


## Child Prisoners and Their Attitudes: The Capture of Child Behavior Changes in Correctional Institutions



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**ABSTRACT.** This study aims to determine how social learning changes the behavior of correctional students placed in correctional institutions. The method used in this research is a descriptive survey using a qualitative approach. Researchers conducted interviews with correctional students who were used as resource persons. Correctional students who are placed in Correctional Institutions absorb and follow most of the habits and activities carried out by adult prisoners who are in them, there are even correctional students who follow violations committed by adult prisoners so that after leaving the Correctional Institution they tend to do more evil. On average, they interact more with adult inmates so that they tend to learn everything that is in prison from adult inmates, including in terms of criminal behavior plans.

**KEYWORDS.** Behavior Change, Correctional Institution, Child, Social Learning

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## Introduction

Along with the development of time, the perpetrators only involved adults but also many cases of crimes committed by children so that children had to deal with the law and were placed in prisons. Children in their development need coaching and special protection for growth children's physical, mental and social will be intact and balanced. In the United Nations (UN) Convention on the Rights of the Child, a child is under the age of 18 years. Meanwhile, the Law of the Republic of Indonesia Number 11 of 2012 concerning the Juvenile Justice System says "a child in conflict with the law is hereinafter referred to as a child. is a child who is 12 (twelve) years old but not yet 18 (eighteen) years old who is suspected of committing a crime. From several definitions above, it can be concluded that a child is someone who is between the ages of 12 and 18 years.

If this Correctional Student is placed in an adult Correctional Institution, then here there will be a process of observing and imitating the behavior of others, especially the child will learn a lot from the social environment in which he is located. Placement of Correctional Students in Adult Correctional Institutions, as has happened so far, should not be done, this is because if Correctional Students are placed in adult prisons, they will

learn norms that are not suitable for development, personality growth and behavior as well as social conditions.

Children who receive imprisonment will experience the impact of behavioral changes as a result of changes in the social environment they are undergoing. Moreover, if they were originally in an environment that could be said to be good for their development, then when they enter the Correctional Institution, they will be sentenced to a loss of independence, thus losing the one who has protected and raised them. While in the institution, the child will adapt to the environment that is in it. Especially when these children are placed in adult correctional institutions where the actual coaching is not in accordance with their conditions. Even in the Special Child Correctional Institution environment, it is no secret that the average atmosphere does not guarantee them to repent but can actually add to the list of delinquents.

The learning process of children can be obtained from the interactions they get when they are in the Correctional Institution on a daily basis. The interactions that occur between Correctional Students and adult inmates will greatly affect the behavior of the child. Where in general, children will tend to imitate exactly the behavior of adults around them, both positive and negative behavior.

## **Method**

In this study, the author uses a qualitative research approach where the author immediately goes into the field and obtains data by meeting directly with the source who will be the object of research, namely Correctional Students in the Correctional Institution. To obtain several important data, the author uses the type of direct observation research, so that in carrying out the research the author goes directly to the field. The time used by researchers in conducting research at the Class IIA Binjai Correctional Institution was from 27 May 2013 to 28 June 2013. In this study, the authors chose parties related to the research title as research informants, namely Correctional Students in Correctional Institutions. Data collection techniques used in this study are:

1. Observation

To find out firsthand and complete research information, the authors conducted a direct review at the Correctional Institution.

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## **2. Interview**

To obtain objective data, the authors conducted in-depth interviews directly with Correctional Students at the Correctional Institution.

## **3. Literature Study**

In collecting data about the problems being discussed and completing the necessary data, the authors conduct a literature study by reading and studying theories or concepts both contained in books, documents, dictates and other sources. related to research.

Furthermore, data analysis is the process of organizing and sorting data into patterns, categories, and basic units of description so that themes can be found and can be used as working hypotheses as taken in the data. The data collected is a lot consisting of field notes, researcher comments, pictures, photos, documents in the form of reports, biographies, articles and so on. After the data from the field is collected using the data collection method above, the researcher will process and analyze the data using descriptive qualitative analysis.

## **Children: Definition and Legal Limitation**

Children are a gift given by God to every family to be cared for and fed. The presence of children is a complement to a family. Children are still small humans, for example 6 years old, 6 years old here are still common, which there is no directive that can be related to legal responsibility.

