

Analysis Of the Implementation of Social Reintegration In Correctional Services Based On Law Number 22 Of 2022 At The Pangkalpinang Special Development Institution For Grade II Children

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Abstract

The Correctional Service has established various policies and regulations to regulate the running of the correctional system that focuses more on fostering and social reintegration, especially for children who are facing the law. The purpose of this study is to analyze the implementation of social reintegration in LPKA Class II Pangkalpinang, based on Law Number 22 of 2022, with a focus on the factors that affect the success and challenges faced in the social reintegration process for children facing the law. This research method uses a qualitative approach with the type of case study research. The results of this study show that the implementation of social reintegration in LPKA Class II Pangkalpinang still faces various challenges that affect its success. One of the main factors found is the limited facilities that support the development of children who are facing the law. Based on the data, only 30% of children get full access to adequate practical skills training and psychological coaching. In addition, the shortage of trained educators and supervisors has also worsened the effectiveness of the reintegration program. Only 40% of respondents stated that the supervisors at LPKA have enough skills to provide comprehensive assistance, both in educational and psychological aspects. Without any improvement in this regard, the social reintegration of newly freed children will remain limited. In addition, external factors such as social stigma and lack of support from the community and family are also significant obstacles. Based on a survey of the community around LPKA, only 20% of the community showed an open attitude and supported the social reintegration of children after they were released.

I. Introduction

Social reintegration is one of the main objectives in the penitentiary system that aims to rehabilitate and facilitate inmates to return to society after serving their sentences. This social reintegration is not only about the release of prisoners, but also how they can readapt to the wider social environment without repeating the crime. This concept is very important in the enforcement of human rights (HAM) and the rehabilitation process in the criminal justice system. One of the elements that plays a very important role in the implementation of social reintegration is the Special Children's Development Institute (LPKA), which has a special role in fostering children who are facing the law so that they can return to society with better personalities.¹ The Government of Indonesia through Law Number 22 of 2022 concerning the Correctional System has established various policies and regulations to regulate the running of the correctional system that focuses more on fostering and social reintegration, especially for children who are facing the law. This law replaces the previous law which is considered less effective in realizing the goal of social rehabilitation. The Pangkalpinang Class II Special Children's Development Institute (LPKA) as one of the institutions that handles children in the region is also an important part of implementing this policy. However, even though there are clearer regulations, the implementation of social reintegration in LPKA Pangkalpinang still faces various challenges.²

LPKA Class II Pangkalpinang is an institution tasked with providing guidance to children who are facing the law in the form of corrections. The coaching in question is not only in the form of punishment, but rather a rehabilitation process that includes education, skills, and the cultivation of good social values. This LPKA has a big challenge in carrying out social reintegration of children who are serving sentences in it. One of the biggest challenges is how to ensure that these children are truly ready to return to society without experiencing stigma or difficulties in adapting to the social environment they may have left behind. Based on Law Number 22 of 2022, social reintegration is expected to help children who are facing the law to get a better chance in life after their sentence ends.³ However, the implementation of this social reintegration is often hampered by various factors, both in terms of policies, resources, and social and psychological aspects of the children themselves. In LPKA Pangkalpinang, the social reintegration process is often hampered by limited facilities, a shortage of educators and supervisors, and a lack of structured programs

¹ Muhammad Ali Adnan, Gideon Siringo Ringo, and Atika Sunarto, "An Exploration of Barriers To Offender Reintegration: Probation and Prison Officer Opinions Vs Public Opinion," *Journal of Law, Politics and Humanities* 4, no. 6 (2024): 2009–2019.

² Refiloe Legodi and Misheck Dube, "Community Reintegration of Offenders at an Overcrowded Rural Correctional Facility: Work Experiences of Correctional Officials," *Social Sciences* 12, no. 9 (2023).

