

## SCHOOL OF CRIME PROCESS FOR RESIDIVIST PRISONERS (CASE STUDY IN KALIANDA CLASS IIA CORRECTIONAL INSTITUTION)



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### **ABSTRACT**

*Crime is a phenomenon that cannot be avoided and occurs very often in society. Crime can happen to someone regardless of the victim's background, so it can be said that crime cannot be avoided in society and can cause anxiety and a sense of insecurity for Indonesian society. The aim of this research is to understand the school of crime process of recidivist prisoners in this case study (Case Study of the Kalianda Class IIA Penitentiary). After going through the stages of the judicial process such as investigation, trial and determination of punishment, the perpetrator of the crime will be directed to serve his sentence in a correctional institution. Prisoners in correctional institutions receive personality and independence development. The coaching program was not successful because of the large number of prisoners. As a result, there is a School of Crime within the "School of Crime" correctional institution where prisoners can learn various ways of committing crimes, both directly from their interactions with other people and indirectly from the influence of their environment. This is in accordance with Edwin H. Sutherland's Differential Association theory, which states that crime is not something that is inherited or taught from parents.*

**Keywords:** *Crime; School of Crime; Differential Association*



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## INTRODUCTION

Crime is a phenomenon that cannot be avoided and often occurs in social life. Crime develops along with the level of human civilization, as stated by Erlina (2014). Crime is an act that violates the law and is contrary to norms or rules (Situmeang, 2021). Thinking is not an innate talent from birth or inherited from parents, but rather the result of thoughts directed towards carrying out conscious or unconscious actions (Widodo, 2015).

Crime is defined as a violation of the law that harms and disrupts society. According to Bawengan (1977), criminal acts are contrary to applicable legal principles. The Criminal Code (KUHP) states that every crime or violation committed by a person can result in criminal sanctions. Article 1 of the Criminal Code confirms that an act cannot be punished unless it is based on the provisions of existing laws and regulations. The following is data on the number of crimes that occurred in Indonesia.

Then criminals who are proven guilty after going through the judicial process will serve their sentences in correctional institutions as a form of implementation of criminal sanctions. It is the implementation of legal decisions taken by the courts. According to Law no. 22 of 2022 Article 1 paragraph (18), correctional institutions (Lapas) function to provide guidance to prisoners while serving their sentence, but unfortunately after prisoners complete their sentence, the problem of recidivism arises, namely perpetrators who repeat crimes even though they have already been punished. Zulfa (2010) defines recidivism as a criminal act committed again by someone who has previously been sentenced. Recidivism has a significant impact not only on the perpetrator, but also poses a threat to security and public order. This phenomenon worsens public trust in the justice and rehabilitation systems.

Kalianda Class IIA Prison in South Lampung faces major challenges in handling prisoners with diverse criminal backgrounds, including theft, drugs and violence. Its strategic location, near Bakauheni Harbor with busy trading activities, causes a high crime rate. The complexity of the inmate population in prisons adds to the challenges in efforts to rehabilitate and prevent recidivism. This research highlights an important issue in correctional institutions, where prisons are considered a place where inmates learn new skills and knowledge to commit crimes. This raises concerns about the effectiveness of rehabilitation in prisons. According to Dirgantara (2023), prisons which are supposed to function as places of guidance often turn into "schools of crime". Yanto (2021) also stated that prisons are often seen as places where prisoners learn and develop criminal skills.

According to police observer from the Institute for Security and Strategic Studies (ISESS), Bambang Rukminto said, "indirectly, it has become a place for 'cultivating crime'. "A small criminal or drug dealer learns to make it big in prison," then the Head of Sub-Directorate for Criminal Investigation, Ditreskrim Polda Metro Jaya, Adjunct Senior Commissioner Siswono, stated that "There are criminals who have been in and out of prison twice and have not repented either," (Rastika, 2023). In correctional institutions, some prisoners do not experience a deterrent effect or change, but instead become more proficient in crime because they gain new knowledge. Intense interaction between prisoners allows the transfer of knowledge and criminal tricks from more senior perpetrators. This makes prisons a place for developing criminal abilities, not a place for rehabilitation. Based on this problem, the author conducted research regarding school of crime process for residivist prisoners (Case Study in Kalianda Class IIA Correctional Institution).

## **LITERATURE REVIEW**

The study from Ghozali and Rinaldi (2023) analyzes the efforts of Class IIA Pekanbaru Prisons in preventing prisons from becoming places for learning crime using qualitative research methods. Differential association theory is applied to understand criminal behavior learned through social interactions in prison. Prevention strategies, such as random rotation of prisoners, are proposed to minimize criminal learning. In addition, the development of prisoners' personality and independence is prioritized in order to create a safer prison environment. Challenges related to recidivism and rehabilitation are also discussed, with recommendations for involving staff, inmates, and the community in the prevention process. This article provides important insights for the study of criminology and prison management.

