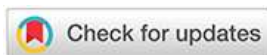


## IMPLEMENTATION OF THE ASSIMILATION AND EDUCATION (SAE) PROGRAM ON RESIDENTIAL PREVENTION IN THE CLASS IIA CORRECTIONS INSTITUTION KEDIRI



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### ABSTRACT

*This research discusses the implementation of the Assimilation and Education Facilities (SAE) program on the prevention of recidivism at the Class IIA Kediri Correctional Institution. This study aims to analyze and find out the obstacles in the implementation of the SAE program on the prevention of recidivists at the Class IIA Kediri Correctional Institution. The method used is a qualitative method, data collection techniques such as observation, interviews, and document studies. The results of this study are that the program carried out in the implementation of SAE at Class IIA Kediri Correctional Institution has been running well, the implementing organization understands the challenges faced so that prisoners have responsibility and understand the importance of working, and the target of the SAE program for program socialization has been carried out well. However, in this implementation there are obstacles such as obsolete equipment facilities and the availability of late provision of activity materials.*

**Keywords:** Implementation; Assimilation and Education Facilities Program; Recidivism



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## INTRODUCTION

According to the Law of the Republic of Indonesia Number 22 of 2022 concerning Corrections in article 1 paragraph 18, it is stated that the Correctional Institution, hereinafter referred to as Lapas, is an institution or place that carries out the task of guidance in carrying out supervision of prisoners so that they can be socially reintegrated in society so that they can benefit the nation and state. It is also mentioned that correctional aims to improve the quality of personality and independence which refers to the efforts of the prison to prisoners in order to have an effort to develop positive aspects in their personality, so that they can live as better and independent individuals.

By realizing their actions, they can correct their mistakes and not commit criminal acts again so that they can live prosperously as good citizens, obey the law, responsibility and can actively participate in the development of the country. Correctional Institutions have a function as a place or place for those who are lost to become educational institutions where they can help them improve the values of life to prisoners. One of them is by giving them skills or skills that can be used as provisions when they have completed their sentence to be accepted back into the scope of society and have businesses that support them to be able to work again to improve their quality of life and welfare. The correctional system also places great hopes on the independence coaching program in the form of skills so that it can contribute to development.

Correctional Institutions in implementing the coaching process, using concepts or principles in order to be able to achieve certain goals in the implementation of coaching in an orderly and good manner. The correctional principles are pengayoman, nondiscrimination, humanity, mutual cooperation, independence, proportionality, loss of independence as the only suffering and professionalism that have been listed in Law No.22 of 2022 concerning Corrections Article 3.

Then regulated in the Implementation of coaching and mentoring of prisoners issued in Government Regulation No. 31 of 1999 which is listed in Article 3, namely Awareness of the Nation and State, in this case correctional officers provide this implementation with socialization and counseling to make prisoners aware of being good citizens and regular in the rules. Intellectual, this organization is carried out by means of education. Attitude and Behavior, carried out a coaching process that can teach norms and rules that are good and apply in society, so that later the prisoner after serving his sentence can be of good character and behavior. Legal Awareness, The implementation of legal awareness coaching is to help prisoners become good law-abiding citizens by making them aware of their rights and responsibilities. Work Skills, this organization is a technical activity or can be interpreted as an implication of the activities of fostering the independence of prisoners in prisons. Job Training and Production, this implementation aims to make the inmates who take part in the coaching have certification in the expertise of following the coaching program and can provide ideas for updates on coaching activities.

In the Criminal Justice System, correctional institutions are intended as the final law enforcement institution and a place to develop and provide provisions for prisoners to improve their quality of life and support the struggle for the restoration of life units, life, and livelihood. Corrections focuses on providing provisions through personality and independence development programs by taking into account the social culture of the surrounding community. In the end, the coaching program and local wisdom can synergize so that Prisoners, especially prisoners, can develop their potential.

The provision of the provisions mentioned above is in line with the principle of Community Based Correction (CBC), which is designed to provide opportunities for

prisoners to return to society with guidance and supervision. This program is based on 5 (five) principles, namely: (1) prisoners must have the opportunity to get a job; (2) prisoners must be selected in advance; (3) prisoners must not be exploited; (4) minimum security system; and (5) responsibility for transferring prisoners (H. Hamja, 2016). Prisoners will be given and developed expertise and skills based on their interests, talents, and potential, so that they have better abilities and are ready to face the development of knowledge and life, so that they can prepare themselves to live side by side with the community with a state of being able to prosper and avoid repetition of criminal acts or recidivism.

