

Optimizing the Correctional Institution Officers' Role in Guiding the Prisoners

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi peran petugas pemasyarakatan dalam pembinaan narapidana dan upaya-upaya yang penting untuk mengoptimalkan peran tersebut guna mendukung reintegrasi sosial dan pencegahan pengulangan tindak pidana. Pembinaan narapidana meliputi aspek fisik, psikologis, dan sosial, serta penguasaan yang diperlukan untuk reintegrasi mereka ke dalam masyarakat. Penelitian ini menemukan berbagai kendala yang dihadapi, seperti keterbatasan sumber daya, sarana, dan prasarana, serta permasalahan sosial dan stigma terhadap narapidana. Namun, diperlukan berbagai upaya, antara lain peningkatan kualitas petugas, pengembangan sarana, penerapan teknologi, serta penyempurnaan kebijakan dan regulasi. Tujuannya adalah untuk menciptakan lingkungan yang kondusif bagi proses pembinaan yang berkelanjutan dan efektif, yang pada akhirnya akan mengurangi risiko pengulangan tindak pidana dan mendukung reintegrasi sosial narapidana.

Kata Kunci : Petugas Pemasyarakatan, Pembinaan Narapidana, Reintegrasi Sosial,

Abstract

This study aims to identify the role of correctional officers in developing prisoners and the efforts that are crucial to optimize this role to support social reintegration and prevention of re-offending. Prisoner development involves physical, psychological, and social aspects, as well as mastery needed for their reintegration into society. The study found various obstacles faced, such as limited resources, facilities, and infrastructure, as well as social problems and stigma against prisoners. However, it requires multiple efforts, including improving the officers' quality, facilities development, technology implementation, and enhancing policies and regulations. It aims to create a conducive environment for a sustainable and effective development process, which will ultimately reduce the risk of re-offending and support the social reintegration of prisoners.

Keywords: Correctional Officers, Prisoner Development, Social Reintegration,

INTRODUCTION

Indonesia is a country of law as regulated in Article 1 Paragraph 3 of the 1945 Constitution. This principle

emphasizes that social, national, and state life must grounded on just laws. Within the legal framework, criminalization functions as a tool to

uphold justice and social order (Azahry, 1995). Punishment is not only aimed at providing sanctions for violations of the law but also at educating and rehabilitating perpetrators so that they can return to being good members of society. It reflects the essence of a state of law that is not only repressive but also corrective and preventive (Hamzah, 2016).

As part of the criminal justice system, correctional institutions have a strategic role in implementing these objectives. Correctional institutions function as a place to detain prisoners, and as a coaching institution to restore individuals who violate the law. It is to reshape the prisoners' character to be able to live by norms after finishing their sentence. Thus, correctional institutions become an actual implementation of the objectives of punishment in a state of law, namely providing justice while opening up opportunities for rehabilitation for lawbreakers (Atmasasmita, 2001).

The correctional system in Indonesia is regulated by the Law of the Republic of Indonesia Number 12 of 1995 concerning Corrections. This system determines the direction, limits, and methods of fostering inmates, which are implemented based on Pancasila. This fostering is carried out in an integrated manner between the fosterers, inmates, and the community to increase inmates' awareness of their mistakes, encourage self-improvement, and prevent repeat criminal acts. The ultimate goal is for inmates to be accepted back into society, contribute to development, and live as good and responsible citizens (Panjaitan, 1995).

The correctional system is the result of the refinement of the prison system, which was previously more repressive, changing to a system that focuses more on rehabilitation and development. This transformation began with the decision of the service conference on April 27, 1964, which marked a change in the approach to imprisonment in Indonesia. The President of the Republic of Indonesia at that time emphasized the importance of renewing the concept of prison by replacing the term "prison" with "correctional," a step that marked a paradigm shift towards a more humanistic system. The determination of April 27, 1964, as the birthday of the Indonesian Correctional System, reflects the commitment to make correctional institutions an integral means of development in the Indonesian legal system, in line with the principles of a just and dignified state of law (Mustofa, 2007).

