

Models of Policy Making; Juvenile Detention center and Self-Reliance Program

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Abstract

The Research examines the formulation process of juvenile detention center in giving education based on equality principal and character building. The Center focus on arranges the youth in economic future and personality. The goal is the kids has economic-literacy, life-skill and acceptable to society. This strategy also goes to Indonesian Sustainable Development Goals for creating the Child-Friendly Center and best generation.

The object is located on juvenile detention center Tegineneng, Lampung Province. The research found 359 children on 14-18 years old between junior and senior high school grade. Education course did by a contract teacher from private and government school accompanied with The Center officer and Education Department. Additionally, the kids also learn about music, painting, singing and discourse. The result shows that the programs are not only create the formal education but also develop their hard skill. .

Keynotes: Policy, Juvenile Detention Center, and Child.

I. Introduction

In the opening of the 1945 Constitution, the aim of the Indonesian nation was to educate the lives of the nation. Supported by Article 31 of the 1945 Constitution, which states, "Every citizen has the right to education". Education is the right of all nations that is the mandate of the law.

Education is essentially a basic effort to develop personality and ability or expertise in harmoniously organic organizing unity, inside and outside of school and lasts a lifetime. Ensuring the quality of inclusive and fair education and promoting opportunities for lifelong learning for all is still the main focus of development in Indonesia. One education that is still in the spotlight is the need for guidance for child inmates who are still in school age. It's the rights of these prisoners' - children to continue to get equal formal education when they are in Juvenile Center - LPKA (Special Child Development Institution).

II. Prison; Education and Skill

Education for children is very important. With education, children will learn about new things. In UN regulations for the protection of adolescents who lose their freedom, it is explained that adolescents who lose their freedom are entitled to obtain (Waluyadi, 2009: 57-63):

- a. Education;
- b. Skills training and work training;
- c. Recreation;
- d. Embrace religion;
- e. Get health care;
- f. Notification of health and
- g. Connect with the wider community

In Indonesia, the government has implemented a 9-year compulsory education policy and is now proclaiming government policies that are being pursued, namely to organize a 12-year compulsory education program. This of course applies also to children of inmates who are undergoing a sentence process in prisons (correctional institutions) to get proper education in accordance with applicable policies. In essence, prisoners as human beings and human resources must be treated well, including the fulfillment of educational rights for children in prisons. Even though they are in prison but their educational rights must

not be ignored. Strengthening schools in correctional institutions by opening access for residents, especially child prisons, is noteworthy so that children can continue to study and continue their education.

If prison children do not get adequate education, they cannot have good knowledge after breathing free air to face the world outside of competitive prisons. They will be isolated, unable to actualize themselves in the life of the nation and state, become ignorant and left behind so they are likely to be ostracized and unacceptable upon their return to society. The big impact of that, Indonesia will be short of individuals and good resources, character, and capable of advancing civilization and welfare of the people due to not being able to expand the reach of education to Children's Prisons. For this reason a curriculum and a teacher are needed in accordance with educational methods for prison children

Education obtained by prisoners in the Penitentiary is seen as being able to bridge the implementation of the educational process that has ceased in formal education. In this case Outdoor School Education has its own role as complement from school education. That is, that education outside of school is carried out to supplement the knowledge and skills that are lacking or cannot be obtained in school education. The needs of assisted people will be equipped with knowledge, skills, life skills, and attitudes to develop themselves, develop a profession, work, independent business, or to continue their education to a higher level can be achieved through non-formal education. Educational programs in Correctional Institutions are emphasized on coaching and training activities for prisoners (inmates). The scope of coaching inmates in Correctional Institutions is divided into two fields, namely personality development programs and independence development programs. One of the places where the independence program takes place is in the form of skills development carried out in the workshop, where one of the skills learned is electronic skills development. This skills development program is one form of self-reliance that provides prisoners with the ability to improve work skills and independence for entrepreneurship in the field of electronics or electronic service. The existence of education for prisoners with the expected skills development program can

later become a quality human being and able to play a role in development and economic growth. This means that inmates can use their skills and knowledge to open employment opportunities with entrepreneurs in the electronic field such as service services. Education patterns based on independence in prison children begin with an understanding of economic knowledge towards understanding the concept of entrepreneurship. In the matter of independence, it is expected that children will be able to build a mindset of love for the homeland, domestic production to be willing and proud to produce their own production.

