

The Effectiveness of Fostering Independence for Prisoners as a Provision for Community Reintegration

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Abstract--Skills development as one of the prisoners' training programs, to make prisoners to get along with other prisoners while undergoing skills and also as prisoners' provisions in the process of reintegration with the community. The formulation of the problem of this research are 1) How is the implementation of fostering independence for prisoners as a provision for community reintegration? 2) What are the obstacles in fostering independence for inmates as provisions for community reintegration? The method that I use in this research is through a sociological juridical approach. Fostering the Independence of Prisoners in Penitentiaries by increasing prisoners' skills and knowledge has not yet been fully achieved. Based on the description above, it can be concluded that if viewed from the output it can be said that it is ineffective in fostering the independence of prisoners in prison because there are still many obstacles where the utilization of facilities and infrastructure is not optimal, as well as limited human resources and limited budget for coaching. However, there have been advances in the skills and knowledge that prisoners have from fostering self-sufficiency which have been carried out even though it has not been optimal from the expected goals of fostering the independence of prisoners as outlined in the Penitentiary System.

Keywords: *Effectiveness; Development; Reintegrty.*

I. INTRODUCTION

Penitentiary is not just a place to imprison people who commit crimes, but in it there is guidance so that people do not commit crimes again.

The penitentiary system is a process of fostering prisoners based on the Pancasila and the 1945 Constitution carried out to achieve the goal of fostering prisoners is an inseparable part of the national development effort that is reaching a just and prosperous society.

Skills coaching as one of the coaching programs categorized into the scope of fostering inmates is to make prisoners to get along with other inmates while

undergoing skills and also as provisions for inmates in the reintegration process with the community.

Skills guidance is one of the prisoners' training programs, but this can be done optimally by establishing cooperation through third parties, both with government agencies and private parties, who can provide useful skills guidance in the community if the prison sentence has expired later. However, in conducting prisoner training programs, especially skills development, there are several obstacles in their implementation, namely inadequate funds to carry out the various skills needed by inmates and cooperative relationships with third parties that are not held continuously in the organization of skills development, so that prisoners receive customized skills training. with funds available at the correctional facility. The existence of a prisoner training program in a prison is expected to be able to socialize among other prisoners, while also being able to fill spare time while in prison.

II. PROBLEMS

The formulation of the problem from this research are:

1. How is the implementation of fostering independence for prisoners as a provision for community reintegration?
2. What are the obstacles in fostering independence for inmates as provisions for community reintegration?

III. RESEARCH METHODS

The method that I use in this research is through a sociological juridical approach. The method used is descriptive using a qualitative approach. Data collection techniques use primary data and secondary data and data analysis techniques use qualitative methods, namely assessing applicable

legal provisions and what happens in reality in society [1].

IV. DISCUSSION

A. Implementation of Self-Defense for Prisoners as a Provisions for Community Reintegration.

Coaching is an action, process, result or progress, improvement, growth, evolution of various possibilities, development, or improvement of something. There are two elements of this understanding, namely coaching itself can mean actions, processes or statements of a goal, and second, coaching can show the "improvement" of something [2].

According to Gardon. S. Watkins argues that employee coaching is to pay attention to the person in relation to work and organization, he pays particular attention to personal relations [3].

According to Government Regulation Number 20 of 2001 concerning the Development and Supervision of the Implementation of Regional Government, the Development includes the provision of guidelines, guidance, training, direction and supervision.

Understanding Coaching is generally defined as an effort to provide direction and guidance in order to achieve a certain goal. So thus the guidance provided can reach all people who are fostered and from this guidance it can not be separated from who is fostering and what is fostered. Coaching is an effort that is done consciously, planned, organized and directed to improve the knowledge, attitudes and skills of students with directing, developing, stimulating and controlling actions to achieve the expected goals [4].

From the above understanding it can be concluded that coaching is an effort made by the government in the form of providing counseling, guidance, direction, guidance, training to achieve certain goals. Meanwhile the implementation of a coaching can be done through:

1. Education.
2. Exercise (structuring, upreading, courses and so on).
3. Workshop (workshop).
4. Field guidance (outreach, laboratory and so on).
5. Lighting.
6. Meetings, discussions and deliberations.

7. Press, radio and TV.
8. Literature / manuals / modules and so on.
9. Instructions.
10. Example [5].

Initially the development of prisoners in Indonesia used the prison system. This coaching model has actually been implemented long before Indonesia's independence. The legal basis or legislation used in the prison system is the prison regulation, this rule has been used since 1917 [4].

Guidance based on the Decree of the Minister of Justice of the Republic of Indonesia Number: M.02-PK.04.10 of 1990 concerning Principles of Guiding Prisoners can be divided into 2 (two) fields, namely:

1. Personality Development which includes, among others:
 - a. Fostering religious awareness.
 - b. Coaching nation and state.
 - c. Development of intellectual abilities (intelligence).
 - d. Coaching law awareness.
 - e. Coaching integrates itself with the community.
2. Fostering independence is given through programs, namely:
 - a. Skills to support independent businesses, such as handicrafts, home industries, repair of machinery and electronic devices and so on.
 - b. Skills to support small industrial businesses, for example managing raw materials from the agricultural sector and natural materials into semi-finished materials and finished materials.
 - c. The skills are developed in accordance with the talents of each prisoner.
 - d. Skills to support industrial businesses or agricultural (plantation) activities using intermediate or high technology technologies, for example the leather industry, textile manufacturing and so on [6].

