

## PERSONALITY DEVELOPMENT AND INTELLECTUAL ENHANCEMENT THROUGH LIBRARIES TO IMPROVE THE LITERACY SKILLS OF INMATES AT THE TANGERANG CLASS IIA CORRECTIONAL FACILITY



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### **ABSTRACT**

*This study examines the implementation of intellectual enhancement in personality development through a literacy corner program at the Class IIA Correctional Institution in Tangerang. The program is part of the broader correctional development system (SPPN), aiming to improve inmates' literacy skills and support their personal growth. Using a descriptive qualitative approach, data were collected through in-depth interviews, observations, and document analysis. The study is guided by literacy theory and the concept of correctional development (SPPN). The findings indicate that the literacy corner and library program are relatively effective in enhancing inmates' intellectual capacity. Inmates actively use the library to gain knowledge, engage in positive activities during their free time, and improve their reading and comprehension skills. The program includes activities such as reading, writing book summaries, and participating in group discussions, which contribute to both cognitive and personal development. However, several challenges remain. Not all inmates participate actively in the program, the availability of reading materials is still limited in certain areas, and there is a lack of dedicated literacy mentors to guide and support inmates consistently. In conclusion, the literacy-based development program has a positive impact on inmates' intellectual growth, but its effectiveness can be further enhanced by increasing participation, expanding library resources, and providing more structured mentoring support.*

**Keywords:** *Personality Development; Intellectual Development; Library; Literacy*

## INTRODUCTION

The Indonesian correctional system serves as a transformative mechanism within the broader criminal justice framework, designed not only to enforce legal sanctions but also to foster rehabilitation and reintegration for inmates. Rooted in the nation's Pancasila philosophy, the correctional approach emphasizes humanization over punishment, seeking to rebuild individuals morally, socially, and intellectually. This paradigm represents a departure from the retributive prison model, reflecting the vision articulated by Minister of Justice Dr. Sahardjo in 1963, who stated that imprisonment should not merely inflict suffering but educate offenders to become useful members of society. Since the institutionalization of the correctional system in 1964, Indonesia has embraced rehabilitation and social reintegration as the ultimate goals of correctional treatment.

Central to this rehabilitative process is the implementation of inmate development programs, which are classified into two main categories: personality development and self-reliance development. Personality development aims to cultivate moral, spiritual, and intellectual qualities through education, religious instruction, and behavioral guidance, while self-reliance programs emphasize vocational training to enhance inmates' employability upon release. Within the scope of personality development, intellectual enhancement plays a vital role in stimulating inmates' cognitive abilities, critical thinking, and knowledge acquisition—factors that are essential for successful reintegration into society.

The enhancement of intellectual capacity in correctional institutions is primarily carried out through library-based literacy programs. Libraries in prisons serve not only as information centers but also as spaces for reflection, recreation, and intellectual growth. Through reading activities, book summaries, and group discussions, inmates are encouraged to use their time productively while improving their literacy skills. The presence of libraries enables inmates to broaden their perspectives, strengthen communication skills, and foster constructive habits that reduce recidivism risks. According to Eache, the library embodies both a physical and intellectual dimension, serving as a "house of wisdom" where knowledge and moral reflection converge.

At the Class IIA Correctional Institution in Tangerang, the literacy corner program (*pojok literasi*) has become an essential initiative under the personality development framework. This program provides inmates with access to a diverse range of reading materials—including science, religion, vocational skills, and fiction—allowing them to explore various fields according to their interests. The library activities are guided by the principles set out in Law No. 22 of 2022 on Corrections, Government Regulation No. 31 of 1999 on Correctional Guidance, and the Directorate General of Corrections Regulation No. PAS-10.OT.02.02 of 2021 concerning the Inmate Development Assessment System (SPPN). These legal frameworks emphasize that correctional programs must enhance inmates' faith in God, intellectual competence, and moral awareness to prepare them for reintegration as law-abiding citizens.

In line with these principles, the intellectual personality development program at Lapas Kelas IIA Tangerang seeks to increase inmates' literacy levels through consistent engagement with reading and learning activities. The library provides a constructive environment where inmates can gain new knowledge, express their ideas, and participate in group discussions that strengthen their social and cognitive skills. This effort aligns with the broader goal of correctional education—to nurture inmates who are intellectually capable, morally grounded, and socially responsible.

However, despite these positive developments, several challenges persist in

implementing library-based literacy programs. Participation among inmates remains inconsistent, with many demonstrating low reading motivation. The availability of reading materials is still limited, particularly in specialized subjects that match diverse inmate interests. Furthermore, the absence of dedicated literacy mentors or facilitators has hindered personalized guidance during reading sessions. These barriers highlight the need for systematic improvements in resource provision, staff training, and collaborative partnerships with external institutions such as local libraries and educational organizations.