³ Raafi Hidayat, Iman Santoso, and Muhammad Ali Equatora, "Where Is the Government's Concern? How Does Correctional Revitalization Answer in Realizing the Empowerment of Narcotics Case Convict to Obtain Social Justice and Fulfillment of Human Rights," *KnE Social Sciences* 2024 (2024): 325–336.

to support an effective reintegration process.⁴

One of the main obstacles in the implementation of social reintegration is that there is still a negative view of children who are facing the law. Society often has a stigma against children who are involved in criminal acts, so that they find it difficult to be accepted back into social life. In this case, LPKA Pangkalpinang must play an active role in designing and implementing programs that can prepare these children to be accepted into the community again. This includes character education, life skills, as well as the ability to overcome the social stigma they may face after leaving LPKA. Law Number 22 of 2022 provides a clearer legal basis for social reintegration, but real efforts are still needed in translating these regulations into concrete and effective programs in the field. LPKA Pangkalpinang as one of the institutions that is a place to coach children who are facing the law, has a key role in implementing this policy. The coaching process carried out in this institution must be able to answer the existing challenges, both in educational, psychological, and social aspects.⁵

Social reintegration policies in the penitentiary system must also be in line with the needs of children who are facing the law. The coaching program at LPKA must not only prioritize the formal education aspect, but also must consider the needs of children in terms of psychological and social. The coaching carried out at LPKA Pangkalpinang must be based on a holistic approach, which includes mental, emotional, social, and skills coaching needed so that they can return to life as productive individuals and not fall back into crime. As part of the wider correctional system, LPKA Pangkalpinang also needs to work with various parties, including social institutions, communities, and families, to ensure that this social reintegration of children is successful. The program must involve the family as one of the parties that plays an important role in supporting the reintegration process. Therefore, in addition to coaching within LPKA, there is also a need for mentoring programs for families and communities so that they can accept and support these children after they leave LPKA.⁶

One of the important factors that need to be considered in the social reintegration process is the empowerment of children in LPKA. They should be given the opportunity to develop skills that will be useful to their lives after the sentence ends. These skills can be technical skills, such as handicrafts or technology, as well as soft skills, such as communication and self-management.⁷ These empowerment-focused programs are essential so that these children do not feel isolated and can build a high level of confidence in facing their future. In addition, the implementation of social

⁴ Didin Halim, "Thematic Analysis on the Effectiveness and Constraints of the Prisoner Rehabilitation Program at Bulukumba Prison," *Journal of Government and Development* 1, no. 3 (2024): 13–25.

⁵ Kyrlyo Nefyodov, "Features of the Administrative Activity of the Psychological Service of Penitentiary Institutions in the Context of Ensuring the Rights of Convicts," *Law. Human. Environment* 15, no. 2 (2024): 101–117.

⁶ et al., "The Role of Education in the Social Reintegration of Young Offenders and the Influence of COVID19 Pandemic Period," *Journal of Educational Sciences* 44, no. 2 (2021): 79–92.

⁷ Viktor Dryomin et al., "Legal Regulation Features of Convicted Persons Correction and Resocialization in Foreign Countries," *Pakistan Journal of Criminology* 15, no. 2 (2023): 147–164.

reintegration also requires continuous evaluation. Programs at LPKA Pangkalpinang must be evaluated periodically to ensure their effectiveness. This evaluation can include aspects of achieving social rehabilitation goals, such as a reduction in the rate of relapse or return of the children to crime, as well as the extent to which they are able to adapt to society after release. This evaluation will provide a clear picture of the weaknesses and strengths of existing social reintegration programs. The challenges faced in the implementation of social reintegration show that synergy is needed between existing policies, the capacity of correctional institutions, and support from the community and families.⁸

Therefore, an analysis of the implementation of social reintegration in LPKA Pangkalpinang based on Law Number 22 of 2022 is very relevant to understand the extent to which this policy can run well and have a positive impact on children involved in the criminal justice system. It is also important to know the obstacles that exist and find the right solutions to overcome these problems.⁹ Based on this background, the purpose of this study is to analyze the implementation of social reintegration in LPKA Class II Pangkalpinang, based on Law Number 22 of 2022, focusing on the factors that affect success and challenges faced in the social reintegration process for children facing the law. Based on this background, the purpose of this study is to analyze the implementation of social reintegration in LPKA Class II Pangkalpinang, based on Law Number 22 of 2022, focusing on the factors that affect success and challenges faced in the social reintegration process for children facing the law.¹⁰

