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**THE ROLE OF PERSONNEL INSTITUTION IN THE  
IMPLEMENTATION OF EDUCATIVE DEVELOPMENT AGAINST  
FEMALE PRISONERS**

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Received: 05

Maret 2021

Revised: 14

Maret 2021

Approved: 15

Maret 2021

*Abstract*

*The change of view in treating prisoners in Indonesia is of course based on a humanitarian evaluation which is a manifestation of Pancasila as the basis for a nation's view of life that recognizes the human rights of prisoners. This research discusses the role of prison officers in the implementation of educational coaching for female prisoners in Class IIA Women's Prison. Kebonsari Malang City. The author uses this type of empirical legal research, which means that this research describes the facts that occur in the field and knows the effectiveness of the enactment of positive law in society. The results of this study the authors found that the role of female prison officers in the implementation of educational coaching for female prisoners in Class IIA Kebonsari Women Penitentiary Malang City includes personality development activities and independence development activities. Personality development is directed at fostering mental and character so that prisoners become fully human, pious and responsible to themselves, their families and society. Development of personality and independence includes matters related to devotion to God Almighty, National and State Awareness, Intellectuals, Attitudes and Behaviors, Physical and Spiritual Health, Legal Awareness, Reintegration with Society, Work Skills, Work Training and Production in accordance with Article 3 Government Regulation Number 31 of 1999.*

**Keywords:** Correctional Institutions, Roles, Guidance Officer, Educative, Prisoners



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**INTRODUCTION**

Based on the Decree of the Prison Leadership Body, on April 27, 1964, the treatment of prisoners with the concept of correctionalization as a criminal objective decided that to carry out prison sentences in Indonesia is carried out with the correctional system as the direction of imprisonment and also as a way to guide and train inmates. (Priyatno, 2006) Changes in the viewpoint of treating prisoners in Indonesia based on the manifestation of Pancasila and the 1945 Constitution as the basis for the Indonesian nation's view of life which upholds the human rights of prisoners.

The idea of changing the goal of guiding prisoners from the prison system to the correctional system aims to treat prisoners in accordance with the correctional system cited in (Wulandari, 2016) that is not only that society is protected against repeated evil deeds by the convict but also prisoners who have strayed are protected by providing them with provisions to live as useful citizens in society. Criminal acts are not acts of revenge by the state. Repentance cannot be achieved through torture, but only through guidance. The



the approach is based on binding norms or regulations, so it is hoped that from this approach it can be seen how the law, which is empirically a symptom of society, can be studied as a causal variable that has consequences on various aspects of social life.

There are two kinds of data sources used, namely primary data and secondary data. Primary data is used to obtain information in the field with the first party. (Arikunto & Jabar, 2004) Meanwhile, the secondary data is in the form of laws and regulations that regulate the role of prison officers in the implementation of educational guidance for female prisoners.

Primary data collection in the field is carried out using interview techniques by conducting questions and answers to informants (people who provide information) systematically to obtain information and information or opinions orally from informants (people who provide information), observation techniques, namely direct observation by researchers related to activities that occur at the research site by taking notes, taking photos and recording information obtained in the field, documentation techniques are used to obtain data and information in the form of books, archives, documents, written numbers and images in the form of reports and information that can be support research. After the data is collected, it will be analyzed using a qualitative descriptive method, which describes the data and information obtained through interviews, observation and documentation based on quality that is considered relevant to the problem to be discussed, qualitatively means describing the data in a quality manner in the form of regular / systematic sentences coherent logically, not overlapping and effective so that it can facilitate understanding and interpretation of data.

## **RESULTS AND DISCUSSION**

### **A. The Role of Prison Officers in the Implementation of Educational Guidance for Female Prisoners**

The role of Class IIA Kebonsari Correctional Institution Officers in Malang City in providing educational guidance for female prisoners is carried out by the Head of the Guidance Section for Prisoners / Students and the Head of Work Activities Section assisted by other officers based on (Law, 1995), (Government Regulation, 1999). The implementation of educational coaching in the Class II A Penitentiary in Kebonsari, Malang City has been running and implemented based on the rules and decisions that govern it and the schedule is made systematically.

According interview with Hamlana BIMKEMASWAT Class IIA Kebonsari Correctional Institution, Malang City, personality development includes mental and spiritual development based on the religion held by the prisoner, national and state awareness development, intellectual capacity building, legal awareness development, and self-integration with society, health development, arts, and sports development. Personality development aims to prepare prisoners to have healthy integrity with society, to become better human beings, responsible and useful for society. Correctional institutions also provide the rights of prisoners as part of society following applicable regulations to create a conducive and safe atmosphere.