Providing guidance to prisoners with the aim of correctional in order to change the thinking of prisoners realizing their mistakes, and can be accepted in the community environment. To deal with the problem of criminality that takes place, it is necessary to have the right guidance for prisoners so that the purpose of the correctional is so that prisoners can return to the community and complete their punishment. Then in terms of coaching, there is the implementation of the Assimilation and Education Facility (SAE) which is a place for prisoners to carry out coaching or assimilation and is carried out by integrating prisoners into the community and establishing cooperation with the community. This has been regulated in the Decree of the Director General of Corrections Number PAS-403.PK.01.04.04 of 2021 concerning the Implementation of Assimilation and Education Facilities (SAE) in Correctional Institutions. The target of implementing assimilation and education facilities is intended to sharpen and improve the skills possessed by prisoners so that after returning to society they can be independent by opening jobs or collaborating with other parties.

According to Pohan et al., (2022) The main objective of the correctional system, namely social reintegration for prisoners, can be achieved through the development of various coaching programs. These programs greatly help reduce the likelihood that prisoners will commit crimes again after they return to society. The state must protect them as legitimate citizens. To ensure that prisoners can be reintegrated into society productively and without committing offenses, it is important to establish appropriate and sustainable guidance programs. Those who provide guidance, those who receive guidance, and community components are all involved in the process of coaching in prisons. Correctional officers and correctional institution partners are tasked with assisting prisoners to carry out the coaching program. Inmates are the center of guidance. Correctional services are very important for the process of social reintegration and the return of prisoners to society (Dewi & Wibowo, 2023).

Class IIA Kediri Correctional Institution has quite complete facilities and infrastructure such as plantations, nurseries, farms, and other facilities that can support the activities of coaching facilities, these facilities are also used as educational attractions that are open to the public every weekend. The assimilation facility in Kediri Correctional Facility itself has become an attraction by the surrounding community. With the SAE Program, there are various activities that attract people to learn more about these facilities and programs. Based on social media sources from Kediri Correctional Facility, the SAE independence coaching program in Class IIA Kediri Correctional Facility is in the form of coaching skills and talents such as welding workshops, barbers, agriculture, fish ponds, tempeh production, mushroom cultivation, animal husbandry, furniture, and tree seedlings. Independence coaching is specifically planned to be able to improve and foster the skills of prisoners and can return to work as one of the people who can become more disciplined, independent, creative, and responsible.

The implementation of coaching for prisoners is very important to be able to achieve the goals and functions of the Correctional Institution, each Correctional Institution is obliged to implement a correctional system based on the principle of protection. Through the Security and Order system in prisons can be used as the first step in the process of fostering prisoners in line, this has the achievement that prisoners are able to understand and comply with the rules that exist and are applied in prisons. If when the strategy has been arranged and planned, it is able to be implemented properly in accordance with statutory regulations, then the creation of a safe and orderly atmosphere for prisoners so that the coaching process can run well. Based on the above background, the researcher is interested in conducting further research in the form of a thesis with the title "Implementation Of Assimilation And Education (Sae) Programs On Prevention Of Residivists In The Kediri Class IIA Prison Lembora".

## LITERATURE REVIEW

The concept of implementation, according to the Indonesian Dictionary (KBBI), refers to the application or execution of certain activities aimed at achieving specific objectives. This term encapsulates a series of activities directed toward solving problems through structured processes, which are crucial for meeting the predetermined goals. As defined by Van Horn and Supriyatin et al. (2022), implementation involves actions taken by individuals, officials, or groups, whether in the public or private sector, to fulfill policy objectives. A program essentially outlines the steps necessary for addressing an issue, detailing the processes that must be undertaken to achieve its initial goals. The structure of a program encompasses various components, including clear objectives, the policies to be adopted for achieving these objectives, regulations that must be adhered to, budgetary estimates, and the strategies for execution. Ultimately, the implementation of a program is characterized by actions performed by individuals or groups directed toward a specific target, emphasizing the significance of organizational interpretation and execution to realize previously established objectives.