The background of different cases of inmates with different characters will certainly influence the implementation of the training program provided. If residents have undergone skills development and have skills, but it is not balanced by showing entrepreneurial behavior will not be realized. In other words, the inmates must have an entrepreneurial attitude to shape entrepreneurial behavior that will be used as a provision after leaving the Penitentiary. No less important accompaniment is in terms of character education. Where this character will shape how prison children are able to socialize with the surrounding environment when they leave the LPKA. When these children have character, they will be able to participate in creating a safe, comfortable and peaceful environment.

III. Juvenile Detention Center (LPKA)

This research was conducted in the Juvenile Detention Center Class II Bandar Lampung in Tegineneng, Pesawaran, Lampung Province. Later it is expected that the formulated policy model cannot only be applied in LPKA Class II in Bandar Lampung but all LPKA in Indonesia. Therefore, the educational rights of the children can be achieved with the aim of independence and character.

LPKA according to Article 1 of Law No. 11/2012 concerning Child Criminal Justice System (SPPA) is an institution or place where children undergo their criminal period. In LPKA, the child will be classified according to age, sex, length of time of sentence imposed, type of crime, and other criteria in accordance with needs or in the framework

of coaching.

Based on the Regulation of the Minister of Law and Human Rights of the Republic of Indonesia Number 18 of 2015 concerning the Organization and Work Procedure of LPKA, it organizes the following functions:

- a. Registrations and classifications starting from acceptance, recording both manually and electronically, assessment, classification, and program planning.
- b. Coaching which includes education, care, alleviation, and skills training, as well as information services.
- c. Treatment that includes food, beverage and distribution of health equipment and services.
- d. Supervision and enforcement of disciplines which include supervision administration, prevention and enforcement of discipline and management of complaints, and
- e. Management of general affairs which includes personnel affairs, administration, budget planning, management of financial affairs and equipment and household.

The implementation of the tasks and functions of LPKA includes coaching, maintenance, upholding discipline, and increasing knowledge and understanding, as well as the services of correctional officers in the implementation of the duties and functions of the LPKA to be in harmony with the concept and perception of thought in the Law Number 11 of 2012 concerning Child Criminal Justice System and Law Number 12 of 1995 concerning Corrections. The realization of the effective and efficient implementation of the tasks and functions of LPKA is highly expected in order to improve the quality of correctional services for children in particular and the community at large.

IV. Friendly Models

LPKA has to shown by the design, both the bedroom and the other kid rooms such as learning and playing space like the playground and no longer a prison. We were indeed ordered in accordance with Law No. 11 of 2012 concerning the juvenile justice system to change the pattern of guidance to this children.

The atmosphere is no longer like a prison, but a place of education. The room design also uses attractive color paints equipped with an educational, learning and recreation arena. The government also has to changed the companion with training and clothes like educators, not complete uniforms with ranks. This concept, kids who is forced to enter in coaching still feels comfortable and psychologically uplifted, not like prisoners. In the future, it will also be immediately separated between prison and LPKA.

For formal education, LPKA should collaborates with the Department of Youth and Sports Education (Disdikpora). It will brings real education system with the right teacher.

Conclusions

Facilities and infrastructure in LPKA Tegineneng are still lack. Existing facilities and infrastructure cannot support the overall interest and talent development program, especially in the arts and music fields. The absence of attention from the Government is one of the causes of the lack of facilities and infrastructure.

Human resources (Trustees) are very influential factors in coaching in LPKA. The coach comes from LPKA Tegineneng and from the relevant agencies that have cooperated with. Constraints found, namely the LPKA Tegineneng must always hold a system of cooperation with relevant agencies. Even so the coaching carried out by the coach runs effectively because there are no child inmates who repeat the crime (*resedivis*)

Psychological Children are an important factor considering the child's age has an unstable mental state. Children who in their criminal period had experience conflict or problems, especially children in the environment of fellow other perpetrators. LPKA Tegineneng should have innovates concerning counseling guidance. This counseling goes well and is able to maintain the psychological state of child inmates.

Child discipline in carrying out coaching shows the level of seriousness of the child in

following the coaching. The imposition of scheduled sanctions and coaching are able to make child prisoners disciplined in carrying out coaching in LPKA Tegineneng.

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