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Education as a Path to Rehabilitation: Challenges and Prospects in the Juvenile Rehabilitation Facility Class II A Bengkulu, Indonesia

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Education as a Path to Rehabilitation: Challenges and Prospects in the Juvenile Rehabilitation Facility Class II A Bengkulu, Indonesia

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Abstract: Education plays a pivotal role in the rehabilitation of juvenile offenders. This qualitative study explores the opportunities and challenges of reforming rehabilitation through formal education at the Youth Rehabilitation Center Class II A Bengkulu. The program aims to enhance academic skills, life competencies, and self-esteem among juvenile offenders. Using a purposive sampling method, the study involved 14 informants, including a head of education and community guidance, a teacher, and 12 foster children. Data were collected through interviews, observations, and document analysis, and analyzed using the Miles and Huberman model. Findings reveal that educational initiatives at the center significantly boost foster children's confidence, motivation, and optimism about their future. The institution's strategic location, dedicated educators, and adequate infrastructure support these efforts. However, several challenges persist, such as limited cooperation from the children's previous schools, insufficient facilities, a lack of subject-specific resources (e.g., science), and a shortage of qualified teachers. This study provides a detailed analysis of integrating formal education into rehabilitation programs and offers recommendations for improving the quality of educational services in juvenile rehabilitation centers. These insights aim to support the development of inclusive, sustainable, and education-focused rehabilitation policies.

Key Words: Juvenile rehabilitation; Education; Self-esteem; Life skills; Formal schooling

INTRODUCTION

The right to education is a human right inherent in every individual, including students who undergo coaching at LPKA. Chapter III concerning Children's Rights and Obligations in Article 9 explains that every child has the right to receive education and teaching in the context of his personal development and his level of intelligence by his interests and talents. (Undang-Undang Nomor 35 Tahun 2014 Tentang Perubahan Atas Undang-Undang Nomor 23 Tahun 2002 Tentang Perlindungan Anak, 2014). So even though they are in prison, they must still feel education as a provision after they get out of the Children's Prison, then in the regulation of Law No. 12 of 1995 concerning Correctional Services, it also explains the right to education for fostered children in LPKA, especially in article 14, which contains the rights of inmates, one of which is the right to education and teaching. (Bitsakos, 2021; Lintjewas et al., 2022; Niva, 2016; Prayitno, KP, Oktobrian, D, & Barkhuizen, 2023).

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At LPKA, education encompasses not only skill development but also upholding human dignity and offering foster children a second chance. According to Uche et al. (2023) and Wulan & Sasmita (2022), education at LPKA encompasses more than just imparting skills. By obtaining an education, foster children can develop their potential to develop positive attitudes, moral values, and social skills necessary to interact with others. (Keen & Woods, 2016; Novek, 2017). Education at LPKA has a very crucial role in the social reintegration of fostered children; personality development that is integrated with formal and non-formal education can help change negative mindsets and behaviours so that they can become productive citizens. In addition, in long-term contributions, education at LPKA can help foster children understand and take lessons from the mistakes they have made, so they are committed not to repeating errors, which means that education can reduce recidivism rates and improve the safety and welfare of the community. According to Barrett and Katsiyannis (2016) and Slaughter et al. (2019), education can have a significant long-term impact on reducing recidivism rates and enhancing community safety and welfare.

Although there are so many positive contributions from education at LPKA, in reality, access to education is often limited. In Indonesia, the right to education for fostered children in LPKA still has many barriers to realising it, ranging from limited LPKA supporting facilities, the availability of human resources for teaching staff in formal education, the unavailability of formulations or models of education in LPKA, and the relevance of the existing curriculum for fostered children in LPKA (Vandala, 2019). LPKA Class II A Bengkulu also experiences this condition. Based on the results of the author's initial survey, formal education carried out at LPKA Class II A Bengkulu is implemented to the maximum, as has been implemented in LPKA Class I A Palembang. There has been developed a kind of Filial school model (Selfi) carried out by direct teachers; teaching staff are brought in from the parent school or the nearest school, so that foster children in LPKA can access formal education as children outside the prison (Results of an interview with Ahmad Zulinto, Head of the Palembang City Education Office, August 2024). LPKA Class II A Bandar Lampung also carries out the same condition to fulfil the right to access formal education. LPKA Class II A Bandar Lampung collaborates with the school closest to the LPKA location, which will be the parent school for formal education for fostered children (Augustine et al., 2023; Rahmatiya et al., 2023).

