The *Treatment System* for Children Citizens Assisted at the Special Guidance Institution for Children (Lpka)

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**Abstract**

The purpose of this study is to obtain valid and reliable empirical data, facts and information about fostering treatment systems for citizen assisted children in LPKA. In addition, this research aims to inform the extent to which the current development of treatment systems carried out by LPKA to the assisted children. This study uses the Research and Development method. The research location that was used as the object was the Special Guidance Agency for Children (LPKA) located on Jl. Percetakan Negara No.88 A, RT.12 / RW.4, Rawasari, Cempaka Putih, Central Jakarta City, Jakarta Special Capital Region 10570. The research method used in this study aims to produce specific products and test the effectiveness of these products. The results of this study are in the form of a guidebook, IPR and Discussion Group Forum (FGD). For publications carried out in the second year after the research was conducted.

**Keywords**: Guidance, Treatment system, children assisted by children, LPKA.

# Introduction

UNICEF defines children as residents aged between 0 and 18 years. Children are vulnerable individuals because of the complex developments that occur at every stage of childhood and adolescence. Physiologically children are more vulnerable than adults, and have limited experience, which affects their understanding and perception of the world. The aspect of growth and development in children today is one aspect that is seriously considered by experts, because it is an aspect that explains the process of forming a person, both physically and psychosocial.

Little mischief mixed with original innocence, presents a fantastic process of how childhood is perceived and lived by children. They become extraordinary because they live in limitations, extraordinary because they have been brought up with educational idealism that feels naive in the present, as well as extraordinary because the fate line leads them to become figures that have never been unexpected by anyone. Development in children includes many components and involves a series of physiological, social interactions, and others. The stage of development in children is the process of developing physiological functions of the body and the formation of character and identity.

According to Huttman the needs of children are, parental love, emotional stability, understanding and attention, personality growth, creative encouragement, fostering intellectual abilities and basic skills, health care, fulfillment of food, clothing, healthy and adequate shelter, productive recreational activities and real, maintenance, care and protection. In the development of the child the needs said by Huttman are things that must be fulfilled and will significantly influence the future of the child. Today there are many phenomena of crime and delinquency that are carried out by children, especially in their teens. From the case of narcotics, brawl, beatings, theft, sexual harassment to mass murder involving teenagers.

Like what happened on October 5, 2014 in front of Pasar Modern, Perumahan Jakarta Garden City, Cakung, East Jakarta. Three students, each with the initials R (15), I (16), and F (14) killed their friend Chaerul (16), Lighthouse SMK student by slitting his throat. The reason is that the three of them were hurt because the victim cursed them. This incident is one example of the many crimes committed by teenagers. Not a few children must receive coaching at the Children's Special Guidance Institute (LPKA). Many factors that cause children, especially in adolescence to commit criminal acts, among others, namely from family factors, school environment, spiritual, peer environment and so on.

When children have become prisoners of the LPKA, a lot of guidance is given to assisted children both physically and psychologically. Children will be changed in terms of mindset, habits, morals and many other things that are beneficial for the life of the child in the future. The most significant impact of a child being a fostered citizen is when the child leaves the coaching institution, his psychology will be different from the children of his age and the community's assessment of the child will remain dangerous and difficult for the surrounding community to accept. In order for children to be assisted by LPKA to be accepted when returning to the community and having the provision of self-ability, the LPKA conducts a lot of coaching that is adjusted to the age of each child.

# The Literature review

# The coaching

The Manhaj Tarbiyah Study Institute said that coaching is "Continuous process to expand recruitment of cadres in various layers, develop cadre quality, strengthen cadre personality, strengthen the existence and role of cadres engaged in various sectors and strengthen and develop institutions and networks".

Seeing from the definition of coaching, it can be seen the purpose of coaching is done to correct, develop and increase knowledge. Correcting here is correcting what is wrong with him or can be said to be an effort to give a better behavior change.