The correctional system in Indonesia has undergone significant transformation, as emphasized in the speech of the Indonesian Minister of Justice at the opening of the working meeting of the Directorate General of Community Development for the Poor in 1976. These guidance principles were based on the formulation of the institution's conference in 1964, which reflected a humanist approach to prisoners.

The major emphasis was that prisoners, as lost individuals, must be given guidance and life provisions to become good and helpful citizens in society. The imposition of criminal penalties should not be perceived as a form of state revenge, but rather as a means of guidance. Repentance can only

be achieved through a guidance approach, not torture, and the state must ensure that prisoners do not become worse after serving their sentences. Prisoners must also continue to be introduced to society during the loss of their independence so that they are not isolated from social life (Priyatno, 2006).

These principles are in line with the values of Pancasila, which emphasize respect for humanity and preventive, curative, rehabilitative, and educational rehabilitation efforts. In the correctional system, prisoners not only lose their freedom of movement, but also have the right to physical and spiritual development, to practice their religion, to access education, and to communicate with outsiders. It reflects respect for human rights as regulated in Article 28I paragraph (1) of the 1945 Constitution, which guarantees the right not to be tortured and to be treated humanely. It also requires the active role of the community in supporting the development and accepting back prisoners who have completed their sentences. Thus, the correctional system is not only oriented towards revenge but also functions as an effort at social integration that emphasizes the recovery and re-formation of the character of prisoners (Rizako, 2009).

The implementation of prisoner development in correctional institutions often faces various obstacles that hinder the achievement of rehabilitation and social reintegration goals. One of the main problems is the lack of interest of prisoners in participating in the provided development programs. It can be caused by various factors, such as distrust of the effectiveness of the program, minimal internal motivation,

or a mindset that does not support the process of self-improvement. Many prisoners feel that development is merely a formality, so they are not fully involved in activities to improve their quality of life. As a result, programs designed to shape character and skills often do not achieve the expected results.

On the other hand, the low competence or motivation of correctional institution officers also worsens the situation. As the main implementers of the development program, officers who are poorly trained or do not have high work enthusiasm often fail to provide effective guidance to prisoners. In addition, limited facilities and infrastructure are no less significant obstacles. The lack of training facilities, development rooms, and educational materials makes the development program unable to run optimally. These three obstacles are interrelated and create a complex circle of problems, thus demanding more attention from the authorities to evaluate and improve the prisoner development system in Indonesia.

Optimizing the role of correctional officers is an urgent need to improve the success of prisoner rehabilitation. The suboptimal role of officers can have a significant impact on the effectiveness of the rehabilitation program, which aims to rehabilitate and reintegrate prisoners into society. When officers do not play their role optimally -- either due to lack of competence, motivation, or system support-- the rehabilitation program tends to be ineffective. As a result, prisoners do not receive adequate guidance and education, increasing their risk of re-committing crimes. Optimizing the role of officers includes improving

the quality of human resources through ongoing training and education, providing appropriate incentives, and providing supporting facilities and infrastructure. In addition, officers need to be given clear guidance and moral support so that they can perform their duties professionally and humanely. With this step, the rehabilitation system can run according to the principles of rehabilitation and recovery-oriented corrections, thereby strengthening the function of correctional institutions as an integral part of a fair and effective legal system.

RESEARCH METHODS

The normative legal research method is an approach used in this study to analyze the laws and regulations governing the correctional system and prisoner development. In this approach, the study focuses on the applicable legal norms or provisions written in Laws, Government Regulations, and other regulations relevant to prisoner development and the role of correctional officers. This study aims to explore and analyze how the law regulates the optimization of the role of officers in correctional institutions, as well as to identify potential disharmony or deficiencies in the implementation of existing regulations. In addition, through this approach, it is perceived whether the existing norms are sufficient to overcome the problems that emerge in prisoner guidance and the officers' role.

A conceptual approach is also used to examine the thoughts or views that develop regarding the correctional system and the role of officers in prisoner development. This approach serves to understand the concepts related to

prisoner rehabilitation, social development, and basic principles in corrections based on Pancasila. This conceptual approach explores and criticizes various legal theories that underlie correctional practices, as well as assesses the relevance and effectiveness of these theories in the context of development in Indonesia. With this approach, it is expected to contribute to formulating more appropriate and optimal concepts in prisoner development, as well as providing recommendations for improving the existing system.

