



Guidance of prisoners with disabilities

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Abstract

Article 1 number 18 states that "Correctional institutions hereinafter referred to as Lapas are institutions or places that carry out the function of fostering prisoners". Fostering is an activity held to improve the quality of personality and independence of prisoners. Furthermore, Article 61 paragraph (1) states "State Prisons, Lapas, and Special Child Fostering Institutions provide special treatment for groups with special needs. The groups with special needs as referred to in paragraph (1) consist of, Children, Foster Children, Women in reproductive function, Chronic disease sufferers, People with disabilities; and Elderly people". In this provision, people with disabilities are one of the groups of prisoners with special needs whose fostering patterns must be differentiated from other ordinary prisoners. The method used in this study is the juridical-empirical research method, namely research by conducting a comprehensive study by conducting direct observations and interviews at the research location. Based on the results of the study, it is known that there are no specific regulations governing the procedures for fostering patterns for prisoners with disabilities. The development of prisoners with disabilities is divided into development patterns, namely personality, independence, and religion. The procedure for developing prisoners with physical disabilities is to look at the type of disability possessed by prisoners with disabilities and adjust it to the development pattern of the physical prisoner. The procedure for developing prisoners with physical and mental disabilities is carried out in the following way, namely prisoners with mental disabilities must be assessed psychologically to determine the extent of the mental disability suffered by the person with disabilities by Bapas officers.

Keywords: Guidance, prisoners, disability

Introduction

In Correctional Institutions and Detention Centers, there are various types of prisoners. Among them are vulnerable group prisoners. Correctional Institutions are places to provide guidance to prisoners in Indonesia. The purpose of guidance is so that prisoners do not repeat their wrongdoings and can find self-confidence so that they can be accepted back into society. Guidance for prisoners must be carried out fairly and evenly while still paying attention to the rights of the prisoners themselves.

Vulnerable groups are groups of people who are at high risk, because they are in situations and conditions that lack the ability to prepare themselves for threats. Vulnerable group prisoners require special attention, for example, prisoners with disabilities certainly need assistive devices for their daily activities. Therefore, the Correctional Institution should be able to meet the needs needed, to support the activities of these prisoners.

The above disabilities have not yet had any differences in guidance patterns based on the type of disability. For deaf disabilities, correctional officers only learn autodidactically so that they are not yet optimal in communicating with prisoners with deaf disabilities. This is also directly proportional to the facilities and infrastructure that are friendly to the disabled, for those with physical disabilities in prisons there are no wheelchairs, so that prisoners with physical disabilities are not free to carry out activities.

Prisons as a place to provide guidance to prisoners based on the Correctional system that seeks to realize integrative punishment, namely fostering and restoring the lives, and livelihoods of prisoners so that they can be accepted back into society. Therefore, Correctional Institutions carry out

rehabilitation, re-education, resocialization, and protection of prisoners.

Guidance aims to improve the quality of piety to God Almighty, Intellectual, Attitude and behavior, professional, physical, and spiritual health of prisoners and Correctional students. Prisoners who are serving their sentences in Correctional Institutions will receive guidance, both personality guidance and independence guidance. Personality guidance includes personality guidance in the field of religion, personality guidance in the field of sports and arts and personality guidance in the intellectual field. While independence guidance is a work assimilation given to prisoners who have served half their sentence to gain knowledge and work skills.

Guidance is a right that must be given to prisoners or Correctional inmates. In addition to obtaining rights, prisoners also have obligations that must be carried out and prohibitions that must be obeyed. However, not all prisoners have perfect physical conditions to be able to carry out all these activities normally. Some of them are disabled or have special needs. People with disabilities are defined as people who experience physical, intellectual, mental/sensory limitations for a long period of time so that they have obstacles and difficulties in interacting with the environment to participate fully and effectively with other citizens. However, in the eyes of the law, people with disabilities have the same rights, status and obligations as non-disabled people. A person who has been found guilty will be punished according to applicable law. This thesis will discuss what disabled prisoners are and how to treat those with special needs.

Research Method

The method used in this study is the juridical-empirical research method, namely research by conducting a comprehensive study by conducting direct observations and interviews at the research location. To complete this research, a literature review was also conducted, such as reviewing several laws and regulations related to the problems studied which became secondary materials in this study.

