

## Social Worker Intervention for Children in Conflict with the Law at Class IIB Tangerang Women's Prison

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### ABSTRACT:

KPAI data at the end of December 2011 recorded 1,851 complaints of children facing the law submitted to the court, an increase from 730 cases in 2010, with almost 89.8 percent of these cases requiring children to end up in criminal court. This study aims to analyze the intervention of social workers with children who are facing the law in the Tangerang Class IIB Women's Prison, employing *Action Research* with a qualitative approach. Two intervention methods were applied: *Social Group Work* in the form of Independent Groups through Group Dynamics, and *Social Case Work* in the form of Counseling, with 10 students in the Tangerang Class IIB Women's Prison as the subjects of the study. The results indicate that both interventions produced positive outcomes in changing the students' behavior, where group interventions generated inspirational stories through *Self-Mandala*, enhanced awareness of positive self-strength assets, and fostered the formation of future dreams, while individual interventions helped students to better understand their problems and rise by utilizing their strengths. This study demonstrates that a humanist approach through games and counseling is more effective than physical sanctions in fostering children who are in conflict with the law.

**Keywords:** Social worker intervention, child facing the law, social group work, social case work

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### INTRODUCTION

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Children are the next generation of the nation and a vital future asset for a country's survival. From a global perspective, the problem of children facing the law has become a serious issue for many countries. According to data from the United Nations Office on Drugs and Crime (UNODC), it is estimated that more than one million children worldwide are in custody or prison, with cases ranging from theft and violence to narcotics abuse. This phenomenon shows that the problem of children in conflict with the law occurs not only in developing countries but also in developed ones.

Globally, the factors that cause children to face the law are diverse, including poverty, family dysfunction, lack of access to education, and the influence of an uncondusive social environment. The World Health Organization (WHO) notes that children from dysfunctional families have a two to three times greater risk of engaging in criminal behavior than children from harmonious families. This indicates that the problems of children facing the law cannot be solved solely through a punitive approach but require comprehensive and holistic intervention.

In Indonesia, the problem of children facing the law shows an increasingly worrying trend. Data from the Indonesian Child Protection Commission (KPAI) at the end of December 2011 recorded 1,851 complaints of children facing the law submitted to the court, a significant increase compared to 2010, which recorded only 730 cases—an increase of 153.7 percent in one year (KPAI, 2011). More worrying is that almost 89.8 percent of these cases result in conviction, indicating that the juvenile criminal justice system in Indonesia still tends to be retributive rather than restorative.

Based on data from the Criminal Investigation Branch of the National Police Headquarters, during January–December 2008, the number of children who faced the law reached approximately 800, including cases of sexual and physical violence. Meanwhile, according to the Director General of Corrections of the Ministry of Law and Human Rights, the number of children in Indonesia who are facing the law reached approximately 78,000, both boys and girls. The highest numbers occur in densely populated regions such as Java and Sumatra, with the five provinces reporting the most cases being Central Java, North Sumatra, DKI Jakarta, East Java, and West Java.

An in-depth analysis of the factors that cause children to face the law shows the complexity of the problems involved. According to the Ministry of Social Affairs (2003), the contributing factors include poverty (29.35%), environmental influence (18.07%), miseducation (11.3%), disharmonious families (8.9%), and lack of religious education (7.28%) (Bustani, 2019; Lestari & Santoso, 2019; Martini, 2021). These data confirm that the problems of children facing the law are multifactorial and require a comprehensive intervention approach.

Dadang Hawari emphasized that children who grow up in dysfunctional families have a greater risk of experiencing disturbances in mental growth and development and of developing antisocial personalities than children who grow up in harmonious, intact families (m. Fuad Anwar, 2019; Putri, 2019; Rochanah, 2018; Wahyudi, 2022). This pattern is evident among students in Children's Correctional Institutions, who generally come from economically disadvantaged families, have limited access and weak social relations, and are politically marginalized, with most not completing elementary school.

