



Corporate Student Development at the Children's Special Development Institution: Reviewed from Law Number 12 Year 1995 Concerning Community

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Abstract

The correctional system is a series of criminal law enforcement units; therefore, its implementation cannot be separated from the development of a general conception of punishment. Prisoners are not only objects but also subjects who are no different from other human beings who at any time can make mistakes or mistakes that can be subject to criminal penalties, so they do not have to be eradicated. What must be eradicated are factors that can cause prisoners to do things that are contrary to law, morality, religion, or other social obligations that can be subject to criminal penalties. Children who are guilty of fostering are placed in Child Correctional Institutions. Placement of guilty children into Child Correctional Institutions shall be separated according to their respective statuses, namely Criminal Child, State Child, and Civil Child. The difference in the status of the child becomes the basis for the different training carried out on them. The implementation of guidance for Correctional Students at the Kupang Children's Special Guidance Institute (LPKA) has not been carried out in accordance with the provisions of Law Number 12 of 1995 concerning Corrections. From the number of Correctional Students as many as 36 people, guidance and services for their rights such as the right to education and health have not been running as expected. In an effort to develop skills for students in Kupang, it is influenced by supporting and inhibiting factors. Supporting factors for LPKA Kupang's efforts in developing skills for students include a conducive LPKA situation, bottom-up approach coaching, coaching is carried out in a family way, giving premiums or wages. have not mastered the skills, marketing the results of limited skills and unprofessional trainers.

Keywords: *Guidance; Children; Correctional Institution*

Introduction

In the preamble to the 1945 Constitution, it is stated that the Republic of Indonesia is based on law not based on mere power, this means that the Republic of Indonesia is a legal state based on Pancasila and upholds human rights, guarantees every citizen of the country has the same sovereignty. in the fields of law and government with no exceptions

The implementation of human rights is the obligation of every citizen, and every other social institution, both at the central and regional levels, must be improved and realized in legal development, as

mandated in article 3 and article 6 of the General Declaration of Human Rights. Article 3 reads: "everyone has the right to life, the right to freedom and personal security". Article 6 reads "everyone has the right to obtain recognition as an individual person according to the law anywhere".

Crime or crime is an act that is contrary to religious norms, legal norms, moral norms and norms of decency which is very dangerous for life and the life of the community, nation and state. Children are a mandate as well as a gift from God Almighty, which we must always take care of because human dignity is inherent in them which must be upheld. Children's rights are part of human rights contained in the 1945 Constitution of the Republic of Indonesia

In terms of national and state life, children are part of the younger generation who are the successors to the ideals of the nation's struggle and human resources for national development. To realize quality human resources, it requires continuous guidance for survival, growth and physical, mental, and physical development social protection and protection from all forms of violence and discrimination that endanger the lives of children in any situation.

In the development and protection efforts, we are faced with problems and challenges in society in the form of deviations in both behavior and inconsistency in accordance with applicable regulations, even more so that there are children who violate the law, either intentionally or unintentionally without knowing the law. socioeconomic status. Deviations in the behavior of children which ultimately lead them behind bars by bearing the title of Correctional Students, increasingly increase the number of residents of Correctional Institutions. Guidance for Correctional Students Correctional students in Indonesia today use a system known as the correctional system, as stipulated in Law Number 12 of 1995 concerning Corrections.

In the Correctional Law, among other things, it is stated that correctional facilities are activities to provide guidance to inmates in prison based on the coaching system and coaching method which is the final part of the coaching system in the criminal justice system. The correctional system is an order regarding the direction and limits as well as the method of fostering correctional inmates based on Pancasila which is carried out in an integrated manner between the coaches, those who are fostered and the community to improve the quality of correctional inmates so that they are aware of mistakes, improve themselves and do not repeat criminal acts so that they can be accepted again by the community. community environment, can play an active role in development, and can live naturally as good and responsible citizens.

To achieve this goal, the correctional system recognizes two types of coaching and mentoring programs, namely personality development and independence development. Where these two things are related to efforts to improve the quality of prisoners in prison which involve: devotion to God Almighty, awareness of the nation and state, intellectuality, attitudes and behavior, physical and spiritual health, legal awareness education, healthy reintegration with the community (coaching program personality) as well as work skills and job training (independence development program). Guidance of prisoners is not only limited to adult prisoners but also to students who are called correctional students.

Special guidance programs for correctional students are only found in the Special Child Guidance Institution, while Correctional Students in Correctional Institutions that are not Child Special Guidance Institutions experience various obstacles in the coaching process. At the Child Correctional Institution, the coaching program for students is more focused on educational programs because the residents only consist of school-age children.

The implementation of guidance for Correctional Students at the Kupang Children's Special Guidance Institute has not been carried out in accordance with the provisions of Law Number 12 of 1995 concerning Corrections. From the number of Correctional Students as many as 36 people, guidance and services for their rights such as the right to education and health have not been running as expected.

Based on the description above, the author raised the title of Correctional Student Development at the Special Child Development Institution in terms of Law number 12 of 1995 concerning Corrections.

Based on the description on the background of the problem, the writer formulates the research problem as follows: What factors are the obstacles to the Guidance of Correctional Students in the Special Child Development Institution in terms of Law number 12 of 1995 concerning Corrections.

