

## RESTRUCTURING OF PROTECTION DESIGN OF CHILD PRISONERS OF CORRECTIONAL SYSTEM TO THE GUIDANCE SYSTEM HUMANISME

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### ABSTRACT

*Imprisonment for children to do as a last resort and detention of criminal child must consider the interests of children involving criminal child's growth and development both physically, mentally and socially. The fulfillment of children's rights criminal needed to lift the honor and dignity of the child as a human crime. The goal is that prison does not make children more uncertain fate criminal, such as stigmatized as trash in the community and become more virulent, so there should be changes to the naming prisons CHILD into the House Education and Development of Children. Humanism coaching model produced in the first year of study in the form of restructuring design implementation of child protection prisoners of the penitentiary system to the guidance system of humanism. In this second year, a test of the implementation of the restructuring design protection of child inmates of the penitentiary system to the system for promoting humanism, resulting in a model of humanism pursued coaching can be a substitute for coaching model with the penal system against child prisoners.*

Keywords: right; criminal child; penitentiaries children.

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### Introduction

Children's rights in a period of criminal punishment stipulated in Article 14 paragraph (1) unless the letter g of Law Number 12 of 1995 concerning Corrections. The implementation of children's rights in a period of criminal punishment in prisons Gianyar children reveals that the religious rights of children in prisons done through guidance and practice the values of religious teachings. Child prisons provide spiritual care to all children and physic criminal. Spiritual care is done through religious activities and character education, while the physical treatment is done through sporting, recreational, provisioning clothing, bedding and toiletries. Implementation of health conducted in prisons child through routine health examination by a doctor prisons child. Implementation of child nutrition in prisons done by feeding the predetermined menu three (3) times a day. Prison child gives children the opportunity to submit a complaint to the criminal prisons officers. Exercise of the right to obtain reading material and follows the broadcast media, prisons child provides a library and allow their children to watch television crime. Prison children gave each child a criminal to receive family visits with the schedule determined by the child prisons. Reduction criminal past (remission) given to children well-behaved criminal past and has undergone more than 6 (six) months, remissions granted on religious holidays, the independence of the Republic of Indonesia and the National Children's Day. The right to obtain assimilation and home leave be given to children who meet the requirements of substantive criminal and administrative. The right to a parole and leave ahead freely given to children who meet the requirements of substantive criminal and administrative. The right to obtain other rights in accordance with the legislation in force, prisons child allowing the child criminal communicate with family and friends through correspondence, visiting his father or mother or brother or sister of serious illness or funeral and attended the ceremony custom in his family.

Based on the results of research conducted in prisons Gianyar children, shows that not all criminal child rights stipulated in Article 14 paragraph (1) unless the letter g of Law Number 12 Year 1995 on Penal be given in full to all children a crime, but there are rights child rights restricted criminal administration. The child's right criminal is given in full in prisons child Gianyar is the right to worship in accordance with his religion or belief, the right to care spiritually and physically, the right obtain reading material and follows the broadcast other mass media are not prohibited, the right to receive family visits, legal counsel or other specific person, the right to a reduction in criminal past (remission) and other rights in accordance with the legislation in force. While child rights are restricted criminal administration is right to education and teaching, the right to file a complaint, the right to a chance of assimilation including home leave, the right to parole and furlough nearing release.

Implementation of criminal child rights protection in the future necessary to formulate a new legislation specifically on the Institute's Special Development Centre (LPKA), which is harmonized with the CRC and other international instruments relating to children's rights criminal. Children's rights criminal who has not been adopted from the CRC and other international