# The Treatment System

Learning, according to Robert M. Gagne is a natural process that can produce changes in a person's knowledge, actions and behavior. Learning will make a person become aware of something that was previously not understood or even not known so that it is possible to change a person's actions, points of view and behavior. According to Robert Heinich et al, it is interpreted as a process of developing skills knowledge, and attitudes that occur when someone interacts intensively with learning resources. Learning activities must be carried out continuously so that the sciences that have been studied can develop so that insights and experiences become broad. Ragan suggests the notion of learning as a relatively permanent change in one's knowledge and behavior caused by experience. From the results of the continuity of the learning process, it will produce permanent knowledge and behavior that is believed.

Gagne defines learning as a series of activities that are intentionally created with the intention of facilitating the learning process. In a learning process the teacher prepares situations and condition s for learning along with teaching materials to realize learning goals. Patricia L. Smith and Tillman J. Ragan suggest learning is the development and delivery of information and activities created to facilitate the achievement of specific goals. In order to achieve learning goals, often teachers only focus on learning outcomes in the form of values ​​/ scores so that learning is only about understanding theory and practice. Though good learning is learning that is interactive, inspiring, fun, challenging and motivating students to be active, and providing sufficient space for the initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. Therefore teachers should design learning that gives students the opportunity to be more active.

Based on the definitions above, it can be concluded that learning is a change in behavior, attitude, a person's perspective on something after the learning process. Learning is a series of activities carried out in order to obtain information and achieve a learning goal.

Joyce and Weil argue that the learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or others. The learning model is something that is optional. The learning model that is applied must be efficient in order to achieve the learning objectives.

According to Arends the learning model refers to the learning approach that will be used including the teaching goals, the stages in learning activities, the learning environment and classroom management. The term teaching model according to Arends leads to a particular learning approach including its purpose, its syntax, its environment, and its management system.

The function of the learning model proposed by Joyce and Weil is that the learning model is a plan or a pattern used as in planning classroom learning or tutorial learning and for determining learning devices such as books, films, computers, curricula, etc. -other. Thus the application of the learning model can anticipate the deviation of learning from learning objectives.

According to Rusman the characteristics of the learning model are as follows:

1. Based on educational theory and learning theory from individual experts. For example, the group research model was compiled by Herbert Thelen and based on John Dewey's theory. This model is designed to train democratic participation in groups.
2. Having a specific educational mission or purpose, for example an inductive thinking model designed to develop an inductive thinking process.
3. Can be used as a guide for improving teaching and learning activities in the classroom, for example Synetic models are designed to improve creativity in composing lessons.
4. Having parts of the model called: (1) sequence of learning steps (syntax); (2) the existence of reaction principles; (3) social systems; and (4) support systems. The four sections are practical guidelines if the teacher will implement a learning model.
5. Has an impact as a result of applied learning models. These impacts include: (1) the impact of learning, namely measurable learning outcomes; (2) the impact of accompaniment, namely long-term learning outcomes.
6. Make teaching preparation (instructional design) with guidelines for the learning model he chooses.

The characteristics of the learning model can be summed up as a learning process plan that comes from an explicit theory, so that the teacher cannot create a learning model while none of the theories supports it. A learning model is focused on achieving specific learning goals so that it can be used as a guide when teaching. The learning model has a specific syntax neatly arranged, but that does not mean the teacher must follow these steps completely. Teachers may combine with other learning models or according to creations that are felt to optimize learning activities.

From the various opinions above, it can be concluded that the learning model is a series of learning steps that have been designed. Every learning step is equipped with learning media and learning materials related to learning goals.

Dualism is philosophical teaching that reveals that all phenomena in the world are sourced from two initial independent bases that are opposite each other. Generally something has something to do with his opponent. Even the statement "victory" has no meaning without the meaning of "defeat", "good" without "bad" and others. In mathematics, the meaning of "big" will not exist without the meaning of "small", "wide" without the meaning of "high", "maximum" without "minimal". Therefore Gao argues that duality is the root of mathematics.