The purpose of this study is to find out what factors are the obstacles to the Guidance of Correctional Educated Children in the Child Special Guidance Institution in terms of Law number 12 of 1995 concerning Corrections. If the research objectives are achieved, the following benefits will be obtained: 1). Theoretical. As the development of legal knowledge, especially criminal law., 2). Practical. Contribution of thoughts for the Kupang Children's Special Guidance Institute in providing guidance in accordance with the applicable laws and regulations and As a reference for other researchers who want to examine the implementation of child development from a different point of view.

Literature Review

Coaching

Coaching comes from the word *bina* which means to wake up or build. Coaching means development or renewal (Poerwadarminta, 1976:141). According to Harsono in the New System of Convict Guidance (1995: 23) prisoner coaching is a system consisting of several interrelated components to achieve a goal.

Tunggal defines coaching as an activity to improve the quality of piety to God Almighty, intellectual, attitude and behavior, physical and spiritual health of prisoners. In Article 1 number (2) of Government Regulation Number 31 of 1999 concerning the Guidance and Guidance of Correctional Inmates, it is stated that coaching is an activity to improve the quality of devotion to God Almighty, intellectual, professional attitudes and behavior, physical and spiritual health of prisoners and correctional students.

Coaching Management

The implementation of coaching for prisoners is not only limited to adult prisoners, both male and female, but is also carried out on students. Coaching for students is carried out based on Article 12 paragraph (2) of Law Number 12 of 1995 concerning the Community which says: In the context of fostering prisoners in Children's Special Guidance Institute, classification is carried out on the basis of: 1). Age. Students aged 18 years and under, in carrying out the coaching are placed in the Child Special Penitentiary, after reaching the age of 21 years and still leaving a criminal period can be transferred to the Adult Correctional Institution (Article 60 paragraph (1) and Article 61 paragraph (1) Law No. 3 of 1997). 2). Gender. Guidance for prisoners of Correctional Institutions that are not Special Penitentiary for Women Prisoners, the implementation of guidance for female prisoners is not the same as male prisoners. There is a type of coaching that requires physical strength for male prisoners but cannot be carried out by female prisoners, 3). Criminal Length. The length of the sentence is very influential on the implementation of coaching for prisoners, both male and female prisoners. Convicts whose sentences are up to 1 (one) year are only given personality development, while convicts whose sentences are 1 (one) year and above are given independence coaching in terms of skills to support independent business, 4). Type of Crime. The types of crimes committed by prisoners are closely related to the purpose of providing guidance to the prisoners concerned. Prisoners who commit crimes of decency are given personality development related to mental, spiritual or moral. Crimes of theft, robbery are given guidance on independence in terms of independent business skills, and 6). Other criteria according to coaching needs. The criteria in question are usually adapted to the socio-cultural conditions of the local area, for

example, the education level of prisoners is low, given guidance in the form of pursuing package A to overcome illiteracy, students are given scout coaching and so on.

Goals and Benefits of Coaching

The objectives of fostering prisoners according to the Decree of the Minister of Justice of the Republic of Indonesia Number: M.02-PK.04.10 1990 are: 1). Strengthening faith (Mental Resilience), 2). Successfully reestablished self-esteem and self-confidence and being optimistic about the future, 3). Successfully acquire knowledge, minimum skills for life provision, able to live independently and excel in national development activities, 4). Successfully become a law-abiding human being which is reflected in an orderly, disciplined attitude and behavior and is able to build a sense of social solidarity, 5). Succeeded in having the soul and spirit of service to the nation and state.

Coaching Benefits

In accordance with the results of the Community Evaluation Workshop conducted in Jakarta in 1977, concluded that the benefits that can be drawn from the development of independence given to students are: 1). The development of independence provides benefits to the government because prisoners who already have the skills and can produce, the results of which can be deposited to the State, in addition to meeting the needs of their families, and 2). Providing activities to the Correctional Institution and if the Head of the Correctional Institution does not provide guidance to the students, many of the Guiding Officers are unemployed.

Principles of Coaching

Guidance for prisoners is carried out based on 7 (seven) principles in accordance with Article 5 of the Correctional Law, namely: Shelter, Equality of behavior and service, Education, Guidance, Respect for human dignity, losing freedom is the only suffering, and guaranteed right to have contact with family and certain people.

Types of Coaching

The guidance carried out on prisoners is classified into 2 (two) types, namely: Personality Development, including: 1). Religious awareness building. This activity aims to strengthen and increase the faith of prisoners so that in their actions they do not forget religious norms. 2). Fostering national and state awareness. This activity aims to make prisoners aware so that they can become good citizens, devoted to the nation and state, 3). Intellectual ability development. This activity is needed so that the knowledge and thinking abilities of prisoners will increase so that they can support the positive activities needed during coaching, 4). Legal awareness building. This activity is carried out to provide legal counseling that aims to increase the level of legal awareness so that as members of the community they are aware of their rights and obligations in order to participate in upholding the rule of law, protection of human dignity and dignity, public order, and the formation of law-abiding citizens' behavior, 5). Coaching to integrate oneself in society. This coaching is a community social development that aims to make it easier for former prisoners to be accepted by the community. During their stay in the Correctional Institution, prisoners continue to be fostered to obey worship and carry out social efforts in mutual cooperation so that when they return to the midst of society, they have positive habits to participate in community development in their environment.