RESULTS AND DISCUSSION

The Role of Correctional Officers in the Guidance of Prisoners in Indonesia in Accordance with the Principles Regulated in Legislation

Law plays a critical function in creating a just and prosperous society by maintaining public order. In general, the function of law is to regulate and manage the life of society to create orderly and regular conditions. In the context of criminal law, the function of law is more specifically to protect criminalization risk of legal interests. Another function is to provide a legitimate basis for the state to defend protected legal interests, as well as to regulate and limit the power of the state in carrying out actions related to criminalization (Alam & Ilyas, 2018).

Punishment, in the context of criminal law, is a process that involves imposing sanctions on perpetrators of crimes. Punishment seeks not only to repay criminal acts but more towards rehabilitation and prevention so that the perpetrator does not repeat the crime. This concept is known as the theory of consequentialism, which states that

punishment is imposed in the hope of preventing future crimes, either by providing a deterrent effect on the perpetrator or preventing others from committing similar acts. Punishment should not be seen as revenge, but rather as a means to guide the perpetrator so that he can return to playing a positive role in society (Husen, 2019).

The criminal justice system in Indonesia is rooted in the Criminal Code (KUHP), which was established through Law No. 1 of 1964 and several amendments, although some aspects contained in this legal system still reflect the influence of Dutch criminal law. As regulated in the Criminal Code, criminal penalties consist of various forms, such as imprisonment and additional penalties, which are strictly regulated to provide appropriate sanctions for the crimes committed. In this criminal justice system, there are two main approaches: first, sentencing which requires prisoners to serve their sentences in prison, separated from society; second, coaching or rehabilitation for prisoners to help them be accepted back into society after serving their sentences (Lamintang, 2013).

The Criminal Code also provides certain limitations regarding the types of punishment that can be imposed, both principal and additional punishments. Principal punishments are regulated, with maximum and minimum limitations, such as a maximum of 20 years and a minimum of one day in prison, while imprisonment has similar provisions. However, the regulations in the Criminal Code stipulate that additional punishments may not be given independently without principal punishments, except in certain

conditions. The system seeks to ensure that the verdicts imposed on prisoners are under the committed crime and to provide prisoners with the opportunity to undergo more beneficial guidance for their social reintegration (Marlang, 2011).

Law of the Republic of Indonesia Number 12 of 1995 concerning Corrections (Law No. 12 / 1995) emphasizes that the correctional system is organized to form inmates who are not only aware of their mistakes but also able to improve themselves and avoid repeating criminal acts. The main objective of this guidance is so that inmates can be accepted back into society, play an active role in development, and live normally as good and responsible citizens. This guidance includes a deep self-transformation process so that they can return to society with a positive contribution, not only serving their sentences but also undergoing a rehabilitation to return them as beneficial individuals to the country (Sujatno, 2004).

In criminal law in Indonesia, Article 10 of Law Number 1 of 1960 concerning Amendments to the Criminal Code (Law No. 1 of 1960) explains that criminal penalties consist of principal and additional penalties. Principal penalties include the death penalty, imprisonment, detention, fines, and detention, while additional penalties include the revocation of certain rights, confiscation of certain goods, and the announcement of the judge's decision. One of the principal penalties most often imposed is imprisonment, which aims to limit the freedom of movement of prisoners by placing them in a Correctional Institution (LAPAS).

LAPAS functions as a place to serve sentences and also as a means of coaching for prisoners so that they can return to society in better condition and more ready to play a positive role (Adhari, 2021).

Correctional Institutions under the auspices of the Ministry of Law and Human Rights, play a significant role in the criminal justice system in Indonesia. The main objective of the Correctional Institution is to guide prisoners to return to living a normal and productive life in society. This guidance is not only in the form of punishment but also includes activities aimed at improving the prisoners' behavior and equipping them with applicable skills and knowledge. It is a lineup with the principle of rehabilitation in the correctional system, which focuses on the recovery and empowerment of prisoners so that they not only serve their sentences but can also reintegrate into society in a better way. As regulated in Article 1 point 3 of Law No. 12 of 1995, Correctional Institutions are places to guide prisoners and correctional students, which include personality and independence development programs, with the ultimate goal of prisoners returning to being law-abiding members of society and having the ability to be independent in social life (Jufri & Anisariza, 2017).