This situation is very different from LPKA Class II A Bengkulu; the fostered children who have been sentenced do not all have the opportunity to continue their education at their home school. The biggest challenge arises from the school of origin's failure to provide opportunities for its students to continue the distance learning process, likely due to concerns about the school's reputation, and the lack of clear guidance on technical and learning mechanisms. This situation certainly raises new problems for LPKA Class II A Bengkulu, which wants to provide equality education for foster children, because equality education requires clear administration from its students, while foster children who undergo a coaching period at LPKA generally have an active status on the student database (Dapodik Data). This situation makes it difficult for administrative management and the status of fostered children who want to take equality education or packages. As a result, many foster children drop out of school.

The number of fostered children undergoing coaching at LPKA Class II A Bengkulu as of September 2024 is 103 people, with the number of fostered children who are undergoing formal education as many as 20 people, with details of each presented in Table 1.

Table 1. Foster children who are attending formal education

School Type	Number of Fostered Children (People)
Regular	
Senior High School	1
Equality	
Elementary school / Equivalent to Package A	1
Junior high school / Package B Equivalent	6
Senior High School / Package C Equivalent	12
Total	20

Source: LPKA Class II A Bengkulu year 2024 Archives

Table 1 showed that the total number of foster children who are continuing their education at LPKA is 20 people out of a total of 103 people. 103 individuals, including 45 fostered children, no longer attend school because they have already finished their education and left school prior to their placement at LPKA. This means that as many as 38 fostered children lost access to formal education during the coaching period at LPKA. This condition occurs due to various factors, including data on students who are still active in the parent school, social stigma of the community, that children who are fostered in LPKA are the same as adult prisoners, and that they are imprisoned so that they must be given a deterrent effect. (Results of an interview with Heppy Suheri, S.Si., M.M.; Head of Education and Community Guidance Subdivision of LPKA Class II A Bengkulu, January 2024)

Furthermore, the foster children at LPKA range in age from 14 to 18 years, and their educational backgrounds before entering the program are quite diverse, including junior high school, high school, and vocational school. Furthermore, the types of violations committed by fostered children are cases of theft, child protection, maltreatment, violence against children and women, narcotics, and murder. The highest number of violation cases in theft cases is as many as 49 cases, and child protection is as many as 39, with a detention period of 4 months to 6 years based on the type of violation committed. (LPKA Class II A Bengkulu Year 2024 Data Archive).

The novelty value offered in this study is the focus on the opportunities and barriers to the implementation of formal education in LPKA in Indonesia, which so far not so many researchers have been interested in studying further, especially in the field of education studies; this indicates that the study of formal education in LPKA is a necessity and is still neglected. Some research related to education in prisons focuses more on the study of the fulfilment of children's rights in children's prisons, the field of personality and spiritual development, and various soft skills education, and is still in demand by the law and humanities clusters, as well as studies on fostered children in LPKA in Indonesia, especially 1) Implementation of Guarantees for the Rights to Education for Correctional Students While in Prison (Stovall, 2018) The focus of this research is more on the implementation of children's educational rights in LPKA. 2) The Right to Information Needs as a Learning Resource for Assisted Children at LPKA Maros Regency (Muhammad Fadhil Gunawan et al., 2024). This study also still focuses on children's right to learning in LPKA. 3). Analysis of Factors in the Implementation of Filial School Policy for Correctional Students at the Palembang Children's Special Development Institution (Febrianty et al., 2018), focusing on policies in LPKA. 4) Scl-Based Learning for Students in Answering English Text Questions on Package B and C in the Special Children's Institution of Kupang City (Sogen et al., 2021). This study focuses on package learning at LPKA. 5) The role of teachers in the educational process of correctional students at the Children's Special Development Institute (LPKA) (Hanesty, 2021), This study is quite relevant, but more on package schools as well, it has not referred to the discussion of opportunities that allow formal education and curricula that are relevant to the needs of assisted children in LPKA.