Development of Independence, including: 1). Skills to support independent businesses in terms of handicraft skills, home industry, repair of machines and electronic equipment, 2) Skills to support small businesses. This skill development includes processing raw materials from the agricultural sector and natural materials into semi-finished goods. Skills are developed according to their respective talents. This coaching is for those who have certain talents that are positive to be developed, 3). Skills to support

industrial businesses using intermediate or high technology, for example leather management to support the shoe and bag industry.

Coaching Stages

In essence, prisoner development is a process that goes from one stage to the next. Provisions regarding the stages of fostering prisoners are regulated in government regulation number 31 of 1999 concerning Guidance of Correctional inmates, as follows: Article 7: 1). The development of prisoners through several stages of development, 2). The coaching stage as referred to in paragraph (1) consists of 3 (three) stages, namely: Early stage, Advanced Stage, and Final Stage. 1). The transfer of coaching from one stage to another is determined through a session of the correctional observer team, based on data from the correctional supervisor, correctional security, community advisor, and guardian of the inmate, and 2). The data as referred to in paragraph (3) is the result of observation, assessment, and reporting on the implementation of development. Article 9:

- 1) The initial stage of fostering as referred to in Article 7 paragraph (2) letter a for prisoners starts from the time the person concerned has the status of a prisoner up to 1/3 of the criminal period.
- 2) The advanced stage of development as referred to in Article 7 paragraph (2) letter b includes:
 - a) The first advanced stage, starting from the end of the initial stage of coaching up to (one third) of the criminal period
 - b) The second advanced stage, from the end of the first advanced stage coaching up to 2/3 (two thirds) of the criminal period.
 - c) The final stage of development as referred to in Article 7 paragraph (2) letter is carried out from the end of the advanced stage until the end of the criminal period of the prisoner in question.

Corporate Students

In Article 1 of Law Number 3 of 1997 concerning Juvenile Court it is stated that:

a. A child is a person who in the case of a naughty child has reached the age of 8 (eight) but has not yet reached the age of 18 years and has never been married.

b. Bad Boys are:

- 1) Children who commit criminal acts; or
- 2) A child who commits an act that is declared prohibited for a child, either according to the laws and regulations or according to other laws that live and apply in the community concerned.

c. Correctional Students are:

- 1) Criminal Child, namely a child who based on a court decision has served a sentence in Children's Special Guidance Institute for a maximum of 18 years;
- 2) State Children, namely Children who based on court decisions are handed over to the State to be educated and placed in Children's Special Guidance Institute no later than 18 years of age;
- 3) Civilian Children, namely children who at the request of their parents or guardians obtain a court order to be educated in Children's Special Guidance Institute no later than 18 years of age.

Furthermore, in the Juvenile Court Law, it is explained as follows: Article 60

- (1) Correctional students are placed in Child Correctional Institutions which must be separated from adults

- (2) Children who are placed in institutions as referred to in paragraph (1) have the right to obtain education and training in accordance with their talents and abilities as well as other rights based on the applicable laws and regulations.

Article 61

- (1) A criminal child who has not finished serving his sentence in a Juvenile Correctional Institution and has reached the age of 18 is transferred to a Correctional Institution.
- (2) Criminal child as referred to in paragraph (1) who has reached the age of 18 years, but has not reached the age of 21 years is placed in the Correctional Institution separately from those who have reached the age of 21 years or more.

Article 62

- (1) Criminals who have served a prison sentence of 2/3 of the sentence imposed for at least 9 months and have good behavior may be granted parole.
- (2) The criminal child as referred to in paragraph (1) is under the supervision of the Public Prosecutor and Superintendent carried out by the Correctional Center.
- (3) Parole as referred to in paragraph (1) is accompanied by a probationary period of the same length as the remaining sentence that must be carried out
- (4) In parole, general conditions and special conditions are determined. General requirements are that the naughty child will not commit another crime while serving a conditional sentence. The special requirement is to do or not to do certain things as stipulated in the judge's decision while still taking into account the freedom of the child.

Article 63: If the Head of the Child Correctional Institution is of the opinion that the State child has undergone a period of education in the institution of at least 1 year and is of good behavior so that it does not require further guidance, the Head of the Correctional Institution may apply for a permit to the Minister of Justice so that the child can be expelled from the institution with or without general or special conditions.

In Government Regulation Number 31 of 1999 concerning Guidance and Guidance of Correctional Inmates, it is explained as follows: Article 13: Correctional students consist of: Criminal Child; Children of the State; and Civilian child.

Article 14

- (1) The head of the Child Children's Special Guidance Institute is obliged to carry out the development of correctional students.
- (2) In carrying out the development of correctional students as referred to in paragraph (1), the Head of the Child Children's Special Guidance Institute is obliged to carry out planning, implementation, and control over the activities of the coaching program.
- (3) The coaching activities as referred to in paragraph (2) are directed at the ability of correctional students to integrate in a healthy manner with the community.

