



The Effect of Spiritual Development Services on the Development of Prisoners in the Special Development Institute for Children (LPKA)

Rila kusumaningsih

Faculty of Law, Brawijaya University, Indonesia

E-mail: rilakusumaningsih26@gmail.com

<http://dx.doi.org/10.47814/ijssrr.v7i8.2186>

Abstract

Aims to explore the influence of spiritual development services on the development of foster children at the Lembaga Pembinaan Khusus Anak (LPKA). The research method used was a qualitative study using an observation approach and in-depth interviews with foster children and LPKA staff. The results showed that spiritual development services have a positive impact on the emotional, moral and psychological development of the children. The implications of these findings provide a foundation for LPKA to improve and integrate spiritual development services as an integral part of the foster children development program.

Keywords: *Spiritual Development, Foster Children, LPKA*

Introduction

The discussion of unlawful behavior committed by children and adolescents has become a hot topic, especially in relation to the high rate of juvenile delinquency. Cases such as bullying, motorcycle gangs, drugs, fights between students, as well as theft and murder committed by children are in the spotlight.

Seeing these cases, extra guidance and supervision of children is needed, as well as spiritual guidance. The hope is that children can develop into better individuals, obey religion, have good ethics and morality, avoid bad actions, and become better individuals. Based on theories about aggressiveness, it can be said that adolescent aggressiveness is behavior that aims to harm in its various forms of manifestation carried out by individuals aged 13 to 18 years. (Hurlock, 2003)

Children who commit criminal offenses are placed in special correctional institutions. Despite their status as prisoners, the state must still be present to protect the rights of these children, including in aspects of their education, health and development. (Professorship Research, 2021) The Child Welfare Development Institution (LPKA) has a great responsibility in guiding, protecting and developing the

children under its care. One important aspect of child development is spiritual development, which is widely recognized to have a positive impact on the overall development of children.

As children, they need special treatment to be able to grow and develop naturally physically, mentally and spiritually. As part of the young generation, children are potential human resources who will be the successors of the nation in the future. They have a strategic role and unique characteristics, thus requiring protection and guidance to ensure their balanced physical, mental and social growth and development.

So far, the detention of children in prison has had a negative impact, mainly due to violence (Kompas, 2010), low self-esteem, absorption of exploitative norms from prison culture, as well as the stigmatization of detention which causes social isolation from the community (Haney, 2003).

Lembaga Pembinaan Khusus Anak (LPKA) is a rehabilitation center designed to provide guidance for children involved in criminal acts. In Indonesia, the number of children in LPKA has increased over the years. These children require various forms of services, both physical, mental, and spiritual, to ensure that after the coaching period, they can return to society with better behavior and contribute positively. (Agustina, 2019)

One aspect of coaching that is often overlooked but very important is spiritual coaching. According to some studies, spiritual development can help children to understand moral and ethical values better. Spiritual development can also provide inner peace, reduce anxiety, and increase a sense of responsibility. In addition, spiritual programs in LPKA are considered capable of building the character of foster children, instilling religious values, and helping them to reflect on the mistakes they have made so that they can improve themselves in the future. (Santoso, 2020) Previous research has shown that children who receive spiritual development in LPKA experience positive behavioral changes, such as increased empathy, self-control, and decreased aggressive behavior. This confirms the important role of spiritual development as an effective approach in the development of children in LPKA. However, more in-depth research on the specific effects of spiritual development services on the psychological and social development of foster children is still limited. (Handayani, 2021)

Adolescence is a critical phase in individual development, where they begin to search for self-identity and form personal values. Children who fall into criminal acts generally experience dysfunction in the family, social, or community environment. The Child Special Development Institution (LPKA) is present as a forum to help these children to reintegrate into society through various coaching programs, one of which is spiritual coaching (Riani, 2020)

The spiritual development services at LPKA aim to guide juveniles to reflect on their actions, understand religious values, and strengthen morality that serves as a guide for life after they have completed their sentence. Several studies have shown that a spiritual approach can help children understand the consequences of their actions and provide avenues for self-introspection. It also allows them to be more optimistic in facing the future, despite having a criminal background. (Wibowo, 2018)

On the other hand, some parties argue that coaching programs in LPKA are often less than optimal, especially in terms of implementing spiritual programs. Factors such as the limited number of competent teachers or coaches, limited facilities, and the lack of an age-appropriate approach to child development can hinder the effectiveness of these programs. However, in various LPKAs that have successfully implemented spiritual guidance, the results appear to be significant in helping to change children's behavior, improve discipline, and build moral awareness.

Therefore, further research is needed to explore the extent to which these spiritual development services have an impact on the development of children in LPKA, both in terms of emotional aspects, social behavior, and morality. This research will focus on measuring the changes experienced by foster children who participate in spiritual programs, with the hope of providing more specific recommendations for LPKA managers in designing comprehensive and targeted rehabilitation programs.