Gao, defines duality as a harmony of two opposite or complementary parts in which the two parts are fully integrated. This means that everything must have an opponent that will complement it like the previous example is small. The term small is the opposite term, but cannot be separated because if there are no significant terms, even small terms will not exist. "Victory" will not exist if there is no "defeated". Therefore it is a must to see something from both sides.

Studies from psychology have shown that the human brain has a unique ability to recognize different objects in one image by focusing first on a set of features and then the other.28 Fisher and Pettijohn use vase and face images to see that the human brain can see something from two different sides.

# Assisted Citizen Children

Coaching is basically an activity or activity carried out consciously, planned, directed and organized in a responsible manner in order to grow, improve, and develop the capabilities and resources available to achieve the goal.

Coaching related to human development as part of education, both in terms of theoretical and practical aspects. From a theoretical point of view, namely the development of knowledge and skills. While in terms of practical emphasis on the development of attitudes, abilities and skills.

Thus coaching is a way to be able to improve, develop knowledge, abilities and skills and attitudes of a person or group in connection with activities, work and production processes.

Coaching is also a process of learning activities carried out regularly and directed to achieve specific goals as stated by A. Mangunhardjana in the book Guiding the Meaning and Method, Coaching is the process of learning to release things that are already owned and learn new things that have not been owned by the goal is to help people who live it to correct and get new knowledge to achieve the goals of life and work they live in more ".

Based on some notions of coaching that have been put forward, it is concluded that coaching is a learning process in an effort to develop and improve knowledge, skills and attitudes that aim to enhance further the ability of a person or group to complete a task or work on a regular and planned basis so that completion of tasks on work this can be done efficiently and effectively.

Whereas students of criminal offenses are criminal offspring, namely children based on court decisions undergoing criminal acts at the maximum of children up to the age of 18 (eighteen) are considered as correctional students, 18 years and under, while 18 years and above children are considered as prisoners.

Using the term correctional protégé is a subtle expression that replaces the term child inmates who are very offensive and suggest something that is not wearing for children so that there is no creepy impression if the term prisoner is used for correctional students.

In the correctional context, correctional students can be categorized into the following:

1. Criminal child, namely: children who are based on court decisions undergoing criminal acts in the correctional institution of children. The longest until 18 (eighteen) years old.
2. State children, namely: children who are based on court decisions lined up to the state to institutionalize correctional services for children, no later than 18 (eighteen) years.
3. Civil children, namely: children who, at the request of their parents or guardians, obtain a court decision to be educated in a correctional institution for children, no later than 18 (eighteen) years.

In the placement of a criminal child, the criminal child in question is 18 years old but the sentence is not yet exhausted, the child must be transferred to an adult prison. For criminal children who have reached the age of 18 years, but have not reached 21 years, they are placed in an adult prison and the place will be separated from inmates aged 21 years and over.

Criminal children who are placed in the Child Prison and must be registered along with the guideline classification, precisely the same as the registration of different state children is only a classification of criminal child guidance based on Article 20, Law No. 12 of 1995 concerning Corrections, namely:

1. Age
2. Gender
3. Duration of the sentence imposed
4. development

What is meant by protection is the treatment of prisoners in order to protect the public from the possibility of repetition of criminal acts by prisoners. And also provide provision of life to prisoners, so that they become useful citizens in the community.

# Child Development Foundation

The history of correctional services in Indonesia is divided into 3 periods (Director General of Corrections), namely:

Penitentiary period I (1963-1966)

This period was marked by the existence of a new concept proposed by Dr. Saharjo, SH in the form of a national legal concept which is described by a banyan tree which symbolizes a new thought and thought that the purpose of imprisonment in prison. At the 1964 Prison Office of Correctional Services in Lembang Bandung, there was a change in the term penitentiary where if previously interpreted as a member of the community it was useful to restore the life-life-livelihood integrity.