instruments relating to the rights of children a criminal is getting psychological counseling of a child psychologist, the right to retain personal items, the right to use their own clothes, the right to drinking water at all times and the right get a diploma skill that does not show as a former criminal child. Coaching model humanism performed in LPKA are as follows: The first phase, initial formation is preceded by a period of observation, research and introduction of environment (mapenaling), psychological therapy, since accepted until at least  $\frac{1}{4}$  of the actual criminal past; The second stage, the advanced coaching  $\frac{2}{4}$  of the actual criminal past; The third stage,  $\frac{1}{4}$  of a criminal past to do the evaluation of the second phase development. Development of the first phase, followed by pre-test, to know what coaching is required by the criminal child. Development of the second phase, consisting of: 1) Development of personality; 2) Development of Independence; and 3) Development of the Child Criminal options. Personality coaching consists of: religious education, PMP, and manners. Fostering Independence consists of: a) general development, namely the eradication of three blind (illiterate, blind, blind numbers and language); b) development of social culture, the etiquette, painting, dance, voice and musical arts; c) coaching skills training, i.e., sewing or cooking or crochet or weave, scouting, coaching youth and so forth; d) physical and psychological development of the sports, entertainment, family visits. Coaching consists of a selection of coaching options required by the criminal child according to their talents and interests, such as formal education in accordance with the child's age of criminal, chess, and so forth.

Based on the description that has been described above, it can be raised several questions in the study as follows:  
"How is the restructuring of the implementation of protection of child inmates of the penitentiary system to the system for promoting humanism?"

### How To Research

Legal research is a species of research in general. It means that the study of the law is applied research specifically on the science of law. Legal research is research that helps the development of legal science in the revealed truth of the law.<sup>1</sup> Truth in this study was defined as "conformance something with a certain size". The measures used in the study Restructuring Implementation of the Protection of Children of Prisoners Correctional System towards Development System Humanism is a reality or reality that is actually found in field research.

Soerjono Soekanto found legal research can be divided into: a normative legal research consists of a study of the principles of law; systematics of law; synchronization extent of the law; legal history; comparative law and legal research or empirical sociological consisting of legal research on the identification and study of the effectiveness of the law.<sup>2</sup>

Legal research in terms of its nature by Soerjono Soekanto consists of three (3) types of exploratory research, descriptive, explanatory research.<sup>3</sup> When viewed from the objective, legal research is divided into two (2) types of normative legal research or literature and empirical legal research or sociological.<sup>4</sup>

Based on the distribution of this type of research, this study is descriptive research that is intended to provide a clear picture of the implementation of the protection of children's rights criminal to live a criminal past, the rights granted and restricted for children undergo criminal past and how it should adjust the protection of rights children undergo criminal in criminal past in the future. In terms of its objectives, the type of research is an empirical law. Empirical legal research is based on data obtained through observation.<sup>5</sup>

From the field data has been realized selectively, researchers will be treated (treatment) discussions between discourse) in a closed session that is among the data field is oriented discourse theoretical and concept research idea through comparison of administration and restrictions on the rights of children a criminal to live a criminal past. Through the research procedure is expected to get on reality abstracted conclusions from the data, as the material preparation of the theory of the phenomenon of renewal of protection of children's rights in the criminal undergo criminal past.

From all these lines of inquiry to be conducted, researchers eventually open discussion with research to get the formulation of conclusions as theoretical proposition. Source of data used in the study Restructuring Implementation of the Protection of Children of Prisoners Correctional System towards Development System Humanism is derived from two sources, namely:

#### 1) Data Primer

Primary data is data obtained directly from the object studied.<sup>6</sup> Primary data is data obtained directly from the first source as the basic data which sources and respondents. The primary data is done by interviews with informants and respondents about the object to be examined.

<sup>1</sup> F. Sugeng Istanto, 2007, *Penelitian Hukum*, CV. Ganda, Yogyakarta, page. 29.

<sup>2</sup> Bambang Sunggono, 2006, *Metodologi Penelitian Hukum*, Raja Grafindo Persada, Jakarta, page. 41-42.

<sup>3</sup> Soerjono Soekanto, 1986, *Pengantar Penelitian Hukum*, UI Press, Jakarta, page. 10.

