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OPTIMIZATION OF ASSESSMENT OF RISKS AND NEEDS OF PRISONERS IN THE IMPLEMENTATION OF THE INDEPENDENCE DEVELOPMENT PROGRAM IN CLASS IIA COMMUNITY INSTITUTIONS PEMATANG SIANTAR BENGKULU

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Abstract

In social life, children's development tends to be in the spotlight because children are predicted to be the next generation who are the hopes of parents, families, religion, and even the state. Concerns about a child's future arise when a child comes into conflict with the law due to a criminal act he or she has committed and is serving a prison term. However, these concerns were dispelled by the presence of legislation which ensured that this country paid more attention to its human resources. This research aims to produce a service based on a humanistic approach carried out by correctional officers for assisted children, where later this service can become a forum for developing children during their criminal period as well as preparing children for a better life after the criminal process is completed. This study used qualitative research methods. By taking a humanistic concept which refers to basic needs, security needs, social and affection needs as well as self-actualization needs which will later be applied to the Class IIA Bengkulu Special Development Institute for Children.

Keywords: Children's rights, violence, humane services

Abstrak

Dalam kehidupan sosial perkembangan anak cenderung menjadi sorotan karena anak digadang-gadang sebagai generasi penerus yang menjadi harapan orang tua, keluarga, agama bahkan negara. Kekhawatiran akan masa depan anak muncul ketika anak berkonflik dengan hukum akibat tindak kriminal yang dilakukannya dan menjalani masa pemidanaan. Namun kekhawatiran tersebut ditepis dengan hadirnya peraturan perundang-undangan yang meyakinkan bahwa negara ini memiliki perhatian lebih terhadap sumber daya manusianya. Tujuan penelitian ini adalah menghasilkan sebuah pelayanan berbasis pendekatan humanistik yang dilakukan oleh petugas pemasarakatan terhadap anak binaan dimana nantinya pelayanan ini dapat menjadi wadah pembinaan anak selama menjalani masa pidana sekaligus dapat mempersiapkan anak menjalani kehidupan yang lebih baik setelah proses pidana selesai. Penelitian ini menggunakan metode penelitian kualitatif. Dengan mengambil konsep humanistik yang mengacu pada kebutuhan dasar, kebutuhan rasa aman, kebutuhan sosial dan kasih sayang serta kebutuhan aktualisasi diri yang nantinya akan diterapkan pada Lembaga Pembinaan Khusus Anak Kelas IIA Bengkulu.

INTRODUCTION

The main goal of correctional institutions is to carry out guidance for correctional inmates based on institutional procedures by means of guidance, which is the final part of the criminal justice system and punishment system in Indonesia (Shamirazie & Wibowo, 2022). In correctional institutions, various development programs are prepared for prisoners according to their level of education, gender, religion, and the type of crime committed by the prisoner. The development program for prisoners and assisted children is aimed at achieving the targets that have been set so as to become good citizens in the future (Ritonga, 2022; Whiny Dhiniyati, 2019). According to P. Prasetyana and Subroto (2022), the purpose of imprisonment is, apart from causing suffering so that the convict repents, to educate him so that the convict becomes a useful member of Indonesian social society.

Correctional officers in Law No. 22 of 2022, Article 84, Paragraph 1, are functional law enforcement officials who carry out correctional functions. In Article 86, Paragraph 1, correctional officers are obliged to respect the human rights of prisoners, children, and inmates (Astana & Subroto, 2023). Meanwhile, in paragraph 2, correctional officers are required to be guided by a code of ethics and behavior. Correctional officers at LPKA are no exception and must adhere to the articles mentioned, which are a physical representation of the organizational structure of the legal institution and function as a method for carrying out the daily routines of children who receive assistance there (Baskoro & Wibowo, 2021; Sujoko et al., 2021).

This coaching does not violate the law or social norms. Each LPKA element has a different function that can influence the behavior of target children to achieve training objectives (Ginanjar & Anwar, 2022; Salas & Anwar, 2021). There is a mutually correlated relationship between the functions in the structure as a form of carrying out tasks and roles in children's development, as evidenced by changes in the behavior of foster children resulting from the coaching process. Positive or negative changes (dysfunction) can have an impact (Anggraini, 2024; Hibatulloh & Subroto, 2021).

LPKA carries out registration and classification tasks starting with receipt, recording, revocation both manually and electronically, assessment, classification, and program planning in order to fulfill its obligations. guidance, which also includes information services, parental advice, pain relief, and skill development (Darmawati, 2022; Wahyan et al., 2023). According to Yulianto (2021), this treatment includes providing food, drink, equipment, and health services. Supervision administration, discipline prevention and enforcement, and complaint management all fall under discipline supervision and enforcement. Administration of general affairs, which includes handling personnel affairs, running the office, making budgets, handling financial affairs, and managing equipment and household.