Penitentiary II Period (1966-1975)

This period was marked by the establishment of offices of BISPA (Correctional Guidance and Child Alleviation) which were planned for 2069 until 1969. This period has revealed the existence of trial and error in the field of correctional, a symptom that commonly occurs at the beginning of the transition of the old situation to the new situation. Marked by a change in the name of correctional facilities to become residents of tuna development.

Correctional Period III (1975-present)

1. This period began with a 1975 Correctional System Evaluation Workshop that discussed the means of legislation and implementing regulations as a structural basis used as a basis for correctional operations, personnel facilities, financial facilities and physical facilities. In the organizational structure there is a return of the name of the community tuna to its original name, namely correctional. The initial point of separation of LP against the level of crime, sex, age begins in 1921 which was initiated by Hijmans, for example: Cipinang prison for adult male prisoners, children's LP in Tangerang, Women's Bulu Semarang LP.
2. This matter is concretized again after the concept of correctional was sparked by Dr. Sahardjo, SH at the Department of Correctional Directorate I conferenced in Lembang Bandung in 1964. According to Soema Dipradja (1983) where the treatment of female prisoners was given more freedom than male prisoners.
3. According to Law No. 12 of 1995 concerning correctional article 2, correctional purpose is a correctional system held in order to form prisoners to become fully human, aware of mistakes, improve themselves and not repeat criminal actions so that they can be accepted in society, so they can play a role as community members free and responsible.
4. According to Law No. 12, 1995 concerning Correctional Article 3 states that the Correctional function is to prepare prisoners (prisoners, students and correctional clients) in order to integrate healthily with the community, so that they can play a role as members of a free and responsible society.
5. The concept of correctionalism is the thoughts of Dr. Saharjo, SH Who was initiated at the awarding of the title of Cousa Doctor of Honoris by the University of Indonesia. The points of thought were then used as the basic principles of the concept of correctional at the conference of the Office of Correctional Services in Lembang Bandung on April 27 - May 7, 1974. In this conference the decision was made that not only was the purpose of imprisonment, but is a prisoner formation system and on April 27, 1964 it was designated as the day of birth of the prison.

Penitentiary systems are an order regarding the direction and limits as well as ways of fostering prisons (prisoners, students and correctional clients) based on Pancasila. According to Law No. 12 of 1995 concerning correctional article 5, stated that the correctional system is carried out based on the principle

1. Protection
2. The equation of treatment and service
3. Education
4. Guidance
5. Respect for human dignity
6. Losing independence is the only suffering
7. Guaranteed the right to stay in touch with family and certain people

So with the birth of the correctional system, we enter a new era in the process of fostering prisoners and students, they are nurtured, guided and required to become useful citizens. Guidance on prisoners and students based on the correctional system applies coaching in the LP and guidance outside the LP conducted by the Correctional Center (BAPAS).

In the first Office of the Penitentiary Directorate in Lembang, Bandung on April 27, 1964 the basic principles of the correctional conception were formulated which became known as the Ten Principles of Correctional (Decree of the Minister of Justice of the Republic of Indonesia No M.02.PK.04.10 Year 1990 concerning the Pattern of Guidance for Prisoners / Detainees) are as follows:

1. Ayomi and give life provisions so that inmates can carry out their roles as good and useful citizens.
2. Penal punishment is no longer based on a background of retaliation.
3. Give guidance (not torture) so that they repent.
4. The state has no right to make them worse or worse than before being sentenced.
5. During the loss (restricted) independence, the movement of prisoners and students should not be exiled from the community.
6. The work given to prisoners and students should not be merely a time-filler.
7. Guidance and guidance given to prisoners and students is based on Pancasila.
8. Prisoners and students like sick people need to be treated so that they are aware that the legal violations that they have committed are destructive to themselves, their families, and their environment and then guided / guided to the right path.
9. Prisoners and students are only sentenced in the form of limiting their independence within a certain period of time.
10. For guidance and guidance for prisoners and students, the necessary facilities are provided.