This study, therefore, aims to analyze the implementation and effectiveness of personality development programs focused on intellectual enhancement through prison libraries at the Class IIA Correctional Institution in Tangerang. It further seeks to identify the obstacles that hinder program optimization and propose strategic recommendations for improvement. By exploring the role of libraries as instruments of correctional education, this research contributes to the ongoing discourse on the humanization of Indonesia's correctional system—one that not only punishes but rehabilitates, educates, and empowers inmates to reintegrate successfully into society.

## **LITERATURE REVIEW**

Several previous studies have explored the role of libraries and literacy programs in supporting the intellectual and moral development of inmates in correctional institutions. Ilham and Ainul (2020) found that the library at the Class IIA Women's Correctional Facility in Tangerang functions as a specialized learning space where access to reading materials significantly enhances inmates' literacy and social adaptation skills. Similarly, Azizah and Anwar (2025) emphasized that revitalizing prison libraries can positively influence inmates' reading motivation, as demonstrated in the Banyuasin Narcotics Prison. Their study revealed that library revitalization efforts led to increased participation and reading frequency among inmates.

## **Concept of Correctional Guidance (SPPN)**

The concept of Correctional Guidance (Sistem Penilaian Pembinaan Narapidana or SPPN) serves as the foundational framework for the correctional process in Indonesia, as stipulated in Law No. 22 of 2022 on the Correctional System and the Regulation of the Directorate General of Corrections No. PAS-10.OT.02.02 of 2021. This system redefines imprisonment as a rehabilitative rather than punitive mechanism, emphasizing personality and self-reliance development as integral components of inmate transformation. Correctional guidance aims to assist inmates in restoring their relationships with God, other people, and society by promoting intellectual, moral, and spiritual growth (Subadra et al., 2023).

The SPPN framework classifies inmate development into two main categories: personality development and self-reliance development. Personality development focuses on strengthening faith, moral awareness, legal consciousness, national identity, and intellectual ability. Within this structure, intellectual enhancement is defined as the process of improving inmates' cognitive skills, critical thinking, and educational capacity to prepare them for reintegration into society. The program is implemented through non-formal education such as literacy classes, discussion groups, and library-based learning activities.

The SPPN also establishes measurable indicators of inmate progress. For instance, intellectual development is assessed through participation in reading activities, willingness to accept and complete educational assignments, and active

involvement in structured learning programs such as Life Skill Training (LST) and Conflict Management Training (CMT). These assessments are recorded and evaluated periodically to ensure objective monitoring and tailored interventions (Directorate General of Corrections, 2021).

In the context of this research, the SPPN concept provides a theoretical basis for evaluating how library-based literacy programs contribute to the intellectual personality development of inmates. By aligning with the national correctional policy, this framework ensures that rehabilitation in the Class IIA Correctional Institution of Tangerang adheres to the principles of humanization, education, and reintegration—preparing inmates not only for freedom but for meaningful participation in society.

### **Theory of Literacy (David Kern)**

David Kern's Theory of Literacy (2000) views literacy as a complex social practice that extends beyond basic reading and writing skills. According to Kern, literacy encompasses the ability to interpret, produce, and reflect upon meaning within cultural and social contexts. He identifies seven fundamental principles of literacy: interpretation, collaboration, convention, cultural knowledge, problem-solving, language use, and reflection. These dimensions collectively emphasize that literacy is both a cognitive and social process—shaped by context, interaction, and purpose (Malawi, 2017).

The principle of interpretation highlights an individual's capacity to construct meaning from texts using prior knowledge and experience. Collaboration emphasizes shared understanding between readers and writers, while convention refers to the social norms that govern language use. Cultural knowledge underscores the role of cultural background in shaping comprehension and expression, and problem-solving reflects the application of literacy in addressing real-world issues. The final principles—language use and reflection—stress the importance of articulating meaning effectively and evaluating one's own understanding. Kern's literacy framework suggests that the act of reading and writing must engage both intellect and experience, fostering critical thinking and self-awareness.

In correctional environments, literacy functions as a rehabilitative tool that empowers inmates to develop reasoning skills, improve communication, and reshape their social identity. Applied to this research, Kern's theory provides a conceptual lens for analyzing how library and literacy programs in the Class IIA Correctional Institution of Tangerang enhance inmates' intellectual capabilities and personal growth. The library, as a site of structured reading and reflection, embodies Kern's principles by creating opportunities for inmates to interpret texts, exchange ideas, and apply newly acquired knowledge to their daily lives. In this sense, literacy becomes not only a cognitive skill but also a pathway toward personal transformation and social reintegration.

