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## **The Role of Officers from the Special Child Development Institution Class II Banda Aceh in Dealing with the Adjustment Problems of Juvenile Inmates**

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### **Abstract**

*Self-adjustment is difficult for correctional students (Andikpas) in the Special Development Institute for Children (LPKA). The life of Andikpas before entering LPKA is more directed towards freedom but in LPKA Andikpas are required to be able to follow the rules and must be able to adapt to their new environment. This study aims to determine the description of the problem of self-adjustment of Andikpas in LPKA Class II Banda Aceh and the role of LPKA Class II Banda Aceh Officers in overcoming the problem of self-adjustment of Andikpas. This research uses a qualitative method approach. The data collection techniques used are interviews, observation, and documentation techniques. The results of this study found that the problems felt and experienced by children in LPKA Banda Aceh are feelings of fear and anxiety, feelings of guilt, disappointment, and sadness because they are away from their families, difficulty accepting themselves, and lack of a sense of responsibility for themselves. So, to overcome these problems, LPKA officers provide services, guidance, supervision, and implementation of religious, educational, independence, and skills development programs for Andikpas at LPKA Class II Banda Aceh so that correctional students can better adjust to themselves and their community environment.*

**Keywords:** *Adaptation, Correctional Students, Juvenile Correctional Facility, Aceh*

### **Abstrak**

Penyesuaian diri menjadi sulit bagi anak didik pemasyarakatan (Andikpas) di Lembaga Pembinaan Khusus Anak (LPKA). Kehidupan andikpas sebelum masuk ke LPKA lebih mengarah pada kebebasan namun di dalam LPKA andikpas dituntut untuk dapat mengikuti aturan dan harus mampu beradaptasi dengan lingkungannya yang baru. Penelitian ini bertujuan untuk mengetahui gambaran problem penyesuaian diri Andikpas di LPKA Kelas II Banda Aceh dan peran Petugas LPKA Kelas II Banda Aceh dalam mengatasi problem penyesuaian diri andikpas. Penelitian ini menggunakan pendekatan metode kualitatif. Adapun teknik pengumpulan data yang digunakan adalah teknik wawancara, observasi dan dokumentasi. Hasil penelitian ini menemukan bahwa masalah-masalah yang dirasakan dan dialami oleh anak di LPKA Banda Aceh adalah perasaan takut dan cemas, perasaan bersalah, kecewa, dan sedih karena jauh dari keluarga, sulit menerima dirinya sendiri serta kurangnya rasa tanggung jawab atas dirinya sendiri. Maka untuk mengatasi masalah tersebut, petugas LPKA memberikan pelayanan, bimbingan, pengawasan, serta pelaksanaan program keagamaan, pendidikan, kemandirian, dan pembinaan keterampilan bagi Andikpas di LPKA

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Kelas II Banda Aceh agar anak didik pemasyarakatan dapat menyesuaikan diri nya dengan lebih baik bagi dirinya sendiri maupun dengan lingkungan masyarakatnya.

**Kata Kunci:** Adaptasi, Andikpas, Lapas Anak, Aceh

## Introduction

Humans are social beings who constantly need interaction with others (Iffah & Yasni, 2022). Humans need others to overcome various problems in their lives (Fauziatun & Misbah, 2020). Humans require more people to meet their primary and secondary needs. The more modern their lives become, the more they need to live alongside others (Zainur, 2020). Every human being needs what is called an adjustment, wherever they are, which is usually done in a new environment to live a peaceful life without disturbance or discomfort (Hatta dkk., 2023). This will affect the condition of a person's happiness. According to Mustafa Fahmi, as quoted by Desmita, one of the important prerequisites for a healthy mind is good adaptation or adjustment. Some people feel that they cannot find satisfaction in their lives because they are unable to adapt well, whether in family life, school, the workplace, or society as a whole (Desmita, 2009).

Self-adjustment is defined as the mental and behavioral responses of individuals to meet their needs, overcome tension, frustration, conflict, and cope with demands within themselves and their living environment (Khasawneh, 2023). Self-adjustment can also be defined as the ability to live and interact appropriately with one's environment, so that individuals feel satisfied with themselves and their surroundings (Lubis dkk., 2022). Self-adjustment serves to address internal needs, frustrations, conflicts, and tensions, as well as to produce a quality of harmony between the demands from within the individual and the demands of the outside world or the environment in which the individual exists (Maimunah, 2020).