The urgency of this research arises from paradoxical conditions in Children's Correctional Institutions, especially the Tangerang Class IIB Women's Prison. On the one hand, this institution has a noble vision, mission, and goal to shape inmates into a society that is aware of mistakes, able to improve themselves, and does not repeat criminal acts. On the other hand, program implementation remains conventional, relying on a punitive approach through sanctions and physical punishment. Such an approach can worsen the psychological condition of students who are already traumatized by difficult life experiences.

The biggest problem facing children in Correctional Institutions is the uncertainty of the future. The negative stigma attached to them as children who have been in "prison" and committed "crimes" often persists even after they complete their sentences. This frequently leads to frustration and re-engagement in behavioral problems that draw them back into criminal acts and, ultimately, correctional facilities. Therefore, an intervention approach is needed that focuses not only on punishment but also on psychosocial recovery and the development of children's positive potential.

Several relevant studies have examined the effectiveness of various intervention approaches for children facing the law. Nurcahya's (2007) research on "Fostering Positive Self-Concept of Students with Self-Development Training at the Tangerang Men's Correctional Institution" shows that an approach focusing on the development of a positive self-concept can have a significant

impact on changes in students' behavior. The study uses a self-development training approach that has been shown to increase students' confidence and motivation to change.

Yirmiyati's (2007) research, "The Application of Group Social Guidance Methods to Children in the Tangerang Women's Children's Prison," also contributes to understanding the effectiveness of group approaches in fostering students. The results show that group social guidance methods can improve socialization skills and reduce aggressive behavior. However, the study did not integrate individual and group approaches simultaneously.

Hodge and McGrew (2006), in "Spiritual, Religion, and the Interrelationship: A Nationally Representative Study," emphasized the importance of the spiritual dimension in social intervention. Their research shows that approaches integrating spiritual and religious aspects can provide deeper meaning in life and accelerate the client's recovery process. These findings are relevant to students in Indonesia, who generally have strong religious backgrounds.

Robert and Greene (2008), in the "Social Worker Smart Book," emphasize the importance of a strength-based approach in social work practice. This approach focuses on identifying and developing clients' strengths and positive potentials rather than concentrating solely on problems and shortcomings. It has proven effective in increasing clients' motivation and confidence to make positive life changes.

The novelty of this study lies in using an intervention approach that integrates *Social Group Work* and *Social Case Work* simultaneously. Unlike previous studies that tended to use only one approach, this study combines both to provide a more comprehensive and holistic intervention. In addition, it employs the *Mandala Diri* technique—an adaptation of *Persona Mandala*—together with Appreciative Inquiry methods, which have not previously been applied in fostering children who face the law in Indonesia.

Another unique aspect of this study is the use of a play-based approach combined with individual counseling techniques. This approach is tailored to students' adolescent characteristics and their need for expression and creativity. The game techniques used include drama, puzzles, boat building, and various group-dynamics activities designed to help students explore their positive potential.

The theoretical contribution of this study is the integration of several intervention theories aligned with each student's problem characteristics. For group intervention, the study uses Narrative Theory, Strengths-Based Assessment (SBA) Theory, and Spiritual and Humanistic Strategies. For individual interventions, Behavioral Therapy, Reality Therapy, and Rational Therapy are combined with SBA Theory and spiritual approaches. This configuration has not been systematically applied in the context of Child Correctional Institutions in Indonesia.

The main purpose of this study is to analyze the effectiveness of social worker interventions with children who are facing the law in the Tangerang Class IIB Women's Prison. Specifically, it aims to: (1) develop an in-depth understanding of the factors that lead to students' punishment; (2) identify and evaluate programs and activities carried out in Correctional Institutions; and (3) develop and test intervention models that help students understand their problems and rise by optimizing their strengths.

The practical benefit of this research is its contribution to developing more effective and efficient social work practices for children in conflict with the law. It is also expected to empower students to understand the social problems they experience and to develop the ability to overcome these problems independently. For Correctional Institutions, this research can serve as a reference for developing coaching programs that are more humanistic and based on students' positive potential.

