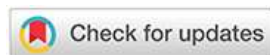


STRATEGY OF ILLITERACY ELIMINATION PROGRAM IN IMPROVING LITERACY SKILLS OF INMATES AT CLASS IIB PRABUMULIH PRISON



^{1*}Aldi Satrio Hartawan, ² Ade Cici Rohayati

^{1,2}Program Studi Teknik Pemasarakatan, Politeknik Ilmu Pemasarakatan - Indonesia

e-mail:

^{1*}aldisatriohartawan@gmail.com (*corresponding author*)

²adecicrohayati@gmail.com

ABSTRACT

This study aims to identify strategies for the illiteracy eradication program to improve the literacy skills of inmates at the Class IIB Prabumulih Detention Center. The background of this research is the high illiteracy rate in Indonesia, particularly among inmates, which poses challenges in their rehabilitation and social reintegration efforts. The research method used is qualitative with a descriptive approach, involving direct observation, interviews, and documentation. The results show that the strategies implemented in this program include mapping the literacy needs of inmates, designing a curriculum based on their needs, utilizing interactive learning methods, and receiving support from competent educators. The challenges faced include low motivation among inmates and limited resources and facilities. However, the program has proven effective in enhancing the reading, writing, and arithmetic skills of the inmates. In conclusion, the illiteracy eradication program at Class IIB Prabumulih Detention Center has a positive contribution to inmate rehabilitation efforts, but improvements in resources and external collaboration are needed to overcome existing challenges.

Keywords: *Illiteracy Eradication; Literacy; Inmates; Rehabilitation; Class IIB Prabumulih Detention Center*



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INTRODUCTION

Education is a fundamental right for every individual, including those incarcerated in correctional facilities. This right is enshrined in various legislative regulations. According to Article 9, letter c, of Law No. 22 of 2022 concerning Corrections, inmates are entitled to "receive education, teaching, and recreational activities, as well as opportunities to develop their potential." This provision emphasizes that inmates have a right to education, which serves multiple purposes, including broadening their horizons and providing recreational resources such as libraries. Such initiatives contribute to the overarching goals of correctional systems, which aim to transform the boundaries and structures of inmates.

In this context, punishment is not viewed solely as a form of retribution; it also encompasses services that respect human rights. Education, therefore, functions not only as a means to acquire knowledge but also as a tool to prepare individuals to reintegrate into society effectively. It serves as a cornerstone in shaping character and capabilities that enable individuals to actively participate in their communities.

The National Education System Law No. 20 of 2003 emphasizes the importance of education for all Indonesian citizens, including those in disadvantaged circumstances such as inmates. In Indonesia, education is not limited to formal schooling; it also includes non-formal education aimed at groups lacking adequate educational access, such as programs for eradicating illiteracy. Non-formal education plays a crucial role in ensuring that all individuals, regardless of their circumstances, have the opportunity to learn and develop skills necessary for personal growth and societal contribution.

For instance, the research by Agustin (2021) highlights the fulfillment of inmates' rights to education through literacy eradication programs in correctional facilities. Such initiatives have proven effective in enhancing the educational landscape for those incarcerated. Farabi (n.d.) discusses the importance of non-formal education in developing human resources, further underscoring the need for inclusive educational practices.

Furthermore, the challenge of illiteracy remains a pressing issue in Indonesia, as outlined by Jessica et al. (2017), who examine the obstacles to education faced by marginalized populations. To address these challenges, various strategies have been proposed, such as those identified by Quraissy (2016), who studies literacy eradication in rural areas.

Overall, education for inmates is a vital component of a humane correctional system, one that honors human rights and promotes social reintegration. By providing access to education, correctional institutions can help transform the lives of inmates, allowing them to emerge as more capable and responsible citizens.

Illiteracy, defined as the inability to read, write, and calculate, remains a significant issue in Indonesia. Data from the Central Statistics Agency (BPS) indicates that millions of Indonesians, particularly those in the productive and elderly age groups, are still illiterate. The most recent census revealed that over 31 million citizens are unable to read or write. This condition not only restricts individuals' opportunities to access information and knowledge but also adversely affects the social and economic development of communities. One of the most vulnerable groups to illiteracy is inmates, many of whom come from low educational backgrounds.