Prisoners undergoing rehabilitation in prisons are not individuals isolated from society. On the contrary, they still have rights that must be fulfilled, such as the right to receive education, skills training, and live a normal life even though they are restricted in their freedom. With structured and directed rehabilitation, it is hoped that prisoners can understand their mistakes, change

their behavior, and return to society as better, more productive, and more responsible individuals. Therefore, correctional facilities not only function as a place to serve their sentences, but also as an institution that has the responsibility to change and improve the lives of prisoners for the benefit of the wider community (Megawati & Kurniawan, 2019).

Based on Article 14 paragraph (1) of Law No. 12 of 1995 concerning Corrections, prisoners have rights that must be fulfilled while serving their sentence in a Correctional Institution (LAPAS). These rights include the freedom to practice worship according to their religion or beliefs, receive physical and spiritual care, and obtain education and teaching to improve their quality of life. In addition, prisoners also have the right to receive adequate health services and food, submit complaints, and access reading materials or follow mass media broadcasts that are not prohibited. Other rights that must also be fulfilled include receiving wages or bonuses for work done, receiving visits from family or legal counsel, and receiving a reduction in sentence through remission. Prisoners also have the right to assimilate into society, such as through leave to visit family, parole, and leave before release. All of these rights aim to maintain the dignity of prisoners and support their development process so that they can return to society as better individuals and more ready to play a positive role. This provision is also reinforced by Government Regulation of the Republic of Indonesia Number 27 of 2012, which further regulates the requirements and procedures for implementing the rights of correctional inmates.

Officers at Correctional Institutions (LAPAS) work based on the Decree of the Minister of Justice of the Republic of Indonesia dated February 26, 1985 No. 01. PR. 07.03 of 1985, which divides the duties of officers into several sections, such as the student guidance section, work activity section, administration, security and order section, and the Correctional Institution Security Unit (KPLP). Each of these sections has certain responsibilities and is under the leadership of the head of LAPAS. Guidance of prisoners who have violated the law is a challenging and complex task, which requires not only adequate facilities but also optimal performance from officers. This performance is the result of work achieved by officers in carrying out their duties by their respective authorities and responsibilities, where the ability and skill factors of officers play a very important role. This task not only concerns the development of prisoners but also involves interaction with the community which is expected to participate in supporting the development process (Situmeang, 2020).

To improve the effectiveness of officers' tasks in fostering prisoners, it is necessary to optimize the implementation of their tasks. One way to achieve this is to explore the potential of officers in certain fields and place them in positions or sections that are by their skills or knowledge. This approach is supposed to improve officer performance and bring them closer to the desired development targets. In addition, a disciplined attitude and mature personality are key factors in carrying out correctional duties. Prison officers must have a professional attitude

and integrity because they act as role models for prisoners. If officers do not have a good disciplined attitude and personality, then the desired development goals will not be achieved optimally. Therefore, coaching for officers is also very important to conduct their duties and provide a positive example for the fostered prisoners.

The success of the prisoner development process is highly dependent on the quality of correctional officers because officers are the parties who directly interact with and guide prisoners. Officers have a central role in the development system, where the quality of officers will greatly affect the results of the development itself. The major assignment of officers in the correctional institution is as a guide and educator for prisoners, to make them aware of the mistakes they have made and be able to return to society after serving their sentence. For this reason, officers must have the ability to plan, implement, and evaluate the correctional process carried out on prisoners, as well as understand their development.

In addition, in carrying out correctional duties, officers sometimes also bring in external experts, such as preachers for religious lectures or skilled workers from the Job Training Center (BLK) to help provide skills. It shows that officers in Correctional Institutions (LAPAS) do not always have sufficient professional skills or expertise to carry out all aspects of correctional institutions, so they need support from external parties.

Besides, functioning as guides and educators, LAPAS officers also act as social workers. As social workers, officers are tasked with treating

prisoners as individuals who have the same dignity and rights as other human beings. Officers must create good relationships between officers and prisoners, as well as between prisoners themselves so that a conducive atmosphere of cooperation is created within the LAPAS.