<sup>4</sup> Soerjono Soekanto dan Sri Mamudji, 2001, *Penelitian Hukum Normatif Suatu Tinjauan Singkat*, Raja Grafindo Persada, Jakarta, page. 12-14.

<sup>5</sup> S. Nasution, 2006, *Metode Research (Penelitian Ilmiah)*, Bumi Aksara, Jakarta, page. 1.

<sup>6</sup> Rianto Adi, 2004, *Metodologi Penelitian Sosial dan Hukum*, Granit, Jakarta, page. 57.

## 2) Secondary Data

Secondary data is already in finished form, such as data in documents and publications.<sup>7</sup> Secondary data is the data available and derived from the materials library. In a legal study also used secondary data which have binding force and differentiated into the primary legal materials, secondary law and tertiary legal materials.<sup>8</sup>

In this study, the collection of data / information is done through three (3) phases, namely the phase of entering the field, the stage is in the location of the research and data collection and analysis stage. In order to explore the field data used interview, observation and literature. Interview technique is done by direct interviews and structured to the informant and the respondents related to the problem under study as the interview guide was prepared by the researcher.

Observations carried out directly on Prison graders IIB Gianyar. Data obtained from direct observation in the form of descriptive data about the problems studied. Library research conducted by reviewing various legal materials in the form of primary legal materials, secondary law or tertiary legal materials relating to the cases in this study. Data analysis techniques used in this research is descriptive qualitative, ie data obtained from fieldwork and research literature systematically arranged, and then analyzed by descriptive qualitative, taking into account factors that exist in practice, and then compared with data obtained from the research literature in order to obtain answers from the conclusions of the problems studied.

## Results And Discussion

### Restructuring Implementation of Prisoners Protection of Children from Correctional Systems Humanism towards Development Systems

Fostering children is a deliberate and focused effort that Indonesian children from birth may develop into adults who are able and willing to work to achieve and maintain the national development goals, namely:<sup>9</sup>

- a) The community prospered means each member fulfilled the needs of the goods and services that needed to live a decent, healthy and prosperous. Needs objects such as: food, drink, clothing, shelter and tools, communication tools, tool recreation, medicine and so forth;
- b) The community fair means any member of the community to develop according to the needs abilities and rewarded according to their needs. There is no difference in the benefit as the services rendered.
- c) Safe community means each member unobtrusive and not disturbed in the safety of life and interests. Each member uphold and respect the interests of other parties; and
- d) Order international association that is free, peaceful and fair means: each country take care of their own household, not disturb each other and sacrificing the interests of other countries for the sake of their own country.

While coaching methods against prisoners include:<sup>10</sup>

- a. Guidance in the form of direct interaction nature of kinship between the builders with the coaches (prisoners).
- b. Coaching is persuasive instructive in that they seek to change the behavior by example and treat fairly among themselves so evocative of her to do things that are praiseworthy, putting prisoners as human beings who have the potential and self-esteem with the rights and obligations are the same with other humans.
- c. Coaching plans, continuous and systematic.
- d. Maintenance and improvement of security measures that are tailored to the level of the state is facing.
- e. Group and individual approach.
- f. In order to foster a sense of seriousness, sincerity and responsibility in carrying out the task of instilling loyalty and obedience and exemplary in the service of the state, law and society, in the ranks of correctional officers need to have a code of conduct and is encapsulated in the WORK ETHOS contents:
  1. We correctional officers are servants of the law, inmates and the public protector builder.
  2. We correctional officers are required to be wise and act fairly in the implementation of tasks.
  3. We correctional officers determined to become a role model in realizing the objectives of the penal system based on Pancasila.