Furthermore, as a comparison of studies, for research at LPKA abroad, there has been a lot of research on the implementation of formal education in children's prisons, including 1) a systematic literature review of school reentry practices among youth impacted by juvenile justice. This study focuses on the urgency of adolescents' return to school after serving a judicial period. (Kubek et al., 2020) 2) Slaughter et al., 2019 conducted a study on the academic achievement of juvenile detainees. This study further shows the improvement of education in children's prisons, which is related to analysing children's academic achievement in children's prisons. 3) Beyond the School-to-Prison Pipeline and Toward an Educational and Penal Realism Studies by Fasching-Varner et al. (2014), which focus on the realism of education in prisons, extend beyond the traditional school-to-prison pathway. 4) Developing the Prison-to-School Pipeline: A Paradigmatic Shift in Educational Possibilities During an Age of Mass (Scott, 2017) This study focuses on the development of the prison process into a school to further develop human potential and reduce the recidivism rate after release. (Amani et al., 2018); 5) Education for Incarcerated Juveniles: A Meta-Analysis (Steele et al., 2016), Education for children in prison.

Research studies on the education of fostered children in juvenile prisons carried out abroad have been very developed, and the implementation of education has been very progressive when viewed from the overview of the focus of the study on the academic achievement of fostered children in schools in juvenile prisons, meaning that the analysis of education in juvenile jails is not only limited to discourse

but has been equated with the study of education outside prisons. There is even a study conducted by Suits et al. (2014). The focus of the study is the transformation of the judicial system in prisons into an effective educational pattern. By being the main focus of the government, this condition is predicted to be one of the points why many LPKA abroad, or prisons abroad, are empty; the tendency of prisoners to recidivism is very minimal because there has been a development of coaching patterns in foreign prisons. This reference is one of the reasons for the development of research studies on formal education or schools in prisons in Indonesia. (Stern, 2014).

The implementation of education in child detention institutions in various countries differs significantly from that in LPKA in Indonesia, particularly in LPKA Class II A Bengkulu. In developed countries, such as Norway, Sweden, or Germany, education in child detention institutions is designed to replicate the public-school environment, with modern facilities, professional teaching staff, and an inclusive curriculum. These educational programs are often equipped with vocational training, psychological counselling, and social reintegration support so that foster children have equal opportunities to achieve a better future. In contrast, in Indonesia, education at LPKA still faces various barriers, including limited infrastructure, a lack of competent educators, and a lack of technological support. Despite similar rehabilitation goals, the Indonesian approach still needs significant reforms to truly become an effective means of rehabilitation, comparable to successful international practices.

The author posits that it is crucial to conduct a study on Transforming Rehabilitation Through Education in LPKA Class II A Bengkulu, taking into account the diverse potentials present in LPKA Class II A Bengkulu. This study will describe 1) opportunities that support the implementation of formal education for fostered children in LPKA and 2) barriers to implementing education for fostered children in LPKA, which will formulate formal education for fostered children in LPKA Class II A Bengkulu.

METHOD

Research Design

This study employs a qualitative research design that takes a descriptive approach to the implementation of formal education in special child development institutions. (Creswell 2016; Yusuf 2016). This study explains the transformation of education in LPKA Class II A Bengkulu by analysing the opportunities and barriers to implementing formal education for fostered children. The selection of this location was based on the researcher's interests and consideration of the state of education at LPKA, which has potential for implementation.