### **METHOD**

This study employs a qualitative research approach, which is considered the most appropriate for exploring the implementation of intellectual personality development programs through library activities in correctional institutions. The qualitative method was chosen because it allows the researcher to gain an in-depth understanding of the experiences of inmates, the strategies employed by correctional officers, and the institutional factors that influence the effectiveness of library-based literacy programs.

Through this approach, the study aims to capture not only the formal procedures

of library utilization but also the inmates' perceptions of its impact on their intellectual growth and rehabilitation process. The research design used is a case study, focusing on the Class IIA Correctional Institution in Tangerang. This design enables a detailed and contextualized analysis of the literacy development phenomenon within a specific institutional environment. By concentrating on one correctional facility, the study can closely examine how correctional officers implement intellectual development programs, how inmates engage with reading activities, and what obstacles arise in the process. Data were collected through in-depth interviews, direct observations, and document analysis.

The primary data were obtained from interviews with key informants, including the Head of the Correctional Institution, the Head of the Inmate Guidance Section (*Kasi Binadik*), the Subsection Head of Correctional Guidance (*Kasubsi Bimkemaswat*), staff members responsible for educational programs, and selected inmates who actively participate in library activities. Observations were conducted within the library and surrounding educational areas to understand how reading sessions, discussions, and literacy practices take place in daily routines. Secondary data were drawn from laws, regulations, and institutional documents, including Law No. 22 of 2022 on the Correctional System, Government Regulation No. 31 of 1999 on Correctional Guidance, and the Regulation of the Directorate General of Corrections No. PAS-10.OT.02.02 of 2021 concerning the Inmate Development Assessment System (*SPPM*). These sources were complemented by relevant academic literature and previous studies on literacy and correctional education to support theoretical and contextual analysis.

The data collection techniques consisted of three main stages: observation to capture real-life activities, semi-structured interviews to explore participant perspectives, and document study to verify information and provide institutional context. All collected data were analyzed using a descriptive qualitative method with a thematic analysis approach. The process included data reduction, categorization into major themes such as "implementation," "impact," and "obstacles," data presentation, and conclusion drawing. This systematic process enables the researcher to identify patterns and draw meaningful insights regarding the effectiveness of intellectual personality development through library-based literacy programs.

The results are expected to contribute theoretically by deepening the understanding of literacy as a rehabilitative instrument within Indonesia's correctional framework, and practically by offering recommendations for improving educational and library services to strengthen inmates' intellectual capacity and support their reintegration into society.

## **RESULTS AND DISCUSSION**

### **Implementation of Intellectual Personality Development through Library Activities**

The results of this study indicate that the implementation of intellectual personality development through library activities at the Class IIA Correctional Institution in Tangerang has been conducted in alignment with the correctional philosophy of rehabilitation and social reintegration. The library functions as a key medium in fostering literacy and intellectual growth among inmates through reading activities, book summaries, and group discussions. These activities are designed to help inmates utilize their time productively while improving their cognitive and communication skills.

The implementation process is supervised by the *Kasi Binadik* and *Kasubsi Bimkemaswat*, who ensure that library operations run effectively within the framework of personality development programs. However, the overall implementation remains

limited due to several constraints. Although the library is operational and accessible, inmate participation levels are still relatively low, primarily because many inmates show limited reading interest and motivation. The availability of books is also inadequate, with most collections consisting of general reading materials rather than educational or vocational resources that match inmates' diverse interests.

Moreover, the absence of literacy mentors or facilitators limits opportunities for guided learning, leaving inmates to engage in self-directed reading without structured feedback or evaluation. Despite these challenges, the library remains a vital platform for intellectual enrichment, reflecting the institution's efforts to humanize the correctional process by promoting education and knowledge acquisition.

### **Supporting and Inhibiting Factors**

Several factors support the implementation of library-based intellectual development programs. First, the leadership and staff at the Class IIA Correctional Institution in Tangerang demonstrate consistent commitment to promoting inmate education, aligning with the national correctional principle that rehabilitation must include both personality and self-reliance development. The institutional environment also fosters a sense of community among inmates, where reading activities and discussions encourage cooperation and positive interaction.

Additionally, collaboration with external stakeholders, such as local literacy movements and book donors, helps to periodically update library collections and maintain program continuity. Nevertheless, several inhibiting factors constrain the full realization of program objectives. The most significant challenge is the low literacy motivation among inmates, many of whom have limited educational backgrounds and perceive reading as a non-essential activity. The limited book collection further reduces engagement, as the available materials often fail to capture inmates' interests or provide relevant learning content. The lack of professional facilitators who can guide reading sessions or promote critical discussion also weakens the program's educational impact.