Correctional facilities in Indonesia, including Class IIB Prabumulih Detention Center, recognize that education is an integral part of the rehabilitation and social reintegration process for inmates. A critical aspect of this education is the eradication of illiteracy. Inmates who lack reading and writing skills face significant challenges in

participating in training programs, accessing detention services, and preparing for life after incarceration. Their illiteracy can hinder their ability to understand detention regulations, use self-service options, or communicate with family members through the telecommunications services provided.

The illiteracy eradication program at Class IIB Prabumulih Detention Center was initiated in response to the urgent need to enhance the literacy skills of inmates. This program aims not only to provide basic reading and writing skills but also to instill an awareness of the importance of literacy in daily life among inmates. In the long term, it is hoped that improved literacy skills will better prepare inmates to participate in society after their sentences are served, thereby increasing their chances of finding employment or pursuing further formal education.

However, despite the implementation of this program, significant challenges remain. One major obstacle is the low motivation among inmates to participate in literacy programs, which may stem from a lack of awareness of the benefits. Additionally, resource limitations, including a shortage of teaching staff and learning facilities, hinder the program's effectiveness. Social stigma against inmates and low participation rates in literacy activities also pose challenges that need to be addressed through more innovative and inclusive strategies.

This research aims to explore the strategies employed in the illiteracy eradication program at Class IIB Prabumulih Detention Center and evaluate their effectiveness in enhancing the literacy skills of inmates. It will also identify the barriers encountered during the program's implementation and provide recommendations for overcoming these challenges. The findings of this study are expected to offer new insights into literacy programs within correctional environments and serve as a reference for developing more effective literacy policies across Indonesia.

The illiteracy eradication program is a strategic step in the rehabilitation of inmates, aligning with the goals of the correctional system, which is to help them transform into productive and responsible individuals. With improved literacy skills, inmates can utilize their time in detention to enrich their knowledge and prepare for a better life after their release. This research is anticipated to contribute significantly to efforts aimed at enhancing the quality of education in correctional institutions and providing long-term benefits for the rehabilitation process of inmates.

LITERATURE REVIEW

Numerous previous studies support the urgency and effectiveness of literacy eradication programs in various contexts. Research conducted by Sartina et al. (2020) highlights the importance of Qur'anic literacy education as an initiative to combat illiteracy within the broader community, particularly in enhancing basic reading and writing skills. This study emphasizes that educational programs rooted in cultural and religious contexts can engage learners effectively and foster a deeper understanding of literacy.

Similarly, research by Kahar et al. (2021) indicates that literacy eradication efforts have significantly improved the reading, writing, and arithmetic skills of learners. This finding is particularly relevant to the conditions of inmates in correctional facilities, where the lack of basic literacy skills can hinder personal development and rehabilitation. The study demonstrates that targeted literacy programs can transform lives by empowering individuals with essential skills.

Additionally, Wulandari et al. (2022) stress the role of technology in literacy programs through the development of applications based on local languages. This approach not only enhances accessibility but also makes learning more relatable for

users. The incorporation of technology opens up possibilities for similar tools in correctional facilities, where traditional teaching methods may face limitations. By leveraging digital resources, literacy programs can engage inmates more effectively and provide them with relevant skills for today's technological landscape.

Agustin (2021) examined the eradication of illiteracy at Class IIB Pemalang Detention Center, focusing on fulfilling inmates' rights through basic learning initiatives. This research shows that literacy programs can aid inmates in understanding and utilizing self-service options within the detention center. By equipping inmates with the ability to read and write, these programs not only enhance their daily experiences but also prepare them for life after release, where such skills are essential for reintegration into society.

The findings from these studies provide a robust foundation for the assertion that well-implemented literacy programs within correctional institutions can have a positive impact on inmates, particularly in terms of social reintegration. Effective literacy education fosters a sense of agency among inmates, empowering them to take charge of their lives and make informed decisions.

Moreover, the positive outcomes associated with these literacy programs extend beyond individual benefits. As inmates gain literacy skills, they are more likely to engage in productive activities, reducing recidivism rates and enhancing public safety. Communities benefit as well, as reintegrated individuals contribute to the economy and social fabric of society.