The effective implementation of a program hinges on several critical factors as articulated by various theorists. For instance, Webster's Dictionary notes that implementation is facilitated by the availability of resources necessary for conducting activities, alongside the resultant impacts of those activities. Additionally, G.C. Edwards III (as referenced by Nurhasannah, 2012) posits that policy implementation involves actions stemming from pre-established regulations by the government, aimed at benefiting society. Further reinforcing this notion, Van Meter and Van Horn's Model of Policy Implementation (1975) articulates that the implementation process serves as a legal assurance for a policy intentionally enacted to achieve high-performance outcomes across multiple variables. This model assumes a direct flow from political decisions to implementation by various actors, culminating in public policy performance.

Korten & Sjahrir (1988) elaborate on a model emphasizing the alignment of program implementation processes. Korten identifies three fundamental elements necessary for effectively applying programs and grouping objectives. The first element involves establishing a relationship between the program's outputs and the benefits derived from them. Secondly, the alignment between the program and the implementing organization is essential, necessitating a mutual agreement on the program's feasibility. Lastly, there must be a consensus among the implementing organization and the target group to ensure that the program effectively addresses their needs. Korten asserts that the successful performance of a program cannot be achieved without harmony among these three implementation elements. If the program's outputs fail to meet the target

group's needs, it will lead to ineffective results, as the implementing body may struggle to deliver the intended benefits.

The execution of a program requires meticulous planning to guarantee the compatibility among its three implementation components. This alignment is critical for ensuring that the program proceeds according to plan. Indicators of successful implementation may include the establishment of a technical implementation unit, clarity among participants regarding the strategies, goals, and plans of the program, the formation of responsible execution groups, effective organizational operations, and a clear understanding of rights and obligations among participants. Furthermore, success criteria must be established, well-defined, and properly applied to evaluate the program's effectiveness. As outlined by Korten, the efficacy of implementation is influenced by several factors, including the program's capacity to provide benefits to its intended audience, effective communication across various stakeholders, adequate resource utilization, institutional support for the policies, and the positive disposition of implementers.

The theoretical framework by Korten delineates three dimensions crucial for program implementation: the program itself, the implementing organization, and the target group. The program's dimension encompasses vital indicators such as a well-defined budget estimation, strategic implementation steps, clear objectives to be achieved, and policies formulated to fulfill these objectives. The organization responsible for implementation significantly affects the program's success. Korten identifies cognitive understanding and feedback responses from implementers as two pivotal indicators influencing effective implementation. Additionally, the compatibility between the target group and the implementing organization is vital. The target group must effectively communicate their needs to ensure the program's outputs align with their expectations, thereby facilitating the organization's ability to meet those needs. This dynamic interplay ultimately shapes how well the organization can deliver the intended benefits to the target audience.

The concept of fostering independence, as articulated by Packer, he focuses on rehabilitation aimed at improving the personalities or mental states of individuals who violate criminal laws (Hikmawati, 2017). This approach emphasizes modifying the mindset and behavior of offenders to facilitate their reintegration into society. According to the Government Regulation of the Republic of Indonesia No. 31 of 1999 concerning the Guidance and Supervision of Correctional Residents, there are two primary types of rehabilitation programs: personality development and fostering independence. The fostering of independence includes several key aspects, such as healthy reintegration into society, which extends beyond mere release from incarceration. It involves efforts to help ex-offenders become positive contributing members of their communities while providing opportunities for rehabilitation and transformation.

Furthermore, work skills training is an integral component of fostering independence among inmates. The primary goal of such training is to lay the groundwork for positive life changes, thereby supporting their reintegration into society and reducing the likelihood of reoffending or recidivism. By equipping individuals with marketable skills, these programs aim to empower them, offering a pathway to sustainable livelihoods. Additionally, work training and production initiatives are designed not only to provide skills training but also to establish a solid foundation for successful reintegration into society post-release. These programs often combine practical skill acquisition with opportunities for real-world application, enabling participants to transition smoothly back into community life while minimizing the risk of recidivism.