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services, parental advice, pain relief, and skill development (Mufti & Riyanto, 2023; Noviyanto, 2023). Treatment includes providing food, drink, equipment, and health services. Supervision administration, discipline prevention and enforcement, and complaint management all fall under discipline supervision and enforcement. General affairs administration, which includes handling personnel matters, running the office, making budgets, handling financial affairs, and taking care of household equipment and affairs (Aswar & Yasin, 2021; Tuta et al., 2024).

The Special Child Development Institute (LPKA) is a correctional technical implementation unit where children serve their criminal term. Children who are sentenced to prison are placed in the LPKA. In this case, children have the right to receive coaching, mentoring, supervision, mentoring, education, and training, as well as other rights, in accordance with the provisions of applicable legislation. Children serve their criminal period at LPKA, where officers have an obligation to develop and educate children so that they can return to society.

METHOD

Research carried out uses qualitative methods, according to (Jaya, 2020) qualitative research methods are research that has the aim of understanding a phenomenon regarding what is experienced by research subjects such as behavior, motivation, and actions using descriptions in the form of the use of words and language, in a specific context by utilizing scientific methods. Qualitative Research Methods place great emphasis on describing the situation, circumstances, and place of research (Purwanza, 2022). The data in this research is in the form of sentences, and images and cannot be measured on a numerical scale, for example, information obtained from interviews with responses and information received from informants received from other parties related to the problem being discussed. So that this research can be considered valid, the data can be scientifically justified, this research was carried out by gathering information through interviews with people concerned with the phenomenon that the researchers have raised, namely optimizing the assessment of risks and needs of prisoners in implementing the self-reliance development program at the class IIA Pematang Siantar.

Data collection techniques used include observation, interviews, and document study. This research uses data collection techniques using observation, interviews, and documentation. This research uses inductive data analysis, where the data that has been obtained is then analyzed into an assumption. Then these assumptions can be described into a theory if the data is obtained repeatedly using triangulation techniques so that the assumptions can be accepted.

RESULTS AND DISCUSSION

In this research, the author focuses on how humanist-based services are provided by correctional officers for children assisted by cases of violence at the Class II Special Development Institution for Children, Pematang Siantar, Bengkulu. Based on data that the author collected during the internship in April 2023, the author obtained information from 4 informants consisting of 3 assisted children and 1 correctional officer at the Bengkulu Class II Special Child Development Institution. Meanwhile, the basis used by

the author when researching humanist-based services carried out by correctional officers for children assisted by cases of violence is humanistic theory which focuses on the basic needs of a human being consisting of physiological needs, security needs, social needs, and esteem needs, and actualization needs.

Maslow linked this view to his belief that a human's basic needs must be met first before moving on or fulfilling other needs at a higher level (Samsu & Yasin, 2021). Maslow said that if someone wants to satisfy their own needs, then that person needs to start from the lowest, namely:

1. Physiological Needs

The first need in Abraham Maslow's hierarchy of needs is physiological need. If adapted to Abraham Maslow's understanding of basic human needs such as food, shelter, worship, and so on. The author assumes that a child's basic needs which may not be met are one of the causes of him committing a crime, where the basic needs in question are the child's basic spiritual needs. In an interview conducted by the author with informant I, who is an assisted child with the initials ADP (16) with a case of violence, he said that:

"Before coming here, I rarely prayed, sir, I didn't learn much about religion. Moreover, since entering high school, I have had friends who are not very religious, maybe that's why I can't control myself." (Tuesday, April 18, 2023)

Furthermore, informant II, who is an assisted child with the initials AM (16) with a case of violence, said that:

"When I was little, my parents taught me to learn the Koran and often pray in congregation at the mosque. But since entering junior high school until now, I rarely recite the Koran, I often spend time with friends." (Tuesday, April 18, 2023)

Furthermore, informant III, who is an assisted child with the initials DS (16) with a case of violence, said that:

"I rarely pray, sir, when I go to the mosque I only pray on Friday prayers. That was also because my father invited me. If I'm not invited, I won't go to the mosque. Maybe it's because I rarely pray that's why I'm the way I am now." (Tuesday, April 18, 2023)

According to the author, the spiritual relationship between humans and God is the main foundation for a child so that he can distance himself from deviant things, especially criminal acts. This author's assumption is supported by Maslow's humanistic theory which has the principle that if humans have the awareness to have the potential or behave well, then that human will live and become a complete and worthy human being. The Special Development Institute for Class II Bengkulu Children carries out religious awareness development services for all assisted children by carrying out routine worship such as 5 daily prayers and recitations for Muslim-assisted children, as well as weekly worship for Christian-assisted children. The aim of this religious awareness development service is so that the assisted children can improve themselves in religious matters, especially in behaving and carrying out actions. In implementing this service, correctional officers who are experts in

the field of religion so that officers as mentors can teach all inmates how to worship the Almighty God.