Based on research in several LAPAS, the relation between officers and prisoners has been well established indicating that officers have succeeded in carrying out their role as social workers. As social workers, prison officers not only provide life skills and guidance, but also help prisoners overcome their feelings of inferiority, anxiety, and fear regarding life outside after their sentence is over. All of this is done sincerely, and selflessly, and aims to help prisoners become better people. However, officers must also demonstrate a professional attitude and not show any inappropriate behavior, such as asking for or taking items from prisoners given by their families, unless the prisoners themselves give them voluntarily. In addition, officers must be fair and impartial in treating all prisoners.

Another role that officers need to play in prisons is to function as guardians or parents for prisoners, although in practice this role has not been implemented optimally in many prisons, including the Muara Padang Penitentiary. Based on the Circular of the Directorate General of Corrections, officers should act as guardians who represent the interests of prisoners in the coaching process, as well as play a role in providing personal and emotional support. These guardians are very important because they are a place for prisoners to pour out their feelings and

resolve personal problems that may not be expressed to other officers. Guardians can also represent prisoners in correctional guidance team hearings, which can provide more in-depth information about the prisoner's character, attitude, and personal problems. However, in reality, prisoners often have to solve their problems or seek help from officers they trust, because this guardianship system has not been fully implemented. Officers usually show an insensitive attitude towards prisoners' complaints and a lack of understanding of prisoners' problems. This attitude can cause prisoners to feel isolated, which ultimately makes them more likely to solve their problems themselves without involving officers.

Officers in Correctional Institutions (LAPAS) have an important role in maintaining security, which is one of their main functions. As security guards, officers are responsible for ensuring order in the implementation of guidance and preventing riots or disturbances that could disrupt the process. This task includes monitoring potential fights between inmates, as well as maintaining the security of the tools and facilities for guidance in the institution. In addition, officers must also assert the security of the overall LAPAS environment. If a security disturbance occurs, such as a fight between inmates, officers from the Correctional Institution Security Unit (KPLP) and other officers must immediately take appropriate action, for example by separating the rioters, giving appropriate sanctions, or isolating the prisoners involved in solitary confinement as a step to calm the situation. In this case, officers must be ready to face various situations that

could threaten stability and security within the LAPAS.

In addition to being security guards, LAPAS officers act as communicators who connect inmates with the community outside the institution. In carrying out this function, officers carry out various activities that can strengthen the relationship between the LAPAS and the community. One way to do this is by involving prisoners in mixed activities that involve the surrounding community. For example, officers can organize volleyball matches between prisoners and the local community or invite prisoners to participate in cooperation around the prison. In addition, officers also organize activities that involve the community by allowing visits from prisoners' families or relatives according to a predetermined schedule, which aims to strengthen the social ties of prisoners with the outside world. Not only that, officers also act as information providers to the community by organizing legal counseling or other educational activities that can increase public understanding of the law and the role of corrections in the criminal justice system. Through these activities, officers function to build positive and mutually supportive relationships between prisoners, the community, and the prison, which ultimately contributes to the success of the prisoner's social development and reintegration program.

Obstacles Faced by Correctional Institution Officers in Carrying Out Prisoner Guidance Duties

In the implementation of the process of coaching prisoners, various obstacles often arise, which can come from various parties such as officers, prisoners, the

community, facilities and infrastructure, and administration. One of the main obstacles that comes from officers is the lack of experts in psychology and technical skills. Although there are some experts who are presented on a temporary basis, such as religious preachers and external skills instructors, the number is still very limited. In addition, the less-than-optimal work spirit of officers is also a factor inhibiting the success of coaching. If officers do not have the dedication and enthusiasm to carry out their duties properly, the process of coaching prisoners cannot run optimally, which results in the failure to achieve the goals of coaching. To overcome this obstacle, several steps are taken, including holding regular briefings and stricter supervision of officer performance. In addition to obstacles that come from officers, prisoners are also a source of obstacles in the coaching process. Many prisoners are not yet fully aware of the goals of the coaching. Most prisoners still feel that they are marginalized individuals, who have made big mistakes and cannot be accepted back into society after serving their sentence. Some prisoners also show resistance to officers and violate the rules that should be implemented, which are made for their interest. This unconsciousness and resistance are major challenges in implementing a coaching program that aims to change their behavior and increase their awareness so that they can return to society better. Another obstacle in the coaching process comes from the community. After prisoners complete their sentences, they will return to society. However, the community often has a negative view of them, assuming