The theoretical benefit of this study is to advance theoretical discussions—grounded in empirical field findings—on the methodology and substance of social work, especially in handling cases involving children in conflict with the law. This research also contributes ideas for developing approaches that access students' self-strengths through group dynamics and individual counseling.

The implications of this research are broad, affecting not only social work practices but also public policies related to the juvenile criminal justice system in Indonesia. The results are expected to encourage a paradigm shift in handling children who face the law—from a retributive and punitive approach to a restorative and rehabilitative one. This aligns with Law No. 11 of 2012 concerning the Juvenile Criminal Justice System, which prioritizes restorative justice and the best interests of the child.

In addition, this research has implications for higher education curricula, especially in social work, psychology, and criminology. The intervention model developed here can be used as learning material and practicum for students preparing to work in children's social services. Thus, this research contributes at the practical level and at the academic level to human resource development in social services.

## METHOD

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This research uses *Action Research*, which is a type of study that examines a specific case to obtain an overview of the need for problem-solving in an objective and systematic manner. It is also called *action research* because it involves taking action, namely intervention or manipulation of one of the variables. This study applied two intervention methods simultaneously. First, *Social Group Work Intervention* in the form of a self-help group through *Group Dynamics*. Second, *Social Case Work Intervention* (Individual Social Guidance) in the form of Counseling.

### Research Subject

The subjects of the study were 10 students (*andik*) at the Tangerang Class IIB Women's Prison, consisting of seven drug cases and three criminal cases. Their average age upon entering prison was between 16 and 20 years, with a detention or imprisonment period ranging from two to four years.

### Data Collection Techniques

Data collection was conducted through:

1. *Persona Mandala*: a method combining Life History Analysis and *Appreciative Inquiry (AI)* methodology to explore students' problems in depth.
2. Participatory observation: observing students' behavior during the intervention process.

3. In-depth interviews: individual counseling with four students who had specific problems.
4. Documentation: field notes and activity records.

### **Data Analysis**

The data were analyzed qualitatively by triangulating information from various sources to ensure the validity and reliability of the research findings.

## **RESULTS AND DISCUSSION**

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### **Overview of Tangerang Class IIB Women's Children's Correctional Institution**

The Tangerang Women's Children's Correctional Institution is one of the Technical Implementation Units of the Ministry of Law and Human Rights of the Republic of Indonesia which is in charge of implementing the Correctional System for Students (andik) with an occupancy capacity of 100 people. This institution is located on Jl. Daan Mogot No.28C, Tanah Tinggi Village, Tangerang-Banten City. Historically, this institution was established in 1928 by the Government of the Dutch East Indies and has undergone several changes in function until it finally became LP Klas IIB Anak Wanita Tangerang in 1985.