Then the research from Damm and Gorinas (2020) found that inmates tend to learn and adopt new criminal behavior through interactions with fellow inmates during their sentence. The social effects of the prison environment reinforce criminal tendencies, which increases the risk of recidivism after release. This research provides insight into how prisons, without appropriate intervention strategies, can serve as sites of criminal learning through social effects among inmates.

Study by Kursistin(2019) discusses the School of Crime at the Jember Class IIA Penitentiary, which reveals the factors that trigger repeated crimes. Using the qualitative case study-phenomenology method, it was found that prisoners learn and share criminal experiences and build social networks that strengthen criminal tendencies. The influence of fellow inmates is stronger than coaching, while family problems also play a role. Family and society are important in helping prisoners adapt after release. This article emphasizes the need for preventive efforts and further research to strengthen coaching programs.

## **METHOD**

This research uses qualitative methods, which according to Creswell (2023) focus on in-depth understanding of phenomena through description and interpretation. Derived from disciplines such as anthropology, sociology, and the humanities, these methods include narrative, ethnography, phenomenology, and case studies. This approach emphasizes in-depth analysis in natural contexts, with the aim of understanding the meaning that individuals give to the phenomena they experience.

Through interviews, observations, and verbal descriptions, researchers build understanding based on the informants' views, recording every important detail in the social interactions that occur. This research uses a case study approach, which according to Stake and Yin, is an in-depth investigation of a particular case such as a program, event, or process, both for individuals and groups (Creswell, 2023). Case studies involve comprehensive data collection through various techniques over a period of time, delving into details to understand the context and dynamics that influence the phenomenon. This approach offers in-depth knowledge and provides valuable information for theory development or supporting better decision making.

## **RESULTS AND DISCUSSION**

### **Factors that cause recidivism**

The phenomenon of recidivist prisoners, namely former prisoners who return to commit crimes after being released, is a complex issue that reflects individual failure to adapt to normal life as well as weaknesses in the law enforcement and rehabilitation systems. The high recidivism rate shows that the process of rehabilitation and reintegration of

prisoners into society is still not effective. To fully understand this phenomenon, it is important to explore the various factors that influence recidivist behavior.

1. Economic

The high recidivism rate is influenced by economic factors, where former convicts often return to the world of crime because they have difficulty making ends meet. Interviews with several recidivist prisoners show that weak economic conditions and limited skills and job opportunities mean they are forced to commit crimes again to survive. They highlighted economic pressures as the main driver, while others explained that a lack of education and bad relationships contributed to the situation. Apart from that, correctional officers also emphasize the role of the environment and relationships in driving ex-convicts back onto the path of crime. This analysis emphasizes that efforts to address recidivism must include economic solutions and stronger social support to help former prisoners reintegrate into society.

2. Environment

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3. Labelling

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### **Forms of Prison Violation**

1. Fight

Fights in correctional institutions (prisons) often occur due to various factors such as personal conflicts, debts, or tensions between groups. Psychological pressure and limitations in the prison environment exacerbate the situation, so that small disputes can quickly turn into physical violence. Based on interviews with Kalianda prison officers, fights usually start from trivial issues which, if not managed well, can escalate into major conflicts. This shows the importance of close supervision and effective conflict management to prevent the escalation of fights and maintain security in prisons. Appropriate mediation is also necessary to ensure order in the environment.

## 2. Theft

Theft in correctional institutions (prisons) is a common violation that occurs and is difficult to eliminate. Despite close supervision, inmates often steal items belonging to fellow inmates or prison facilities, driven by limited access to basic needs and complex social dynamics. Kalianda prison officials said that theft, along with fighting and abuse, were frequent violations, showing how difficult it is to change the habit of stealing among inmates. To overcome this problem, stricter supervision and rehabilitation programs are needed that are able to change prisoners' thinking patterns and behavior.

## 3. Smuggling Attempt

Smuggling of prohibited items such as cellphones, drugs and sharp weapons within correctional institutions (prisons) is a serious violation that continues to be a challenge, even though various security procedures have been implemented. Smuggling is often carried out through visitors, collusion with unscrupulous officials, or other sophisticated methods. Interviews with prison officials showed that inmates continued to try to smuggle these items, which had the potential to disrupt security and order in the prison. Although several smuggling attempts have been thwarted, this challenge requires increased supervision and innovative approaches to ensure the prison environment remains safe and supports the rehabilitation process of inmates.