Non-formal education is a vital component in improving the literacy skills of inmates. Literacy programs, as part of non-formal education, aim to assist inmates who are unable to read, write, and perform basic arithmetic in acquiring these essential skills. Marwoto (2016) emphasizes that literacy programs in correctional facilities play a crucial role in preparing individuals for independent living after serving their sentences.

In the context of correctional institutions, literacy eradication initiatives serve not only to impart technical skills but also to support the social and economic rehabilitation of inmates. The correctional system in Indonesia, grounded in the values of Pancasila, emphasizes not only punishment but also the rehabilitation and social integration of inmates (Agustin, 2021). This holistic approach underscores the importance of providing inmates with the tools necessary for reintegration into society.

Implementing effective literacy programs involves several strategic components. Integrated planning is essential, as is the development of a curriculum tailored to the specific literacy needs of inmates. Furthermore, interactive learning approaches, such as simulations and group discussions, can foster a more engaging educational environment (Mulgan, 2009). These methods not only make learning more relatable but also encourage collaboration among inmates.

In addition to traditional teaching methods, technology plays an increasingly important role in expanding access to literacy. The use of computers and digital resources can enhance the educational experience, aligning with efforts to provide continuous education opportunities. By integrating technology, literacy programs can adapt to the evolving needs of inmates and prepare them for a world where digital literacy is essential. Overall, non-formal education, particularly literacy programs, is crucial in empowering inmates and facilitating their successful reintegration into society, ultimately benefiting both individuals and the community as a whole.

However, challenges remain in the effective implementation of these programs. Factors such as low motivation among inmates, insufficient teaching resources, and social stigma can hinder the success of literacy initiatives. Addressing these barriers is crucial for maximizing the potential of literacy programs in correctional settings.

To overcome these challenges, it is essential to adopt innovative and inclusive strategies that foster a supportive learning environment. Engaging inmates in the program's design and implementation can enhance their ownership and motivation. Additionally, collaboration with educational institutions and non-profit organizations can provide necessary resources and expertise to improve the quality of literacy education in correctional facilities.

In conclusion, the research underscores the importance of literacy eradication programs in correctional institutions as a means of fostering rehabilitation and social reintegration. By equipping inmates with essential literacy skills, these programs can significantly impact their lives and the communities to which they return. As such, it is imperative for policymakers and educators to prioritize the development and implementation of effective literacy initiatives within the correctional system.

METHOD

This study employs a qualitative approach with a descriptive method to gain an in-depth understanding of the strategies employed in the literacy eradication program aimed at enhancing the literacy skills of inmates at Class IIB Prabumulih Detention Center. This approach was chosen because it allows the researcher to explore phenomena in detail, particularly concerning the implementation and challenges of literacy programs within the correctional environment. The research design used is a case study, focusing on a single research location—Class IIB Prabumulih Detention Center—to provide a comprehensive picture of the literacy eradication strategies in that institution.

The data sources in this research consist of both primary and secondary data. Primary data is obtained through in-depth interviews with detention center staff, instructors, and inmates participating in the literacy program. Additionally, direct observations are conducted to see how the program is implemented and to observe the interactions between instructors and inmates during the learning activities. Meanwhile, secondary data is gathered from various official documents from the detention center, program reports, and relevant literature concerning non-formal education and literacy programs in correctional facilities.

The data collection techniques employed in this study include three main methods: interviews, observations, and documentation. Semi-structured interviews are conducted to gather information about strategies and experiences related to the literacy program from both program managers and inmates. Observations are carried out directly during the learning process to capture the dynamics that occur during program implementation. Documentation, including official records and program reports, is used to complement the data obtained from interviews and observations.

The data collected is analyzed using thematic analysis. The first stage in data analysis is data reduction, where the researcher sorts and selects relevant information aligned with the research focus: strategies, obstacles, and the effectiveness of the literacy program. Subsequently, the reduced data is presented in the form of descriptive narratives to illustrate the main findings of the research. Finally, the researcher draws conclusions based on the findings and provides recommendations to enhance the effectiveness of the literacy eradication program at Class IIB Prabumulih Detention Center.

RESULTS AND DISCUSSION

This study aims to understand the strategies of the literacy eradication program at Class IIB Prabumulih Detention Center, as well as to identify the obstacles and effectiveness of

the program in enhancing the literacy skills of inmates. Through interviews, observations, and documentation, several key strategies were found to be implemented in this program.