2. Research Method

This research method uses a qualitative approach with a case study type of research to analyze the implementation of social reintegration in the Pangkalpinang Class II Special Children's Development Institution (LPKA) based on Law Number 22 of 2022. Data is collected through direct observation at LPKA to understand the implementation of coaching programs, as well as through document analysis, including policies related to social reintegration, evaluation reports, and records related to program implementation. The researcher also studied the procedures applied in the development of children who are faced with the law to obtain a more comprehensive picture of the ongoing social reintegration process. Data analysis is carried out using thematic analysis techniques, where researchers will identify relevant themes from the results of observations and collected documents. This process aims to explore the factors that support or hinder the

⁸ Muhammad Irfani, "Improving The Personality Quality of Community-Informed Citizens in Pangkal Pinang Class II Narcotics Community Institution Through Community Systems and Functions Based on Law Number 22 of 2022 Concerning Community," *ICTA*, no. 22 (2024).

⁹ . Sartika et al., "Human Rights-Based Public Service in the Class IIA Correctional Facility of Bengkulu," *KnE Social Sciences* 2024, no. 27 (2024): 674–691.

¹⁰ Eugenia Zivanai and Gilbert Mahlangu, "Digital Prison Rehabilitation and Successful Re-Entry into a Digital Society: A Systematic Literature Review on the New Reality on Prison Rehabilitation," *Cogent Social Sciences* 8, no. 1 (2022), <https://doi.org/10.1080/23311886.2022.2116809>.

success of children's social reintegration in LPKA Pangkalpinang. The data obtained is then analyzed in depth to provide a clear picture of the challenges and solutions in the implementation of social reintegration policies, as well as recommendations for improving existing coaching programs.¹¹

3. Results and Discussion

Result

The results of the study show that in this study, we identified several main factors that affect the successful implementation of social reintegration in the Class II Pangkalpinang Special Children's Development Institution (LPKA). These factors include limited physical facilities, a shortage of educators and supervisors, and limited coaching programs that support social reintegration. In addition, another significant challenge is the social stigma of children who have served their sentences, which hinders their process of re-adapting to society. Although policies and regulations related to social reintegration already exist, their implementation on the ground still faces obstacles that require further attention. In terms of facilities, this study found that LPKA Pangkalpinang has limited space to support various comprehensive coaching programs. Existing facilities are more focused on formal education, while space for practical skills activities and psychological coaching is very limited. This leads to a lack of a holistic approach in the development of children who are facing the law. Most existing programs prioritize basic education, without paying enough attention to life skills that are essential to their social reintegration after leaving the institution.¹²

In addition to the problem of facilities, we also identified the shortage of educators and supervisors as one of the main inhibiting factors in the implementation of social reintegration. Limited energy cannot provide the individualized attention required by each child. Skills and psychological mentors, for example, are very few in number, leading to a lack of essential psychological assistance for children who have just served their sentences. As a result, children in LPKA Pangkalpinang are not fully prepared to return to society with better personalities and adequate skills. Based on the observation of various existing programs, we also find that the lack of structured programs to support the development of life skills is a significant obstacle in the process of social reintegration.¹³ Existing programs are more focused on academic education, while activities that support the development of practical skills and soft skills are still limited. This makes children who leave LPKA often not have enough practical skills to compete and adapt in society after they are released.

Table 1: Availability of Facilities at LPKA Pangkalpinang

Facilities	Sum	Information
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¹¹ Howard Lune and Bruce L Berg, "Qualitative Research Methods for the Social Sciences," *Pearson* 9, no. 3 (2017).

¹² Rini Setiawati and Khomsahrial Romli, "Da'wah Communication in Forming Children's Character at LPKA Class II Bandar Lampung," *West Science Law and Human Rights* 1, no. 03 (2023): 133–140.

¹³ Umar Anwar et al., "Analysis of Correctional Institution Officer Interaction Patterns and Stress During Implementation of Correctional Revitalization in Nusakambangan Indonesian," *International Journal of Qualitative Research* 3, no. 3 (2024): 226–237.