Furthermore, infrastructure limitations, such as restricted library space and insufficient reading equipment, hinder optimal utilization. These factors collectively demonstrate that while the library program has been implemented in accordance with correctional policy, its practical effectiveness remains constrained by human and material resources.

### **Educational and Rehabilitative Implications**

From an educational perspective, the implementation of library-based intellectual development programs reflects the correctional system's effort to integrate learning as a tool for moral and behavioral transformation. According to the literacy framework proposed by David Kern (2000), reading and writing activities play a central role in shaping cognitive understanding and critical thinking within specific cultural and social contexts. Inmates who actively participate in library activities demonstrate increased curiosity, better comprehension, and improved ability to articulate ideas during group discussions. These outcomes show that literacy can foster not only intellectual growth but also emotional stability, discipline, and self-reflection—key dimensions of successful rehabilitation.

From a correctional perspective, these findings affirm that the library serves as a rehabilitative medium that aligns with the principles outlined in Law No. 22 of 2022 and Government Regulation No. 31 of 1999, which mandate correctional guidance to enhance inmates' faith, knowledge, and behavior. The presence of a functioning library

contributes to the realization of these objectives by providing an environment conducive to learning, personal development, and constructive social interaction. However, the limited institutional support and uneven participation levels suggest that the rehabilitative potential of libraries has not yet been maximized.

### **Comparative and Policy Implications**

When compared with previous studies on literacy and correctional education, this research reveals similar structural challenges, particularly in terms of resource limitations and inmate motivation. For instance, research by Annisa Nur Azizah and Umar Anwar (2025) on the revitalization of prison libraries in Banyuwangi showed that improved facilities and diverse book collections significantly enhanced inmates' participation and literacy outcomes. Likewise, Ilham and Billy Ainul (2020) found that consistent mentoring and varied reading materials fostered higher engagement levels in the Class IIA Women's Prison in Tangerang.

Building on these findings, this study highlights the need for policy improvements to strengthen intellectual personality development within correctional institutions. These include (1) increasing collaboration with educational and literacy organizations to supply relevant reading materials, (2) recruiting or training literacy mentors to assist inmates in reading and comprehension activities, and (3) expanding the use of digital or mobile libraries to overcome space and resource limitations. Implementing these measures would enhance inmates' access to knowledge, promote a culture of continuous learning, and support the broader correctional mission of rehabilitation and social reintegration.

### **CONCLUSIONS AND SUGGESTIONS**

The findings of this study indicate that the implementation of rehabilitation programs for foreign inmates from Papua New Guinea (PNG) at the Class IIA Narcotics Prison in Jayapura has not been fully optimal. Although Indonesia's correctional system guarantees that all prisoners, regardless of nationality, are entitled to rehabilitation programs, PNG inmates do not enjoy equal access to personality and vocational development activities. While basic personality development programs such as religious services, sports, and healthcare—are provided, they remain limited in scope.

Participation in vocational training is even more restricted, largely due to security concerns stemming from past escape attempts, the use of sharp tools during training, and institutional policies that limit foreign inmates' participation. These challenges highlight a significant gap between the normative objectives of the correctional system and their actual implementation for foreign nationals. The main obstacles to effective rehabilitation are rooted in language barriers, cultural differences, and administrative and immigration-related challenges. PNG inmates struggle to communicate with officers and understand training materials, resulting in low engagement and poor comprehension of correctional programs.

Cultural differences further complicate their adjustment to the prison environment, leading to a sense of isolation and psychological stress that negatively affects the rehabilitation process. Additionally, the limited involvement of PNG's diplomatic representatives significantly hampers administrative processes required for parole, remission, assimilation, and conditional leave. The lack of consular support leaves inmates unable to fulfill the necessary documentation requirements, which prolongs their incarceration and limits their chances for reintegration. In light of these findings, it is recommended that the Class IIA Narcotics Prison in Jayapura adopt more

inclusive and culturally sensitive rehabilitation programs tailored to the specific needs of PNG inmates. This includes providing training materials in basic English, employing visual communication methods, and offering capacity-building programs for correctional officers on managing foreign prisoners. Stronger coordination with the PNG consulate is also essential to ensure the fulfillment of administrative rights and to facilitate reintegration processes.

Furthermore, policymakers should consider providing additional facilities, tools, and human resources to address the current limitations in program delivery. By implementing these measures, correctional institutions can enhance participation, improve rehabilitation outcomes, and align more closely with the goals of Indonesia's correctional system, which emphasizes rehabilitation and social reintegration for all inmates.

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