Discussions

The coaching pattern is an effort that is carried out continuously and sustainably, carried out consciously by an institution to develop cognitive aspects which are aspects of mental or brain activity, affective which are aspects related to skills or abilities. Coaching a prisoner must be with competence and tools that are specifically used in the coaching effort. For prisoners with disabilities who have disabilities with dysfunction or reduced objective functions that can be measured, seen, due to abnormalities or loss of parts or organs of a person's body, for example the absence of hands, paralysis in certain parts of the body.

People with disabilities are basically the same as other normal humans. The difference lies in the abnormality of the shape and function of part of their physical body only, for example in this case their hands and feet do not function so that this becomes an obstacle for people with disabilities in carrying out their daily life activities.

As a result, many people with disabilities feel inferior, lack self-confidence, consider themselves unlucky, have no potential, cannot live independently and feel that their future is already bleak. In this case, physical disabilities inherent in people with disabilities can cause feelings of helplessness and inferiority, making the prisoner feel inferior.

Law Number 8 of 2016 concerning persons with disabilities. The law defines persons with disabilities as: "any person who experiences physical, intellectual, mental, and/or sensory limitations for a long period of time who, in interacting with the environment, may experience obstacles and difficulties in participating fully and effectively with other citizens based on equal rights", which consists of:

1. Physically Disabled

Physical disabilities are disabilities that result in disorders of body function, vision, hearing, and speech. There are several terms related to physical disabilities, namely disability and handicap. Disability is damage either physiologically, anatomically, or psychologically caused by a disease, injury, or because of birth defects. While handicap refers more to disorders experienced by a person as a result of the disability they have.

2. Human with mental disabilities/mental handicaps

It is a mental and behavioral disorder, either a congenital defect or the result of a disease. Lumbantobing stated that mental disability is "a state of mental development that is stopped or incomplete, which is mainly characterized by the presence of impairment in development during the development period, so that it affects all levels of intelligence, namely cognitive, language, motor and social abilities". Furthermore, he also said that mental disabilities can be seen in 4 classes of mental defects, namely as follows

1. Idiots are those whose mental effects are so bold that they are unable to protect themselves from the physical dangers that are commonly encountered in everyday life.
2. Imbeciles, are those whose mental effects, although not as severe as idiots, do not take care of themselves, and if they are still children, they cannot learn to take care of their own affairs.
3. Feeble-minded, are those whose mental effects are not as severe as embittered, but who need care, supervision, and management to protect themselves and others, and if they are still children, they will not receive the benefits they should if they study in a regular school.
4. Morally defective, are those whose mentality is accompanied by a tendency to act criminally and evil and who need care, supervision, and management to protect others.

3. People with physical and mental disabilities

A condition in which a person has two types of disabilities at once. Physical and mental disabilities according to the Indonesian National Council for Social Welfare (DNIKS) which explains that "for people who suffer from a combination or disturbance of two or more disorders/disabilities in terms of physical, mental, emotional and social, so that they require educational, psychological, medical, social, vocational services beyond the services already available for children with single disabilities, so that they can still develop their abilities as optimally as possible to participate in society".

Based on the definition above, it can be said that from the various types of disabilities that exist, it can be concluded that the definition of a child with multiple disabilities is a term for someone who has a combination of disorders (either two or more types of disorders) that cause serious educational problems, so that he cannot only be overcome with a special education program for one disorder, but must be approached with a variety of education programs according to the disorders he has.

Based on the definition above, it can be concluded that disability is a condition of a person who experiences damage, both physical and mental, which can be caused by an illness, injury or congenital. Disability refers to the person's medical condition. While handicap is a disorder or obstacle for someone in living their life because of the disability they have. Meanwhile, according to Mangunsong, physical disability is: "the physical inability of the body to carry out body functions as in normal conditions. Abnormalities of limbs such as incomplete limbs, loss of limbs due to amputation.:

As previously explained, the coaching pattern is an effort that is carried out continuously and sustainably, carried out consciously by the institution to develop cognitive aspects (aspects that include mental/brain activities), affective (aspects related to attitudes and values) and psychomotor (aspects related to skills) accompanied by strong spirituality. It is known based on observations of the research location, namely at the Class IIA Banda Aceh Penitentiary, regarding several coaching patterns carried out on Disabled Prisoners, which are explained as follows:

1. Social Rehabilitation Guidance

The implementation of social rehabilitation is carried out through guidance, starting from mental and spiritual

guidance, namely by forming attitudes and behavior, both individually and in groups. The formation of these attitudes and behaviors is expected to provide a positive effect on beneficiaries, which aims to realize the client's will and ability to restore self-esteem, self-confidence, emotional stability, and piety to God Almighty. Based on an interview with a Correctional Officer at Class IIA Banda Aceh Prison, it was explained that, "The mental guidance given to beneficiaries is strengthening religious values such as providing advice so that the trauma experienced by beneficiaries can be reduced so that beneficiaries no longer feel inferior and lack self-confidence so that they can carry out their social functions.