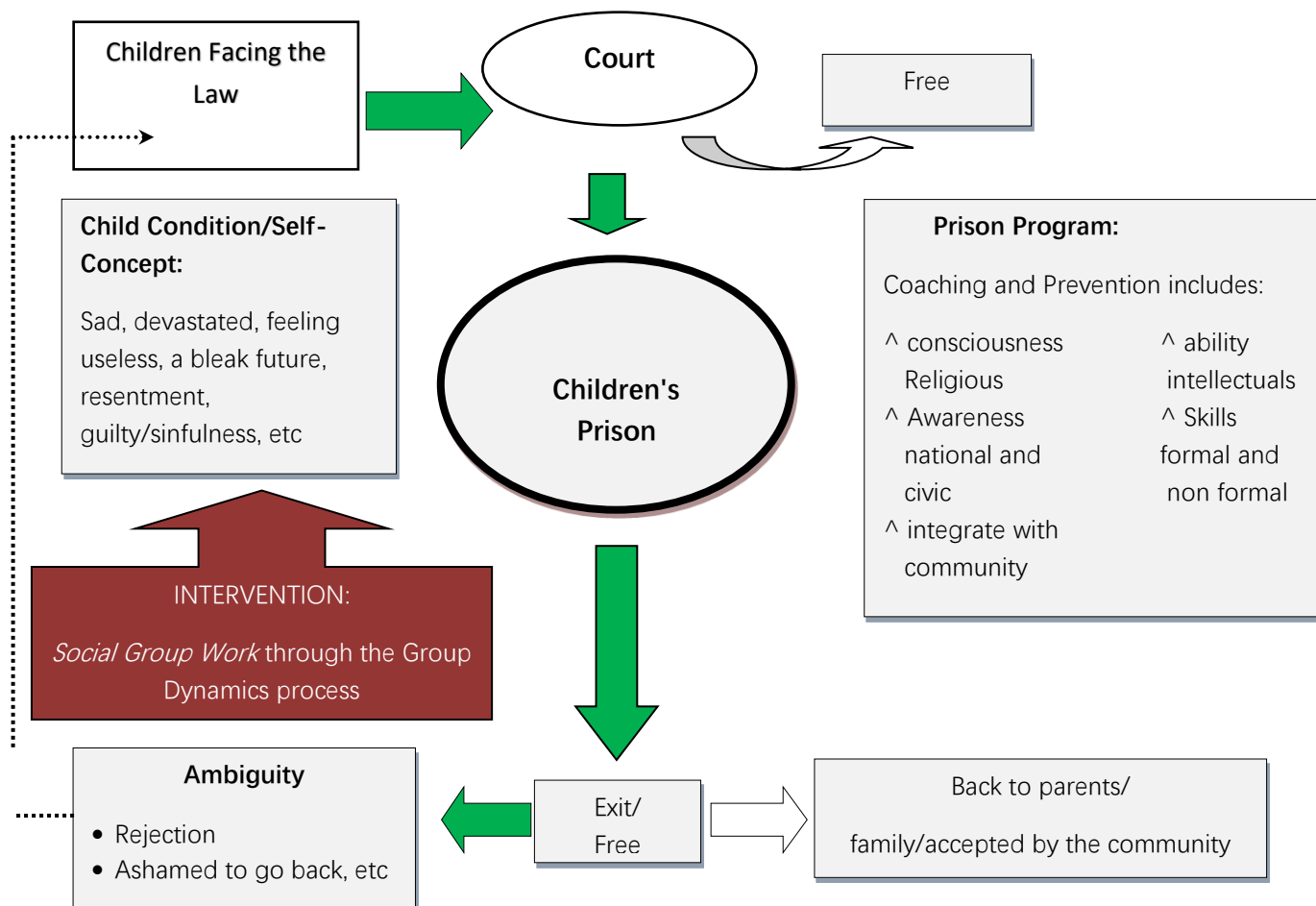
The vision of the institution is "Restoring the unity of the life, life and livelihood of Correctional Assisted Citizens as individuals, members of society and creatures of God Almighty (building independent human beings)". Meanwhile, its mission is "Carry out prisoner care, coaching and guidance for Correctional Assisted Citizens within the framework of law enforcement, crime prevention and control, as well as the promotion and protection of human rights".

This action research study was conducted at the Women's Juvenile Correctional Institution Class IIB Tangerang with 10 juvenile inmates (andik). Indonesian Commission for Child Protection (KPAI) data showed a significant increase in children in conflict with the law cases from 730 in 2010 to 1,851 in 2011, with 89.8% resulting in criminal sentencing.

The research employed Action Research methodology, investigating specific cases to obtain objective and systematic problem-solving approaches. This study is also called action research because it involves intervention or manipulation of variables. The effects of these actions were observed using both individual and group analysis units.

### **Individual Intervention**

Four inmates were selected for individual intervention based on behaviors requiring special handling: C (seeking negative attention), A (pessimistic future outlook), R (vengeful nature), and V (excessive guilt). Each inmate received therapy according to their problem characteristics using different theoretical approaches.



**Figure 1. Conceptual Framework of Intervention**

From the conceptual framework, prisons are depicted as institutions that provide care, guidance, and counseling to inmates in terms of law enforcement, crime prevention and control, and protection of human rights. It is hoped that this will restore the condition of inmates through various programs or activities, so that when they have completed their sentences, they are ready to return to their families and communities.