Article 21: In the event that there is a criminal act for which it is not possible to obtain assimilation and reintegration opportunities, the criminal child concerned shall be given special guidance.

Article 22: The development of state children is emphasized on education.

Article 24: The form of fostering the children of the State includes:

- a. Religion and manner education;
- b. General education;
- c. Scouting education; and
- d. Skills education

Article 26

- (1) The development program for civilian children is adjusted to the educational interests of the civilian children concerned.
- (2) The period of fostering civilian children as referred to in paragraph (1) shall be in accordance with the court's stipulation.

Article 30

- (1) The cost of education and development of civilian children in Child Children's Special Guidance Institute shall be borne by their parents, guardians or foster parents.
- (2) In the event that the parents, guardians or foster parents are unable, the cost of the coaching education as referred to in paragraph (1) shall be borne by the State.
- (3) The incapacity as referred to in paragraph (2) is based on a court decision.

In the Decree of the Minister of Justice of the Republic of Indonesia Number: M.02-PK.04.10 of 1990 concerning the Pattern of Guidance for Prisoners / Detainees, it is stated that: The coaching process for students whose coaching period exceeds 1 (one) year, is carried out through 6 (six) stages, namely: The first stage, starting from being accepted and registered for the first six months, Second Stage, from the end of the first stage to the end of the second six months, Third Stage, from the end of the second stage to the end of the third six months, The Fourth Stage, starting from the end of the third stage until the end of the fourth six months, Fifth Stage, starting from the end of the fourth stage until the end of the fifth six months, and The sixth stage, starting from the end of the fifth stage until: 1). Students/Children of the State reach the age limit of 18 (eighteen) years, 2). Students/Civil Children reach the age limit of 21 (twenty one) years, 3). The coaching process for students whose remaining sentence is more than one year there are four stages, namely: First stage, from receipt to at least 1/3 part of the actual criminal period, Second stage, from 1/3 to at least 1/2 of the actual criminal period, Third stage, from 1/2 to 2/3 of the actual criminal period, and Fourth stage, from 2/3 until the end of the criminal period.

The coaching process for students whose remaining criminal sentence is up to one year there are three stages, namely: The first stage, from receipt to at least of the actual criminal period, Second stage, from 1/2 to at least 2/3 of the actual criminal period, and Third stage, from 2/3 of the actual criminal period to completion.

The form of coaching for students, namely: General: eradication of triple illiteracy (illiteracy, numeracy and language illiteracy), Mental Spiritual: Religious education, Pancasila moral education, personality and character, Socio-Cultural: social etiquette, painting, dance and sound arts, Skills Training: courses, scouting, youth development, and Recreation: sports, chess, entertainment and family visits.

Study of Theory on the Causes of Criminal

Criminal problems that occur within the Kelapa Lima Police Department of Kupang City, especially the theft of electronic goods, which have increased from year to year, can result in unrest for members of the community, in addition to the economic value of money and electronic goods as well as disturbing the sense of security of the community.

Noach said that criminology is a science that investigates the symptoms of crime and inappropriate behavior, their causes and consequences. Plato said that gold is the source of many crimes. (Topo Santoso, et al, 2001: 1). Plato's opinion states that crime occurs because of the desire to live in luxury and the attitude of the human himself/lifestyle, where humans as individuals are also social beings who are interconnected and interact with one another which can lead to a desire to own goods. which is not his.

Aristotle stated that poverty breeds crime and rebellion (Topo Santoso, et al, 2001: 1). This opinion of Aristotle shows the reality and conditions experienced by humans that crime occurs from the

lack of humans who do not have or do not have something of high value, this condition also affects a person in a difficult situation.

Thomas Aquini (1226-1274) who says "rich people who live for pleasure and waste for wealth, if one time falls into poverty, it is easy to become a thief" (Topo Santoso, et al, 2001: 1) As a social problem in society, theft is very detrimental and hampers efforts to create security and stability both at the security and state levels, so efforts must be made for prevention.

Theft is a criminal act that violates legal norms and rules, in positive Indonesian law the criminal act of theft is regulated in the Criminal Code in article 362 which is expressly stated that whoever takes something, which at all or as a belonging to another person, with input or possession of the item, against the right, is punished, for theft, with a maximum imprisonment of five years or a fine of Rp. 900,- (Soesilo, 1986: 29)

According to Wirjono Projodikoro (Projodikoro 1974: 194) theft is taking goods wholly or as belonging to others with the aim of illegally possessing them. The emergence of the crime of theft is caused by various reasons, as stated by Abdulsyani, (1987:21) who says that the causes of the emergence of a crime need to consider the relationship between the crime and the factors considered to be the cause.

Several phases of the cause of the emergence of an evil act, among others: 1). Crimes caused by lineage. The emergence of evil deeds is due to the talent factor, which is contained in humans, while the indicators of the culprit can usually be seen from their birth form or by their physical characteristics, 2). Crimes that arise due to environmental factors. A person who commits the act of a thief is not because of a desire or pressure in the family, but he does the act because of a symptom in society that leads someone to commit a crime. 3). Crimes that arise because of the necessities of life / destitution. Someone is driven to steal because of economic factors, he is forced to steal to meet the needs of life, 4). Evil that arises from within the individual. The emergence of evil depends on oneself without the influence or pressure of others.