Based on the interview results, it can be concluded that the provision of physical and mental guidance aims to realize the client's will and ability to restore self-esteem, self-confidence, emotional stability and devotion to God Almighty. In the form of guidance on maintaining personal and environmental health, Sports: Recreation, Healing therapy, religious and moral guidance, psychological mental guidance (counseling), and intellectual mental guidance (library therapy).

2. Social Guidance

The social guidance provided is intended so that the beneficiaries are expected to form a social attitude based on solidarity and togetherness as well as social responsibility in addition, the provision of social guidance can solve social problems faced by the beneficiaries, both individually and in groups. Social guidance activities are directed at aspects of harmony and togetherness in community life, so that they can raise social awareness and responsibility both in the community and in the work environment.

In this case, Idianto stated that social guidance is given to beneficiaries so that disabled prisoners no longer feel inferior and are more confident, because there has been a change in themselves. That the social guidance provided by social workers includes activities that provide a sense of togetherness to increase social concern with all prisoners, especially those with special needs.

Social guidance or counseling to foster or restore the spirit of people with physical disabilities, and the concern of people with physical disabilities with friends or the environment during rehabilitation. Social workers take steps by having social workers express their care or concern and establish the need for assistance, establishing relationships with people with physical disabilities so that they are open to telling their complaints or problems, determining choices and exploring options, handling problems of people with physical disabilities when their problems are known in their entirety, raising awareness among people with physical disabilities to remain enthusiastic in undergoing rehabilitation and life, planning how to act, assessing the results of counseling whether with this method the child experiences good changes or not and finally ending the counseling.

3. Job skills guidance

This guidance is a training process for prisoners given to prisoners with physical disabilities. The implementation of work skills training that was carried out previously can be known the skills possessed by everyone to be given a stimulant in the form of providing work equipment to develop the skills possessed. Handling of work skills

training in collaboration with external instructors who provide the basics to people with physical disabilities. Edi Sigit Budiman stated that the training carried out through several work skills according to their respective fields which are carried out from Monday to Thursday in the form of theory and practice. The work skills guidance is given to several skills, namely as follows:

a. Sewing skills

Sewing is a skill that if we master it will produce many benefits, besides being able to make clothes for ourselves, we can also make clothes for others, which are then used as a form of independent business. Sewing is an activity or work carried out to make an item/product which is done by connecting several fabrics that have previously been printed using a pattern, the pattern itself is a tool used as a tracing/printing tool for fabric before the fabric is cut, usually the pattern is made from cover paper or newspaper. The fabric that has been cut according to the pattern is then connected through the sewing process.

Based on field observations made, the first author attended the sewing training. Before studying the theory and practice of sewing clothes, the beneficiaries first got to know the equipment and materials used in the lesson. The first thing to do in the training was to practice shaking the machine, and the beneficiaries learned many other techniques such as cutting and measuring techniques.

Based on the interview above, the author can conclude that sewing skills aim to provide knowledge and skills for people with physical disabilities so that they could design and change various patterns of men's and women's clothing (adults and children). With learning materials that cover the basic level, namely the theory and practice of making basic patterns for men's and women's clothing, the advanced level, namely the theory and practice of changing models for men's and women's clothing, and the advanced level, namely the theory and practice of making designs.

b. Screen printing skills

Screen printing can be interpreted as a graphic printing activity using gauze on a target print area (can be a t-shirt, paper, plate, or other media). In its development, the most popular screen printing is the one that uses a tool in the form of a screen, so the term screen printing appears. With screen printing, printing work becomes faster and easier. Screen printing training takes place in a ground floor room, beneficiaries are taught to be able to make screen printing on clothes so that later after completing the training there are provisions used to start their own business, first the beneficiaries are taught to make a pattern of the printed image and follow the lines of the image that has been made then place it on Screen paper with a block in the form of a frame. This activity aims to provide and skills for beneficiaries to have the ability in the field of printing and screen printing. Starting from providing materials, printing or screen-printing practices, sewing practices and so on.