## 4. Sexual deviance

Smuggling of prohibited items such as cellphones, drugs and sharp weapons within correctional institutions (prisons) remains a challenge even though various security procedures have been implemented. This smuggling often involves visitors, collusion with officers, or other sophisticated methods, and has the potential to disrupt security and order in prisons. Although some attempts have been thwarted, this challenge requires increased supervision and more innovative approaches to maintain security and support the rehabilitation process of inmates.

### **Analysis of the School of Crime Process for Recidivist Convicts (Case Study at Kalianda Class IIA Penitentiary)**

Each individual has a different background in committing criminal acts, whether due to economic factors, environment, or opportunity, which causes them to become prisoners, such as in Class IIA Kalianda Prison, which holds 546 prisoners with 70% related to narcotics cases. Although prisons provide personality and independence development programs to prevent inmates from repeating crimes, these programs often do not run optimally due to large capacity. The \*School of Crime\* phenomenon illustrates that prisons are often places where inmates learn about new crimes through social interactions, which amplifies the risk of recidivism. Sutherland's differential association theory explains that criminal behavior is learned through communication and interaction with fellow offenders, as seen in the Kalianda Class IIA Prison, where recidivist prisoners learn new techniques and attitudes to commit crimes.

#### 1. Criminal Behavior Studied

According to Edwin H. Sutherland's Differential Association Theory, criminal behavior is learned through social interactions, especially within small, intimate groups such as family or close friends. Research at the Kalianda Class IIA Prison shows that inmates learn about crimes from each other through interactions, reinforcing the idea that prisons can be places for criminal learning. Interviews with inmates revealed the existence of a "crime learning culture" within prisons, where



inmates from various backgrounds exchange knowledge about criminal acts. Prisoners added that the environment and social interactions reinforce and normalize criminal behavior, influencing others to adopt similar behavior.

This research was also supported by interviews with correctional guardian officers, who described the existence of special "wind-up hours" during which inmates could socialize with other inmates from different criminal backgrounds. Even though there is a special block for narcotics prisoners, they can still interact and share experiences, thereby strengthening learning about criminal behavior. These findings suggest that social interactions in prison have the potential to reinforce criminal behavior, requiring rehabilitation efforts that focus on promoting positive interactions and reducing opportunities for inmates to learn new crimes.

2. Learning Through Interaction and Communication.

Edwin H. Sutherland's Differential Association Theory states that criminal behavior is learned through social interaction and communication, especially within intimate groups such as friends and family. Interviews with inmates at the Kalianda Class IIA Prison show that interactions between inmates play an important role in exchanging knowledge about crimes. Prisoners revealed that through socializing with others, they often share stories and experiences that strengthen their understanding of how to commit crimes. New ideas about crime emerge from prison conversations and friendships, showing how the social environment in prison can reinforce criminal behavior.

However, these interactions can also have positive impacts. One inmate stated that in addition to learning new crime techniques, he also gained an understanding of the consequences of his actions and attempted to improve himself through these interactions. This suggests that although social interactions in prison can be a place for learning criminal behavior, with the right guidance, they also have the potential to be a rehabilitation tool that supports positive change among prisoners.

3. The Role of Intimate Personal Groups.

Edwin H. Sutherland's Differential Association Theory states that criminal behavior is most effectively learned through intense interactions within intimate personal groups, such as family or close friends. At Kalianda Class IIA Prison, the placement of inmates grouped by type of crime, length of sentence, and ethnicity creates organized groups with strong relationships. These groups become a place for prisoners to exchange knowledge about crimes, reinforcing criminal behavior through social support and information exchange. Prisoners acquire new ideas about how to commit crimes, which are spread through friendship and solidarity within the group. This suggests that these groups play a major role in crime learning in prison, with interactions educating inmates about criminal strategies and attitudes.

The existence of these groups is a challenge for the rehabilitation program at Kalianda Prison, because prisoners who are bound in group solidarity tend to reject rehabilitation interventions. In addition to exchanging criminal techniques, these groups also reinforce criminal norms, worsening the situation of prisoners after release. Observations show that inmates often use wind-free moments or free time to interact and exchange stories within groups, making these groups the main forum for criminal learning. This process creates a criminal subculture within prisons, where social support from the group reinforces learned criminal behavior.