Participants

This research involved 14 informants with details of one head of education and community guidance, one equality school teacher, and 12 fostered children. The technique of selecting informants was purposive sampling. (Sugiyono., 2013), This study uses purposive sampling to select informants from children in their care who are still in school, between 14 and 17. (2) Foster children placed in LPKA (Child Development Centre) and thus stop attending school. The education and development sub-division's supporting informants are the most knowledgeable about the conditions of the children under their care.

Data Collection

We collected data using semi-structured interviews, observational methods, and documentation reviews. We conducted on-site interviews with foster children and educational staff at LPKA Class II A Bengkulu, each lasting approximately 40-60 minutes. We focused our observations on the available infrastructure for education, and used documentation to verify records of educational activities and attendance. The study employed an interview guide containing open-ended questions about implementing formal education, an observation checklist to evaluate the state of facilities and infrastructure, and a documentation review form to analyse educational records at LPKA Class II A Bengkulu. Experts reviewed these instruments for validity and relevance. The process of data validation

employs the triangulation technique, which involves interviewing both the foster children and the head of education and coaching. We carry out the triangulation technique by observing the completeness of facilities and infrastructure at LPKA and conducting interviews with students and heads of education sections.

Data Analysis

Data analysis followed the Miles and Huberman model, comprising four stages: data reduction, data display, conclusion drawing, and verification (Miles, 1984; Moleong, 2006). The study examined the opportunities and barriers associated with the implementation of formal education at LPKA Class II A Bengkulu. In the data reduction process, the collected data is condensed through summarisation, keyword selection, highlighting key points, cutting out extraneous information, and recognising and classifying the results in LPKA. The coding stage guarantees the accurate completion of the data interpretation process. The next step is the presentation or display of the data and conclusions. The final step involves developing research conclusions to validate the data. We validate the findings about the opportunities and barriers of implementing formal education at LPKA Class II A Bengkulu using empirical and theoretical data, based on these conclusions.

RESULTS

The findings show that education in this juvenile correctional institution has great potential to be a means of recovery and self-development, but it is still faced with several obstacles that are barriers to maximising formal education, in particular. Based on the findings of potential research that can be used as an opportunity for the implementation of formal education at LPKA Class II A Bengkulu, related to adequate physical facilities, a strategic location to collaborate with the nearest school to be used as a parent school for assisted children, and the existence of MOUs or cooperation agreements with various universities that have teacher education programs, as an alternative to teaching personnel, then a large number of fostered children are of high school age. Furthermore, regarding the control of the implementation of education, which is a challenge in itself, namely, the follow-up from the relevant agencies to provide space and access for assisted children to continue school is still constrained by various technicalities and regulations in the field, curriculum, and learning models that have not been determined, related to the budget and also the difficulty of penetrating the policies of all related agencies. We will provide a detailed explanation of the research's focal points.

Opportunities to implement Transforming Rehabilitation Through Education at LPKA Class II A Bengkulu

Based on the results of interviews with officers of the education and coaching section, the facilities at LPKA are very responsive to the implementation of formal education, such as learning room facilities equipped with focus, as well as supporting facilities such as whiteboards and projections for learning activities. The results of interviews with the fostered children also stated the same thing: all learning room facilities, such as internet interactive media, computers, can be used by assisted children for learning and also under the supervision of staff at LPKA, following the results of documentation related to classroom facilities at LPKA Class II A Bengkulu (Figure 1).



Figure 1. (Left) The atmosphere of the fostered children taking the equivalency exam package B in May 2023; (Center to Right) 1 fostered child who takes the Final School Exam through the application. Source: LPKA Class II A Bengkulu archives.

A conducive learning atmosphere can be carried out under the supervision of staff and partners from PKBM and LPKA. This condition is a portrait of the opportunity from the implementation of formal education at LPKA Class II A Bengkulu, which has great potential to be carried out regularly. Furthermore, in focused science learning, media is also provided in the classroom, as can be seen from the Figure 2.



