

Model of Child Prisoners Counseling (A Comparative Study in Japan, Malaysia and Indonesia)

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Abstract

Correctional is an estuary of criminal justice system authorized and given the duty by the state to conduct counseling and providing protection primarily for child prisoners, sometimes the counseling given to child prisoners is not in accordance with the portions and rules properly and this is sometimes considered as trivial by the officer therefore the results of counseling on child prisoners is not optimal and will trigger possibility of an act repeatedly practiced thereby the child will eventually return to correctional for the second time. Counseling for child offenders who repeatedly receives criminal sentencing by judges (recidivists) should be differentiated in both counseling and the placement within the correctional.

Keywords: Counseling, Prisoners, Children Against The Law.

I. Introduction

Law enforcement of crimes in Indonesia, particularly in the case of criminal sentencing, should refer to a legal norm approach that punishes criminals to provide a deterrent effect. This matter provides a discourse to the judges in formulating a verdict of sanction imposition to offenders committed by children to be able to capture the aspirations of society justice. The occurrence of the development or shift in the value of the purpose or core of imprisonment or called the existence before becoming a Correctional, starting from the purpose of retaliation to the offender then changed into retribution for the offender followed by aim of deterrence to offenders and then followed also in the early 19th century until the beginning of 20th century, the aim is no longer concerned with punitive but aims to correct the convicted (rehabilitation) for both children and adults with re-socialization pathways.

Children are hope of nation's future, State, society, family, and because of their condition as a children, special treatment is required for them to grow and develop both physically and mentally.¹ Children as a part of young generation is one of human resources potential as successor of the ideals of the nation's struggle in the future, have a strategic role and special features and characteristics, require counseling and protection in order to ensure the growth and development of physical, mental and social in balance manner.² Counseling practices on child prisoners are more humane by maintaining the value and dignity of human beings. This treatment is intended to place child prisoners as subjects in counseling process with the ultimate goal to return child prisoners to society as a good and useful person (re-socialization). Re-socialization is one of goals of the idea of individualization of criminal sentencing that is born from modern sect thinking. The system of imprisonment which strongly emphasizes the element of revenge and discouragement accompanied by institution of "prison house" is gradually seen as a system and means that are inconsistent with the concept of rehabilitation and social reintegration, therefore the child prisoners will realize their mistake and no longer willing to do criminal acts anymore and return to be responsible citizens for themselves, their families, and their environment.

Implementation of criminal sanctions in correctional is largely determined by the type of cases occurred. With the ideal nature that requires the counseling of the prisoners, then the application of criminal sanctions should refer to the type of case the prisoners were doing, so that the counseling will perform effectively and efficiently. Based on the explanation, then the issue that will be discussed in this paper is: how is the counseling on child prisoners in tackling recidivist? What factors are hindrances in counseling child prisoners in tackling recidivists? And how is the model of child prisoners in Japan, Malaysia and Indonesia?

II. Method of Research

This research is a normative law research, using statute approach³ and conceptual approach, primary, secondary, secondary, and tertiary law material then analyzed using qualitative analysis then described to illustrate the answer of the problem studied.

¹ Darwan Prinst, 1997, *Hukum Anak Indonesia*, Bandung: Citra Aditya Bakti. p.98

² Lushiana Primasari, *Keadilan Restoratif dan Pemenuhan Hak Asasi Bagi Anak yang Berhadapan Dengan Hukum*, Accessed at <http://keadilan-restoratif-dan-pemenuhan-hak-asasi-bagi-anak-yang-berhadapan-dengan-hukum.com>, p.1

³ Peter Mahmud Marzuki, 2014, *Penelitian Hukum*, 9th Revision Edition, Jakarta: Kencana Pranada Media Group. p.133