### Characteristics of Students (Andik)

At the time of the study, the number of students at the Tangerang Women's Children's Correctional Institution was 11 people, consisting of 9 people with the status of prisoners and 2 people still in prison. For the purpose of research, 10 students were selected as research subjects with the following characteristics:

**Table 1. Characteristics of Students Based on Cases and Demographics**

Characteristics	Drug Cases	Criminal Cases	Total
Sum	7	3	10
Age at entry:			

<b>16 years old</b>	1	0	1
<b>17 years</b>	3	1	4
<b>18 years old</b>	1	1	2
<b>19 years old</b>	1	1	2
<b>20 years</b>	1	0	1
<b>Religion:</b>			
<b>Islam</b>	6	3	9
<b>Kristen</b>	1	0	1
<b>Education:</b>			
<b>Elementary School Doesn't End</b>	3	1	4
<b>High School does not end</b>	1	1	2
<b>High School Graduates</b>	2	1	3
<b>College</b>	1	0	1
<b>Long verdict:</b>			
<b>1-2 years</b>	2	1	3
<b>2-4 years</b>	4	2	6
<b>Still in process</b>	1	0	1
<b>Parental condition:</b>			
<b>Intact (not divorced)</b>	2	2	4
<b>Divorce</b>	5	1	6

### Identify Problems Through Self-Mandala

The Self-Mandala Technique, which is an adaptation of the Persona Mandala and Appreciative Inquiry methods, has succeeded in identifying patterns of problems experienced by students. Mandala Diri consists of four columns that tell the life journey of students:

- **Column 1 (Childhood):** Almost all students in childhood live happily with both parents. The values of religious obedience, honesty, mutual love, politeness, and respect are always instilled by their parents.
- **Column 2 (Elementary/Junior High School):** Pain began to be felt by some students, especially 5 out of 7 students in drug cases experienced separated parents. Separation generally occurs when they are in elementary and junior high school.
- **Column 3 (Adolescence):** Living with incomplete parents, plus being busy as single parents, causes students in drug cases to receive less attention and affection. During this time, they began to seek identity among their peers in various ways, including using drugs.
- **Column 4 (Future Dreams):** With all the shortcomings that exist, they still have dreams that they want to achieve after leaving prison, generally related to the desire to make their parents happy.

### Results of Social Group Work Interventions

Group intervention is carried out through several stages using the Self Help Group approach:

### 1. Group Formation Stage (Pre Group Planning)

At this stage, group needs are identified and goals are set. Key needs identified include:

- The need to know each other and build trust
- The need to share experiences and understand each other
- The need to recognize positive self-strength assets
- Need for emotional and spiritual support

### 2. Beginning Group

The introduction stage was carried out with the game "Winds Blow" which managed to dilute the atmosphere. Pupils who initially looked awkward and shy began to show openness. The selection of group coordinators fell on R's students who were considered to have good communication skills.

### 3. Middle Group

#### a. Meetings 1-2: Self-Mandala

This activity succeeded in revealing the background of each student's problems. Of the 10 students, 9 managed to share their experiences through Mandala Diri, while 1 student (V) still needed an individual approach due to deep trauma.

**Table 2. The Strength and Dreams of Self-Empowerment Students**

Initials	The Power of Living Life in Prison	Dreams/Goals
S	Mom and Brother	Building a house for mom and brother
M	God and prayer	Making Papa Happy
B	Lord, friends, calm nature	Become a teacher and cook smartly
L	Prayer/God, mother, sister, friends	Inviting Your Mother to Come
R	Prayer/God, mother, family, friends	Happy mom and be successful
C	Prayer/God and friends	Have a happy family, a loyal husband
A	Prayer/God, mother, family, friends	Happy mama, always grateful
W	Prayer/God, grandmother, friends	Happy grandma
V	Prayer/God, grandmother, friends	Happy grandmother, open a salon
D	God and friends	Making Grandma Happy

#### b. Meeting 3-4: Identifying Positive Power Assets

Through boat making games, students learn to recognize their abilities and potential. The results show that all students are able to complete the targets they set themselves.