Through the various aspects of fostering independence, the overarching aim remains the same: to rehabilitate individuals in a manner that not only addresses their past offenses but also equips them for a productive future. This holistic approach recognizes that merely punishing offenders is insufficient; rather, the focus must shift toward comprehensive rehabilitation that prepares individuals for successful societal reintegration. By addressing both personal development and practical skills, these programs create a more supportive environment for individuals to thrive after serving their sentences. This paradigm shift highlights the importance of rehabilitation as a crucial element of the justice system, aiming not only to deter future offenses but also to promote healing and growth for those affected by crime.

## **METHOD**

Qualitative research is an essential aspect of conducting studies, serving as a methodological framework to gather and analyze data effectively. The significance of selecting an appropriate research method cannot be overstated, as it directly influences the success of the investigation. Qualitative research is characterized by its focus on understanding the meanings and experiences of individuals or groups regarding specific social or humanitarian issues. It aims to provide in-depth insights into the subject matter rather than merely presenting statistical data. This approach allows researchers to explore complex phenomena in a natural setting, leading to a comprehensive understanding of the variables involved and their interrelationships. As a result, qualitative research is invaluable for obtaining rich, contextual data that can elucidate the underlying factors influencing social dynamics.

In this study, a descriptive qualitative research design was employed to facilitate a thorough exploration of the empowerment of inmates through assimilation programs. This method enables researchers to articulate factual, systematic, and accurate descriptions of characteristics and phenomena, helping to explain complex issues in detail. By focusing on qualitative data, the research aims to provide a nuanced understanding of the social dynamics at play in correctional facilities. This approach not only aids in defining concepts and clarifying terms but also offers examples that illustrate the realities observed in actual conditions. Qualitative research is inherently descriptive, gathering data through words and images rather than numerical data, thus emphasizing the richness of the human experience.

The research adopts a case study design, allowing for an empirical investigation of the phenomenon of inmate empowerment through assimilation in a real-life context. This method is particularly suited for examining processes, events, and groups in depth, enabling researchers to gather comprehensive data through various means such as observations, interviews, and documentation. The case study approach facilitates a detailed analysis of the empowerment process, providing insights into the challenges and opportunities faced by inmates during their transition back into society. By employing this method, researchers can systematically examine how assimilation programs operate within correctional facilities, thus shedding light on the factors that contribute to their effectiveness or limitations.

Data collection techniques such as interviews, observations, and document analysis are crucial for gathering relevant information related to the study. Each technique serves a specific purpose, enhancing the overall understanding of the research topic. Interviews allow for direct engagement with informants, providing firsthand accounts of their experiences, while observations enable researchers to witness the realities of assimilation programs in action. Additionally, document analysis enriches the

research by offering supplementary insights from existing literature and records. The analysis of the collected data follows a systematic process, involving data reduction, presentation, and conclusion drawing. This structured approach ensures that the findings are meaningful and can contribute to the broader understanding of inmate empowerment through assimilation programs, ultimately aiming to improve social reintegration efforts and the quality of life for inmates.

## RESULTS AND DISCUSSION

### **Implementation of the Assimilation and Education Facilities (SAE) Program on Recidivist Prevention at Class IIA Kediri Correctional Institution**

The implementation of rehabilitation grounded in the principles of protection and human dignity serves as a foundational aspect for correctional institutions to guide inmates. The persistent prevalence of recidivism highlights the inadequacy of current rehabilitation efforts in effectively addressing the needs of inmates. To combat the high rates of reoffending, it is imperative to establish a well-structured rehabilitation program tailored to the unique circumstances of each inmate. Data from the Kediri Class IIA Correctional Institution reveals a staggering recidivism rate of 30.48%, with 303 out of 994 inmates identified as repeat offenders, underscoring the urgent need for effective rehabilitation strategies. Programs focused on fostering independence are crucial, equipping inmates with valuable skills that can aid in their reintegration into society post-release. Such independence training aligns with the overarching goal of social reintegration, providing inmates with relevant skills for the job market, thus fostering self-esteem and confidence.