The definition of a child according to positive law in Indonesia is generally defined as a person who has not Adults, minors / minors or often referred to as children under the supervision of a guardian. Based on the above-mentioned aspects, it turns out that positive law in Indonesia has not regulated the existence of a universally applicable standard and legal entity for provisions relating to the age limit criteria for a child.

Understanding children according to *adat* / customary law: Customary law does not determine who is said to be a child and who is said to be an adult, but in customary law a child's height can be considered as an adult not based on age but depending on some real characteristics. Mr. R. Soepomo based on the results of civil law research in West Java stated that a person's maturity.

The definition of children's civil law is built from several aspects of civilization that exist in children as legal subjects who can't afford it. These aspects are the status of minors as legal subjects and the rights of children in civil law. Article 330 of the Civil Code states that "*minors are those who have not reached the age of 21 years and who married first*". From this it can be concluded that maturity is when a person is 21 years old or married or married. Article 330 of the Civil Code stipulates that a child is a person who is not yet an adult and a person who has not reached the legal age limit as a legal subject or as a subject of national law determined by civil law. In the provisions of civil law, children have a very broad position and have a very important role, especially with regard to the protection of children's civil rights, for example in the issue of the distribution of inheritance.

Protecting Indonesian children means protecting the potential of human resources and building all Indonesian people towards a just and prosperous society, spiritually based on Pancasila and the 1945 Constitution.

Protecting children in a nation is a benchmark for national civilization, so it must be done in accordance with the capabilities of the nation and state. There is a legal guarantee for child protection activities. Legal protection must be ensured for the continuity of child protection activities and the prevention of violations that cause unexpected negative consequences in the implementation of child protection activities.

## **Changes in Behavior of Child Prisoners Placed in Correctional Institutions.**

Based on interviews that the author conducted with inmates and juvenile detainees who were in the Class IIA Binjai Penitentiary, in general they received different social learning. There are positive and negative impacts in the social learning process in it. The personality of each child and the level of influence they receive during their criminal period in prison will affect the level of social learning they receive.

Not only in terms of placement, but almost all activities of child prisoners/detainees coincide with adult prisoners/detainees. As a result, the association of prisoners / child prisoners cannot be separated from the influence of adults. Both in terms of personality and in terms of the social

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learning they get. On average, they commit crimes more because of their ignorance of the consequences of the crimes they commit. They never imagined before, if it turns out they will languish in prison and status as prisoners. Most of them feel afraid and stressed when they enter prison.

Meanwhile, as long as they are detained at the investigators' side or with the police, they are also combined with adult detainees, some of whom are recidivist. They have received stories from other detainees that prisons will be more miserable than in police custody and prisons which they call prisons are places where violence is released. This of course also becomes a psychological burden for those who will live it.

From the interviews we obtained, it is known that child prisoners/detainees get their first lesson about the way of life in the Correctional Institution and how they must adapt to the conditions and environment of the new prison, from their roommates and adult friends. They learn the way of life in the Correctional Institution and all kinds of regulations, both formal and non-formal. Formal regulations such as the order of life for Correctional Inmates (*Warga Binaan Permasayarakatan*, WBP) in prisons and all forms of activities that they must carry out are actually socialized by their roommates and from prison officials. Officers only notify juridically the regulations that must be carried out by inmates/detainees who have just entered the prison, which henceforth all kinds of rules and procedures for living in prisons they get from their social environment naturally. While the non-formal regulations about how they have to adjust to the prison environment and how to behave to establish relationships with fellow correctional students or adult inmates, they get from the closest environment.

The social environment will also affect the adaptation process of child prisoners/detainees. They will understand everything they get from the results of the association, both positive and negative. From the results of the interviews we obtained, for prisoners/detainees who are entering the Correctional Institution for the first time, the atmosphere of the Correctional Institution which is full of violent images is enough to make them feel stressed or even depressed. In their minds the prison walls are so high and scary, the occupants in it must also have that character. The first time they enter the Penitentiary, what they have in mind is only a very big fear if they are beaten, mistreated, and even forced to do forced labor by adult inmates.

In addition to the negative things they receive, they can also learn not to be mean to others, learn to respect and respect others, although their first impulse to do so is because of fear that they will be punished by adult inmates or even prosecuted by other people. officer. It can be seen that in addition to the negative impact, there is also a positive impact of social learning in the development period of Correctional Students in adult prisons.