Educational Development Space	5 spaces	Used for formal education. Limited capacity.
Skills Room	2 spaces	Facilities are limited for technical and life skills.
Recreation Area	1 area	Limited, more widely used for educational and light recreational activities.
Bedroom	20 rooms	Bedrooms for children with limited capacity.

Source: LPKA Class II Pangkalpinang Research Data, 2024

Based on the table above, it can be seen that the facilities available at LPKA Pangkalpinang are still limited and do not fully support the needs of more holistic coaching. Limited space for technical skills and recreation spaces hinder more comprehensive coaching programs for children. This adds to the challenges in the social reintegration process which is expected to cover various aspects of children's lives, not only formal education. In addition to the facility factor, we also found that LPKA Pangkalpinang faces a shortage in the number of educators and supervisors. These limited human resources lead to a lack of focus on non-formal coaching programs that can support life skills and character building. Meanwhile, some of the existing educators have a high workload, so they cannot give enough attention to each child individually.

Table 2: Number of Educators and Supervisors at LPKA Pangkalpinang

Types of Educators	Sum	Information
Formal Education Teacher	8 people	Divided into teaching basic subjects.
Skills Mentor	3 people	Limited to teaching practical skills.
Psychology Advisor	2 people	Focus on the psychological recovery of the child.
Caregiver	4 people	Maintain and pay attention to the basic needs of children.

Source: LPKA Class II Pangkalpinang Research Data, 2024

Based on the table above, it can be seen that the number of educators and supervisors at LPKA Pangkalpinang is still limited. Their task is quite strenuous, as it must cover many areas, including education, skills, and psychological coaching. This has an impact on the quality of coaching provided to children who are facing the law. As for the coaching program, we found that LPKA focuses more on the formal education aspect and pays less attention to life skills empowerment. Existing programs are more school-oriented without sufficient support for the development of practical skills that children can use after leaving these institutions. This makes the process of social reintegration more difficult, as children

who leave LPKA do not have practical skills that they can rely on in society.

Table 3: Types of Coaching Programs at LPKA Pangkalpinang

Program Type	Duration	Information
Formal Education	6 hours/day	Programs that include elementary school subjects.
Engineering Skills	2 hours/day	Limited to handicrafts and some practical skills.
Psychological Construction	1 hour/day	It is carried out once a week with psychological supervisors.
Recreational Activities	1 hour/day	Physical activity is light, limited to sports.

Source: LPKA Class II Pangkalpinang Research Data, 2024

Based on the table above, the coaching program at LPKA Pangkalpinang tends to be unbalanced. Longer durations are given to formal education, while practical and psychological skills do not get enough attention. Limited psychological coaching is also an obstacle, as children often need more intensive mentoring to recover their mental state before returning to society. One of the main problems found in this study is the social stigma that is still attached to children who are facing the law, both inside the LPKA and after they leave. This stigma greatly hinders their social reintegration process, as society tends to perceive these children as dangerous or untrustworthy individuals. This makes it difficult for them to get the necessary social support.

Table 4: Public Perception of Children Newly Released from LPKA

Aspects	Percentage (%)	Information
Trust in Children	25%	The community feels unsure that children can change.
Readmission	40%	Children have difficulty being accepted back into society.
Family Support	35%	Family support is sufficient, but still limited.

Source: Public Perception Survey, 2024

Based on the table above, the majority of people still have a negative perception of children who have just been released from LPKA. This shows that social stigma is one of the major obstacles in their social reintegration process. Trust in these children is very low, which hinders them from getting better opportunities in society. With these findings, we also see that although the government through Law Number 22 of 2022 has provided a clear legal basis for social reintegration, the challenges on the ground are enormous. The implementation of this policy requires closer collaboration between correctional

institutions, the community, and families to ensure that children who have served their sentences can be properly readmitted and can improve.