Overall, the importance of spiritual guidance in addressing children's behavioral problems in LPKA cannot be overlooked. A deeper understanding of how spirituality can influence the development of children is needed to optimize the rehabilitation of children in vulnerable situations. Having recognized the importance of the spiritual dimension in the development of children in LPKA, there is a need for a deeper understanding of how spiritual development services can have a concrete effect. In fact, the implementation of spiritual practices in the context of fostering children raises a series of questions and challenges that need to be addressed. One of the key questions is how to design and integrate spiritual programs that suit the needs and background of the children, given their diverse cultures, religions and beliefs. It is also important to understand the role of spiritual facilitators and counselors in providing appropriate support and facilitating the process of meaning-seeking and self-transformation for the children.

Other challenges include ensuring that spiritual formation services are not coercive, but rather inclusive and respectful of the religious freedom and spiritual choices of the children. In addition, continuous evaluation of the effectiveness of spiritual programs in achieving coaching and rehabilitation goals is key to ensuring that efforts have a significant and sustainable impact. With a deeper understanding of these issues, this research is expected to provide valuable insights for practitioners, researchers and policy makers in improving the effectiveness of programs for foster children in LPKA. In addition, it is also expected to encourage further debate and research on the role of spirituality in the development of children involved in the juvenile justice system.

Based on the above background and the phenomena that occur, the author is interested in conducting research by raising the title **The Effect of Spiritual Development Services on the Development of Fostered Children at the Child Special Development Institution (LPKA).**

Methods

Qualitative research is a method for exploring and understanding the meaning that a number of individuals or groups of people ascribe to social or humanitarian problems". This research contains an explanation of the data obtained from the field then the data is observed and processed and will be explained again in accordance with the results of the research. (Creswell, 2010) This research focuses on discussing the effect of spiritual guidance services on the development of children under the law in the Special Development Institute for Children Class I Tangerang City. This research intends to describe how the dimensions of the influence of mental-spiritual coaching services that occur in children who are dealing with the law.

Discussion

Based on the results of the study, it is evident that the spiritual development services at LPKA have a significant positive impact on the development of juvenile offenders. They showed improvements in various aspects, including self-awareness, interpersonal skills, empathy and psychological well-being. In addition, spiritual development services also help the children to find meaning and purpose in life, which in turn motivates them to take positive steps in the rehabilitation process.

Lembaga Pembinaan Khusus Anak (LPKA) is a place where children serve their sentence (Maisun, 2020; Octaviani et al., 2019). LPKA is responsible for providing education (Manting & Sudarwanto, 2020) skills training (Bahrudin, 2020; Febrianty et al., 2018; Ismunandar & Wulandari, 2021), as well as coaching (Eriza, 2018), and meeting the needs of children in accordance with statutory provisions (Yuliyus & Susilawati, 2021). This is important because children serving a criminal period have the right to receive guidance, supervision, mentoring, education, and training, as well as other rights in accordance with applicable regulations (Najoan, 2016). Thus, LPKA can be interpreted as a place where children serve their criminal period while still paying attention to their rights, including guidance and coaching.

LPKA class I Tangerang applies an approach that treats juvenile offenders as individuals and citizens who should be treated with guidance and mentorship, not with the aim of revenge. The focus of this approach is to correct behavior and improve the morality of juvenile offenders so that they can adapt back into society (Ariyad, 2018; BERRY, 2017). Child protection is an important part of efforts to protect, shape and guarantee the future of future generations.

Personality development emphasizes mental and spiritual development, including behavior and morality, so that foster children can achieve their full potential as obedient individuals, responsible for themselves, their families and society (Ashari & Dewi, 2021) This reflects the state's commitment to protecting and respecting children's rights while they are serving their time in LPKA. The hope is that children remain optimistic in achieving a bright future (Sosial & Sosial, 2024) The guidance given to children in LPKA must be done with special attention so that they realize their mistakes and prevent the recurrence of negative behavior (Rizkiawan, R, 2021)

Corrections is a therapeutic process experienced by children that starts from the disharmony of their life with society (Respati, 2007). According to (Priyatno, 2006), some aspects that need to be emphasized in guiding prisoners are: First, social rehabilitation, which aims to foster their personality so that they can live as individuals who have identity and self-confidence. Second, professional rehabilitation, through social guidance and development of relevant skills. Third, educational rehabilitation, by providing practical education. Fourth, medical rehabilitation, to fulfill health or mental care needs. Children in correctional institutions are positioned as subjects in the coaching process, not as objects. This means that children are considered as individuals who still have their rights that must be respected.

The implementation of mental and spiritual guidance for children who are Muslims is carried out routinely every day through pesantren education, which cooperates with various private and government foundations related to religion (Interview, 2024). Data as of May 2024 shows that the number of children in LPKA Class I Tangerang City is 100 children (Source: Data report of LPKA Class I Tangerang City). This guidance aims to form individuals who are able to live independently without violating the human rights of others, as well as making them individuals who are devoted to God Almighty (Hidayat, 2011).