4. Techniques, Motives, and Attitudes Learned.

Edwin H. Sutherland's Differential Association Theory states that criminal behavior is learned through social interaction, where techniques, motives, and attitudes are internalized through communication with individuals who share similar criminal values. Motive, which includes the drive or need behind a criminal act, is considered the primary factor that drives a person to commit a crime, although technique and attitude also play an important role. Interviews with recidivist prisoners highlight that without a strong motive, techniques and attitudes alone are not enough to trigger criminal acts. Therefore, understanding individual motives is very important in efforts to prevent and control crime in correctional institutions.

5. The Direction of Motives and Drives is Learned from Legal Definitions.

Edwin H. Sutherland's Differential Association Theory states that a person's understanding of the law and lawbreaking is learned through social interactions, where the tendency to break or obey the law is influenced by definitions that support or oppose criminal behavior. Interviews with recidivist inmates at the Kalianda Class IIA Prison revealed that individuals' perceptions of the law play an important role in their decision to break the law. Although punishment can serve as a deterrent, difficult economic conditions and environmental stress often encourage criminal activity. The view that the law is unjust or that breaking it can provide benefits strengthens criminal motivation. Therefore, crime prevention requires a comprehensive approach that not only improves socio-economic conditions, but also increases society's perception of legal justice and the importance of compliance with the law.

6. The Influence of Definitions that Support Law Violations.

The views of recidivist prisoners reveal that the law has a complex role in criminal behavior, where the law is often seen as a barrier, but under certain conditions, breaking the law is seen as a way to meet needs or gain profits. One prisoner highlighted that in difficult situations, breaking the law can be seen as a line that can be crossed, while another view emphasized that social and economic conditions greatly influence the decision to break the law. Both reflect that understanding criminal behavior must be seen in a broader socio-economic context, as well as individual perceptions of legal justice.

7. Association Variation in Frequency, Duration, Priority, and Intensity.

The views of inmates at the Kalianda Class IIA Prison reinforce Edwin H. Sutherland's Differential Association theory, which states that criminal behavior is learned through social interaction with an environment that supports crime. One of the inmates emphasized that the more often a person interacts with individuals involved in crime, the more likely they are to adopt criminal norms, which are considered normal or accepted in that environment. Other inmates added that the intensity of learning criminal behavior was also influenced by social factors such as family support and educational opportunities. Thus, the more frequently and intensely a person is exposed to a criminal environment, the more likely they are to engage in crime, confirming the important role of the social environment in the formation of criminal behavior.

8. The Learning Process is Similar to Other Learning Mechanisms.

Based on interviews with recidivist prisoners, it shows that the process of learning criminal behavior is similar to learning other skills or values, as explained in Edwin H. Sutherland's Differential Association theory. Criminal behavior is learned through social interactions, where individuals observe, imitate, and internalize

behavioral patterns from the surrounding environment. One of the inmates emphasized that direct experience, observation, and experimentation play an important role, similar to other behavioral learning processes. Another inmate added that although there were similarities in exposure to an environment that supported such behavior, differences emerged in the context of morality and legality, which also influenced decision making. This approach suggests that the formation of criminal behavior involves complex interactions between social, moral and legal factors.

9. Criminal Behavior Is Not Explained by General Needs and Values.

Recidivist convicts at the Kalianda Class IIA Prison explained that criminal behavior is not only driven by general needs and values, but is also influenced by external factors such as the environment, peer pressure, and economic needs. This suggests that the formation of criminal behavior is more complex than simply the result of social learning, involving interactions between internal and external factors. This view emphasizes the importance of considering various factors in designing effective prevention and rehabilitation strategies, including creating an environment that supports positive behavior change and reducing social stress in prisons.

## CONCLUSION AND SUGGESTION

Someone has a different background in committing a crime, such as economic factors, environment, and opportunity, which makes them a prisoner. Correctional institutions provide personality and independence development programs to make prisoners aware of their mistakes and prepare them to return to society in a productive manner. However, due to the large number of prisoners, this program often does not run optimally. As a result, there is a "School of Crime," where inmates learn about crime through social interaction, in accordance with Edwin H. Sutherland's differential association theory. This suggests that correctional institutions, rather than being places of rehabilitation, can be places that worsen inmate behavior and increase the risk of recidivism.

To overcome the issue of "school of crime" at the Kalianda Class IIA Penitentiary, it is recommended to separate inmate housing based on characteristics, such as separating recidivists from new inmates to prevent the formation of criminal groups. Tighter monitoring of interactions between prisoners, especially those potentially involved in criminal activity, is also needed. Apart from that, it is important to increase coaching activities such as education, skills training, sports, arts and religion, so that prisoners can focus on self-development. Future research can analyze the effectiveness of coaching programs and the influence of the physical, social and cultural environment of prisons on prisoner behavior, as well as develop new intervention models to reduce recidivism.

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