Sutherland (Abdulsyanis, 1987: 44-46), argues that the factors that can lead to crime consist of two parts, namely factors originating from within the individual (internal) and from outside the individual (extren).

1. Factors originating within the individual (internal). Internal factors, namely: the psychological state of the individual, for example because: 1). Family factor. The family is a small community self-environment, which is the beginning of a person's life and association, 2). Emotion Factor. There is a close relationship with social problems that can encourage a person to deviate, 3). Psychological factors. Caused by excessive mental conflict which results in mental disorders, 4). Mental Factors. Low mentality is closely related to the level of intelligence or intelligence, 5). Anomie Factor. The human personality, in principle, is psychologically dynamic, which is characterized by the will or organization, culture, etc., 6). Education Factor. A person's level of education is closely related to the intelligence possessed which results in his attitude and behavior.
2. Factors originating from outside the individual (external). External factors, namely: circumstances where the things that happen have a close relationship with the emergence of crime, for example because: Economic factors, Economic factors can lead to crime due to: Changes - price changes, Unemployment, and Poverty, and Disaster factor / mass media factor. Inappropriate reading books and films shown, which promote elements of violence and techniques for committing a crime can led to criminality.

Method

Design

This type of research is empirical research, namely research whose data is obtained from the research location.

1. Aspects under study

- a. The role of the Special Child Guidance Institution in fostering Correctional students
- b. Understanding the duties and functions of the Child Special Guidance Institution
- c. Barriers to Child Special Guidance Institutions in fostering Correctional students

2. Types and Sources of Data According to Abdul Kadir Muhamad (2004:70) because this research is empirical law research, the data needed is primary data, while secondary data is only needed to support primary data. Primary data is empirical data that is obtained directly from the data source so it is not processed by someone else. While secondary data is data sourced from books, research results from other sources that are relevant to the problem to be studied.

- a. Primary data is data obtained from the research location by interviewing respondents. According to Nasir (1999:121). The data collection technique itself is an attempt to gather the materials needed and related to research in the form of data, facts, symptoms, and information that are valid or actual, reliable, or trustworthy and objective according to reality.
- b. Secondary data are data obtained through library research, reference books related to research problems.

Population, Sample and Respondents

This research was conducted at the Institute for Special Child Development Kupang Jl. Matahari, South Oesapa Village, Kelapa Lima District, Kupang City. Population according to Sugiyono (2005:90) Population is "a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to study and then draw conclusions". Meanwhile, according to; Ari Kunto (2002:108) The population is "all the subjects of the study". The population in this study were 26 people.

Sample by; Nasir (2003:271) Sample is part of the population. A sample survey is a procedure in which only a part of the population is taken and used to determine the desired properties and characteristics of the "population". Whereas; Ari Kunto (2002:109) Sample is part or representative of the population being studied. Meanwhile, Sugiyono (2005:91) explains that "The sample is part of the number of characteristics possessed by the population. Because the population is affordable, the sample is not drawn, so this research is a population study.

Respondents Are Determined as Follows:

Respondents using the "Purposive Sampling" method, namely taking samples based on certain considerations in this case are officials and staff (employees) as well as 84 students with the following details:

Head of the Kupang Children's Special Guidance Institute	: 01 people
Officer/staff	: 47 people
Correctional students	: 36 people
Quantity	: 84 people

Data Management

The data collected through data collection activities, both primary data and secondary data, have not provided any meaning for research purposes. Research has not been able to draw conclusions for its research because the data is still raw material. Therefore, it takes effort to manage it. The data management process according to Roni Hanitijo Soemitro (1985:82) includes the following activities: 1). Editing: checking the completeness of the data/information obtained to ensure the validity/accuracy in accountability; 2). Coding: make a classification by giving certain codes according to the conditions of the answers obtained; and 3). Tabulating: transferring the data referred to in the form of simple relational tables to facilitate analysis activities.

Data Analysis

The processed data were analyzed descriptively qualitatively. According to Abdul Kadir Muhamad (2004:172) analyzing data qualitatively means describing quality data in sentences that are orderly, coherent, logical, not overlapping and effective so as to facilitate understanding and interpretation of data. Data analysis must be carried out comprehensively, meaning it is analyzed in depth from various aspects according to the scope of the research.

Results and Discussion

History

Kupang Class I Special Penitentiary in its position as one of the Technical Implementing Units which are under and directly responsible to the Head of the Regional Office of the Ministry of Law and Human Rights of East Nusa Tenggara and obtain technical guidance and technical supervision from the Director General of Corrections.

Kupang Class I Special Penitentiary was built in 1998/1999 and its use was inaugurated on 26 April 2000 by the Governor of East Nusa Tenggara Province (Mr. PIET A. TALLO, SH). The only Children's Prison in Eastern Indonesia.

In accordance with the Decree of the Minister of Justice of the Republic of Indonesia dated September 20, 1985 number: M.01.PR.07.03 of 1985 concerning the Organization and Work Procedure of the Correctional Institution, in carrying out his daily activities the Head of the Class I Kupang Child Special Penitentiary divides the duties and functions of each -each to its members.