Personality coaching methods carried out in the Class IIA Kebonsari Correctional Institution in Malang City are discussion, motivational building, coaching in the form of direct interaction which is kinship in nature, persuasive and educative coaching. The correctional institution also works with third parties, namely the private sector or the government to carry out personality development. The government or private parties in

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question are the Ministry of Religion of Malang City, UMM Library, Ki Hadjar Dewantara, Ministry of Religion of Yasa Regency, Malang City Library, LKBH Aisyiyah, RSI Aisyiyah Malang City. Personality development in the field of mental and spiritual development is carried out at the Class IIA Kebonsari Penitentiary in Malang based on the religion adhered to by the inmates, namely Islam by coaching Islamic boarding schools, Friday prayers, memorizing Al-Quran, reading and writing Al-Quraan, weekly Islamic lectures. Christianity with formation Prays together in the church, Bible understanding. Hinduism with guidance on Karma Yoga, Puja tri Sadhya. Buddhism with guidance, Sembhayang, Reading the Tripitaka Book. Confucianism with the guidance of Sembhayang, Reading the Book of Su'si (the sixth book).

According interview with Daryati, Head of the Work Activities Section of the Class IIA Kebonsari Prison, Malang City, fostering awareness of the nation and state includes counseling on State defense, commemoration ceremonies for National holidays. Intellectual development includes Pursuing packages A, B, C. Fostering legal awareness includes providing legal counseling. Fostering to integrate oneself with the community includes restoring the unity of life relations between prisoners and the community. Health coaching includes health consultations, medical examinations, medication, laboratory tests. Sports and arts development includes playing volleyball, table tennis, carom, and arts coaching including organ training.

The positive impact experienced by prisoners during the personality development program is that prisoners can find out information and knowledge that aims to produce input, namely the prisoner's ability to understand, absorb and practice the information obtained. Prisoners can change and develop attitudes and behavior through a mental learning process and inmates so that inmates can learn from their habits and previous experiences. Self-reliance development includes training in skills given according to the talents and interests of the prisoners so that inmates have skills and livelihoods while they are in a correctional facility.

Correctional institutions also provide the rights of prisoners as part of society following applicable regulations to create a conducive and safe atmosphere. Planning for skills development for prisoners at the Class IIA Kebonsari Women's Penitentiary in Malang includes guiding according to their talents and interests, guidance, and training, after which they become tutors. The coaching method that is carried out in the Class IIA Kebonsari Women's Penitentiary in Malang is coaching in the form of direct interaction which is kinship in nature, individual and group approaches, continuous coaching, and skills training.

Correctional Institutions cooperate with third parties, namely the private sector or the government to conduct skills development. The government or the private sector in question is the BLKI, LKP Tanesa, Raisaan, and Petra Asesoris. Skills training is carried out at the Class IIA Kebonsari Penitentiary in Malang, including making soy sauce, knitting, sewing, embroidery, sequins, beauty salons, and arts such as sanitary arts, dance, kulintang, and solo organ training. Skills made by prisoners will be sold to the community and the prisoner will receive a premium or wage.

The positive impact in participating in the skills development program is that prisoners have a livelihood while in the correctional facility, prisoners have certain skills or skills, prisoners are not bored in undergoing the punishment process. All guidance given for the benefit of prisoners so that they have the readiness to return to society after they are released later have certain skills that have been trained in the correctional institution, are expected not to repeat acts that violate the law, have a job after they come out of the prison Correctional Institutions, and play an active role in life in the community so that they can

become good citizens.

Based on the provisions of Law No. 12 of 1995 concerning Corrections in the framework of coaching prisoners in correctional institutions, classification is carried out based on:

- a) Age
- b) Gender
- c) The length of the sentence served
- d) Type of Crime
- e) Other criteria are following the needs or development of coaching.

Guidance for inmates is based on the length of the sentence imposed by the judge and is associated with coaching, there are three levels of guidance. According (Samosir, 2016) each of which is:

- a) Development at the national level that applies to prisoners who are sentenced to a sentence of more than five years.
- b) Guidance at the regional level applies to prisoners who are sentenced to a sentence of between one and five years.
- c) Guidance at the local level that applies to prisoners who are sentenced to a sentence of less than one year.