Based on the results of observations and interviews conducted by the author, the social learning they get is also influenced by the factors who become close friends, who they admire, who they fear and who they serve as role models during their imprisonment in prison. In addition, how to study the environment and the level of sensitivity to environmental influences, in this case the social learning process obtained will also affect the development of children during their criminal period in adult prisons. Based on the observations made by the author, the placement of child prisoners/detainees in adult prisons, especially the Class IIA Binjai Correctional Institution, seems to still be less than the standard rules set by the Directorate General of Corrections as stated in the Elucidation of the Juvenile Court Law Number: 3 of 1997 Article 60 (1) stipulates that if a Correctional Student is placed in an adult Penitentiary, the placement is separate from that of adults. What is meant by being separated from adults is the availability of a special block intended for child prisoners/detainees. This is due to the limited number of Correctional Institutions that specifically handle Correctional Students.

## **The Impact of Social Learning for Correctional Students in Adult Correctional Institutions on the Development of Adolescents**

According to the theory of social learning proposed by Albert Bandura, behavior, environment and internal events in learners that affect perceptions and actions are mutually influential relationships. So that they will adjust their behavior to the roles of other people or social roles that they have learned. The impact of social learning received is the negative behavior of adult inmates towards Correctional Students which is then imitated and even children become people who have the same behavior. Whether we realize it or not, in this social learning process, there is no trial-and-error method because everything takes place in an agreed manner.



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According to the description above, it can be seen that after a correctional student has served a sentence in an adult prison, there is a negative impact on social learning from the environment in which he served a criminal period. The negative impacts received by correctional students can be tangible evidence and a strong reason why correctional students should not be placed in adult prisons, as for the crime learning process by correctional students which leads to negative behavior that is imitated by adult inmates, among others:

1. Beating new convicts

When entering prison for the first time, it really makes the Correctional Students become afraid and tremble, especially when they see other occupants who are big or even officers who look fierce. The feeling of fear was recognized by all inmates. The tradition of beating new convicts also happens here. From the results of the interviews obtained, the beatings carried out by the old occupants to the new residents were recognized as an agreement of tradition, they agreed that it was a reward because they had committed a crime.

2. Blackmailing prisoners who they think are weak

When prisoners get visits, on average, they get provisions from their parents or relatives who visit them. Or at least for those who have never been visited, they have things to carry when they first enter the prison. This is where the extortion of fellow prisoners began.

3. Fights between inmates to fight over something they want or because they feel displeasure with others

Various types of pain or loss experienced by prisoners while in the Correctional Institution were identified as causal factors that affect their existence as humans, causing a psychological impact on them. The unstable psychological condition of prisoners, results in unstable emotional conditions as well, so that situations like this are vulnerable to various kinds of problems that trigger a form of fight.

4. Threats against other prisoners to cover up a form of wrongdoing they did

The results of the interviews that the authors get are on average the same, they are afraid of serving too long a sentence in prison. Many of them received threats from adult inmates. Usually, they are threatened because other prisoners have made mistakes such as confiscation of goods, beatings or some other form of wrongdoing. Inmates who give threats on

average are adult inmates who have been in prison for a long time, they threaten that their mistakes or violations are not reported to the officers.

5. Sexual harassment

The need for sexual intercourse that is owned by humans always wants to be fulfilled. Although basically every individual has the ability to adapt to certain situations and conditions, if he is still at the limit of his ability to overcome it and until there is time and an atmosphere that allows it. However, if it has exceeded the limits of its capabilities and lasts a long time, then attitudes, emotions, and behavior will find a way to satisfy these needs even though they are contrary to all existing regulations.

## **Conclusion**

After conducting research, it is known that the social learning that children receive when placed in an adult correctional institution is that children learn about positive and negative behavior carried out by friends in their social environment, these behaviors include:

1. Positive behavior

- a. They learn to respect others, although their first motivation to learn is the fear that they will be punished by adult inmates or even by officers.
- b. Closer to God in the sense that outside they have never studied TPA but inside prisons they are willing to participate in activities without being forced. In addition, they also did not forget to pray five times a day for those who are Muslims and worship services for those who are Christians.

2. Negative behavior

The negative impacts received by correctional students can be tangible evidence and a strong reason why correctional students should not be placed in Adult Correctional Institutions, while the crime learning process by correctional students leads to negative behavior that is imitated from adult prisoners, including:

- a. Beating new prisoners.
- b. Extortion of prisoners who are considered weak.
- c. Fights between inmates to fight over something they want or because they feel displeasure with others.

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- d. Threats against other prisoners to cover up a form of wrongdoing they did.
- e. Sexual harassment.

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