Vision and Mission

Vision. To become a trusted institution in providing services, protection, guidance, coaching and education for Correctional Students. Mission: 1). Realizing a creative treatment system that fosters a sense of security, friendliness and child-worthiness, 2). Carry out care, service, education, coaching and mentoring for the best interests of children, 3). Forming the spirit of sportsmanship and love of science for children, 4). Growing piety, politeness, intelligence, self-confidence and joy of children, 5). Provide protection, service, and fulfillment of children's rights.

Implementation of Corporate Pedication Students in the Children's Special Development Institution Kupang Reviewing from Law Number 12 Year 1995

Coaching Goals

The results of the author's interview with Drs. Ridwan Roga as Kasi Kamtib that the objectives of fostering students in the Special Child Development Institution according to the Decree of the Minister of

Justice of the Republic of Indonesia Number: M.02-PK.04.10 1990 are: 1). Strengthening faith (Mental Resilience), 2). Re-establish self-esteem and self-confidence and be optimistic about the future, 3). Successfully acquire knowledge, minimum skills for life provision, able to live independently and excel in national development activities, 3). Succeeded in being a law-abiding human being as reflected in orderly, disciplined attitudes and behavior and able to build a sense of social solidarity, and 4). Succeeded in having the soul and spirit of dedication to the nation and state. (Interview 12 August 2016)

Coaching Benefits

According to Abusalim Monday as Head of Binadik that in accordance with the results of the Community Evaluation Workshop conducted in Jakarta in 1997, concluded that the benefits that can be drawn from the development of independence given to Correctional Students are: 1). The development of independence provides benefits to the government because students who already have the skills and can produce, the results of which can be deposited to the State; besides that they can meet the needs of their families, and 2). Providing activities to the Correctional Institution and if the Head of the Correctional Institution does not provide guidance to the students, many supervisory officers are unemployed (interview 13 August 2016).

Principles of Coaching

According to Drs. Abusalim Monday as Kasi Binadik that the guidance of students in the Special Children's Guidance Institute is carried out based on 7 (seven) principles in accordance with Article 5 of Law Number 12 of 1995 concerning Corrections, namely: shelter, Equality of behavior and service, Education, Guidance, Respect for human dignity, Losing freedom is the only suffering, and Guaranteed right to have contact with family and certain people. (Interview 13 August 2016)

Types of Coaching

The results of the author's interview with Yusuf Lenggu, SH as Ka. KPLP that the guidance carried out on students at the Child Special Guidance Institution is classified into 2 (two) types, namely: Personality Development, including: 1). Fostering religious awareness. This activity aims to strengthen and increase the faith of Correctional Students (ANDIKPAS) so that in their actions they do not forget religious norms, 2). Fostering national and state awareness. This activity aims to make correctional students aware so that they can become good citizens, devoted to the nation and state, 3). Development of intellectual abilities. This activity is needed so that Andikpas' knowledge and thinking skills can increase so that they can support positive activities needed during coaching, 4). Legal awareness building. This activity is carried out to provide legal counseling that aims to increase the level of legal awareness so that as members of the community they are aware of their rights and obligations in order to participate in upholding the rule of law, protection of human dignity and dignity, public order, and the formation of law-abiding citizens' behavior, and 5). Development of self-integration in society. This coaching is a community social development which aims to make the former Correctional Students easily accepted by the community in their environment. While in the Child Special Guidance Institute (LPKA) they continue to be fostered to obey worship and carry out social efforts in mutual cooperation so that when they return to the midst of society, they have positive habits to participate in community development in their environment. (Interviews 13 August 2016).

Independence Development, including: 1). Skills to support independent business in terms of handicraft skills, home industry, repair and electronic equipment, 2). Skills to support small businesses. This skill development includes processing raw materials from the agricultural sector and natural materials into semi-finished goods, 3). Skills are developed according to their respective talents. This coaching is for those who have certain talents that are positive to be developed, 4). Skills to support industrial businesses using intermediate technology or high technology, for example leather management to support the shoe and bag industry. (Interview 13 August 2016)

Table 1. Respondents' Answers to the Implementation of Guidance at LPKA Kupang

Number	Classification	Amount	Percentage
1	Bringing positive impact	33 people	100 %
2	Does not have a positive impact	-	-
	Amount	33 people	100 %

Data Source: Processed Data

The data presented in the table above shows that of the 33 respondents who were interviewed regarding the implementation of guidance carried out at the Child Special Guidance Institute, all 33 people or 100% said that the guidance carried out by the Kupang Children's Special Guidance Institute had a positive impact on the behavior of students at the Special Guidance Institute. Kupang children.

In accordance with the results of the interview above, the authors conclude that with the principle of fostering correctional students at the Child Special Guidance Institute that as long as the correctional students undergo training in special coaching institutions, students do not lose their independence, and the person concerned must not lose contact with the community and must be introduced to and given the opportunity to socialize with the community. Thus, they feel a normal life and can interact naturally as they should. The community itself is also expected to be able to accept them back in their environment to help restore the social relations of students so that later after being released from the Special Penitentiary for Children, they will not feel isolated and live a better life later.