Figure 2. Learning activities using Infocus, author archival reference sources, and docs. LPKA. 2023.

Figure 2 reflects that it is very possible to carry out a formal learning process as the curriculum at the education level in schools outside LPKA. Routine learning activities are carried out on an ongoing basis, such as they go to school outside the prison.

Barriers to Transforming Rehabilitation Through Education LPKA Class II A Bengkulu

The research reveals numerous challenges in implementing formal education at LPKA Class II A Bengkulu, particularly in managing the foster children who join the school. Based on the results of the interview, information was obtained that the fostered children who entered LPKA, most of them were constrained by the administration, the status of the dapodik, who was still active in the school where the fostered children studied before; this situation will certainly provide obstacles for the fostered children to continue their package or equivalency schooling, especially for the fostered children whose detention period is not too long, less than two years. In addition, the school from which the fostered children come also does not provide access to online learning, so far only 3 schools have facilitated their students to

continue learning. Subsequently, the policies, technicalities, and regulations of the relevant agencies have not been carried out continuously, so learning activities have not taken place routinely, only if any of the PKBM partners conduct the package exam and three schools provide access to their students, but it has not yet applied to all fostered children, as seen from Figure 3.



Figure 3. (Left) the fostered child is attending an online school, and; (Right) the fostered child is conducting a formal school at the junior high school level. LPKA Class II A Bengkulu document archive.

Based on the Figure 2, it is illustrated that only a few schools provide access for fostered children to continue to run the school during the coaching period. Table 2 displays a detailed presentation on Transforming Rehabilitation Through Education at LPKA Class II A Bengkulu.

Table 2. Details of opportunities and obstacles to Educational Transformation at LPKA Class II A Bengkulu

No.	Categories of Findings	Source Data	Findings Details	Information
1.	Opportunities	Interview	Optimism/confidence in the future can be changed with schools.	The results of interviews with 12 fostered children showed that they wanted to go to school again until they graduated, had confidence that it was an opportunity for change or a second chance to redeem their guilt in their parents, and wanted to make their parents proud by studying hard.
			The behavior of the fostered children is much more optimistic after participating in inequality school activities.	The results of the interview with the head of education and community development show that he is very hopeful that learning activities at LPKA will be like schools outside prisons, which have a curriculum and are continuous, not only in the form of package c schools and the need for school exams. I see that the change in mindset and habits of the fostered children who have completed school while in LPKA is much more positive.
			Learning Motivation of fostered children is high.	Based on the results of an interview with one teacher of an equality school, the motivation of the fostered children to learn is high, they are also easy to direct and very obedient to the rules in learning.
			Availability of Teachers/HR	The results of interviews with the heads of education and coaching and equality school teachers show that there is an MOU or cooperation agreement with various universities that have teacher education programs.

No.	Categories of Findings	Source Data	Findings Details	Information
		Observation	Building facilities and study rooms are adequate.	The results of direct observation show that the building and learning room, which is equipped with a mini library, and sports fields are very repressive to be used in learning activities.
			Supporting facilities for learning activities are adequate.	All learning room facilities, such as interactive media, internet access for learning, and computer devices can be used by the fostered children for their learning needs under the supervision of staff at LPKA.
			The strategic location of LPKA.	Strategic location to collaborate with the nearest school as a parent school for fostered children.
		Documentation	Programs Already Running	Based on internal documents, this program is already running but does not cover all fostered children.
			High school-age rate of assisted children	Based on data archives at LPKA Class II A Bengkulu from 103 fostered children fostered at LPKA, 45 of them have completed their education before being fostered at LPKA, 38 people have lost access to education, 20 people are undergoing education at LPKA, 19 people are taking equality education and one person is participating in distance regular education.
2.	Barrier	Interview	Policy	The results of interviews with the head of education and community development as well as teachers of equality schools, said that the implementation of technical policies and regulations from related agencies has not been carried out consistently, so learning activities have not taken place routinely, only if there are PKBM partners conducting package exams and there are also three schools that provide access to their students, However, it has not yet applied to all fostered children.
			Administration	Based on the results of interviews with the head of education and community development, information was obtained that most of the fostered children who entered LPKA, were constrained by the administration, deposit status who were still active in the school of the assisted children studying before, this situation will certainly be an obstacle for the fostered children to continue the package or equality school, especially for the fostered children whose detention period is not too long, less than two years. In addition, the school from which the fostered children come from also does not provide access to online or online learning, so far only 3 schools have