Based on the Decree of the Minister of Justice Republic of Indonesia No. M.02 - PK.04.10. Year 1990 Guidance Pattern Prisoners / Detainees, then the function of sentencing that apply in Indonesia based on Pancasila. The function of punishment based on Pancasila with emphasis on the guidance system of humanism more efforts on the rehabilitation and social reintegration of prisoners, so that prisoners are becoming more aware of the mistakes he has made and can return the prisoners become better human beings in social life and refrain from criminal acts in the future.

<sup>7</sup> *Loc. Cit.*

<sup>8</sup> Bambang Sunggono, *Op. Cit.*, page. 113-114 and in the Johnny Ibrahim, 2006, *Teori & Metodologi Penelitian Hukum Normatif*, Bayumedia, Malang, page. 299.

<sup>9</sup> Emeliana Krisnawati, 2005, *Aspek Hukum Perlindungan Anak*, CV. Utomo, Bandung., page. 11-12.

<sup>10</sup> See Chapter II item 3 of Decree of the Minister of Justice of the Republic of Indonesia No. M.02 - PK.04.10. Year 1990 Guidance Pattern Prisoners / Detainees.

According Bahrudin Soerjobroto, socialization is an attempt to achieve unity of life, life and livelihood that exists between individual offenders with personality as a human being, between offenders with fellow human beings, between offenders with society and nature, all in the shadow of the Almighty God".<sup>11</sup>

The coaching process inmates often called "therapeutics process", the foster child prisoners was tantamount to cure someone who temporarily lost his life because of their weaknesses they have. In curing these weaknesses necessary guidance to the student's correctional humanism which can be accompanied by psychological therapy against child prisoners.

Guidance to the inmates of children is a means of supporting the country's success makes the child inmates back into family and community members. Prison child has a role in fostering the child prisoners in order to be a good boy, so that children can have a sense of responsibility to adjust to a peaceful and prosperous life within the family and society, so that a potential human being and moral impersonal.<sup>12</sup>

During this process of coaching is done on building prisons more children with a model of the Risk Management Need Risk Model (Healing Model Behavior). This happens, because of the limited facilities and infrastructure so that development patterns of children in prisons child is not yet innovative methods, Social Rehabilitation, Educational Rehabilitation and Medical Rehabilitation.<sup>13</sup> Coaching model of Risk Management (Risk Management) not only failed to prevent individuals not to repeat the crime but it is precisely the increasing tendency of individuals to become recidivists and provide opportunities for the victimized community.<sup>14</sup>

Correctional guidance system implemented by senior of security, equality of treatment and services, education, mentoring, respect for human dignity, loss of independence is the only suffering, guaranteeing the right to stay in touch with family and certain people.<sup>15</sup>

Implementation guidance systems were developed in the model or design restructuring implement safeguards inmates of children from the correctional system to the guidance system of humanism developed in this study, emphasis on development patterns that can be pursued to be given to all inmates of children in ways that are humane, familial and without their violence. Through fostering harmony between prison officers Child by child inmates, it could help improve inmate behavior and attitude towards a better child.

Based on the research that has been done, the criminal child development patterns should be done through a bottom-up approach, so that can know what coaching is beneficial and necessary criminal child itself. To find out the needs of children a crime, do pretest at the first time a criminal child into the child prison. At the end of the coaching is done posttest, which serves to determine the extent of the success of the coaching that has been done. The model can be described fostering humanism to be carried out as follows:

- a) First stage: initial formation, preceded by a period of observation, research and introduction of environment, psychological therapy, since accepted until at least  $\frac{1}{4}$  of the actual criminal past.
- b) The second stage:  $\frac{2}{4}$  ongoing formation of the actual criminal past.
- c) The third stage:  $\frac{1}{4}$  of a criminal past to do the evaluation of the second phase development.