that people who have been in prison are individuals who cannot be trusted and are a threat (Bachman & Wibowo, 2023). This hinders the reintegration of prisoners into society. In addition, there are also families of prisoners who are reluctant to visit or provide assistance and families of victims who are unwilling to provide guarantees not to seek revenge.

The limited resources and facilities available in the Correctional Institution (LAPAS) are one of the main factors that hinder the implementation of effective prisoner coaching. One of the main limitations is the number of officers available to handle coaching, frequently not comparable to the number of prisoners. This imbalance makes it difficult for officers to provide adequate attention to each prisoner, which ultimately affects the quality of the coaching process being carried out. In addition, the facilities and infrastructure in prisons are often inadequate to support optimal coaching activities. Many prisons still lack adequate facilities for education, skills, and rehabilitation, which are essential to help prisoners change their behavior and be ready to return to society after serving their sentences. This lack of facilities is exacerbated by the limited budget allocated for coaching and rehabilitation programs, which makes it difficult for prisons to provide relevant skills training or education to improve prisoners' abilities.

The problem of overcrowding or the density of inmates in prisons is also a major obstacle in the process of rehabilitating prisoners. When the number of prisoners exceeds the capacity, the impact is very pronounced

in various aspects. This density makes it difficult to provide adequate attention to each individual because limited resources cannot meet the needs of all prisoners fairly. In addition, logistical and security issues also become more complex with the increasing number of inmates. The cramped space and inadequate facilities create conflict-prone situations, where prisoners may feel stressed or anxious (Dila et al., 2024). Security is also a major problem because density can increase the risk of riots or fights between prisoners. Therefore, prisons need to find solutions to overcome the problem of overcrowding, such as by increasing the capacity of facilities or finding alternative, more effective correctional systems.

Security and riots in prisons are also major challenges for officers. Violence between prisoners often occurs, either due to personal disputes or other problems. Officers have an important role in maintaining order and dealing with situations that could lead to riots. In dealing with violence between prisoners, officers must be alert and take quick and appropriate steps, such as separating the parties involved, imposing sanctions, or even isolating prisoners who are proven to have violated the order. However, maintaining order and security in an environment full of tension is not an easy task. Officers must have the skills to defuse conflicts, as well as the physical and mental skills to ensure that the situation remains under control. In addition, the role of officers in dealing with fights and riots that often occur is crucial, because success or failure in handling these situations can affect the atmosphere in the prison and the smoothness of the development process

itself.

The difficulty in developing the personality and independence of prisoners is a major challenge in the correctional system. One of the biggest challenges is building awareness and changing the attitudes of prisoners who are accustomed to criminal behavior.

Many prisoners have been formed by their social environment and criminal experiences that lead to patterns of thinking and behavior that are difficult to change. For this reason, officers must work hard to raise awareness of their mistakes and provide motivation to transform into better individuals. This difficulty is further compounded by obstacles in providing adequate psychological guidance and social rehabilitation.

Many prisoners need intensive support to overcome trauma or deep psychological problems, but limited human resources and facilities often hinder these efforts. In addition, social and family environmental factors also play a major role in the coaching process. If the family or environment around the prisoner does not support the change, the coaching process will experience great difficulties, because the prisoner will return to an environment less conducive to positive change.

In addition, another challenge faced is in providing education and skills training to prisoners. The limited number of qualified teachers or instructors is a significant obstacle to providing quality education. Many prisons do not have enough experts who can teach skills or knowledge that are relevant to the needs of prisoners to be able to live independently after their sentence ends. In addition, the lack of

structured and relevant education programs for the outside world also makes it difficult for prisoners to develop skills that can be used to reintegrate into society.