No.	Categories of Findings	Source Data	Findings Details	Information
				facilitated their students to continue completing their studies while undergoing the coaching period.
		Observation	Completeness of Labor facilities for relevant subjects such as science labs	Based on the results of observations at LPKA, it is necessary to have facilities in the form of laboratories to support the learning of fostered children.
		Documen- tation	Professional Educators	Based on LPKA data, professional educators are the main obstacle in the implementation of the learning process at LPKA Class II A Bengkulu,

DISCUSSION

Formal education, such as in schools outside LPKA, is urgently needed and is a very positive activity for fostered children to reduce recidivist behaviour (Dj. Sinjo, 2023). In addition, research that is relevant to the results of research conducted by Borrani et al. (2015). Furthermore, the number of fostered children who are high school age is also a potential that cannot be ignored. Based on data and interview results on the coaching staff, the number of foster children who are currently fostered is 103 people. This number is only 20 people who are participating in learning activities, with details of 1 person participating in formal learning and 19 people participating in formal learning. Indeed, 35 of the remaining foster children dropped out of school prior to their placement at LPKA, indicating that approximately 48 additional foster children face the risk of dropping out due to various existing obstacles.

The findings of this study are different from several studies related to the learning model or school model held in prisons in several countries abroad and also in several LPKA in Indonesia that have been able to provide education in LPKA with a curriculum that is not much distinct from schools outside prisons. According to Huaiquiánbilleke et al. (2021) and Keen & Woods (2016), the findings of this study differ from those of previous studies on the learning model or school model used in prisons in various countries abroad. The model of youth prisoner coaching in Indonesia still faces various obstacles related to limited facilities, teaching staff, and curriculum. Based on the research findings, education at LPKA Class II A Bengkulu has not been fully equivalent to education outside prison. Only certain training, limited to practical skills or basic tutoring, is provided to assisted citizens, without full integration with the national formal education curriculum. In contrast, certain developed countries like Norway and Finland have designed educational models for juvenile prisoners that are comparable to those outside prisons. For instance, Norway implements the prison education system using the same national curriculum as regular schools. Juvenile detainees have the right to full access to formal education, including academic subjects and skills training. According to Andersen, H. S., Larsen, P., & Johansen (2018), this approach provides equal learning opportunities and helps reduce social stigma after students return to society.

In Finland, correctional institutions collaborate directly with public schools to deliver high-quality education to juvenile prisoners, following a similar model. Juvenile detainees can attend outside schools on a limited basis with strict supervision (M. Laaksonen, J., 2017). The basis of this approach is the principle that education, regardless of one's legal status, is a human right. Although Indonesia has begun to introduce the concept of education in LPKA, the national education system has not optimally integrated its implementation. This has led to a significant gap between education in and out of prison. Unequal education in correctional institutions can worsen the psychosocial conditions of assisted

children, such as low self-confidence and limited opportunities for social reintegration after release (Susanto, H., & Prasetyo, 2022).

Indonesia can adopt an equivalent national curriculum-based education approach for LPKA. The synergy between the Ministry of Law and Human Rights and the Ministry of Education, Culture, Research, and Technology is crucial in integrating formal education into the juvenile prisoner development system. This model improves the quality of rehabilitation and prepares adolescent inmates to compete in the outside world after returning to society.