In the implementation of educational coaching which includes the personality development program and the independence development program for prisoners in the Class IIA Penitentiary, Kebonsari, Malang City, there is no differentiation based on age classification, the length of the sentence imposed, the type of crime, and the level of guidance such as the national level guidance applicable to inmates those sentenced to a sentence of more than five years, regional level guidance applies to prisoners who are sentenced to between one and five years, local level guidance applies to prisoners who are sentenced to less than one year and the placement of prisoners is not following the appropriate block. The development of prisoners should be differentiated according to the status of prisoners based on Article 12 of (Law, 1995)

### **B. Effectiveness of the Implementation of Educational Guidance for Female Prisoners**

Effectiveness is the level of success in achieving a goal. Effectiveness is a measure of whether predetermined goals are achieved. Whether a law is effective or not is determined by 5 (five) factors, namely:

- a) The legal factor itself (law)
- b) Law enforcement factors, namely the parties who make or implement laws.
- c) Factors of means or facilities that support law enforcement.
- d) Community factors, namely the environment in which the law applies or is applied.
- e) Cultural factors, namely work, creativity, and taste based on the human initiative in social life. Soerjono Soekanto cited in (SITOMPUL, Ikhsan, & Adisti, 2020)

Concerning the role of correctional officers in the implementation of educational coaching for prisoners in the Class IIA Kebonsari Women's Penitentiary, Malang City is a legal factor, namely the unclear rules regarding the participation of third parties in guiding prisoners in prisons, especially participating in the self-reliance development program. so that it makes it difficult for prison officers in conducting guidance and the prison bureaucracy is still closed.

The most important factor contributing to prison officers as law enforcement officers have the task of fostering, securing, and guiding prisoners

in prisons.(Prasetio, 2020)

To achieve optimal results in coaching prisoners, it is necessary to have adequate quality and quantity considering that the implementation of coaching for prisoners is an implementation of the correctional system, then the insight into the correctional system and skills in applying these insights is an indicator of the quality of prison officers while the number of institutional officers Correctional facilities are very relative depending on the duties, burdens and how many prisoners to be coached. The number of personality coaching officers in the Class IIA Kebonsari Penitentiary Malang City there are only 10 people and these officers have to foster 539 prisoners, the number of officers for the development of independence in the Malang City Kebonsari Prison has 7 people and these officers must coach 539 prisoners so that the quantity and role of prison officers are not yet fully effective.

The infrastructure factor is a supporting factor in carrying out educational guidance for prisoners. (Maspidah, 2019). With the facilities and infrastructure that support the coaching process, coaching will be effective. The facilities and infrastructure include, among other things, personality development and independence development such as a penitentiary building, reading books, study rooms, sewing machines, embroidery tools, threads, beetles, batik cloth, and others.

Community factors, namely the lack of the role of the community in the context of participating in guiding prisoners. This is due to the lack of public concern for the prisoners. The implementation of educational coaching for female prisoners in the Class IIA Kebonsari Women's Prison in Malang has not been fully effective because the training of skills for inmates is not only to equip prisoners with existing skills in prisons as well as for livelihoods for prisoners while they are in a correctional facility. This is because the results of their work will be sold and the prisoners will receive a premium/wage of 10% of the sales proceeds as employee benefits for their needs while in the correctional facility. However, all of these have faced obstacles when the marketing of their work is still rare in demand by the public.

Cultural factors, namely the problem of negative stigma on the "label" of ex-convicts make it difficult for most ex-prisoners to find work and reintegrate into society. Given the existence of ex-convicts, it is difficult to find a place in society.

## **CONCLUSION**

The role of prison officers in the implementation of educational guidance for female prisoners in Class IIA Women's Prison in Kebonsari, Malang City is carried out by the Head of the Guidance Section for Prisoners or Students and the Head of the Work Activities Section assisted by other Correctional Institution Officers based on the Regulation of the Minister of Law and Human Rights of the Republic of Indonesia Number M.HH-05.OT.01.01 the Year 2011 concerning the Second Amendment to the Decree of the Minister of Justice of the Republic of Indonesia No.M.01.PR.07.03 the Year 1985 concerning the Organization and Work Procedure of Penitentiaries.

In the implementation of educational guidance for female prisoners, it is carried out based on Law No. 12 of 1995 concerning Corrections, Government Regulation No. 31 of 1995 concerning Guidance and Guidance of Prison-Assisted Citizens, and Government Regulation No. 99 of 2012 concerning Terms and Procedures for the Implementation of Prisoners. Educative guidance for female prisoners in the Class IIA Kebonsari Female Penitentiary in Malang City is carried out in 2 (two) patterns of guidance, namely general

guidance including self-reliance, national and state awareness development, intellectual capacity building, legal awareness development, self-integration with society and coaching independence includes skills development.

The Class IIA Kebonsari Women's Penitentiary in Malang City also provides the rights of prisoners as part of the community according to applicable regulations to create a conducive and safe atmosphere. The aim of the Class IIA Kebonsari Women's Prison in Malang City to provide educational guidance is to form prisoners to become fully human, be aware of mistakes, improve themselves, and do not repeat criminal acts so that they can be accepted back by the community and can play an active role in development again and can live naturally as good and responsible citizens. The effectiveness of the implementation of educational coaching for female prisoners at the Class IIA Women's Prison, Kebonsari, Malang City is not yet fully effective.

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