Development of the first phase, followed by pre-test, to know what coaching is required by the criminal child. Development of the second phase, consisting of: 1) Development of personality; 2) Development of Independence; and 3) Development of the Child Criminal options. Personality coaching consists of: religious education, PMP, and manners. Fostering Independence consists of: a) general development, namely the eradication of three blind (illiterate, blind, blind numbers and language); b) development of social culture, the etiquette, painting, dance, voice and musical arts; c) coaching skills training, i.e. sewing or cooking or crochet or weave, scouting, coaching youth and so forth; d) physical and psychological development of the sports, entertainment, family visits. Coaching consists of a selection of coaching options required by the criminal child according to their talents and interests, such as formal education in accordance with the child's age of criminal, chess, and so forth. Inmate Son humanism coaching model can be seen in table 1.

<sup>11</sup> Bahrudin Soerjobroto, 1986, *Ilmu Pemasaryakatan (Pandangan Singkat)*, AKIP, Jakarta, page. 8

<sup>12</sup> Maidin Gultom, 2012, *Perlindungan Hukum Terhadap Anak dan Perempuan Kumpulan Makalah-Makalah Seminar*, Refika Aditama, Bandung, page. 152.

<sup>13</sup> Sari Mandiana, dkk., 2005, *Pola Pembinaan Anak Didik Pemasaryakatan Di Lembaga Pemasaryakatan Anak Tangerang Menuju Pada Innovation Treatment System As the Government Regulation No. 31 of 1999 About Coaching And Mentoring Citizens Patronage of Corrections*, Laporan Hasil Penelitian, Fakultas Hukum Ubaya, Surabaya, page. 7., and Fanny Tanuwijaya, 2012, *Makalah seminar Nasional dengan Judul Pembinaan Anak Dalam Rangka Perlindungan Hak Anak Pidana di Lembaga Pemasaryakatan Anak*, diselenggarakan oleh Fakultas Hukum Universitas Jember 9 Mei 2012, page. 19.

<sup>14</sup> Reza Indragiri Amriel, 2002, *Menggugat Remisi, Psikologi Forensik*, Jurnal Keadilan Volume 2 No. 3, 2002., page, 15., and Ibid. page. 20.

<sup>15</sup> The provisions of Article 5 of Law Number. 12 of 1995 concerning Corrections.

Table 1  
Model Development (Restructuring Implementation Design Inmate Protection of Children from Correctional System towards Development System Humanism)

No.	Stage Coaching	Type Term Development	type Development	Party Implement Guidance
1.	Early Stage	one (1) month or ¼ Criminal period	a) observation, b) Research, and c) The introduction of environmental (mapenalang), as well as d) Pre Test to determine the type of training required selection criminal child	Officers criminal child and Psychologists
2.	Secondary Phase	2/4 Criminal period	a) Development of Personality consists of: 1. Religious education, 2. Pancasila Moral Education, and 3. The Budi character.	Prison officers, officers of the Regional Office and officers from the Department of Religious Education
			b) Fostering Independence consists of:	
			1. Development of a common, namely the eradication of three blind (blind figures illiterate and blind language).	Prison officers, and officers from the Department of Education
			2. Development of socio-cultural, that etiquette, painting, dance, voice and musical arts.	Prison Officers, Officers and Officers of the Regional Office of the Department of Religious Education
			3. . Development of skills training, i.e., sewing or cooking or crochet or weave, scouting, coaching youth and so on	Prison Officers, Officers from the Department of Social and labor, and Officer of the Department of Education
			4. Development of the physical and psychological sport, entertainment, family visits.	Prison officers, and psychologists
			c) The development consists of a selection of coaching options needed by the child criminal offense according to their talents and interests, such as formal education in accordance with the child's age of criminal, chess, and so forth.	Petugas Lapas, dan Petugas dari Dinas Pendidikan
3.	. The third stage	¼ Criminal period	Evaluation Period Criminal second stage	Prison officers, and psychologists

Inmate Son humanism coaching model is analyzed using SWOT analysis. SWOT Analysis is a strategic planning method used to evaluate the internal factors and external factors. Internal factors such as strengths and weaknesses, while the external factors such as opportunities and threats.