**Table 3. The Results of Making Boats as an Indicator of Self-Potential**

Initials	Start Time (sec)	5-minute target (Boats)	Achieved (Boats)	Status
M	24	6	6	On target
L	30	8	8*	On time
R	31	7	7*	As per the ability
V	44	10	9	Almost achieved
A	45	7	8**	Exceeding targets
B	54	7	7	On target

<b>C</b>	55	6	6	On target
<b>S</b>	65	7	7*	On target
<b>D</b>	Early failure	3	3	Successful adaptation
<b>W</b>	Early failure	4	4*	Significant improvement

\*Still time left \*\*Including 1 that is only half-finished

#### 4. Final Group Stage (Ending Group)

- a. **Termination Meeting 1: One Positive Word for Friends:** This activity aims to build positive appreciation between students. The results showed an improvement in their ability to see the positive aspects of their friends, although some still had difficulties because they were not used to giving compliments.
- b. **Termination Meeting 2: Evaluation and Sustainability:** Evaluations show significant positive impacts. Students A and R even took the initiative to make regular sharing activities every weeknight, showing that they have become change agents for their friends.

#### Results of Social Case Work Interventions

Individual interventions were carried out on 4 students with specific problems using different theoretical approaches according to the characteristics of the problem:

##### 1. Student C (Behavioral Therapy)

**Main Problem:** A misconception of money as a source of happiness due to the experience of parental divorce and poverty.

**Intervention Process:** Using new learning principles to change behaviors formed from past experiences. The intervention focused on changing mindsets about happiness and the criteria of a good life partner.

**Result:**

- C understands that happiness doesn't just come from money
- Orientation towards life partners changes from material to character
- Commitment to live more religiously and complete education

##### 2. Student A (Reality Therapy)

**Main Problem:** A negative view of the future and distrust of change due to a series of life traumas.

**Intervention Process:** Focus on the current situation and personal responsibility, helping A to see reality with a more positive and constructive perspective.

**Result:**

- A Accepting the Past as a Valuable Life Lesson
- Begin to believe in the possibility of positive change
- Increased empathy and understanding of others

##### 3. R Protégé (Rational Therapy)

**Main Problem:** Deep resentment towards fathers and friends that leads to suspicious and antagonistic personalities.

**Intervention Process:** Using the A-B-C Model approach to transform irrational thoughts into rational ones, helps R understand that grudges only harm themselves.

**Result:**

- R is aware of the negative impact of revenge on his psychological well-being
- Agree to let go of vengeance and surrender to God
- Commitment to focus on self-development and the future

**4. Anak Didik V (Rational Therapy + Spiritual Approach)**

**Main Problem:** Excessive guilt and inability to forgive oneself related to the death of a sibling.

**Intervention Process:** A combination of rational therapy with a spiritual approach to help V accept the event as God's destiny and be able to forgive himself.

**Result:**

- V begins to be able to accept events as God's will
- Being able to forgive yourself and reduce feelings of guilt
- Back to having motivation for the future (opening a salon)

**Prison Program and Its Evaluation**

An analysis of the prison program shows several basic problems:

**Table 4. Evaluation of Existing Prison Programs**

Program Type	Frequency	Focus	Evaluation	Impact on Students
Religious Formation	5x/week	Spiritual	At least	Positive on the moral aspect
Skills	3x/week	Technical skills	None	Timers
Formal Education	2x/week	Academic	Certificate	Limited accessibility
Counseling	Incidental	Psychological	None	At least
Sanctions/Punishments	When a violation	Discipline	Ineffective	Counterproductive

The results of the study show that existing programs tend to be routine without adequate evaluation. As Ka.Sie Binapi Giatja expressed: "It is indeed more about skills... When it comes to routine activities that really motivate people, there is no event."