Based on research data obtained from the Kupang Class I Child Special Guidance Institute, the number of Correctional Students to date is 36 people, consisting of:

1.	Prisoner	: 03 people
2.	Correctional Students	: 33 people
	<u>Quantity</u>	<u>: 36 people</u>

Judging from the case is as follows:

1.	Crimes of decency	: 26 people
2.	Murder	: 01 people
3.	Rules	: 01 people
4.	Other crimes	: 01 people
5.	Theft	: 07 people
	<u>Quantity</u>	<u>: 36 people</u>

Obstacle Factor for the Implementation of Corporate Students at the Kupang Special Development Institution Reviewing from Law Number 12 Year 1995

The results of the study indicate that basically there are two factors that hinder the implementation of fostering correctional students at the Kupang Children's Special Guidance Institute, namely Internal Factors and External Factors. 1). Internal Factors: The results of the author's interview with Drs Ridwan Roga as Kasi Kamtib that one of the inhibiting factors for the implementation of the development of correctional students at the Kupang Children's Special Guidance Institution is the lack of awareness of students in complying with disciplinary rules in accordance with the applicable rules in the Child Special Guidance Institute. The problem of social inequality between fellow Correctional Students in Special Child Development Institutions. For example, Correctional students who have cellphones, apparently keep and hide cellphones that have been prohibited by the officers of the Child Special Guidance Institution so that others report to each other, and fights occur in the Child Special Guidance Institution. (Interview 12 August 2016)

According to Drs. Abusalim Monday as Kasi Binadik that there are often fights between students of the Kupang Children's Special Guidance Institute related to the perpetrators are the perpetrators who cannot control their emotions when there are problems. It was further said that the problem sometimes started as a joke between friends and eventually escalated into a fight because each party defended their argument and did not want to lose. When things like this arise and each does not control their emotions, there will be fights. It is also added that the influence factor that is no less important that arises from a person is self-carriage and character. Which has been formed from family and culture, which in its application is difficult to be accepted by people whose character and culture are not the same. If this display is not accompanied by environmental adaptation and understanding and mutual acceptance of these different customs and cultures, there will be a chance for an unstoppable fight to occur (interview 13 August 2016).

Furthermore, according to Arnod Sely, the respondent who was the perpetrator of the persecution against Jefri Bahan stated that one of the diseases I have carried from when I was in school until now is being unable to control my emotions and being easily offended, even though problems that according to other people's standards should not be used as the root of the problem to arrive at acts of abuse. (Interview 12 August 2016)

From the results of the interviews above, the writer concludes that fights between prisoners that arise from within the perpetrators are caused because the perpetrators often cannot control their emotions. This is carried over from the formation of the character of the family which continues to be patterned and brought into a new environment with the impression of violence.

External Factors: The results of the author's interview with Yusuf Lengu as the Head of the Penitentiary Security Unit that fights between prisoners are mostly caused by external factors, namely from outside the perpetrators, where the more instrumental in creating situations that have the potential for fights is other parties, not perpetrators, such as offending other people, Disrespectful behavior by other people causes the other party to not accept it well and a fight ensues. (Interview 13 August 2016).

According to Drs. Ridwan Roga said that there are many external factors that influence the implementation of student development in Kupang children's special development institutions, including: 1). Lack of attention from family, 2). Environmental factors, 3). Social inequality factor, and 4). Weak supervision.

Meanwhile, internal factors that influence the development of students include emotional instability and lack of knowledge (interview 12 August 2016). Furthermore, Melki Lani, an inmate respondent who got into a fight with Derry Hermanus, admitted that the actions he took were not commendable because the cause was only a trivial matter and it started with a small joke, each of which defended his opinion, both me and Derry, finally without thinking. long ago I hit my friend Derry Hermanus. This incident made me feel guilty and sorry. For this reason, I hope that in the future, if we can, we will be provided with education that has moral and ethical values so that we can have good morals and ethics. (Interview 23 August 2016).

Actions taken against the performers, including: 1). Make a written statement for Correctional Students who do fights, 2). Doing verbal reprimand against Correctional Students (hereinafter developed again), and 3). Overcoming actions are seen from the level of the case/event, namely small or large cases. Small case: Fights between one student and another and the occurrence of beatings between students

Judging from the foregoing, the officers secured the two warring parties, namely the inmates who were put into an exile block for security purposes. Judging from the above actions, an examination team was formed to conduct inspections for inmates who are in conflict, so that there are 3 types of punishments that apply in accordance with the actions taken by disciplinary punishments and disciplinary violations for correctional students, namely: 1). Mild degree of disciplinary rights, 2). Moderate level of

disciplinary rights, and 3). The right to heavy level of discipline. Explanation: The right of light level discipline includes giving verbal and written warnings: 1). Medium-level disciplinary rights include: 1). Entering inmates into cells for 6 days, and 2). Postponing or eliminating certain rights for a certain time in the trial of the Community Observer Team. Example: delaying family visits for a certain time for inmates who are in conflict, it can be 6-30 days according to the decision of the Community Observer Team, 2). Severe disciplinary law includes: 1). Put the person in question into a solitary cell for 6 days and can be extended for 18 days (2 x 6 days), 2). No right of remission/deduction of prison term, 3). Not entitled to leave to visit family, 4). No conditional leave entitlement, 5). Does not get assimilation leave rights, 6). Does not get the right to leave before being released, 7). Did not get parole in the current year, and 8). Recorded in register F (book of orderly violations) for fostered children who violate the rules in special child development institutions.