According to Government Regulation No. 31 of 1999 on the Guidance and Mentoring of Correctional Inmates, rehabilitation activities are designed to enhance inmates' spiritual, intellectual, and physical well-being. In the Kediri Class IIA Correctional Institution, rehabilitation encompasses both personality development and independence training, including various skill-building activities such as agriculture, livestock management, and craftsmanship. A systematic approach is essential for the successful implementation of these programs, beginning with identifying inmates' interests and skills through assessments. This is followed by guidance sessions to prepare inmates for their chosen rehabilitation paths and the establishment of clear objectives to ensure the training aligns with their future prospects. Practical training is conducted with expert trainers and includes hands-on experiences, facilitating a comprehensive understanding of the skills being taught. This method not only empowers inmates but also cultivates a positive social network, essential for reducing recidivism. Overall, the research highlights the critical role of well-planned rehabilitation programs in breaking the cycle of reoffending and supporting inmates in becoming responsible and productive members of society.

The Sarana Asimilasi dan Edukasi (SAE) program at the Kediri Class IIA Correctional Facility is a meticulously designed initiative aimed at fostering independence and skills among inmates, thereby facilitating their reintegration into society and reducing recidivism rates. This comprehensive program involves a series of planned, systematic, and sustainable activities that encompass various stages, including planning, implementation, and evaluation. By focusing on developing vocational skills and enhancing economic independence, the SAE program provides inmates with opportunities to interact directly with the community, particularly through training activities conducted outside the prison. This not only helps them recognize their potential but also works towards restoring public trust in former inmates, thereby combating the stigma that often hampers their reintegration. The program includes a well-defined

budget that ensures resources are allocated efficiently for training materials, facilities, and other essential needs. By collaborating with third-party organizations that specialize in skill development, the SAE program further enriches the training experience, offering practical skills that inmates can leverage upon their release. Additionally, ongoing monitoring and evaluation are integral to the program, allowing for adjustments to be made in response to any challenges encountered. Ultimately, through targeted training and community interaction, the SAE program aims to equip inmates with the necessary skills and confidence to lead productive lives post-incarceration, fostering a safer and more inclusive society.

The implementing organization plays a crucial role in the successful execution of rehabilitation programs aimed at fostering independence among inmates, particularly in the context of reducing recidivism rates. One key aspect of this is cognition, which involves the inmates' ability to think, understand, and learn about the importance of employment and responsibility. Programs designed at the Kediri Correctional Facility focus on practical training and education that empower inmates to develop job-related skills, transforming their mindset towards work and their future in society. This process not only encourages self-awareness and decision-making but also prepares them for reintegration into the community after serving their sentences. Furthermore, the Sarana Asimilasi dan Edukasi (SAE) initiative, located outside the prison walls, serves as an integration platform for inmates, enabling them to engage with the community and receive constructive feedback about their progress. Inmates are actively involved in selecting programs that match their interests, fostering a sense of ownership and motivation for change. This participation is essential for enhancing their skills and boosting their financial independence, which ultimately contributes to a more positive self-image and social recognition. By equipping inmates with relevant skills, these programs not only promote financial self-sufficiency but also provide a pathway for building a better future, thereby reducing the likelihood of recidivism and altering societal perceptions of former inmates.

An effective independence development program focuses not only on individuals serving their sentences but also engages various stakeholders who play crucial roles in the rehabilitation and social reintegration processes. The primary target group for this program comprises inmates who require behavioral changes to reduce recidivism, enhance self-awareness, and take responsibility for their actions while striving for self-improvement. A significant aim of the program is to assist inmates in reintegrating into society as productive citizens, which necessitates a flexible approach to accommodate the diverse characteristics, backgrounds, and needs of each inmate. This flexibility is critical, as inmates may have differing levels of willingness and potential to engage in the program. To address these variations, the program involves outreach efforts to raise awareness about the available training opportunities and emphasize the importance of skill development for their future. Regular schedules for activities are implemented to instill discipline, responsibility, and a sense of accountability among inmates, thereby preparing them for independent work after their release. The awarding of skill certificates serves as a tangible acknowledgment of the training received, boosting inmates' confidence and enhancing their employability in relevant job markets. Overall, the program is designed to foster a sense of independence and accountability, with structured tasks that emphasize responsibility, honesty, and discipline, allowing inmates to adapt to a realistic work environment. This comprehensive approach not only facilitates the development of essential skills but also significantly reduces the risk of recidivism by empowering inmates to pursue meaningful lives upon reintegration into society.