Type and Classification of Correctional Institutions

The type of penitentiary service is divided by taking into account age and sex.

1. Public Correctional Institution.
2. To accommodate adult male prisoners over the age of 25 years.
3. Special Penitentiary.
4. Female Correctional Institutions to accommodate adult female prisoners over the age of 21 or married.
5. The Youth Correctional Institution to accommodate young inmates aged 18-25 years.
6. Child Correctional Institutions consist of:
   1. Male Correctional Institution
   2. Women's Correctional Institution

Classification of Correctional Institutions based on capacity, place of residence and work activities:

1. Class I Correctional Institutions Located in the Capital of the Province with a capacity of more than 500 people.
2. Class II A Correctional Institutions Located in Kotamadia / regency with a capacity of 250-500 people.
3. Class II B Penal Institution Located in District level, capacity is less than 250 people.

Legalized Law No. 11 of 2012 concerning the Juvenile Justice System has implications for the Penitentiary system in Indonesia, especially in the function of socialization related to the care, service and guidance of Children dealing with the Law (ABH). The Special Guidance Agency for Children (LPKA) is a new institution that replaces the function of the Penitentiary (Lapas) of Children as a place for implementing guidance for Children.

Article 85 states that children who are sentenced to prison are placed in LPKA and the children therein have the right to receive guidance, guidance, supervision, assistance, education and training. Even in article 104, it is explained that every Child Correctional Institution must make changes to the system to become LPKA in accordance with this law no later than 3 (three) years. Thus, in 2017 all Child Prisons in Indonesia must be transformed into LPKA in accordance with the mandate of the law.

Based on Law No. 11 of 2012 concerning the Juvenile Justice System (UU SPPA) which came into force two years after the date of its enactment, namely 30 July 2012 as referred to in its closing provisions (Article 108 of the SPPA Law). This means that the SPPA Law came into force since July 31, 2014. This SPPA Law is a substitute for Law Number 3 of 1997 concerning the Juvenile Court (Juvenile Court Law) which aims to be able to realize a judiciary that indeed guarantees the protection of the best interests of children facing by law. The Juvenile Court Law is considered to be no longer in line with legal requirements in the community and has not been comprehensively providing special protection to children who are faced with the law.

Head of DKI Jakarta Kemenkumham Regional Office, Dr. Marjoeki quoted a speech from the Minister of Law and Human Rights when inaugurating Jakarta's Class II Salemba Penitentiary as a Child-Special Guidance Institute on Wednesday, August 5, 2015 and the inauguration of Class II Jakarta Special Guidance Institution inaugurated at Pondok Bambu Prison on June 8, 2017 and inauguration the Jakarta Women's Penitentiary and inaugurated by the Director General of Corrections Drs. Wayan Dusak, SH.

# Methods

In this study researchers used to research and development methods, better known as Research and Development. Research and Development methods are research methods used to produce certain products, and test the effectiveness of these products. According to Puslitjaknov the development model is the basis for developing the product to be produced. Development models can be procedural models, conceptual models, and theoretical models. In this development research, a procedural model is used because it is considered to be suitable with the development goals to be achieved, namely to produce a product and test the feasibility of the product produced where to achieve these goals must go through specific steps that must be followed to produce specific products.

# Results and Discussions

This research was conducted in Class II Salemba Jakarta LPKA located at the address JL. State Printing No. 88 A, RT.12 / RW.4, Rawasari, Cemp. Putih, Kota Jakarta Pusat. Based on Law No. 11 of 2012 concerning the Juvenile Justice System (UU SPPA) which came into force two years after the date of its enactment, namely 30 July 2012 as referred to in its closing provisions (Article 108 of the SPPA Law). This means that the SPPA Law came into force since July 31, 2014. This SPPA Law is a substitute for Law Number 3 of 1997 concerning the Juvenile Court (Juvenile Court Law) which aims to be able to realize a judiciary that truly guarantees the protection of the best interests of children facing by law. The Juvenile Court Law is considered to be no longer in line with legal requirements in the community and has not been comprehensively providing special protection to children who are faced with the law.