Table 2. Respondents' Answers to the Effectiveness of Actions Taken

Number	Classification	Amount	Percentage
1	Effective	27 people	72.30 %
2	Ineffective	6 people	27.70 %
	Amount	33 people	100 %

Data Source: Processed Data

The data presented in the table above shows that of the 33 respondents who were interviewed regarding the effectiveness of the actions taken, 27 people or 72.30% said it was effective, while 6 people or 27.70% answered that it was not effective.

Management Effort

In terms of overcoming the various obstacles faced by the Kupang Children's Special Guidance Institute related to legal understanding, changes in the attitude of fighting between correctional students, the Kupang Children's Special Guidance Institute by all means and efforts have tried to overcome the occurrence of various obstacles related to fostering with several alternatives: 1). Find alternative solutions by providing more intensive guidance to students so that they understand each other and do positive things to build cooperation between them, 2). The officers of the Child Special Guidance Institute must be more extra careful in supervising prisoners so that there are no various violations as required, 3). There needs to be assistance in changing the character of faith from Religious Institutions according to the beliefs of each student, 4). Always provide motivation and encouragement for students to carry out positive activities such as singing, sports and skills and so on, 5). Provide socialization of Human Rights so that students know what their basic rights are and also what are their obligations

Regarding work guidance according to Drs. Abusalim Monday as Kasi Binadik that we have been doing work guidance as one of the best solutions to divert students' thoughts and attention from negative things to positive things. It was further said that through the work guidance program at the Kupang Children's Special Guidance Institute, they would be able to improve the abilities and skills of correctional students who wanted to do activities instead of sitting pensively spending their days in their rooms. In this place of work guidance or also called workshops, students at the Child Special Guidance Institute can carry out activities such as: doing jobs that are tailored to their abilities and skills and others. To carry out coaching related to skills, the Child Special Guidance Institution does: 1). Provision of alternative experts. In addition to work facilities, the Kupang Children's Special Guidance Institute also outsmarts the provision of professional work tutors and skills and requires payment with job training provided by employees who also master a field of work, also by relying on students who have the skills or proficiency in a particular field of work. the field of work in accordance with the profession they practiced before entering the Kupang Children's Special Guidance Institute or volunteers who voluntarily want to train students to improve work skills, 2). Organizing and involving students in various social,

physical, spiritual activities and so on to eliminate the negative view of society towards correctional students in the Special Child Development Institution, and 3). Involving students in every event and celebration carried out by the surrounding community to foster mutual trust between prisoners and the community in order to eliminate the public's bad view of word-marketing students, establish cooperation with third parties in spiritual matters, including with the State Islamic Institute and church parties who can help shape their morality and spirituality. Although this spiritual guidance cannot directly help students in terms of job skills training, it is hoped that this spiritual guidance can motivate them to want to try and work or improve their work skills while serving their sentence.

Conclusion

The implementation of coaching at the Kupang Children's Special Guidance Institute is in accordance with Law no. 12 of 1995 concerning Corrections which is a positive law and must be implemented to achieve the goals of correctional. The guidance provided has the aim that prisoners can play an active role in development and can live normally as good and responsible citizens after their criminal period is over.

The guidance provided is adjusted to the talents and interests of the correctional students so that they understand that all the guidance provided is nothing but for their good, namely so that they have the readiness to return to the community when they are free later, and with this guidance the correctional students obey the rules and follow every step of the way. coaching properly without feeling forced. The Special Child Development Institution in providing guidance upholds the rights of students as part of the community in accordance with applicable regulations so as to create a conducive atmosphere. The guidance provided is in the form of personality development which includes religious development and moral development, independence development includes general skills and special skills and assimilation includes inward assimilation and outward assimilation.

In an effort to develop skills for students in Kupang, it is influenced by supporting and inhibiting factors. Factors supporting the efforts of the Kupang Children's Special Guidance Institute in developing skills for students include the conducive situation of the Children's Special Guidance Institution, bottom-up approach development, fostering carried out in a family way, giving premiums or wages.

The inhibiting factors are in the development of skills, namely officers / coaches who are still lacking and have not mastered the skills, marketing of limited skills and unprofessional trainers. The solution to the problem taken by the Kupang Children's Special Guidance Institute is in developing skills for correctional students, among others, by sending coaching officers to attend training, establishing cooperative relationships with third parties for marketing the skills results.

Suggestion

The role of the Kupang Children's Special Guidance Institution in fostering needs to be improved in terms of providing appropriate guidance, namely adjusting the type of coaching accordingly and the coaching pattern must be in accordance with the laws and regulations so that it is able to answer the challenges faced after completing the coaching, considering the existence of former correctional students difficult to get a position in society.

Children's Special Guidance Institutions must remain proportional in coaching so that what is carried out is not only as a time-filling activity but activities that equip correctional students after living a new life with the community environment.

The Kupang Children's Special Guidance Institute must be more innovative to improve existing coaching and be able to overcome any obstacles that arise appropriately.

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