



## Development Model at Children Correctional Institution in Improving Religious Living Awareness

Imam Asrofi\*, Dedi Mulyasana, Hendi S. Muchtar  
Islam Nusantara University, Indonesia  
[imam.asyrofy@fkip-uninus.ac.id](mailto:imam.asyrofy@fkip-uninus.ac.id)

### Abstract

Forms of education conducted by children correctional institution need to get a positive appreciation. However, evaluation should also be done consistently, so the correctional institution, as a place of education to prepare a human being ready to return to society, does not become a place to obtain new lesson to commit crimes. The purpose of this research is to find out education management; analyze problems and find out solutions and efforts to improve the implementation of coaching programs for children of correctional institution. The conclusion of this research is that Sukamiskin Children Correctional institution, Bandung, have done education through giving guidance to children of correctional facility to become better human beings, through both general and specific development programs through Open Junior High School (SMP) education. The problems found is the lack of feedback from correctional students in the learning process, the level of attendance of teachers, and the availability of supporting facilities and infrastructure. The solution offered are: (1) giving motivation for students of correctional facility to follow the development program that is done, especially in education; (2) cooperation with various parties; (3) motivation and support for all teachers to maintain the quality of learning; and (4) maximizing available facilities and infrastructures. The recommendations given for correctional students are expected to have a high awareness to change themselves from negative traits and behaviors as well as following the existing development program while in correctional facility. Moreover, correctional facilities are expected to improve the form of education services both from the elements of infrastructure and in its development programs that are carried out effectively, creatively, and efficiently. In addition, the community is expected to refrain from giving a negative judgment to ex-convicts, especially children of correctional facility, because they have received education while in doing their time

**Keywords:** *education and development; children of correctional institution; religious living awareness*

## **A. Introduction**

Religion has a considerable influence on a person's attitudes and behavior because the way of thinking, behaving, and reacting of an individual cannot be separated from his/her belief. This belief will enter into the construction of his personality. Religious awareness as a manifestation of one's belief in religion will affect the way of thinking, appreciate every event that happens in life, and behave. This means, that good or not religious awareness will affect the good or bad of someone's behavior in everyday life.

People who have an awareness of living in a stable religion will be able to show a steady personality as well. This happens because the awareness of religious life is a psychological dynamic of a person which includes religious knowledge, religious sense, experience of divinity, faith, religious attitudes, and behavior, all of which are organized in mental systems and personalities. Because religion involves all functions of the human body and soul, so diverse awareness includes cognitive aspects (religious knowledge), affective (religious sense that arises in religious motivation), and psychomotor (religious behavior).

The notion of religious awareness is interesting to be discussed on the case of Children/Students of Correctional Facility (*Andikpas*). They are children who are serving their sentences by being detained in a correctional institution. The condition of children who are experiencing restrictions in their mobility will be a problem for these children, especially related to the problems of formal education that will become a capital for them for the future.

It requires collective consideration and evaluation in unraveling the tangled yarn behind these bars. One of is an in-depth study through research on management of education for Children/Students of Correctional Facility (*Andikpas*) at Children Correctional institution (LPKA) Sukamiskin Bandung through a formal education program at an Open Junior High School (SMP Terbuka).

## **B. Methodology**

This study employs qualitative approach with descriptive methods because this research was conducted under natural conditions (natural setting) without any manipulation. This is in accordance with the opinion of Moleong (2005, p. 9) who states that qualitative research is scientific research that aims to understand a phenomenon in a social context naturally, by promoting the process of deep communication interaction between researchers and the phenomenon under study.

This research was conducted at the Sukamiskin LPKA in Bandung. The selection of this research site is based on the consideration that, Sukamiskin LPKA is the place for the development and education of correctional institution students through a formal education program of Open Junior High School.

According to Sugiyono (2014, p. 68), research informants were determined using purposive sampling technique. The informants in this study were *Andikpas* Education Staff at LPKA Sukamiskin Bandung, teachers of Open Junior High Schools in the LPKA Sukamiskin Bandung and Students at LPKA Sukamiskin Bandung. According to Sutrisno Hadi (as cited in Sugiyono, 2010, p. 203), data collection techniques used in this study are: Interviews, Observation, and Documentation.

### C. Findings

In the process of searching for identity, a teenager often performs actions and behaviors that deviate. These deviations can be influenced by several factors both internal and external. Internally, it can be influenced by a child's unstable thinking factor, so it is easy to get the influences that are in the surrounding environment, while the most dominant is external factors which include social relations, the development of science and technology, the flow of globalization, and changes in someone's lifestyle.