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**The coaching program**

Guidance carried out in Class II Salemba Jakarta LPKA located at JL. State Printing No. 88 A, RT.12 / RW.4, Rawasari, Cemp. Putih, Central Jakarta City is a program that is received by assisted children with various programs held. Broadly speaking, in the interview conducted by the research team, it was found that the training program data was divided into three activities, namely PKBM, Extracurricular (life skills), and spirituality. The guidance that receives fostered children is a coaching activity that must be carried out and also additional coaching received by the fostered child is the fruit of collaboration with third parties (holding cooperation with the ministry).

PKBM is necessary guidance such as school. PKBM itself is education that is divided into package A, package B, and package C. Package A is equivalent to elementary education, package B is equivalent to junior high school education and also package C is equivalent to high school education.

According to Hadi, one of the assisted children in the Salemba Class 2 LPKA, Central Jakarta, the PKBM development process itself is a routine activity carried out by forming study groups with the teacher being the instructor in the PKBM activities. The porosity of PKBM activities in LPKA is the process of transferring the knowledge carried out by the teacher to the children assisted by the way the teacher explains the material, after which the teacher gives the assignment, then the teacher will explain the material and give answers (tell the correct answer). But according to the target children interviewed, they prefer education like outside (school in general) when they have not been fostered in the Jakarta LPKA.

The next coaching program is extracurricular guidance, which is a coaching program that has the aim of increasing the creativity of fostered children in the field of sports and physical exercise. The extracurricular coaching program is a coaching program carried out by third parties which have been selected by the LPKA, where this guidance is expected to be beneficial for assisted children in developing their creativity.

According to Alfan (16 years), one of the assisted children extracurricular guidance is more interesting than PKBM because they prefer practical activities (outdoor activities) and they feel happy when there are practical activities. They also like extracurricular activities because they feel they have gained new insights, new knowledge, and new knowledge that they can apply later when they have completed the development program in LPKA.

Although they prefer extracurricular coaching compared to other coaching activities, they convey that they have not forgotten the compulsory education they have done now, PKBM. Because they personally reveal that education is a significant thing in undergoing various aspects of life.

The next coaching activity is spiritual development activities, which are fostering where the activities focus more on religious activities that are followed by fostered children in accordance with their respective religions. In spiritual guidance consists of LPKA officers directly and also from third parties. According to Wahyu (17 years), one of the assisted children in the LPKA, in undergoing this training the assisted children felt thrilled, because before being coached in Jakarta LPKA they had previously lacked spiritual education. Therefore they feel very happy to be able to get this spiritual formation to increase obedience to God.

# Implementation of Guidance Activities

The implementation of coaching activities while in LPKA is carried out by assisted children and supervised by officers who are authorized as supervisors at the place. According to the recognition of the fostered children in LPKA Jakarta, the officers guided the assisted children well as long as the assisted children in the LPKA did not commit violations or do things that were regulated and in accordance with instructions from the officers. In addition, officers who guard during the training take place with the pleasure of guiding the development child to be able to learn and do activities well, and never make physical contact as a form of punishment.

After interviewing children in the community in the Class II Salemba Jakarta LPKA located at the address JL. State Printing No. 88 A, RT.12 / RW.4, Rawasari, Cemp. Putih, Central Jakarta City, it is known that each student has a different sentence time. That way, the development carried out is also significant for each child development by paying attention to the abilities that will be obtained by the development child after they have finished serving a sentence.