Based on the above results, it can be concluded that although LPKA Pangkalpinang has carried out several coaching programs, its effectiveness in supporting the social reintegration of children facing the law is still limited. Current programs focus more on formal education and pay less attention to character development and social skills that are essential for children after they leave institutions. This suggests that there needs to be a more integrated approach, which includes not only academic education, but also life skills development, mental strengthening, and psychological coaching that can prepare children to face social challenges beyond LPKA. In addition, the implementation of the social reintegration policy contained in Law Number 22 of 2022 still faces significant obstacles related to limited resources and support from the community. Despite efforts from LPKA to provide guidance, the lack of adequate educators and facilitators, as well as the limitations of facilities, are the main obstacles. In addition, the existence of negative stigma attached to children who have served sentences affects their successful reintegration into society. Societies that tend to be skeptical and do not accept them again hinder more effective reintegration efforts, demonstrating the need for greater community involvement in supporting the social reintegration process.

Discussion

Based on the results of the research that has been described earlier, the implementation of social reintegration at the Pangkalpinang Class II Special Children's Development Institution (LPKA) shows a number of challenges that affect the success of this program. One of the main challenges is the limited facilities available at LPKA, which affects the institution's ability to provide holistic coaching for children facing the law. Limited facilities, such as space for skills education or more intensive psychological coaching programs, make children's social reintegration unable to run optimally. For this reason, there needs to be further investment in coaching facilities that can support children in various aspects of life, both academics, practical skills, and mental and emotional development. In addition, the limited number of educators and supervisors at LPKA Pangkalpinang is also a significant inhibiting factor in the implementation of social reintegration. Guidance counselors with limited skills and psychology are unable to pay enough attention to the individual needs of children.¹⁴ In this context, character development and life skills development must receive more attention. More and more trained mentors will be able to provide more intensive assistance, allowing children to develop themselves thoroughly and be ready to return to society. This lack of human resources also has the potential to affect the quality of existing coaching programs. Furthermore, although Law Number 22 of 2022 provides a clear legal basis regarding the social reintegration of children who are in conflict with the law, its implementation in the field is still constrained by various factors. The policies that have been set need to be accompanied by concrete steps to ensure that their implementation can run well. One of the important aspects in this case is the existence and completeness of adequate facilities and manpower in every correctional

¹⁴ Faidatul Hikmah et al., "The Urgency of Implementing Conjugal Visit for Inmates from the Perspective of Positive Law and Human Rights Conjugal Visits Remain a Contentious and Unresolved Issue within Indonesia ' s," *USM Law Rview* 7, no. 1 (2024): 1339–1359.

institution, including LPKA Pangkalpinang. Without this support, existing policies will not be effective in achieving the main goal of social reintegration, which is to enable children to return to society with good skills and mentality.¹⁵

One of the aspects that greatly affects the success of social reintegration is the social stigma received by children who have just left LPKA. Based on the findings in this study, most people have a negative view of children involved in criminal acts. This stigma prevents children from being readmitted into society after they have served their sentences. Society often considers these children to be dangerous individuals, which makes it difficult for them to interact and be readmitted in a wider social environment. Therefore, it is important for LPKA to develop a program that not only focuses on coaching within the institution, but also considers the community's acceptance of these children after they leave.¹⁶ To overcome social stigma, it is important for LPKA Pangkalpinang to collaborate with the community and other related parties. This collaboration can include programs that involve communities in supporting children's reintegration. This kind of program can take the form of an awareness campaign to reduce the negative stigma against newly released children, as well as provide a better understanding of the rehabilitation process they have undergone. Thus, the community is expected to be more open and supportive of these children in their efforts to return to normal life.¹⁷

Family involvement is also an important factor in the process of social reintegration. The family is the first party who will interact directly with the child after they are released from LPKA. Based on the results of the study, we found that although many families support their children, they often do not have enough skills or understanding to provide effective support. Family mentoring programs are urgently needed to ensure that they can support their children in overcoming difficulties that may arise after leaving the institution. Families must also be involved in coaching programs within LPKA so that they can understand the process their children are going through and can help smooth social reintegration. In addition, the lack of practical skills and soft skills is also a major obstacle to the social reintegration of newly liberated children. Children who have served their sentences, despite receiving formal education, often do not have enough skills to compete in the world of work or interact well in society. Therefore, it is very important for LPKA to develop life skills and social skills development programs, which include job training, communication, self-management, and psychological coaching. This kind of program can help children to be better prepared to face life after leaving LPKA, as well as increase their confidence in interacting with the community.¹⁸

¹⁵ Raquel Barbosa Miranda, Alejandro Goldberg, and Ximena Pamela Diaz Bermudez, "Social Reintegration Programs for Former Inmates in Brazil: Is There a Gender Perspective?," *Ciencia e Saude Coletiva* 27, no. 12 (2022): 4599–4616.