Deviations committed by a child can become a crime that results in the consequence to serve time at correctional institution. A child who has received a sentence based on the criminal act committed will receive education and guidance at LPKA.

The process of education at children correctional institution has been done dynamically, wherein there are elements of the assessment that are carried out continuously and thoroughly on students of correction institutions that refer to the guidelines in granting and imposing a crime.

The results of the study show that the management of education carried out by the LPKA Sukamiskin Bandung can be considered to have decent quality. The provision of various types of guiding process both through educational programs and other types of development in form of skills and guidance from the officers of LPKA Sukamiskin Bandung, thus making many students of correctional institution obtain beneficial capital. Such coaching and guidance efforts are in accordance with the basis for criminal renewal which contains aspects of taking a new effort towards development of students of correctional institution.

Students of correctional institution, which are currently underestimated by part of our community, can develop a sense of responsibility to adapt to a peaceful and prosperous life in society so they have the potential to become a person of high moral and personal character. Therefore, the target of development program is directed on the personalities and the manners of the *Andikpas*.

In addition, the development program carried out in order to increase awareness of religious life of the *Andikpas* aims that when they have served their time, they

can apply the religious values they have acquired during their time at LPKA Sukamiskin Bandung in real social life. The officers and educators who provide learning in formal education at Open Junior High School have a very large contribution to the formation of the *Andikpas* while they are in the correctional institution. This means that interaction between them must not be broken, in the sense that both officers and educators continue to maintain a wise attitude so that *Andikpas* do not feel pressured and obligated in following all forms of guidance conducted by correctional institutions in order to create an atmosphere of correctional facilities that are safe and comfortable, peaceful and harmonious.

There are problems faced by special prisons for children in implementing the development programs, especially in form of formal education program at Open Junior High School, but it does not pose a major obstacle as a barrier to the ongoing development program that is currently being implemented.

#### **D. Discussion**

In discussing the results of this study, the researcher examines from three angles the theory as its foundation, these are:

##### **1. Management theory**

There are three things to consider in management, namely:

##### **a. Planning**

In general, the planning of development program carried out by the LPKA Sukamiskin Bandung has carried out the stages that have become the procedures of development, where the stages carried out include two stages consisting of the initial stages, in the form of orientation before they enter their own form to mingle with the other *Andikpas*. Certainly, with a process that has been used as an operational standard for correction facilities.

In the second stage, the *Andikpas* are grouped based on age criteria that will determine where their groups are placed and the form of development that will be provided by the institution. In general development, development is carried out at the LPKA Sukamiskin Bandung which includes mental and spiritual, intellectual, and national insights, sports and arts, social or social as well as independence.

##### **b. Actuating**

Actuation of various kinds of development that has been programmed by the LPKA Sukamiskin Bandung. The development program includes both non-formal and formal education programs such as the implementation of the Open Junior High School education program, development physical and artistic states, health and care services, development religious character

and personality, development national and state awareness and training in skills and independence.

c. Evaluation

The program that has been run by the LPKA Sukamiskin Bandung has benefited the *Andikpas* while serving their time, either through general development programs or through formal education in the form of Open Junior High Schools.

This success can be seen from the change in attitudes and behavior of the *Andikpas* during their serving time. Nevertheless, the results of the development program have not been able to overcome the whole of the existing crime problems, but at least the coaching that has been done has overcome some of the problems faced by the nation and state at this time.

2. Development Theory

The development principles carried out by the LPKA Sukamiskin Bandung towards *Andikpas* include:

a. Sheltering

Protection and provisions of capital for life are meant so they can play a role as good and useful citizens for community. The sheltering principle is the principle of protection carried out in a family way. The best sheltering principle is based on affection, as is the shelter that is carried out by parents towards their children.

This sheltering principle, which is carried out with love and kinship, can make it easier for the inmate to find their true identity and at the same time eliminate their malevolent attitudes. Not only protecting, but through this principle, the officers are given the task to equip inmates with skills as capital for future business when they leave the correctional institution. However, the officers should not only teach skills, but also have to remind how to live a good and useful life.

b. Crime is not an act of revenge. It implies that there should be no torture on inmates, whether in the form of actions, treatment, speech, methods of treatment or placement. The only suffering experienced by the inmates is that their independence is revoked to move in a free society.

c. Repentance is achieved through the development. Give them an understanding of the life and norms of life. Include them in social activities to foster a sense of community life.

d. Has no right to make an inmate to be worse or evil than before, for example by mixing up inmates and students who have committed minor criminal offenses, and so on.

