that are suitable for children with criminal backgrounds is also important to provide effective and fulfilling learning . need student .

The process of implementing the education program at LPKA is carried out in a structured manner, starting from planning to implementing teaching and learning activities. Every day, children follow a set schedule, where they receive formal education and also participate in non-formal activities that support character building and life skills. The education program not only focuses on mastering academic material, but also provides practical skills training, such as fish farming and handicrafts, which can help children gain useful skills after leaving LPKA. With a comprehensive approach, LPKA aims to ensure that every child gets quality education although There is limitations .

Monitoring and evaluation of the education program at LPKA is carried out periodically to assess the effectiveness and progress achieved by the children. Monitoring mechanisms include direct observation of the learning process, periodic assessment of student progress, and feedback from educators regarding the activities carried out. Evaluation also involves analyzing exam results and children's participation in

extracurricular activities. In this way, LPKA can identify areas that need improvement and make necessary adjustments to improve the quality of education provided. Through systematic monitoring and evaluation, LPKA strives to achieve better educational outcomes for juvenile offenders and support them in preparing self For integrate return to public .

Obstacles Faced in the Implementation of Juvenile Offender Education in Special Guidance Institutions for Children and Efforts to Overcome Obstacles to Ensure that Female Correctional Institution Participants Receive Equal and Quality Education

Education for juvenile offenders in the Special Guidance Institution for Children (LPKA) is an important aspect of their rehabilitation and reintegration into society. Although it is recognized that every child has the right to education, the implementation of education in LPKA faces various obstacles that can disrupt their learning process and development. Some challenges, such as limited facilities, lack of teaching staff, and psychological problems faced by the perpetrators crime teenagers , presenting complex obstacles .

One of the main obstacles is the limited educational facilities. Many LPKA do not have adequate infrastructure, such as adequate classrooms, necessary learning aids, and access to libraries. Limited classroom space often results in children having to study in uncomfortable conditions, which can hinder their concentration and motivation to learn. In addition, the scarcity of learning aids such as books and information technology devices reduces the opportunity for children to receive an education that is equivalent to what they might receive outside the institution. Limited access to libraries also makes it difficult for students to deepen their knowledge and skills independently.

The availability of teaching staff is a second significant constraint. In many correctional institutions, the number of educators is insufficient to meet the educational needs of juvenile offenders. In addition to inadequate numbers, educators are often lacking in qualifications, both in terms of formal education and training received. This can lead to ineffective teaching methods and a lack of attention to children's individual learning needs. The presence of qualified and experienced teachers is essential to creating a positive learning environment; however, many correctional institutions struggle to recruit and retain educator with required qualifications .

Lack of support from party external also inhibits provision of educational resources. Limited collaboration with educational institutions and other organizations often makes it difficult for LPKA to obtain support in terms of curriculum materials, training programs, or financial assistance. Involvement from external entities, such as non-governmental organizations (NGOs) or educational institutions, can help significantly improve the quality of education in LPKA. However, many LPKA do not have the extensive networks needed to establish sustainable partnerships. Without adequate support, juvenile offenders will continue to face challenge in access quality education .

Challenge The emotional and psychological challenges faced by juvenile offenders are also significant obstacles that cannot be ignored. Children involved in the criminal justice system often experience trauma due to difficult life circumstances, which can affect their mental health. Unstable psychological conditions, such as anxiety, depression, or behavioral disorders, can interfere with the learning process and reduce their motivation to participate in educational activities. Therefore, it is important to provide adequate psychological support for these children to help them adjust and adapt. with environment learn something new.

regulations and policies related to education for juvenile offenders are often less than optimal. Although there are regulations that underlie children's rights to education, their implementation still faces various challenges. Ambiguous policies and inadequate socialization regarding the rights of juvenile offenders to education can result in many children not receiving adequate education. Comprehensive efforts are needed to reform existing policies and regulations to better support the provision of education for juvenile

offenders, including budget allocation, teacher training, and improvements to educational facilities in LPKA. Through these comprehensive improvements, it is hoped that correctional students will receive equal and quality education, and own chance For improve his future .

In facing the various challenge In organizing education for juvenile offenders, the Special Guidance Institution for Children (LPKA) needs to make strategic efforts to improve the quality of education. One of the initial steps that can be taken is to improve educational facilities and infrastructure. This includes the provision of more varied and relevant learning aids, as well as providing more comfortable and adequate classrooms. With better facilities, juvenile offenders can learn in a supportive environment, which in turn can increase their motivation and interest in learning. LPKA must also collaborate with various stakeholders, both from the public and private sectors, to fund and realize the acquisition of these facilities, ensuring that the education received more in harmony with standard education national .

In addition , training and development of teaching staff is an important aspect in improving the quality of education in LPKA. Special training programs should be designed to improve teachers' skills and knowledge to overcome the challenges of teaching in the LPKA environment. This training should include effective teaching techniques, classroom management, and an understanding of child psychology so that educators are better prepared and competent to provide education tailored to the needs of juvenile offenders. Thus, teachers will be able to create innovative and interesting learning methods, encouraging children For participate active in the learning process .

Collaboration with the Education Office and related agencies is also important to improve the quality of education in LPKA. Through partnerships with the Education Office, the Ministry of Religious Affairs, and non-governmental organizations, LPKA can access wider educational resources and programs. This collaboration can include sending additional teaching staff, providing relevant teaching materials, and supporting extracurricular activities that can improve children's knowledge and skills. By building a strong network, LPKA can ensure that students have better access to quality education, even moment they is at in system correctional .

Apart from the aspects academic , approach Psychological and counseling services are also important in supporting the education of juvenile offenders. Many of them experience trauma and emotional problems due to their experiences outside the institution, making psychological support very important for their adjustment. Counseling programs involving experienced psychologists or counselors can help children overcome their emotional and psychological problems, allowing them to focus more effectively on their studies. In addition, activities that improve mental well-being, such as art or sports, can also help children relieve stress and increase trust self they .

Formulate return policy education for juvenile offenders is very urgent in order to improve the effectiveness of education in LPKA. Existing policies need to be evaluated and updated to be more responsive to the needs of juvenile offenders. This includes strengthening regulations related to the right to education, ensuring adequate budgeting for education programs, and involving various stakeholders in policy formulation. With better and more comprehensive policies, it is hoped that education for juvenile offenders can be implemented more optimally, providing opportunities to improve the future and reintegrate into society in a way more effective after undergo punishment .

CONCLUSION

Education for juvenile offenders in the Special Guidance Institution for Children (LPKA) is an important aspect of their rehabilitation and reintegration into society. However, various obstacles, such as limited educational facilities, lack of qualified educators, and lack of external support, continue to pose significant challenges. In addition, the emotional and psychological conditions of juvenile delinquents also affect their

learning process. Therefore, strategic steps are needed to improve the quality of education, including improving infrastructure, providing training for educators, and strengthening collaboration with various related agencies. As a step forward, collaboration between the government, the community, and non-governmental organizations is essential to create a better educational environment for juvenile offenders. By involving many parties, it will not only increase the educational resources available, but will also increase public awareness of the importance of education for juvenile offenders. This effort will not only provide them with the knowledge and skills they need, but will also facilitate better reintegration into society, reduce stigma, and increase their opportunities for a brighter future. Quality and equitable education for juvenile delinquents is a long-term investment that is beneficial not only for the individuals themselves but also society in a way overall .

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