**Behavior Change Analysis**

Changes in students' behavior can be analyzed using the Transtheoretic Model introduced by Prochaska and DiClemente in 1983, which consists of five stages, namely Pre-contemplation, Contemplation, Preparation, Action, and Maintenance. This model describes the process of behavior change that starts from the initial stage where students are not aware of the need for change (Pre-contemplation), then continues to the stage where they begin to consider the change (Contemplation) and prepare to take action (Preparation). The next stage is Action, where students

begin to implement the desired changes, and finally to the Maintenance stage, where they strive to sustain those changes and become agents of change for others. The results showed that 90% of students managed to reach the Action stage, which shows their success in implementing the behavior changes that have been learned. In addition, 30% of students even manage to reach the Maintenance stage, where they not only maintain the change but also serve as agents of change for their peers, inspiring and motivating others to follow in their footsteps in making positive changes. This shows that this model is effective in facilitating sustainable behavior change and creating a positive impact on the social environment of students.

### **Long-Term Impact and Sustainability**

The program's sustainability indicators can be seen from the initiative of students A and R who make a routine sharing program every weeknight. As A said: "We did this because of my brother. We are imitating the methods... We are open and should not be angry if we are criticized by friends, I always say this is for the good of all of us."

This phenomenon shows that interventions are not only successful at the individual level, but also create changes at the level of the micro system (peer group) within the prison. This is in line with the theory of social change which emphasizes the importance of agents of change in the process of social transformation (Dearing, 2021; Prihadyanti et al., 2024; Yu, 2022).

### **Theory Application in Practice**

Narrative Theory proved effective in helping inmates see aspects within themselves, including strengths and problem-solving skills. Through storytelling, inmates understood they weren't alone facing problems and could mobilize strength to fight negative problem impacts.

Strengths-Based Assessment Theory successfully identified positive assets previously unrecognized by inmates. Each inmate discovered 4-7 personal strengths usable for achieving future aspirations. This approach shifted focus from deficiencies to potential, increasing motivation and self-confidence.

Religious and Spiritual approaches provided life meaning and clear purpose for inmates. Most inmates found strength in relationships with God and religious practices. This approach helped reframe traumatic experiences into meaningful spiritual learning.

### **Significant Field Findings**

The combination of group and individual interventions proved highly effective. Individual problems addressed through counseling provided positive impact on overall group dynamics. The Mandala Self method as a combination of Life History and Appreciative Inquiry produced clear and comprehensive problem patterns.

Introduction of positive strength assets from two sources (self and others) significantly increased inmates' self-worth. Many inmates received positive validation from others for the first time, considering minimal appreciation from families and prison staff.

### **Table 5. Comparison of Conditions Before and After Intervention**

Aspect	Before Intervention	After Intervention
<b>Self-Concept</b>	Negative: "society's trash", "bad children"	Positive: valuable, having potential
<b>Inter-Inmate Relations</b>	Conflicts, segregated, suspicious	Open, supportive, collaborative
<b>Future Orientation</b>	No hope, pessimistic	Having concrete dreams, optimistic
<b>Coping Mechanisms</b>	Withdrawal, aggressive	Sharing, seeking support
<b>Motivation to Change</b>	Low, resigned	High, proactive

### Behavioral and Psychosocial Changes

The research documented substantial behavioral changes. Inmates who were previously passive and waited for instructions began showing initiative in group activities. Communication and conflict resolution abilities improved, seen from reduced fights and increased constructive discussions.

Psychosocial changes included increased empathy and care among peers. Inmates began serving as support systems for their colleagues, providing motivation and positive input. This phenomenon shows transformation from self-centered to community-oriented orientation.

### Game Method Effectiveness

Using games as intervention media proved highly effective for adolescent populations. Games reduced resistance and created enjoyable atmospheres for self-exploration. Dream drama allowed inmates to simulate future aspirations, while puzzles taught problem-solving skills and cooperation.

Combining games with reflective discussions facilitated deep experiential learning. Inmates not only understood concepts cognitively but also experienced them emotionally, increasing learning internalization.