- e. Inmates must not be alienated from society during the loss of movement freedom. Inmates and students must be introduced to society and must not be alienated from society. The effort can be done by giving visitation rights to families and / or communities into correctional institution, as well as allowing certain groups to enter the facility in order to provide entertainment or other activities.
- f. Guidance and education must be based on Pancasila which must be instilled in the values of mutual cooperation, tolerance, kinship, in addition to spiritual education and opportunities to perform worship.
- g. Inmates and students as people who have gone astray must be treated as humans. Their honor, dignity and feeling must be respected. This point is difficult to implement if it is linked to the compulsory work regulation which have been set for 9 hours. When the rules regarding compulsory work are implemented, it is difficult to avoid not touching the feelings and dignity of inmates as human beings.

However, this provision must be used as a guideline that must be respected by correctional institution officials, especially now that we are in the realm of reforms that uphold human rights.

What needs to be noted by officers of correctional facility is that education is not intended to physically curb the inmates, but how to restore their level of awareness towards a true and human life. This is why it is important for officers to understand the meaning of education, personality psychology, and learning methodology. Students of correctional institution are only sentenced to the punishment of missing independence as the only suffering that can be experienced.

### 3. Theory on Values

#### a. Theological Value

Relevant to the above concept, theological values that are instilled in *Andikpas* development programs in correctional institutions are carried out through religious programs, such as routine recitation, Islamic creative arts (*marawis*) and *pesantren* activities managed by institutions in cooperation with the LPKA Sukamiskin Bandung.

These religious values are emphasized in every development program. Through the cultivation of religious values in everyday life, children are formed to have personalities that have noble character as the goal of *Rasululloh shallallohu 'alaihi wassallam* is descended to the earth.

#### b. Ethical or Legal Values

The development process carried out at the LPKA Sukamiskin Bandung aims to rebuild human dignity as a noble human being, has ethical values or

compliance with the law. This is demonstrated by a variety of activities that train and make the *Andikpas* become disciplined in aspects of its activities, from being inside the barracks to activities outside the barracks, both independence and skills activities

c. Teleological Values

All forms of development provided in correctional institution make *Andikpas* to be ready to plunge back into the community with the provision of knowledge and skills so that they can be useful and beneficial both for themselves and for the community they will live later. Do not let their existence in the community become a problem because of committing other crimes.

d. Logical Values

This logical value is also instilled in development in correctional institutions through religious programs that invite the thoughts of the *Andikpas* that the causes for them to be in a place like this is because of their mindset. They have not been able to direct and choose between the good and bad, between the right and the wrong, so that their personalities are always oscillated by the environment around them, or the association between them.

e. Physiological Values

As an implementation of the physiological value in development *Andikpas* at the LPKA Sukamiskin Bandung, they provide forms of skills training and independence to prepare *Andikpas* to be able to utilize the types of skills they have in accordance with their respective fields and areas when they are free.

f. Aesthetical Values

In shaping aesthetical value, LPKA Sukamiskin Bandung implements development through social programs in sports and arts both in taking part in several events held by institutions outside of the correctional institution.

## E. Conclusion

Management of *Andikpas* Development related to the Objectives and Programs implemented by correctional facilities is to provide formal education even though they are serving time in correctional institutions. In other words, fill the days of *Andikpas* with positive activities to avoid negative behavior, so that *Andikpas* changes in a positive direction, and when free, *Andikpas* can be citizens who are useful, aware of the law, and would not repeat criminal acts. Meanwhile, the realization of the objectives above are done through several programs, which are: (1) Educational Program (Special Service Schools, Open Junior High Schools and

Special Education Schools) and (2) development program (Spiritual Mental Development, Intellectual Development and National Insight, Sports and Arts Development, Community / Social Development and Self-Defense Development).

The implementation of the *Andikpas* development program through the Open Junior High School formal education carried out by the LKPA Sukamiskin Bandung has done a lot of collaboration with various parties from both private and government sector so that the program can run well and smoothly. The Open Junior High School formal education development program that was implemented in collaboration with the Bandung City Regional Education Office by appointing SMPN 8 Bandung as the main school in providing administrative services, teaching staff, the type of curriculum used until the implementation of the National Examination.