The pattern of Guiding Prisoners / Prisoners that the implementation of guiding inmates is divided into 2 types, namely:

1. Personality development and skills development. Personality development with the aim to foster self-confidence and ability in

trying to overcome all problems encountered both while in prison and after being free and in the midst of society.

2. Self-help fostering is implemented with the aim that the convict has the expertise or technical skills that are useful for him and can become provision after leaving the institution [4].

Prisoners personality development is a program implemented by the Penitentiary in order to foster the confidence and ability of the prisoners to be accepted again by the community after their sentence ends and be able to behave and behave according to the norms prevailing in society.

Self-help fostering is implemented with the aim that the convict has the expertise or technical skills that are useful for him and can become a provision after leaving prison.

Fostering independence is directed at fostering talents and skills so that Penitentiary Fostered Citizens can return to their role as members of a free and responsible community. This self-help development can include for example training in farming, furniture making, souvenirs and flower pots, workshop training and salon training [4].

B. Obstacles to Building Independence for Prisoners as Provisions for Community Reintegration

Correctional institutions as a forum for inmates' guidance also function as educational institutions that can increase added value for prisoners by providing spiritual and independence guidance programs, in the form of training in various skills and spiritual guidance as a provision for prisoners to return to the community.

Fostering the independence of prisoners in Indonesia is applied by the system correctional facilities. This system has been coined and applied since 1964. However, the systematic arrangement of the system in the form of laws and supporting regulations can only be realized in 1995, through Law Number 12 of 1995 concerning correctional services.

Correctional system aims to form correctional fostered citizens so that they become fully human, aware of mistakes, improve themselves and do not repeat criminal acts so that they can be re-accepted by the community, can actively play a role in

development, and can live naturally as good and responsible citizens.

Fostering the Independence of Prisoners is the assimilation of work given to prisoners who have served a half ½ of their criminal period to gain work knowledge and skills. This is one way to make prisoners independent. Therefore, it is needed participation and communication between the two parties both from prison officers and the prisoners themselves.

Prisoners Proposal Process to follow the development of independence has an important role in the implementation of fostering prisoners in Correctional Institution. With the proposal process prisoners who take part in fostering independence can be explored how much willingness of prisoners who will enter half of their criminal period to be condemned in the assimilation of work in the form of fostering independence [7].

Based on this research, the activities of proposing prisoners to follow Fostering the Independence of Prisoners in Penitentiaries even though the intensity of the activities of proposing prisoners who participate in fostering independence is not too often done. The implementation process of the process of proposing prisoners who participate in fostering independence at Penitentiary still has many shortcomings and obstacles. One of them is the lack of participation and awareness of prisoners to follow the assimilation of work in the form of fostering independence.

This might be because prisoners do not yet have an interest in participating in fostering independence and there is a lack of prisoners' interest to participate because fostering of independence is limited and they have not moved them to participate in it.

Other obstacles in fostering independence for inmates, namely:

1. Operational Cost Factors.

Operational costs are the most important factor for the implementation of prisoner guidance programs carried out by the Penitentiary without adequate budget support, so the prisoner guidance program will be difficult to achieve optimally. Indeed, the operational costs have been budgeted by the government but it is not sufficient to carry out maximum inmate training.

2. Technical Personnel Factors.

Officers or employees are the driving force behind the implementation of the penal system, especially the implementation of prisoners' guidance, therefore there is a need for competent technical personnel. To organize training for prisoners in prison, there is still a shortage of technical personnel in the penitentiary field and guidance for job training.

3. Facilities and Infrastructure Factors.

In addition to the budget and technical personnel, for the proper implementation of guidance, it must also be supported by the availability of facilities and infrastructure related to the guidance.

4. Prisoners' Factors.

For maximum implementation not only from the Penitentiary factor but also from the elements of the prisoners themselves. The obstacle in organizing guidance in Corrections Institutions is the lack of cooperation from prisoners to want to participate in and expedite the training programs that are carried out especially for inmates who have just entered Correctional Institutions and inmates are not serious in participating in coaching, especially those who are studying and working [8].

For the maximum guidance provided by the Correctional Institution, it is recommended that the government provide an adequate budget because without an adequate budget any type of activity held will be difficult to achieve optimally. In addition prisoners are advised to further enhance their cooperation in carrying out the coaching program, because the results of the coaching that will enjoy it are not the Penitentiary but for us as well.

V. CONCLUSION

Fostering the Independence of Prisoners in Penitentiaries by increasing prisoners' skills and knowledge has not yet been fully achieved. Based on the description above, it can be concluded that if viewed from the output it can be said that it is ineffective in fostering the independence of prisoners in prison because there are still many obstacles where the utilization of facilities and infrastructure is not optimal, as well as limited human resources and limited budget for coaching. However, there have been advances in the skills and knowledge that prisoners have from fostering self-

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