Strategies of the Literacy Eradication Program

The literacy eradication program at Class IIB Prabumulih began with a thorough needs assessment of the literacy skills of the inmates. This process aimed to identify inmates who lacked basic reading and writing skills. Based on the results of this assessment, the literacy curriculum was designed to match the skill levels and needs of each inmate, allowing for a more personalized and contextually relevant approach. The instructors involved in this program included correctional officers with educational backgrounds as well as volunteers from outside who possessed expertise in teaching literacy.

In addition, the learning approach adopted is largely interactive and participatory. Inmates are encouraged to actively engage in the learning process through group discussions, simulations, and hands-on practice in reading and writing. Simple technologies, such as visual aids and learning materials, are also utilized to enrich the educational experience. Inmates participating in this program have shown gradual improvements in their reading and writing skills, accompanied by a boost in their self-confidence.

Challenges in Program Implementation

Despite the positive results of the program, several challenges were identified in its implementation. One of the biggest obstacles is the low motivation among some inmates to participate in the program. Many inmates feel that learning to read and write does not have an immediate impact on their lives within the detention center, making it difficult to encourage consistent participation in the program.

Additionally, resource limitations pose significant challenges to the program's effectiveness. The number of available instructors is limited, and there is a scarcity of educational materials such as reading books, writing supplies, and adequate classroom space, which hinders the learning process. Another challenge faced is the stigma among inmates who view literacy activities as less important compared to other “productive” activities, such as vocational training. This perception can diminish the perceived value of literacy education.

To combat these challenges, the program has implemented various motivational strategies, such as showcasing success stories of inmates who have benefited from improved literacy skills. By highlighting real-life examples of how literacy can enhance their daily lives and future opportunities, the program aims to inspire other inmates to participate actively.

Recommendations for Improvement

Based on the findings, several recommendations can be made to enhance the effectiveness of the literacy eradication program. First, increasing awareness about the importance of literacy for personal development and social reintegration can help boost motivation among inmates. Incorporating feedback mechanisms where inmates can express their needs and interests can also make the program more relevant to them.

Moreover, collaborating with external educational organizations can help provide additional resources, such as teaching materials and qualified instructors. This partnership could facilitate workshops and training sessions for both inmates and staff, enriching the educational experience.

Lastly, integrating literacy programs with vocational training could create a more comprehensive educational framework. This approach not only addresses literacy needs but also equips inmates with practical skills that are essential for reintegration into society upon their release.

In conclusion, while the literacy eradication program at Class IIB Prabumulih has shown promise in improving inmates' literacy skills, addressing the identified challenges is crucial for its sustained success. By fostering a supportive and resource-rich learning environment, the program can significantly contribute to the rehabilitation and reintegration of inmates into society.

Effectiveness of the Literacy Eradication Program

The evaluation results indicate that the literacy eradication program at Class IIB Prabumulih Detention Center has been effective in significantly improving the literacy skills of inmates who participated consistently. Inmates who previously struggled with literacy demonstrated marked advancements in their reading, writing, and basic arithmetic abilities. These improvements allowed them to apply their newfound skills in everyday situations, such as reading information from bulletin boards, filling out forms, and writing letters.

This program not only enhances literacy skills but also fosters a greater sense of self-confidence among the inmates. As their literacy abilities improve, they feel more empowered to engage in interactions with both correctional staff and fellow inmates. This boost in self-esteem can have profound implications for their overall psychological well-being, which is crucial in a correctional environment where feelings of isolation and inadequacy can be prevalent.

Moreover, the program serves a vital role in preparing inmates for reintegration into society upon their release. Literacy is a fundamental skill that is necessary for navigating various aspects of social and economic life. By equipping inmates with essential literacy skills, the program significantly increases their chances of successful re-entry into the community. Inmates are better prepared to find employment, access educational opportunities, and engage with community resources, all of which are crucial for reducing recidivism rates.

In addition to the immediate benefits of improved literacy and confidence, the program encourages a culture of learning within the detention center. As inmates see their peers making progress, it can create a positive feedback loop, motivating others to participate and strive for improvement. This collective growth not only benefits individual inmates but also contributes to a more constructive and supportive environment within the detention center.