When the research team conducted an interview, the training carried out included PKBM development activities, extracurricular (barista and literacy), and spiritualism. Then there are various kinds of extracurricular development in LPKA, namely:

• Character photos

• Barista

• Reflexology

• Reciting

• Computer Basics

• Literacy

• Drama

• Yoga

• Drama

• Manuasaya

• Do a Thesis

• Percussion

The coaching process carried out in Class II Salemba Jakarta LPKA located at the address of JL. State Printing No. 88 A, RT.12 / RW.4, Rawasari, Cemp. Putih, Central Jakarta City has a varying duration of time starting from 1 week of implementation and the longest is 3 months.

In addition, after they have completed training on the expertise that has been carried out, they will also get a certificate stating that they have completed the construction and process of activities as long as in the LPKA.

# The benefits of the coaching program

As explained in the theory study, coaching is a continuous process to expand cadre recruitment in various layers, develop cadre quality, strengthen cadre personality, strengthen the existence and role of cadres in various sectors and strengthen and develop institutions and networks. Fostered children feel a lot of benefits after they get coaching in LPKA.

Starting from PKBM coaching they think when they are declared free they want to continue their education, considering education is a necessity for the future. In addition, from extracurricular coaching they have also gained new insights and new knowledge about specific areas of expertise. In addition, they also conveyed to the research team that after they were released they would apply the knowledge they had learned while getting development in LPKA. They can also use the knowledge and expertise that they can use to apply for jobs that require the services of expertise learned or to open a business independently and independently.

Whereas after getting spiritual guidance they have also felt many benefits, including the ability of those who have not been able to recite now that they are able to recite fluently. Then the assisted children in LPKA feel that living in LPKA is not like being sentenced to punishment, but with the development carried out in LPKA they make it as appropriate as children who are given education in order to be better for reaching their dreams in the future waiting for them.

**The purpose of the development program**

The purpose of coaching is basically to educate and provide the ability and expertise for child development so that when they have finished serving a sentence and are declared free they are able to live independently and independently. According to an educated child who has received guidance in the Class II Salemba Jakarta LPKA located at the address JL. State Printing No. 88 A, RT.12 / RW.4, Rawasari, Cemp. Putih, Central Jakarta City, a lot of things have changed from those who were lazy to be diligent, who had no purpose in life and then had dreams to return to the future.

Development children hope that in the future LPKA will further process improvements in the PKBM method to make it even more interesting, then increase the extracurricular development activities considering that in this globalization era more expertise will be needed, and the need for additional facilities to support coaching in LPKA . For education services in PKBM, assisted children want LPKA to conduct training for teaching teachers in LPKA on how to deliver and carry out teachers to be better and more attractive, because the assisted children feel PKBM activities are monotonous and only explained, given questions and the answers explained are still incomprehensible for children who have different abilities.

In addition, the assisted children feel that more expertise is needed for them because after they have finished serving a sentence they do not rule out the possibility that they want to work immediately. They also want to be given extra extracurricular activities in the development program, given the lack of knowledge about expertise. Then they felt there was no extracurricular activity that could be a place to channel their hobbies. Like futsal, hiking, acoustic training, automotive. Because they also want to channel what they like.

**Conclusion**

Coaching is done to correct, develop and increase knowledge. Correcting here is correcting what is wrong with him or can be said to be an effort to give a better behavior change.

Guidance carried out in Class II Salemba Jakarta LPKA located at JL. State Printing No. 88 A, RT.12 / RW.4, Rawasari, Cemp. Putih, Central Jakarta City is a program that is received by assisted children with various programs held. Broadly speaking, in the interview conducted by the research team, it was found that the training program data was divided into three activities, namely PKBM, Extracurricular (life skills), and spirituality. The guidance that receives fostered children is a coaching activity that must be carried out and also additional coaching received by the fostered child is the fruit of collaboration with third parties (holding cooperation with the ministry).

The purpose of coaching is basically to educate and provide the ability and expertise for child development so that when they have finished serving a sentence and are declared free, they can live independently and independently.

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