1. Strength (strength),

The availability of adequate physical facilities; Room occupancy for students' correctional totaling 10 rooms with the number of pupils of correctional many as 19 children. Means for activities like Padmasana (temple) and a mosque for worship activities sufficiently representative for religious activities. Sports Facility, a means of artistry and skill quite complete. Classrooms for vocational education activities is available.

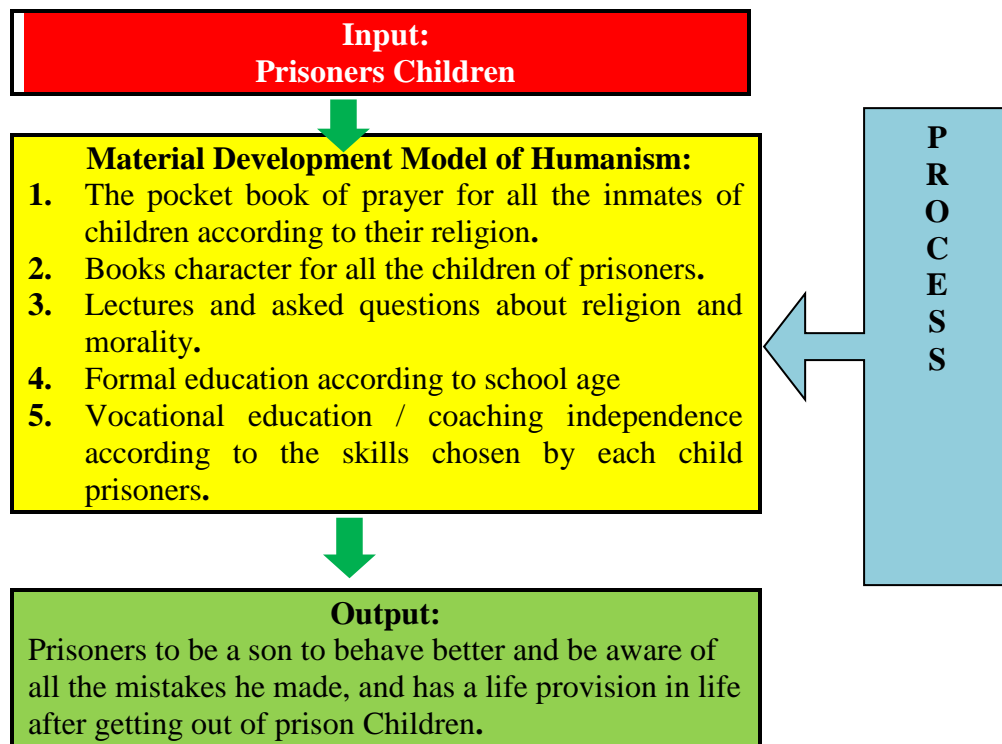
2. Weakness (weakness), for the field of formal education. Unavailability of power tutor of Karangasem district education offices to help provide learning materials for the students correctional.

3. Opportunity (opportunity), has been in cooperation between the prisons with outside parties. For example, by the Regional Office of Religion, Government Agencies, Private parties, individuals, and NGOs.

4. Threat. Inmates children feel anxious what if one day out of prison Son, which people will always look at them negatively and felt it would be difficult to find work without the provision of a formal diploma. It is a threat for some inmates.

Humanism coaching model developed in Prison Children can be seen in the chart coaching scheme humanism below:

**Chart**  
**Humanism Development Process**



Based on the above scheme development patterns conducted tests on design coaching model humanism Prisoners Children produced in the first year of study. Methods of testing conducted by researchers with the observation of the stages of development of humanism inmates models of children by prison officers supervised also by the Children with Children Kalapas IIB Gianyar, Karangasem Bali. The results of these tests can be seen in the table below:

Table 2  
Introduction to Environmental Future

No.	Activity Type	Less	Very Less	Enough	Really Enough	Number of Respondents
1.	The period of introduction of the prison environment for 1 month or ¼ criminal past			5	1	6

Source: observations and interviews with the Prison Officers, Supervisor of Learners Guidance Corrections and the Kalapas Gianyar, from April s / d in July 2014.