2. Safety Needs

The second need in Abraham Maslow's hierarchy of needs is the need for security. If adapted to Abraham Maslow's understanding of security needs, such as a sense of security from something that is threatening or dangerous, a sense of security due to protection from a crime or crime, a sense of security due to the threat of disease, and a sense of security from a disaster. The author assumes that a child's basic needs which may not be met are one of the causes of him committing a crime, where the basic needs in question are the child's basic spiritual needs. The author interprets this need for security in 2 points, namely:

a. Psychological comfort of children in residential blocks (rooms)

This is considered to be a need for assisted children because it is in accordance with children's rights in the LPKA guaranteed by the Child Protection Law, namely to have a private life. Considering that the residential block or room is the place with the highest level of privacy among all the rooms in LPKA, this does not guarantee that a child can have their own personal space in the room because there are 6 or more room users in one room. So, attention must be paid to the division of each child's personal area into 1 residential block space. The next thing that must be considered is a room design that can reduce feelings of pressure and anxiety, such as feeling anxious because of being overly monitored by the residential block guard.

b. Facilities that accommodate the interests and talents of assisted children

This matter which has been discussed previously is considered by the author as a need for security for andikpas, because in moving towards the highest hierarchy, namely self-actualization or what in this case is interpreted by the author as the successful normalization of criminal behavior, children need a sense of self-control. You need to know your strengths, interests and talents so that you can then use them to live your life after leaving LPKA, so that children have positive things they can do instead of committing crimes.

3. Social Needs (Affection Needs)

The third need in Abraham Maslow's hierarchy of needs is social or affection needs. If adapted to Abraham Maslow's understanding of social needs or the need for love, such as a sense of security from something that is threatening or dangerous, a sense of security because of protection from a crime or crime, a sense of security because of the threat of disease, and a sense of security from a disaster. The author assumes that a child's social needs or love needs which may not be met are one of the causes of him committing a crime, where the need in question is the need for attention from the people around him. From an interview conducted by the author with informant I, who is an assisted child with the initials ADP (16) with a case of violence, he said that:

"My parents separated when I was 3 years old, so now I live with my grandmother. Sometimes I wonder why my parents don't just reconcile. Only what can I do?"

Furthermore, informant II, who is an assisted child with the initials AM (16) with a case of violence, said that:

"When I'm at home my parents are indifferent, sir. Maybe because both of them are busy with work, I can do nothing by myself, take care of myself."

At this level, the author depicts social needs and affection in the design of communal spaces that can cover activities with assisted children (outside of coaching activities). This communal space can be indoors or outdoors. This is also in line with the needs of the assisted children regarding outdoor facilities as has been surveyed directly by the author.

4. Appreciation Needs

This need includes the need to respect other people and be respected by others. The author embodies this need in the form of a hall at the Bengkulu Class II Special Development Institute for Children which can be a medium for fostered children to show their interests and talents as well as a learning medium to appreciate and appreciated by others

5. Actualization Needs

This need occupies the highest level of Abraham Maslow's hierarchy of needs. The author then interprets this need for self-actualization as the end of the journey to normalize children's criminal behavior in the Bengkulu Class II Special Development Institution for Children. In the sense that after basic needs and the need for appreciation are met, the child is then ready for a new, better life, at least better than the bad thing he has done, namely crime..

CONCLUSION

Management of public services is not only limited to fulfilling the interests of those who serve and those who are served, but more than that there are logic, ethics, law, aesthetics, and other policies in it so that anyone who has the task of being a public servant must understand the philosophy and principles. public services well, so that they will be able to serve customers humanely in accordance with their nature as humans who have souls that are governed by emotions, culture, and of course also religion. The implementation of public services by government elites, bureaucratic officials, and public administration/government activists must have a high sense of social so that their work patterns are always oriented towards the interests and needs of the public being served (customer oriented), which is, of course, more humanistic and dynamic.

First, correctional officers must have the desire to provide humanist-based services to inmates. Second, correctional officers must provide all forms of humanist-based services to all assisted children at the Bengkulu Class II Special Children's Development Institution. Third, accountability or responsibility for tasks in providing services based on a humanist approach covers all aspects. Of the three main characteristics of humanistic-based service, it needs to be supported by work culture, commitment from the institution and the community, especially the assisted children as service recipients, so that it can

create an environment in the Class II Bengkulu Special Development Institution for Children that is humanistic.

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