Furthermore, the program's success highlights the importance of tailored educational strategies that consider the specific needs and contexts of the inmates. By customizing the curriculum and employing interactive teaching methods, the program has effectively engaged participants and made learning relevant to their lives. The involvement of qualified instructors and the use of practical, real-life applications of literacy skills have been key components in fostering a productive learning experience.

However, it is essential to acknowledge that challenges remain. While the program has demonstrated positive outcomes, continuous efforts to address barriers such as resource limitations and varying levels of motivation among inmates will be crucial for its sustainability. Ongoing assessment and adaptation of the program will ensure that it meets the evolving needs of the inmates and continues to foster their personal development.

In conclusion, the literacy eradication program at Class IIB Prabumulih Detention Center has proven effective in enhancing the literacy skills and confidence of inmates, thereby preparing them for successful reintegration into society. Its positive impact underscores the significance of educational initiatives within correctional facilities and the potential for transformative change in the lives of inmates.

Discussion

Based on the research findings, the literacy eradication program at Class IIB Prabumulih Detention Center demonstrates effectiveness in improving inmates' literacy skills. The strategies employed, such as literacy needs mapping and interactive learning approaches, are appropriate steps in tailoring the teaching methods to the inmates' needs. This aligns with non-formal education theory, which emphasizes the importance of flexibility in the teaching and learning process to meet the unique needs of each individual.

However, several identified challenges indicate significant obstacles that need to be addressed promptly. The low motivation among inmates can be explained through the concept of intrinsic motivation, where inmates feel less compelled to participate because they do not see direct benefits from the program. To tackle this issue, further efforts are required to educate inmates about the importance of literacy, both during their incarceration and after their release. Motivational approaches, such as introducing rewards or incentives for high-performing program participants, could be one way to enhance participation.

Resource limitations also require special attention. As noted in several previous studies, adequate support facilities are crucial for the success of literacy programs. In this regard, the detention center could collaborate with educational institutions or community organizations to provide necessary resources, such as reading materials and additional teaching staff.

Nevertheless, this program has shown that literacy is not only a technical skill but also an integral part of the rehabilitation process that helps inmates rebuild their self-confidence and prepare for their futures. With further adjustments to address existing challenges, the literacy eradication program at Class IIB Prabumulih could serve as a model for other correctional facilities across Indonesia.

CONCLUSION

This research reveals that the literacy eradication program at Class IIB Prabumulih Detention Center has demonstrated effectiveness in enhancing inmates' literacy skills. The strategies implemented, such as mapping literacy needs, designing a needs-based curriculum, and utilizing interactive learning approaches, have successfully assisted inmates in improving their reading, writing, and arithmetic skills. This improvement not only provides practical benefits for inmates during their incarceration but also strengthens their readiness to reintegrate into society after their release.

However, the study also identifies several obstacles that hinder the implementation of the program, including low motivation among some inmates, limited resources such as teaching staff and learning facilities, and negative stigma surrounding literacy activities. To address these challenges, more inclusive and innovative strategies are needed, including the introduction of incentives for high-performing inmates and increased support from external parties, such as educational institutions or community organizations.

Overall, the literacy eradication program at Class IIB Prabumulih contributes positively to the rehabilitation process of inmates, both in terms of improving literacy and

building their self-confidence. This program has significant potential for further development and could serve as a model for other correctional facilities in Indonesia, with necessary adjustments to overcome existing challenges.

Enhance Motivation Strategies: Develop tailored motivational strategies that specifically address the unique needs and challenges faced by inmates. Consider implementing reward systems or incentives for active participation and achievement within the literacy program. These could include certificates, recognition events, or tangible rewards that encourage engagement.

Expand Resource Availability: Collaborate with educational institutions, NGOs, and community organizations to enhance resource availability. This could involve securing additional teaching materials, such as books and educational tools, as well as recruiting more qualified instructors to support the literacy program.

Integrate Technology: Explore the incorporation of technology into the literacy program. Utilizing digital platforms, educational software, or mobile apps could provide inmates with innovative ways to learn and practice literacy skills, making the learning process more engaging and accessible.

Address Stigma Through Awareness Campaigns: Implement awareness campaigns within the detention center to address and reduce the stigma associated with literacy activities. These campaigns could involve testimonials from successful program participants or workshops highlighting the importance of literacy for personal growth and rehabilitation.

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