### Risk and Protective Factor Analysis

The research identified main risk factors: family dysfunction (divorce, poverty), lack of role models, and unsupportive environmental systems. Protective factors successfully activated included: spiritual strength, peer group support, and realistic future aspirations. Transformation of risk factors into life lessons showed inmates' extraordinary resilience. Traumatic experiences were reframed as sources of strength and motivation for positive change.

### Correctional System Implications

The research shows the need for paradigm shift from punitive to rehabilitative in juvenile correctional systems. Approaches focusing on awareness through physical sanctions proved counterproductive and could worsen inmates' psychological conditions.

Rehabilitation programs need designing based on individual dynamic risk factors rather than one-size-fits-all approaches. Each inmate requires interventions tailored to their problem background and personal characteristics.

### **Social Worker Roles**

Social workers served as facilitators, mediators, and motivators in rehabilitation processes. As facilitators, social workers helped inmates explore self-potential and develop coping skills. As mediators, they resolved inter-inmate conflicts and provided clarification for incorrect information. The motivator role was crucial in building hope and self-efficacy among inmates. Providing positive feedback and validating small achievements helped build sustained change momentum.

### **Limitations and Recommendations**

The research was limited to one institution with short follow-up period (3 months). Generalizing results requires replication in various settings with larger populations. Long-term evaluation of post-release recidivism rates is needed to measure intervention effectiveness comprehensively.

Recommendations include: developing training modules for prison staff, integrating therapeutic approaches into rehabilitation SOPs, and establishing evidence-based monitoring and evaluation systems for rehabilitation programs.

### **Theoretical Contributions**

This research contributes to developing integrative intervention models combining various theoretical approaches. The combination of narrative therapy, strengths perspective, and spiritual approach proved synergistic in Indonesian cultural contexts. This model can serve as reference for developing social work practice in correctional settings.

Findings about peer support and group dynamics effectiveness in healing processes add to literature about therapeutic communities in institutional settings. Transformation from client to helper shows extraordinary empowerment potential in youth offender populations.

### **Policy Implications**

Research results support revision of juvenile criminal justice system policies emphasizing rehabilitative aspects more. Investment in therapeutic intervention programs can reduce long-term social costs through recidivism prevention. Staff training and juvenile correctional facility upgrades need prioritization in correctional system reform.

Collaboration with higher education institutions in developing research and community service programs can improve rehabilitation service quality. Student field practice involvement provides fresh input and reduces staff workload while improving service quality.

Overall, this research provides empirical evidence that comprehensive and culturally sensitive social work interventions can produce significant positive transformations in children in

conflict with the law, opening pathways for more humane and effective correctional system reform.

## CONCLUSION

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Based on the findings of this study, it can be concluded that the integrative intervention model combining *Social Group Work* and *Social Case Work* is highly effective in facilitating positive behavioral and psychological changes among children in conflict with the law at Class IIB Tangerang Women's Prison. The use of humanistic, strength-based, and spiritually sensitive approaches—such as *Self-Mandala* activities, *Group Dynamics*, and individualized counseling—proved significantly more impactful than conventional punitive methods. Participants demonstrated marked improvements in self-concept, future motivation, social skills, and emotional resilience, with an average positive change of 220% across key psychosocial indicators. The research underscores the importance of recognizing children's inherent strengths and traumas, rather than merely penalizing their offenses, and highlights the potential of restorative and rehabilitative practices within correctional settings.

For future research, it is recommended that longitudinal studies be conducted to assess the long-term sustainability of these behavioral changes post-release, particularly in terms of social reintegration and recidivism rates. Furthermore, expanding the intervention model to include family and community systems could provide valuable insights into how multi-level support networks enhance recovery and resilience. Comparative studies across different types of correctional institutions (e.g., male facilities, mixed-age settings, or rural vs. urban contexts) would also help to generalize the findings and adapt the integrative approach to varied socio-cultural environments. Finally, the development of standardized modules for strength-based and game-assisted interventions could support broader implementation and contribute to policy reform in juvenile justice systems.

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