Many of the training programs provided do not have a strong link to the job market or real needs, so prisoners find it difficult to find work after leaving prison. This problem is also exacerbated by the difficulty in involving prisoners in productive and useful activities, due to the lack of space, time, and facilities that allow prisoners to hone their skills to the maximum. Social problems and stigma against prisoners are other significant obstacles in the process of correctional and social reintegration. The social stigma received by prisoners both in prisons and after they return to society often worsens their psychological condition and makes them feel isolated. In prisons, this stigma often prevents prisoners from building healthy relationships with fellow inmates, while after leaving prison, prisoners are often considered "tainted" or "bad people" by society. This negative response from society hinders their opportunities to develop and adapt to their new social life. Many prisoners have difficulty finding work or being accepted back into their communities, which often leads to disappointment and even returning to criminal behavior. Therefore, greater efforts are needed to change the public's perception of prisoners, by providing a better understanding of the purpose of corrections and the importance of social reintegration.

In addition, support from family and the surrounding community is essential to help prisoners build a new, more positive life and avoid repeating criminal

acts. Lack of supervision and guidance from outside parties is one of the significant obstacles in the implementation of the prisoner correctional and rehabilitation process. One of the main problems is the limited support provided by social institutions, community organizations, or local governments.

Although correctional institutions (prisons) have an important role in guidance, without strong collaboration with outside parties, the prisoner rehabilitation process is hampered. Lack of community involvement and related organizations in supporting the rehabilitation program can reduce the effectiveness of rehabilitation, especially in terms of social reintegration after prisoners complete their sentences. In addition, the lack of coordination between prisons and other related parties, such as local governments or social institutions, also hampers the planning of well-integrated rehabilitation and reintegration programs.

Without careful planning and consistent support, efforts to prepare prisoners to be ready to return to society will be very limited and less than optimal.

Obstacles in implementing policies and regulations are also a major problem often faced in the correctional system. Obstacles arise due to the unclear or inconsistency of existing regulations, which affect the smooth implementation of prisoner rehabilitation and reintegration programs. For example, in the implementation of remissions, conditional releases, or social reintegration programs, there are often inconsistent policies or complicated

bureaucracy that slow down the process and prevent prisoners from obtaining their rights.

Unclear or overlapping regulations make it difficult for prison officers to carry out their duties effectively and fairly, resulting in dissatisfaction among prisoners and a lack of maximum results from these programs. In addition, bureaucratic or regulatory issues that hinder the smooth running of the coaching program cause delays in policy implementation, which in turn reduces the positive impact of the rehabilitation efforts undertaken.

Efforts That Need to be Taken to Optimize the Role of Correctional Officers in the Guidance of Prisoners to Support Social Reintegration and Prevention of Reoffending

Efforts to optimize the role of Correctional Institution (LAPAS) officers in the development of prisoners are critical to support social reintegration and prevent re-offending. LAPAS officers, who are at the forefront of the development process, play a vital role in guiding prisoners to realize their mistakes, improve their behavior, and prepare themselves to return to society.

However, in practice, various challenges and obstacles often hinder the smooth running of this process. Therefore, strategic steps are needed to strengthen the role of officers in the development of prisoners, both in terms of the quality of human resources, facilities, structured programs, and cooperation with external parties. Efforts to optimize the role of Correctional Institution (LAPAS) officers in the development of prisoners begin with improving the quality and competence

of the officers themselves. Continuous education and training are vital to ensure that officers have a deep understanding and relevant skills in carrying out their duties (Subroto & Agastya, 2024).

LAPAS officers need to be trained in various fields, including psychology, social, and technical skills, in order to understand and handle various prisoner conditions well. In addition, special training needs to be provided to manage prisoners who have different backgrounds, psychological problems, and needs, to ensure that the development approach applied is in accordance with the conditions and character of each prisoner. This will increase the effectiveness of the guidance and have a positive impact on their social reintegration after completing their sentence.

In addition, increasing cooperation with external parties is also a key factor in supporting a more effective guidance process. Collaboration between prisons and social institutions, community organizations, and local governments is essential to expand the reach of support available to prisoners. Educational institutions and job training can work with prisons to provide relevant and adequate training for prisoners, in order to improve their skills and prepare them to return to work in the community (Ma'ruf, 2023).