Based on data in Table 2, it states that the period of the introduction of the prison environment for the students correctional 83% adequate and 17% said very pretty.

Table 3  
Term Introduction to Environmental

No.	Activity Type	1-month / ¼ criminal past	2 weeks / criminal past 1/3	Number of Respondents
1.	The period of time introduction of the prison environment	1	5	6

Source: observations and interviews with the Prison Officers, Supervisor of Learners Guidance Corrections and the Kalapas Gianyar, from April s / d in July 2014.

Based on data in Table 3, show that 83% said the introduction of future environment for students correctional prisons need to be reduced to 2 (two) weeks or third criminal past and 17% did not need to be reduced, in other words, still be given to the term 1 (one) month or ¼ criminal past. Based on these data, the need for the period of the introduction of environment is reduced to two (2) weeks or third criminal past, due to give more time in the stage of personality development and self-reliance. So with a longer

time in the stage of personality development and self-reliance can help students correctional in realizing the error of deeds done and can provide supplies skills more thoroughly to the students correctional very beneficial to the students correctional after getting out of prison Children ,

Materials provided during the introduction of the students correctional environment with the notification regarding the rights and obligations of the students during their correctional criminal past in Prison Son, how to implement those rights and obligations, and how the adjustment to the new environment in the prisons. In addition, also notified about the order or the rules that apply in prisons.<sup>16</sup>

With the provision of material that can be linked to the rights and obligations of students correctional and order within the prisons Grade IIB Gianyar, it can be concluded that the time period of the introduction of environment deemed more appropriate given for two (2) weeks or third criminal past. Thus, in the stage of personality development and self-reliance will be sufficient time to provide penal provisions for students to live a life outside prison after completed a criminal past.

In prison graders IIB Gianyar, all criminal children get pocket prayer book according to their respective religion protégé correctional and books on manners. Besides getting pocket prayer book, in prisons graders Gianyar IIB has regularly provide religious instruction in accordance with the religion of pupils' correctional. Hindu religious education is given every Wednesday and Islamic religious education is given every Thursday.<sup>17</sup>

Until now, the lack of formal education such as school education is generally given by the department of education to students in correctional prisons child. The absence of a tutor from the education office Karangasem regency assigned to teach in prisons resulted dropouts because cannot enroll in schools outside prison, because no school would accept children with criminal child status. The absence of a tutor from the education office Karangasem regency, due to non-compliance of the requirements of the education office Karangasem ie, the quota of 25 (twenty five) children for each level of education the same (for example, the SD 25 (twenty five) children criminal or hierarchy SMP 25 (twenty five) children civil or SMU 25 (twenty five) children criminal).<sup>18</sup>

In prison graders IIB Gianyar, has established cooperation with psychologists from the University of Udayana to help provide counseling to students correctional services.<sup>19</sup> Based on the model of development of humanism in the development stages of psychic researchers have created can be carried out by the Prison graders IIB Gianyar.

Socio-cultural coaching, namely etiquette, painting, dance, and sound art has also be implemented in accordance with a coaching model that made the researchers, it is seen has been in cooperation between prisons grader IIB Gianyar with NGO Sana Here Denpasar.

The test results of children's coaching model inmate humanism associated with restructuring of the implementation of child protection prisoners of the penitentiary system to the system for promoting humanism, based on observations of researchers in prisons graders IIB Gianyar and interviews conducted with respondents and related sources can otherwise be implemented.