Evaluation and results achieved in the implementation of educational programs to *Andikpas* can be seen from changes in attitudes and behavior of *Andikpas* during their serving time or after they leave correctional institution. It is evident from the number of *Andikpas* that have come out, they do not return to correctional institutions for committing crimes. Nevertheless, the results of the development have not been able to overcome the whole of the existing crime problems, but at least the development program has overcome some of the problems faced by the nation and state at this time.

The problems faced in the implementation of *Andikpas* development program through the Open Middle School formal education program are related to the culture and mindset of the *Andikpas* in the learning process, facilities and infrastructure to support the learning process, human resources (teachers as educators), and management of learning quality improvement.

Future solutions and efforts that can be done to improve *Andikpas* development program through the formal education program at Open Junior High School is to improve the culture and mindset of the *Andikpas* by providing motivation about the depiction of future life, increasing cooperation with any parties both from government and private, procuring facilities and infrastructure for the smooth learning process, providing motivation and support to all teachers to always prioritize the quality of learning, and evaluating development programs through formal education at Open Junior High School.

### **Bibliography**

- Abdussalam. (2007). *Criminology* Jakarta: Restu Agung.
- Ahyadi, A. A. (1991). *Religious Psychology of Pancasila Muslim Personality*. Bandung: Sinar Baru.



- Alwi, H. (2007). *Indonesia Dictionary*, Jakarta: Balai Pustaka.
- Arief, B. N. (2002). *Criminal Law Policy*. Bandung: Citra Aditya Bakti.
- Arikunto, S. (2010). *Research Procedure: A Practical Approach*. Jakarta: Rineka Cipta.
- Asshiddiqie, J. (1997). *Islam and People's Sovereignty*. Jakarta: Gema Insani Press.
- Barmawi, B. Y. (1993). *Development of Islamic Religious Life in Children*. Semarang: Utama Semarang
- C.I Harsono. (1995). *New System of Prisoners Development*. Jakarta: Djambatan.
- Djambatan, D. P. (2009). *Prison Criminal Implementation System in Indonesia* Bandung: PT. Refika Aditama.
- Efendi, E. (2011). *Indonesia Criminal Law*. Bandung: Radika Aditama.
- Farid, Z. A. (2007). *Criminal Law 1*. Jakarta: Sinar Grafika.
- Gultom. M. (2008). *Legal Protection of Children in the Juvenile Justice System in Indonesia*. Bandung: PT. Rafika Aditama.
- Haryanti, W., Suryana, T., & Firdaus, E. (2015). *Religious guidance for child convicts: Descriptive study at class III correctional facilities*, Bandung.
- Kusumah, M. W. (1986). *Children's Law and Rights*. Jakarta: Rajawali.
- Menteri Kehakiman Republik Indonesia. (1990). *Decree of the Minister of Justice of the Republic of Indonesia Number M.02-PK.04.10 of 1990 concerning Prisoners Development Patterns* Jakarta.
- Mulyasana, D. (2016). *Criminology and Prisoners Development*. Bandung: Universitas Islam Nusantara Press.
- Moeljanto. (2003). *Qualitative Naturalistic Research Methods*. Bandung: Tarsito.
- Panjaitan, P. I. (1995). *Correctional Institutions: Perspective of the Criminal Justice System*. Jakarta: Pustaka Sinar Harapan
- Rahmat, J. (2003). *Educational Theology*. Jakarta: PT. Raja Grapindo
- Robby. (2013). *Six Life Value Systems*. Wordpress.
- Sarwati, R. (2015). *Child Protection Law in Indonesia*. Bandung: PT Citra Aditia Bakti.
- Siddiq, S. A. (2015). *Fulfillment of the rights of child prisoners in getting education and training*. *Jurnal Pandecta Unnes*, 10(1), 71-90.
- Soejono. (1995). *Crime and Law Enforcement in Indonesia*. Jakarta: Rineka Cipta
- Sugiyono. (2007). *Educational Research Methods*. Bandung: Alfabeta.
- Sugiyono. (2010). *Educational Research Methods: Quantitative, Qualitative and R & D Approaches*. Bandung: Alfabeta.
- Sumiarni, E. (2003). *Legal Protection of Children in Criminal Law*. Yogyakarta: Universitas Atma Jaya.
- Waluyo, B. (2000). *Crime and Criminalization*. Jakarta: Sinar Grafika.