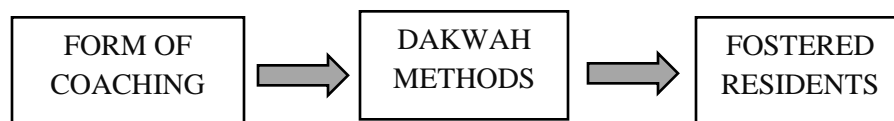


Figure 1: Scheme of Spiritual Development Forms of the Da'wah Method at the Tangerang Class 1 Special Development Institution for Children

LPKA Class 1 Tangerang places juvenile offenders as subjects. This means that juvenile offenders are seen as individuals and are ordinary citizens who are faced not with retaliation but with guidance and guidance. So that coaching is aimed at improving themselves and improving character,

namely the morality of children who commit crimes related to changes in children's behavior. (Ariyad, 2018) perpetrators of crimes in society later (BERRY, 2017).

Based on Permenkumham RI Number 29 of 2017 which is an amendment to Permenkumham Number 6 of 2013 concerning the rules of the Correctional Institution and State Detention Center, every prisoner is required to follow all activities programmed by the correctional institution. The personality development program implemented at the Tangerang Class 1 Children's Special Development Institution includes lectures, prayers, reading and writing the Qur'an, and the "one day one juz" Qur'an memorization program.



Figure 2. Recitation activities from ESQ care

The emergence of more positive and optimistic thoughts and feelings in the subject occurred calmly and relieved after going through all phases of SEFT, as found in Mary Baure's research. This process of forgiveness therapy does not only stop at trauma recovery and letting go of painful experiences, but also includes learning to transform negative thought patterns, feelings, behaviors, and motivations into creative work that benefits many people (Ransley and Spy, 2005). In addition, by letting go of bad experiences, subjects become more creative and try to maintain that creativity. In this process, individuals transform sadness, regret, negative lifestyles (both repressive and aggressive), and related behaviors in new ways (Griswold, 2007). At this point, tuning in essentially leads to the release of emotional pain, emotional recovery, and renewal of relationships.

The successful implementation of coaching is influenced by various factors. According to Liebling et al. (2012), there are four main dimensions of the prison climate that support an effective coaching process. The first dimension is harmony, which includes respect between officers and prisoners and humanitarian aspects. The second dimension is professionalism, which includes staff expertise, bureaucratic legitimacy, and fairness. The third dimension is security, which addresses disruptive behavior and prepares prisoners for release. The fourth dimension is welfare and development, which helps prisoners to reintegrate into society. Day (2020) highlights the importance of the prison social climate in the development process, where inmates can develop their human, social, and psychological capital. Auty and Liebling (2020) explored the relationship between prison social climate and recidivism rates, and concluded that prisons that are well-organized and pay attention to the personal well-being of inmates produce better outcomes after they are released. Prisons that have a safe and well-organized social climate, which treat inmates humanely, are described as viable and well-organized institutions. Mutually beneficial interactions between prisoners and officers, which emphasize equality, respect and trust, are also very important (Blagden, N., Winder., B., & Hames, 2018). Therefore, it is important for LPKA to ensure good interactions between prisoners and officers in order to create a safe, comfortable, peaceful and harmonious prison environment (Asrofi, I., Mulyasana, D., & Muchtar, H., 2021)

Positive attitudes and beliefs towards change in correctional institutions, from both officers and inmates, play an important role in promoting the coaching process and changing inmate behavior (Blagden, N., Winder., B., & Hames, 2016). Inmates who are able to find meaning in their prison experience tend to formulate future goals, have hope for a better future, and have a greater chance of changing their identity (Vignansky, E., Addad, M., & Himi, 2018). Expectations of success after release are strongly related to how inmates adjust to life after release (Doekhie, J., Dirkzwager, A., &

Nieuwbeerta, 2017)). Based on interviews with several prisoners, they expressed their belief in a better future after serving their sentence. They envisioned opportunities to improve their quality of life, which can be interpreted as hope for a brighter future.



Picture 3. Spiritual Development Activity

Based on interviews with LPKA officials, it was stated that some children released from LPKA may re-offend. However, they do not return to LPKA because they have generally reached the age of majority and are placed in adult prisons.

Conclusion

This study shows that the influence of spiritual coaching services can help in the development of social and moral skills of the children. Through fostering values such as empathy, responsibility and forgiveness, the children can gain a strong moral foundation that will guide their behavior in the future. This helps them to become more contributing and responsible members of society after they leave LPKA. In addition, this study also highlights the importance of family and community support in the spiritual development process of the children. Support from the social environment, including family, peers, and religious or spiritual leaders, can be a key factor in strengthening the spiritual and moral values taught at the LPKA in order to contribute to the rehabilitation process and the reintegration of the children into society. By strengthening their spiritual dimension, the children can gain a strong foundation to make positive changes in their lives and become more productive and contributing members of society.

These findings demonstrate the importance of integrating spiritual development services in the development program of juvenile offenders in LPKA. Given the positive impact of this study, it is recommended that LPKA strengthen and expand its spiritual development program and involve more trained staff in providing this service. Further research is also needed to explore the most effective mechanisms and strategies in providing spiritual development services for juvenile offenders.

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