

CHALLENGE AND RECOMMENDATION OF INCLUSIVE EDUCATION IN THE JUVENILE PRISON AT JUVENILE REHABILITATION CENTER (LPKA) CLASS II YOGYAKARTA

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Abstract

LPKA Class II Yogyakarta, which is responsible for rehabilitating and educating children in conflict with the law, faces significant challenges in providing inclusive education. This study identifies these challenges and provides recommendations to improve educational outcomes. Utilizing a qualitative approach, the research involved in-depth interviews and Focus Group Discussions (FGD) with 15 respondents and experts. Informed consent was obtained from all participants and data were analyzed using descriptive techniques to provide a comprehensive understanding of the issue. Challenges include internal factors like low motivation, psychological issues, and the desire to work, as well as external factors such as a lack of inclusive schools, unsystematic curricula, and inadequate resources. Financial constraints and limited funding exacerbate these issues. Recommendations include collaboration among stakeholders, implementation of individualized mentoring systems, conducting comprehensive needs assessments, fostering a supportive environment, and engaging in non-profit partnerships, all of which can enhance educational outcomes, reduce recidivism, and facilitate better societal reintegration.

Keyword: lpka, education, rehabilitation

INTRODUCTION

Education is a fundamental right for all children, including those in juvenile correctional facilities (Prayitno et al., 2023), as outlined in the Juvenile Criminal Justice System Act (Undang-undang No. 11, 2012). Education must be inclusive, fostering a welcoming environment that supports students of all abilities and backgrounds (Makweya & Sepadi, 2025). LPKA Class II Yogyakarta, which is responsible for rehabilitating and educating children in conflict with the law, faces significant challenges in providing inclusive education (Hajizah et al., 2024). This study identifies these challenges and offers recommendations to enhance educational outcomes, aligning with SDG 4's objective of ensuring inclusive, equitable quality education for all (Arkorful et al., 2020).

The research explores juvenile and stakeholder perspectives within LPKA Class II Yogyakarta, with potential limitations in data accessibility due to the sensitive nature of the population (Palupi et al., 2024). By identifying barriers to inclusive education and suggesting targeted solutions, the study aims to improve educational programs quality at LPKA, inform policy decisions, and serve as a reference for similar institutions to enhance educational quality for children in juvenile correctional settings (Muhammad, 2024).

Literature Review

This study builds on Wismayanti's (2007) research on the needs of juveniles in Blitar's LPKA. This study underscores children's rights to education, healthcare, and protection based on the Convention on the Rights of the Child and Indonesia's Child Protection Law (Act No. 23 Year 2002). Using qualitative methods, including in-depth interviews and Focus Group Discussions (FGDs) with juveniles and staff, the research identifies issues within the facility, such as poor living conditions, inadequate healthcare, emotional stress, and challenges with reintegration into society (Hanggara et al., 2024).

The current study addresses gaps in previous research by focusing only on inclusive education in juvenile centers with different eras and offering recommendations to guide stakeholders in addressing these issues and implementing inclusive practices.

RESEARCH METHODS

This research adopts a qualitative approach to explore the complexities of inclusive education implementation in LPKA. Primary data was collected through in-depth interviews and FGDs. Ten child prisoners (under 18) and five staff members were selected by random and role-based sampling. On the first day, all respondents were interviewed, followed by an FGD the next day with the same questions to ensure the interview results were consistent and to compare perspectives. Moreover, an educational psychology expert, Elga Andriana, Ph.D, was interviewed for broader insights. Informed consent which was obtained throughout the process and interview questions are mentioned in the appendix of this report (see Appendices 1-4). Descriptive analysis was employed to systematically summarize and interpret the findings.

RESULTS AND DISCUSSION

Several findings were taken from interviews and FGDs with five staff members and ten child prisoners about the challenges they face in accessing inclusive education in prison. The ten children consisted of five boys aged 16 and five boys aged 17. Efforts have been made to provide formal and non-formal education through partnerships with private schools and skill development programs, with only 1 of the 10 children enrolled in formal education and the rest opting for non-formal programs. Although, the non-formal programs weren't conducted very often.

Ms. Elga pointed out that inclusive education is an approach that does not discriminate based on a child's background, when every child has the opportunity to explore and develop their interests and talents. Based on our interview with children and staff, several factors contributing to the low participation in both formal and non-formal education have been identified (see Table 1).

Table 1. Data Partisipasi Dalam Pendidikan Formal Dan Non-Formal

Internal Factors	Limited motivation and awareness among children and parents about the importance of education
	Frequent and prolonged school absences
	Emotional and psychological challenges
Limited Educational Facilities	Immediate desire to enter the workforce
	An educational system and curricula (both formal and non-formal) that are neither systematic nor tailored to individual needs
	Insufficient collaboration with NGOs and private schools offering formal and non-formal education
	Scarcity of inclusive schools and teaching staff

Limited Financial Assistance	Child prisoner's families often live on limited financial assistance
	Limited institutional fundings for educational facilities and teaching staff

Discussion

Similar to findings in Assiddiqi's study on LPKA Class II Jakarta and Wismayanti's research on LPKA Blitar, LPKA Class II Yogyakarta faces challenges in implementing inclusive education. Internal factors include children's low motivation to participate in formal education, long periods of school dropout, psychological issues, and a desire to enter the workforce immediately (Assiddiqi, n.d.).

Psychological factors are critical, as some children lack emotional support, affecting their learning motivation (Vienlentina, 2021). Although counseling is available, children find them ineffective in fostering educational interest, contrary to staff that counseling has a positive impact. Additionally, staff mentioned bullying and verbal teasing, suggesting the need for better emotional and social support systems, though children feel it harmless.

Based on the children's perspectives, most prefer non-formal programs because they're focused on finding work after rehabilitation due to their low economic status and familial responsibilities (wife, children, etc.) who they're responsible for supporting financially. They fear that formal education won't be sustainable after leaving LPKA due to a lack of money.

External challenges include the lack of inclusive schools, unstructured educational systems, limited teaching staff, and financial constraints hindering access to quality education (Firman, 2024). Addressing these multifaceted issues can improve educational outcomes and reduce recidivism.

The study's limitations include the use of open-ended questions, which confused children to express their opinions. Future research should consider using closed questions, and include interviews with government officials.

Recommendations

1. Collaboration with governments, NGOs, schools, or other organizations to establish an inclusive education system tailored specifically for children with learning difficulties and procuring educational facilities.
2. Implementation of individualized mentoring systems by integrating psychological services with individual counseling or group therapy during their time in LPKA to enhance motivation and address each child's learning difficulties.
3. Conducting a needs assessment, such as literacy and numeracy assessment, and screening for specific educational needs to help prepare a tailor-made learning plan (Howard League for Penal Reform & Independent Provider of Special Education Advice, 2022).
4. Ensuring the LPKA environment is psychologically and emotionally conducive to learning. This involves monitoring bullying behaviors that could disrupt the children's comfort and safety.
5. Engage in non-profit partnerships, particularly those focusing on education, or approach corporations to obtain funding support through their corporate social responsibility (CSR) initiatives.

CONCLUSION

This study highlights the inability to implement inclusive education as outlined in Act No. 11 Year 2012 and the Convention on the Rights of the Child, revealing significant challenges to educational access for children in prison. Despite various initiatives like

collaborations with schools and skill development programs, participation rates remain alarmingly low.

Collaboration among stakeholders, implementation of individualized mentoring systems, conducting comprehensive needs assessments, ensuring a supportive environment, and engaging in non-profit partnerships can improve educational outcomes, reduce recidivism, and facilitate better societal reintegration.

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