Understanding of religious values 15 (100%) of the children stated in accordance with the needs of children in raising religious awareness so that children feel able to resume their social life with a better future. Understanding the values Budi Character 12 (80%) of the children stated in accordance with the needs of children in improving how to behave in public life with a better future. Comprehension skills talent interests 13 (87%) of the children stated in accordance with the needs of children in developing talent child's interest can later be returned to the life of society with the provision of positive skills and work better. On average children's understanding of three (3) components of the assessment was 89%.

Descriptive validity humanism coaching system in prisons graders IIB Gianyar done towards the understanding of the students correctional against religious values and morality and expertise skills related to their talents and interests of the students correctional, can be seen in the results of the following calculations:

$$89 = \frac{89}{100} = 100\%$$

So based on the criterion of validity, testing the validity of fostering humanism towards the understanding of the students correctional against religious values and morality and expertise skills related to their talents and interests of students Prisons are very valid with a score of 89% (eighty nine per cent) and the coaching model this humanism can be used.

## Conclusions And Recommendations

<sup>16</sup> Results of interviews with Ketut Kawidana, selaku Kepala Seksi Bimbingan Napi/Anak Didik pada LAPAS Kelas IIB Gianyar, pada tanggal 12 Mei 2014; Results of interviews with Petugas Lapas Anak Kelas IIB Gianyar, pada tanggal 12 Mei 2014; Results of interviews with Didik Heru Sukoco, selaku Kalapas anak Gianyar, pada tanggal 13 Mei 2014.

<sup>17</sup> Results of interviews with Anak pidana Lapas anak Kelas IIB Gianyar, pada tanggal 3 Juni 2014; Results of interviews with Ketut Kawidana, selaku Kepala Seksi Bimbingan Napi/Anak Didik pada LAPAS Kelas IIB Gianyar, pada tanggal 9 Juni 2014.

<sup>18</sup> Results of interviews with Didik Heru Sukoco, selaku Kalapas anak Gianyar, pada tanggal 17 Juni 2014.

<sup>19</sup> Results of interviews with Didik Heru Sukoco, selaku Kalapas anak Gianyar, pada tanggal 17 Juni 2014.

## Conclusions

Based on the formulation of the problem, the results of research and discussion in this study, it can be concluded as follows:

Design of restructuring implementation of child protection prisoners of the penitentiary system to the guidance system of humanism developed, emphasis on development patterns that can be pursued to be given to all inmates of children in ways that are human, familial and without violence. Through fostering harmony between prison officers Child by child inmates, it could help improve inmate behavior and attitude towards a better child. With the provision of material that can be linked to the rights and obligations of students correctional and order within the prisons Grade IIB Gianyar, it can be concluded that the time period of the introduction of environment deemed more appropriate given for two (2) weeks or third criminal past. Thus, in the stage of personality development and self-reliance will be sufficient time to provide penal provisions for students to live a life outside prison after completed a criminal past. In prison graders IIB Gianyar, all criminal children get pocket prayer book according to their respective religion protégé correctional and books on manners. Besides getting pocket prayer book, in prisons graders Gianyar IIB has regularly provide religious instruction in accordance with the religion of pupils correctional. Hindu religious education is given every Wednesday and Islamic religious education is given every Thursday. Socio-cultural coaching, namely etiquette, painting, dance, and sound art has also be implemented in accordance with a coaching model that made the researchers, it is seen has been in cooperation between prisons grader IIB Gianyar with NGO Sana Here Denpasar. Testing the validity of fostering humanism towards the understanding of the students correctional against religious values and morality and expertise skills related to their talents and interests of students Prisons are very valid with a score of 89% (eighty nine per cent) and the coaching model of humanism can be used.

## Suggestions

Based on the results of research, discussion and the conclusions that have been described, those can be given some suggestions as follows:

- a) The need for an understanding of the Provincial Education Office of Bali and Karangasem regency especially for the grant Lecturer in IIB Gianyar Prison graders regardless of the number of students in prison.
- b) The need to establish cooperation with tutoring agencies in terms of meeting the child's right to formal education.

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