Several external and internal factors can influence an individual's adjustment. Individuals are influenced by several internal factors, some of which are: desire or motivation to learn, emotions, mental maturity, morals, and religion, as well as physical condition (Githinji, 2023). The following are external or environmental factors the condition of the family, school, and home environment, as well as the examples or modeling provided by parents to their children (Maslihah, 2011). Based on previous research conducted by Devi Oktaviani on the issue of Adjustment Problems among Inmates in the Class II A Women's Correctional Facility in Semarang,

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it is stated that the first thing they feel when entering the prison environment is fear, fear of being separated from their friends, then their husbands, children, and families are always on their minds. Meanwhile, the conditions experienced by inmates while in prison include lack of rest, stress, and reduced appetite. This is because new inmates have to be able to adjust to the surrounding environment, fellow inmates, and prison rules. Therefore, inmates must adapt to the new environment (Devi Oktaviani, 2019).

According to Haber, successful adjustment is characterized by a person's ability to cope with stress and anxiety, a positive self-image, the ability to express emotions, and positive interpersonal relationships (Hidayati & Farid, 2016). Conversely, the impact of failed adjustment is marked by emotional turmoil, anxiety, dissatisfaction, and complaints about one's circumstances as a result of the gap between the individual and the expectations placed on them by the environment (Maturidi, 2020). Individuals must make adjustments to alleviate the conflict caused by this gap, which manifests as fear and anxiety. A role is a position or status. A person fulfills a specific role when they carry out their rights and responsibilities according to instructions (Blake, 2020). Additionally, a role can be described as a member of an individual's social structure (Encik, 2017). In this article, 'role' refers to the responsibility of fulfilling one's duties towards a group of children in a special facility for child development

The Special Child Development Institution (LPKA) officers are supervisors in the LPKA involved in the rehabilitation process and have the responsibility to supervise, protect, and develop the attitudes and knowledge of the learners in a planned and systematic manner so that they become useful individuals who are accepted by society (Hariri, 2023). The term Special Child Development Institution or abbreviated as LPKA, refers to a facility for children who have been convicted or committed criminal acts (Zuriani dkk., 2024). According to Muhammad Nasir Djamil, LPKA is mandated by law to provide children with education, skill development, guidance, and other forms of fulfilling children's rights. This is because children who have been convicted are entitled to receive education, training, mentoring, guidance, and supervision in accordance with the law. (M. Nasir Djamil, 2013). To define it, a Special Child Rehabilitation Institution is a place where children confront their criminal past while still protecting their rights to receive advice and assistance.

The role of LPKA officers is the authority or duty given to supervisors who are responsible for the supervision, safety, and security of students in LPKA while still

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focusing on their development. According to Law No. 12 of 1995, Children in Correctional Education, often referred to as Andikpas, are children who have committed criminal acts and are handed over to the state as determined by the court to serve their sentence and receive education in correctional facilities until they reach 18 years of age (Ernaningsih dkk., 2018).

Based on previous research conducted by Alwin Muhammad, it was found that after committing a criminal act, 96% of juvenile inmates (Andikpas) experience stress and feelings of regret. The Andikpas admit that initially, it is difficult to live in correctional facilities. Various habits that can no longer be practiced lead to intrapersonal conflicts. This is one of the internal factors that make it difficult for Andikpas to adjust. As a result, they have to face stressful situations during their rehabilitation period in LPKA and demonstrate that their expectations are not being met (Reza, 2017). According to Schneider as quoted by Annisa Aulia, there are six aspects of good self-adjustment: 1) controlling emotions excessively; 2) self-defense mechanisms; 3) minimal personal anxiety; 4) self-control and rational thinking ability; 5) the ability to learn from previous experiences and benefit from them; and 6) being realistic about the goals to be achieved. In addition, self-adjustment is a lifelong process in which an individual continuously seeks to identify and address their own needs as well as those of their environment (Noor, dkk., 2020).

Based on the observation and interview conducted on June 14, 2022, at 11:21 AM WIB with the Head of Rehabilitation at LPKA Class II Banda Aceh, Mr. SL, it can be understood that juvenile inmates (Andikpas) are protected and nurtured in special child rehabilitation institutions for a better future through training programs. Young people will develop their personalities and become individuals who are free, reliable, and valuable to themselves, their families, communities, and the country. LPKA Class II Banda Aceh is recorded to have 28 male Andikpas aged between 15 and 18 years old, with 13 officers as of early June 2022. LPKA Class II Banda Aceh is one of the juvenile correctional institutions in Indonesia representing the entire Aceh province.