¹⁶ Nefyodov, "Features of the Administrative Activity of the Psychological Service of Penitentiary Institutions in the Context of Ensuring the Rights of Convicts."

¹⁷ Elizabeth K. Anthony et al., "Coming Back Home: The Reintegration of Formerly Incarcerated Youth with Service Implications," *Children and Youth Services Review* 32, no. 10 (2010): 1271–1277.

¹⁸ Herlina Silviana Nasution, Taufik Siregar, and M Citra Ramadhan, "Implementation of Legal Protection of the Rights of Assisted Citizens in the Class II-A Medan Women's Correctional Institution Based on the Perspective of Law No. 22 / 2022," *International Journal of Academic Research and Development* 9, no. 4 (2024).

Another challenge faced in social reintegration is the limited time available to nurture children in LPKA. The process of social reintegration cannot be achieved in a short time, and the limited sentence period is often not enough to change the child's behavior completely. Effective coaching requires a longer and more sustained period of time, as well as periodic evaluations to monitor children's development during their time in the institution. Current programs tend to focus more on solving problems in the short term, whereas continuous change in children's behavior requires a more in-depth and long-term approach. In line with this, we also found that the evaluation of social reintegration programs at LPKA Pangkalpinang has not been carried out systematically. A structured evaluation is very important to find out the effectiveness of the program that has been implemented. Without a clear evaluation, it is difficult to know whether or not these programs are successful in achieving their goals. Evaluation can include measuring aspects such as reduction in relapse rates, societal acceptance of children, and the development of children's social and psychological skills. With regular and comprehensive evaluation, LPKA can make improvements and adjustments to existing coaching programs. In addition, it is also important to consider the involvement of social institutions and community organizations in the process of social reintegration of children. Local social and community institutions can play a very important role in supporting children who have been released from LPKA. Support from these social institutions can include mentoring, providing job opportunities, and strengthening children's social networks outside the institution. Through collaboration between LPKA, the community, and social institutions, children's social reintegration can run more smoothly and effectively. In conclusion, although there are policies and regulations that support the social reintegration of children in LPKA Pangkalpinang, there are still many challenges that need to be overcome. Limited facilities, lack of educators and supervisors, and strong social stigma are the main obstacles. For this reason, there needs to be improvements in the aspects of human resources, facilities, and a more holistic approach in the coaching program. The involvement of communities, families, and social institutions is also crucial to ensure that social reintegration can be successful and that children who are facing the law can return to society as productive individuals and not fall back into crime.¹⁹

4. Conclusion

Based on the results of the research that has been conducted, it can be concluded that the implementation of social reintegration in LPKA Class II Pangkalpinang still faces various challenges that affect its success. One of the main factors found is the limited facilities that support the development of children who are facing the law. Based on the data, only 30% of children get full access to adequate practical skills training and psychological coaching. In addition, the shortage of trained educators and supervisors has also worsened the effectiveness of the reintegration program. Only 40% of respondents stated that the supervisors at LPKA have enough skills to provide comprehensive assistance, both in educational and psychological aspects. Without any improvement in this regard, the social reintegration of newly freed children will remain limited. In addition, external factors such as social stigma and lack of support from the community and family are also

¹⁹ S M Nazmuz Sakib, "An Exploration of Barriers To Offender Reintegration: Probation and Prison Officer Opinions Vs Public Opinion," *CrimRxiv* (2022).

significant obstacles. Based on a survey of the community around LPKA, only 20% of the community showed an open attitude and supported the social reintegration of children after they were released. This negative stigma prevents children from being readmitted into the social environment, which has an impact on their successful reintegration. Therefore, it is necessary to increase collaboration between LPKA, communities, families, and social institutions to create an environment that supports social reintegration holistically. By improving the aspects of facilities, human resources, and external support, it is hoped that social reintegration programs can be more effective in helping children who are facing the law to return to society with adequate provisions.

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