c. Electronic Skills

Electronic skills aim to provide skills for beneficiaries to be able to develop themselves in the field of electricity, starting from how to repair radios, televisions, and other electronic equipment. "This activity aims for people with physical disabilities to have skills in the field of electronics, namely the ability to assemble electronic goods.

d. Automotive skills

The automotive skills that are carried out aim to make beneficiaries independent. This aims to have direct work experience, to be able to open their own businesses from automotive skills training. After the automotive skills training is completed, the beneficiaries are given automotive equipment. Based on observations made by the author in the automotive training room, there were several motorbikes that were used as practice tools, at that time they were taught to assemble damaged motorbikes and could be driven, there were several beneficiaries who were trained in the training room and among them was a person with physical disabilities who was disassembling and reassembling motorbike tools. "aims to provide knowledge and skills for beneficiaries in the automotive field, and is focused on operating welding equipment, disassembling, and reassembling automotive engines. At the beginning of the training, beneficiaries majoring in automotive felt inclined to learn because of the many techniques given by the instructor so that many beneficiaries did not complete their training. "The work skills guidance provided to beneficiaries is only in the form of theory and practice so that they can operate welding equipment.

e. Photography skills

Photography skills are held to accommodate and develop interests for beneficiaries in the field of photography. These photography skills aim to channel and develop the talents of beneficiaries in the field of photography. These skills aim to provide knowledge and skills for beneficiaries in the field of photography so that they could take pictures and print photos both manually and digitally.

f. Make-up skills

Make-up, one of the skills taught in the make-up work skills guidance This work skills guidance is provided so that beneficiaries who take part in the training can master and deepen their make-up or hair cutting skills. The goal is to apply it to everyday life, even after one to two years of training, beneficiaries can open business opportunities and create jobs such as opening a salon or barber shop. Guidance for people with disabilities through make-up skills guidance so that beneficiaries can be independent and fulfill their daily lives. During the observation, beneficiaries are taught to curl their hair. The practice carried out with maximum results is by inviting people with disabilities who are being trained to become training targets. Although it looks easy, many beneficiaries also experience difficulties at the beginning of the training, considering that the target of the training is people with physical disabilities (beneficiaries), who rarely apply make-up and some have never worn make-up. However, with clear delivery from the instructor, direct practice, beneficiaries are able to master it, including hair cutting training. In the make-up training, beneficiaries are taught many techniques, from cutting hair to curling. However, in addition, beneficiaries are also taught make-up techniques. that make-up training is more about hair style and make-up which prioritizes more training practice for maximum results.

g. Carpentry skill (Meublair)

The carpentry skills provided to beneficiaries are not merely to make beneficiaries into craftsmen but the main goal is to provide knowledge in the field of carpentry so that they are

ready to plunge into the community. Furniture skills are provided to beneficiaries so that they can know about good carpentry procedures and are able to operate modern equipment such as wood tools.

In principle, the beneficiary's work skills training is given a schedule for each, for example, in Sewing skills, of course, they must learn clothing patterns, electronics, which learn to assemble electronic goods, printing/screen printing, learn how to print and practice binding, automotive skills, learn how to operate welding equipment, dismantle and reassemble automotive engines, photography skills, learn to take pictures and print photos both manually and digitally, make-up skills, learn how to cut hair, shampoo and so on, and furniture skills (carpentry) which learn how to operate modern equipment (equipment that uses machines and electricity).

After adopting a guidance pattern according to the inmate's disability, the inmate with disabilities then goes through the resocialization stage. This resocialization activity is a process of preparing beneficiaries to be able to return to the family and community environment. (a reintegration implementation report form is prepared according to each skill) to be able to work or do business.

Resocialization guidance has a great influence in changing the life patterns of beneficiaries from those who lack self-confidence to now being more confident and ready for work/business, either in an agency or building their own business. The way to resocialize this pattern must be based on sufficient knowledge and skills so that beneficiaries are able to adapt to the work environment after leaving the Class IIA Banda Aceh Penitentiary.

Conclusions

The pattern of guidance for special needs groups with disabilities is generally the same as the pattern of guidance for non-disabled prisoners. This guidance pattern is divided into personality, independence, and religious guidance patterns. The procedure for guidance for prisoners with physical disabilities is to look at the type of disability possessed by prisoners with disabilities and adjust it to the pattern of guidance for physical prisoners. For mental prisoners, a psychological study must be carried out to determine the extent of the mental disability suffered by the disabled person by Bapas officers. The focus of mental guidance is spiritual, while for prisoners with physical disabilities it is on independence.

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