Based on the researcher's interview with SL, the Head of Rehabilitation at LPKA, on June 14, 2023, it is known that juvenile inmates (Andikpas) under rehabilitation are generally involved in cases of theft, fraud, immorality, neglect, Aceh's local laws (Qanun Aceh), and drug abuse. The cases of children receiving rehabilitation here are dominated by immorality or sexual abuse cases. Rehabilitation at LPKA Class II Banda Aceh has implemented a foster parent system, where each

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foster parent, or caregiver, is responsible for three to four mentees. Each group of juvenile inmates is supervised by four guards who take turns according to shifts. This is because 99% of the children in LPKA come from broken homes. The problem here is that some children who have been released and returned to their parents. However, some of these children return to LPKA not only because of legal issues but also because they miss the environment there. Lack of attention from their families during the rehabilitation period can also cause these children to want to return to the LPKA environment.

Adaptation is closely related to social adjustment. According to Mustafa Fahmi as quoted by Desmita, someone who can adapt well is characterized by a reduced sense of self-hatred, no desire to escape responsibility, no excessive emotions, no disappointment, high self-confidence, and no fear or anxiety related to feelings of guilt, dissatisfaction, or frequent complaints affecting their psychological well-being. Individuals who can easily adapt to their social environment must learn many skills necessary to develop good and healthy relationships with others (Desmita, 2009).

Humans need the assistance of others when adapting. This can take the form of direct guidance from family, the community, or LPKA officers and caregivers (Lantang dkk., 2021). Similarly, some Andikpas who are forced to enter and stay in the new environment of LPKA experience difficulties in adapting to their new surroundings. Based on the observation and interviews conducted by the researcher with the research field informant on June 15, 2022, at 09:30 AM WIB, it is evident that some Andikpas still have problems with their adjustment. The researcher gained insight into the adjustment issues faced by Andikpas who have been in LPKA for less than 5 months, such as fear and anxiety about the punishment they are undergoing, feelings of guilt, disappointment, self-hatred, and sadness from being away from their parents. It is very difficult to live in the new environment at LPKA. To address this, LPKA officers or caregivers must provide guidance or mentoring to Andikpas to help them adjust better.

Based on the background issues above, this research has the following objectives: First, to understand the problems of self-adjustment among juvenile inmates (Andikpas) at LPKA Class II Banda Aceh. Second, to determine the role of LPKA Class II Banda Aceh officers in addressing the self-adjustment problems of juvenile inmates.

## **Method**

The approach and research method used by the researcher in this study is a descriptive qualitative research method. The purpose of this descriptive research is to create a description, picture, and relationship between the phenomena being studied (Nazir, 2011). This study uses a field research approach. Data collection techniques include observation, interviews, and documentation. The informants in this study consist of 10 people, including one head of LPKA, four LPKA coaching officers, and five Andikpas.

## **Results and Discussion**

### **1. Adjustment Issues of Inmates' Students in LPKA Kelas II Banda Aceh**

Self-adjustment issues refer to all problems related to the process of achieving harmony between oneself, others, and the surrounding environment. According to Kartini Kartono as quoted by Dika Maulana, self-adjustment is an individual's effort to achieve happiness or harmony between the demands from within oneself and what is expected from the environment in which one lives, so that feelings of hostility, envy, and resentment, prejudice, anger, and other negative emotions as personal responses that are inappropriate and less efficient can be eradicated (Dika Maulana Yusuf, 2016).

Based on the research results, including data processing, observation, and interviews, it can be concluded that there are several adjustment problems among the andikpas in LPKA that can be viewed from the aspect of personal adjustment. These include feelings of fear, anxiety, sadness due to being far from family, guilt towards parents, disappointment in oneself, difficulty in self-acceptance, and a lack of responsibility towards oneself. From a social adjustment aspect, there are problems with their families.

This statement is in line with the opinion of Mustafa Fahmi as quoted by Desmita, stating that the failure of someone's self-adjustment is characterized by emotional turmoil such as being easily angered, feeling sad, anxious, and frustrated about their fate. Fear and anxiety develop as a result of conflict between oneself and the expectations of the environment, so to overcome this, one must make adjustments (Desmita, 2009).

Furthermore, according to Sunarto and Hartono as quoted by Devi Oktaviani, the criteria for negative self-adjustment include showing emotional tension, where

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individuals are unable to face a problem calmly and often become angry or emotional. It also involves personal frustration, where individuals show feelings of anxiety and tension in new or specific situations, such as when they feel insecure and easily despair (Devi Oktaviani, 2019). Additionally, this statement aligns with Schneider's opinion as quoted by Desmita, stating that a person with poor self-adjustment is characterized by their inability to resolve mental conflicts, frustration, and difficulties within themselves, as well as difficulties related to their social environment, and they exhibit behavior with deviant symptoms (Desmita, 2009).