This finding is very different from the situation in some countries that provide the widest access to learning or school in prisons, and some even use it as a model to offer a deterrent effect on students who are difficult to foster in formal schools. The same situation is also relevant to the situation in the LPKA Class I A Palembang filial school, with the existence of this prison school system; the number of assisted children who are recidivists is almost not found, and the number of assisted children tends to decrease dramatically. (Pane & Rocco, 2014). The research findings do not currently align with the mandate policy of PPA law number 12 of 2002, which pertains to child protection and guarantees every child's right to education. (Antara & Saravistha, 2023; Pinkan, 2020).

Furthermore, the main obstacle to the implementation of education at LPKA Class II A Bengkulu, as determined by the research findings, is the lack of professional educators who possess special competence in educating children and adolescents in the correctional environment. The study's findings reveal that the majority of educational activities at LPKA are primarily carried out by institutional officers without any formal education background. This causes the quality of learning provided to be less than optimal. According to Prasetyo, D., & Widiastuti, (2020), education in correctional institutions requires educators with adaptive pedagogical skills and deep psychological insight to understand the special needs of adolescent-assisted residents.

In other countries, such as Canada, correctional institutions provide special training programs for teachers serving in prisons. The teacher is trained to deal with unique challenges, such as behavioural disorders, low motivation to learn, and psychological trauma that is often experienced by foster children. (Andrews, D. A., & Bonta, 2019). The application of a similar approach in Indonesia can help improve the quality of education in LPKA, especially by providing professional educators who understand the dynamics of learning in a closed environment.

The lack of laboratory facilities to support practice-based learning is another limitation. Laboratories, both for science and vocational skills, are essential to help inmates develop skills relevant to the needs of the job market. At LPKA Class II A Bengkulu, the available learning facilities are still very limited to basic classrooms and computer training, while laboratories for technical skills training, such as gastronomy, automotive, or electronics, are not yet available. According to a study by Glover, J., Mayhew, P., & Hollett (2020), laboratory facilities play a key role in skills-based education in correctional institutions. For instance, Australia equips juvenile prisons with skills labs that mimic real workplaces, enabling juvenile inmates to acquire practical experience and enhance their employability post-release. The lack of such facilities in Indonesia demonstrates the need for government intervention and support from the private sector to provide adequate infrastructure.

Improving the quality of educators and educational facilities in LPKA also has the potential to change public perception of education in correctional institutions. By creating a supportive learning environment, we can view inmates as individuals with the potential to grow and make positive contributions to society once their coaching period concludes.

CONCLUSIONS

The conclusion of this study shows that education at LPKA Class II A Bengkulu has great potential in supporting the rehabilitation of assisted children, with opportunities for the development of adequate facilities and representative learning spaces. Better facilities allow for the creation of a more conducive educational environment, which supports the active involvement of fostered children in the learning process. However, this study also identifies several barriers that hinder the optimisation of education in LPKA, such as difficulties in the access of fostered children to their home schools, which

are sometimes hampered by administrative problems, as well as the limitations of government policies and the Education Office that have not fully supported educational programs in children's correctional institutions. Additionally, a major obstacle to ensuring quality education is the lack of professional and trained educators. For this reason, it is necessary to improve more supportive policies, improve the quality of human resources, and optimise facilities so that education can become an effective tool in the rehabilitation of fostered children in LPKA.

Based on the findings and discussions above, formal education at LPKA Class II A Bengkulu has great potential to catalyse change for children. However, achieving this goal requires commitment and cooperation from various parties. With the right approach and adequate support, formal education at LPKA can be a hope for foster children to achieve the future after they return to society. The increasing quality and progress of changing the behaviour of fostered children in a more positive direction certainly has an influence on the welfare of fostered children as well as reducing recidivism and minimising social stigma that tends to be negative in fostered children.

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