## **Obstacle Factors of the Assimilation and Education Facilities (SAE) Program on Recidivist Prevention at Class IIA Kediri Correctional Institution**

The Sarana Asimilasi dan Edukasi (SAE) at the Class IIA Prison in Kediri faces several challenges regarding its training programs due to budgetary constraints. The limited funds available are primarily allocated for the initial training, necessitating collaboration with third parties to ensure the sustainability of these programs. The SAE has implemented various initiatives, such as vegetable and fruit farming, poultry farming, fish cultivation, workshops, mushroom cultivation, tempe production, and fishing ponds. These efforts aim to harness the potential of inmates and improve their chances of reintegrating into society. However, outdated or malfunctioning equipment in the workshop significantly hampers training quality and the preparedness of inmates to transition back into the community. Insufficient funding hinders the maintenance and replacement of these essential tools, posing safety risks and reducing the effectiveness of the training. In the absence of a budget for new tools, skilled inmates have to rely on their expertise to make repairs, ultimately limiting their ability to gain proficiency due to the inadequate resources available.

In the execution of the independent development program at SAE, the availability of materials has emerged as another critical obstacle. The prison staff and inmates face challenges related to the supply of essential materials for various training activities, including soybeans for tempe production, fish seedlings, timber for furniture and crafts, and agricultural fertilizers. Delays in material provision can significantly hinder the program's effectiveness. To address these issues, the prison has prioritized ongoing coordination with suppliers, recognizing that the allocated budget is primarily for training and basic materials. The facility must seek partnerships with external stakeholders to facilitate sustainable program execution and mitigate delays in material availability, ensuring that training sessions can proceed smoothly and effectively.

Furthermore, the SAE program encounters challenges related to the lack of interest among inmates in participating in the available training. Many inmates feel unmotivated to engage with the program, despite its beneficial goals for their development. The effectiveness of the staff in guiding and encouraging inmate participation has also been called into question. To address this issue, it is essential to evaluate and monitor the training activities comprehensively, ensuring that inmates receive timely information about the independence development program. Such evaluations not only assist in tracking the progress of participating inmates but also help optimize the resources available at the Class IIA Prison in Kediri. A deeper understanding of the program can foster greater interest among inmates, recognizing that these initiatives provide not just practical skills but also the social and self-confidence needed for reintegration. Engaging the community in these efforts can further reduce stigma against inmates and enhance public awareness of the rehabilitation process, ultimately contributing to a more successful reintegration into society.

## **CONCLUSION AND SUGGESTION**

The implementation of the independence development program within the Sarana Asimilasi dan Edukasi (SAE) framework aims to actively involve inmates in activities that connect them with relevant stakeholders, thereby facilitating their transition into the workforce post-incarceration. This program is designed to equip inmates with essential skills and competencies that can be effectively applied in the labor market, promoting not only economic independence but also personal growth. Recognizing the diverse

backgrounds and motivations of the inmates is crucial; therefore, the program seeks to enhance their internal motivation for change and self-sufficiency. With the potential to significantly reduce recidivism rates and facilitate social reintegration, this initiative holds promise as a model for similar correctional facilities. Continuous improvements and adaptations within the program will be vital in fostering an environment conducive to inmate development, ensuring that they are adequately prepared to reintegrate into society as productive members.

However, several challenges impede the effectiveness of the SAE program in preventing recidivism among inmates at Lembaga Pemasyarakatan Kelas IIA Kediri. Limited resources, including outdated training equipment and insufficient raw materials, directly impact the quality of education and skill development provided to inmates. Additionally, the variation in motivation levels among inmates can be attributed to factors such as psychological conditions and social backgrounds, making it essential to engage all stakeholders, including correctional officers and community members, to enhance the program's efficacy. Budget constraints further complicate the implementation of training activities, necessitating collaboration with external partners to sustain the program financially. Finally, difficulties in marketing the products produced by inmates hinder their economic independence, which is a critical component in reducing recidivism. Addressing these challenges through strategic policy adjustments and resource allocation will be essential for the program's success and its long-term impact on the lives of inmates.

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