Certainly, the adjustment problems of inmate students at LPKA align with Mustafa Fahmy's perspective on self-adjustment. Inmate students at LPKA should ideally succeed in adjusting themselves to achieve harmony (happiness) within themselves and their environment. To address these issues, LPKA officers play a crucial role in providing guidance and counseling services to these students to help improve their self-adjustment.

### **2. The Role of Officers from the LPKA Class II Banda Aceh in Addressing Adjustment Problems Among Incarcerated Juvenile Students Andikpas**

The role carried out by officers (guardians) at the LPKA Banda Aceh rehabilitation center can be seen during the implementation of development programs. The development programs implemented at LPKA Banda Aceh, are as follows:

#### **a. Religious Development Program**

LPKA is responsible for Islamic religious development and requires incarcerated juvenile students to read the Qur'an. Meanwhile, LPKA Banda Aceh also provides Islamic religious lessons to incarcerated juveniles by bringing in outside instructors who have sufficient expertise. Below are the religious development programs at LPKA Class II Banda Aceh:

- 1) Daily Development (Congregational Prayer). The daily religious development program at LPKA consists of congregational prayers. Although performed voluntarily, officers still oversee the implementation to understand the progress of the students' worship. This is due to the unstable psychological and emotional conditions of the students, considering the sad facts they have to accept as punishment for their actions;

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- 2) Weekly Development. The weekly development program provided by LPKA involves mentoring incarcerated juvenile students by bringing in religious counselors from outside so that students can gain knowledge of Islam, practice Islamic law correctly, and become closer to Allah.

b. Education Development Program

Education is the next development program. Education is the process of changing someone's behavior through teaching provided in schools according to formal education. This indicates that the main goal of education is to shape people towards their aspirations. The LPKA provides educational guidance to children in conflict with the law by aligning it with formal schooling. This means that children involved in criminal activities receive educational guidance based on their previous schooling. According to Law Number 23 of 2002 concerning Child Protection, child offenders who are still in elementary school are given basic education materials, as are children in junior high and high school, provided that the child in question is not over 18 years old.

c. Independence and Skills Development Program

Independence and skills development are another form of guidance carried out. The independence and skills development provided include making rattan crafts, hydroponic ornamental plants, fish breeding, barbershop skills, electric welding, and carpentry, all of which are directly guided by the Banda Aceh Vocational Training Center. This pattern of fostering independence and skills in children has been implemented so far. Additionally, LPKA also provides fish ponds in cooperation with the Fisheries Department.

d. Arts Development Program

The arts development program includes bands, music, and dances taught by volunteers from outside or by LPKA officers who are experts in their respective fields. Artistic development is directly supervised by LPKA officers in the fields of music, dances, and other arts to encourage their artistic development. Additionally, students are taught drama, English language, drawing, and poetry to acquire skills in these areas.

Based on the description above, it can be observed that the implementation of guidance for LPKA Class II Banda Aceh has been optimal and measured, as in the guidance patterns for religious, educational, physical and spiritual, as well as



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moral development. This is evident through the guidance programs and the efforts of LPKA officers with the juvenile students, as the officers not only act as guards but also as guardians or substitutes for the students' parents during their time at LPKA.

Based on the research findings above, it can be concluded that the role of LPKA officers in addressing adjustment problems among juvenile students is a necessary effort, given the difficulty of adapting to the new environment in LPKA. To address this, LPKA Class II Banda Aceh provides guidance and counseling services to help students improve their adjustment. The role of LPKA officers in addressing adjustment problems among juvenile students is evident in the form of providing approaches, guidance, support systems, care, and implementing guidance related to religious, educational, skills, and independence development, by Law No. 11 of 2012 concerning Juvenile Justice System (SPPA) Article 1, which states that children are entitled to guidance, counseling, supervision, and/or assistance during the implementation of criminal sanctions or actions after undergoing such sanctions.

### **Conclusion**

Based on the research on the role of officers at the LPKA Class II Banda Aceh in addressing the adjustment problems of student inmates, the following conclusions can be drawn: Firstly, the adjustment problems at LPKA Class II Banda Aceh consist of personal adjustment problems, namely feelings of fear and anxiety, feelings of guilt and disappointment with oneself, feelings of sadness due to being far from family, difficulties in accepting oneself, and a lack of responsibility for oneself. As for social adjustment problems, there are problems in adapting to their families, as most of these individuals come from broken homes. Secondly, the role of LPKA officers in addressing the adjustment problems of student inmates is in accordance with the regulations of the Juvenile Justice System (SPPA), namely for LPKA officers to help them adapt better to their environment, provide services, guidance, supervision, and implementation of religious, educational, independence, and skills development.

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