In addition, forming strategic partnerships with various external parties will help facilitate the process of social reintegration of prisoners, by providing them with access to many possibilities that can support their success after leaving prison.

The next effort that must be taken is to improve the facilities and means of

guidance in prisons. Providing adequate facilities for education and skills will greatly support the process of prisoner guidance, giving them space to learn and develop skills that are useful after serving their sentences. Guidance rooms, skills rooms, and other rehabilitation facilities need to be improved and expanded to better meet the needs of prisoners. In addition, physical improvements in prisons are also important to create a conducive environment for the guidance process. Addressing the problem of overcapacity is an important step to ensure that every prisoner can receive sufficient attention, as well as ensuring the creation of a safer and more supportive atmosphere for coaching. With adequate facilities, coaching programs will be more effective and can run well.

The application of technology in coaching and social reintegration of prisoners has great potential to increase the efficiency and effectiveness of existing programs. One way that can be done is by utilizing information technology for monitoring and evaluating the coaching process, which allows prison officers to monitor the development of prisoners more accurately and in a timely manner. In addition, the use of online platforms for distance education and training is one solution to provide wider access to education for prisoners, given the limited physical facilities in prisons. This technology can also be used to create a technology-based reporting and evaluation system, which ensures that the programs run with high accountability. By utilizing technology, the prisoner coaching process can be more transparent and structured and can

optimize existing resources.

In addition, empowering officers as social and psychological coaches is an important step in supporting the success of prisoner coaching. Officers must be trained to develop empathy, communication skills, and effective psychological approaches in guiding prisoners. With proper training, officers can better understand the emotional and psychological needs of prisoners and can create more positive and constructive interactions. Improving the quality of interactions between officers and prisoners will create a more humanistic rehabilitation climate, which is essential in supporting changes in prisoner behavior. In this case, a restorative approach is important, where the resolution of internal conflicts within the prison is carried out in a way that brings reconciliation and recovery closer, rather than with violence or punishment that makes things worse.

Increasing psychosocial support for prisoners is also no less important in ensuring social reintegration process runs smoothly. Counseling and therapy programs for prisoners who experience trauma or psychological problems can help them overcome emotional obstacles that may interfere with them in adapting to social life after leaving the prison.

Continuous mental and emotional guidance can also reduce the risk of re-offending, by better preparing prisoners to face the challenges of life outside prison. In addition, assistance from trained psychologists or social workers will provide much-needed guidance for prisoners to prepare for their social reintegration. In this case, public awareness of the importance of social reintegration also needs to be increased

through comprehensive education, so that the social stigma against prisoners can be reduced, providing them with more opportunities to develop after returning to society.

The role of the family is also very vital because family support in the reintegration process can be a determining factor in the success of prisoners in living a new, better life.

Improving policies and regulations that support the development and social reintegration of prisoners is essential to creating a more effective and equitable correctional system. One step that needs to be taken is improving regulations that provide concrete support for social reintegration, ensuring that prisoners not only serve their sentences but also have the opportunity to improve themselves and be accepted back into society.

The formulation of policies that clarify the rights of prisoners in the development and reintegration program is also crucial because this will provide legal certainty for prisoners in undergoing the rehabilitation process, as well as ensure that they do not experience discrimination in gaining access to education, skills, or psychosocial support (Ibnu, 2023).

In addition, strengthening policies related to remissions, parole, and the granting of prisoners' rights needs to be carried out transparently and fairly, to avoid abuse of power and provide a sense of justice that is balanced between the punishment process and the opportunity for change for prisoners. With clear, transparent, and fair policies and regulations, the prisoner development process can run more effectively and provide better results,

both for the prisoners themselves and for the wider community.

CONCLUSION

Optimizing the role of correctional officers in the development of prisoners is very important to support social reintegration and the prevention of re-offending. This requires improving the quality and competence of officers through ongoing training, cooperation with external parties, and improving facilities and means of development.

In addition, the application of technology in the development process, empowering officers as social and psychological mentors, and increasing psychosocial support for prisoners are the keys to success in preparing them to return to society. No less important is the improvement of policies and regulations that support the development and reintegration process in a transparent and fair manner, which will ultimately provide opportunities for prisoners to change and contribute positively to society.

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