III. Result and Discussion

A. Development of Child Prisoners in Responding to Recidivist

According to Barda Nawawi Arief, specific approaches to deal with legal issue and juvenile court include: 1) Juvenile offender should not be viewed as a criminal, but should be seen as a person who needs help, understanding and love, and 2) The juridical approach to the child should prefer the persuasive-educative approach and psychological approach (psychology) which means as far as possible to avoid merely legal processes that is punitive, which are mental degradation and discouragement and avoid the process stigmatization that can hamper the process of development, maturity and independence of children in a natural sense.¹ Some legislative regulations are still thinking about the future for children that are conflicting with the law such as Law Number 12 Year 1995 concerning Correctional, Child Protection Law and Juvenile Criminal Justice System Law (Undang-Undang Sistem Peradilan Pidana Anak herein after "SPPA Law"). This is in line with Article 28C Paragraph (1) of the 1945 Constitution of the Republic of Indonesia that "Every person shall have the right to develop himself through the fulfillment of his basic needs, shall be entitled to education and benefit from science and technology, art and culture, in order to improve the quality of his life and the welfare of mankind." Furthermore in the United Nations regulations are also regulated concerning the protection of juveniles who have lost their freedom, where it is explained that adolescents who lose their liberty are entitled to: (a) Education, (b) Exercise skills and work practices, (c) Recreation, (d) convert to religion, (e) obtain health care, (f) health notice (g) to have relation to society at large.²

Law Number 12 Year 1995 concerning Correctional in Article 1 Number 1 states that:

"Correctional is an activity to conduct counseling of prisoners based on system, institutional and counseling method which is the final part of criminal system in criminal justice."

From this understanding it can be inferred that the core of correctional is the counseling of prisoners so that later they can return to society properly. To be able to do counseling it requires a system called a correctional system. The limitation of the correctional system is an order of direction and boundaries and the way of fostering correctional based on Pancasila³ which is implemented in an integrated manner between the counselor, counselee and society to improve the quality of prisoners to realize mistakes, improve themselves and not repeat crimes, therefore they can be accepted again by society, can actively play a role in development and can live fairly as a good and responsible citizen. In the system, the parties concerned are not only between the counselor and the counselee but also with society. These triangular relationships are conducted in an integrated manner, with the aim to improve counselee.⁴

In performing correctional counseling it is necessary to be based on a principle which is counseling for counselor among others (a) Principle of Supervision, (b) Equality of treatment and service principle, (c) Education Principle, (d) Counseling Principle, (e) Respect for value and dignity, (f) The principle of loss of liberty is the only suffering, (g) the principle of the right to remain in contact with family and certain people.⁵ To achieve these objectives, the Correctional system seeks to change the condition of the convicted person through counseling and guidance process and protection of the rights of prisoners. Adult prisoners are distinguished from child prisoners. Especially for children in conflict with the law called correctional students. This is conducted to replace the term child prisoner who felt offensive and suggestive over something that is uncomfortable for children.⁶

In the context of correctional students, the protection and fulfillment of the children rights through special treatment is necessary with regard to the best interests of the child, where the child is subject to special needs and entitled to the future. One of the children's rights to be fulfilled is the right to education. With regard to the right to education in the SPPA Law, Article 82 paragraph (1) point (e) regulates that the action that may be imposed on a child is the obligation to attend formal education and/or training held by the government or private entity. While in Law Number 23 Year 2002 on Child Protection, states that Children Correctional (Lembaga Pemasyarakatan Anak herein after "LAPAS Anak") is a place for children's education rather than child punishment. Furthermore, Article 84 provides that detained child is placed in the Institution of Temporary Child Placement (Lembaga Penempatan Anak Sementara hereinafter "LPAS"). This child is still in the adjudication process. At this stage, children are entitled to services, care, education and training, counseling and mentoring

¹ Muladi and Barda Nawawi Arief, 1992, *Bunga Rampai Hukum Pidana*, Bandung: Alumni. p.115

² Waluyadi, 2009, *Hukum Perlindungan Anak*, Bandung: Mandar Maju. p.57-63.

³ Padmowahyono in his book, 1981, "*Bahan-Bahan Pedoman Penghayatan dan Pengamalan Pancasila*", Jakarta: Aksara Baru. p.26-27, stated that Pancasila excavates from the Indonesian soil itself as well as the basis of the country as well as the Indonesian life view, the soul and personality of the Indonesian nation, the goals to be achieved by the Indonesian nation, and as the noble agreement of the people of Indonesia, in Nurini Aprilianda, et.al., 2014, *Laporan Akhir Pengkajian Hukum Tentang Model Pembinaan Anak Berbasis Pendidikan Layak Anak dalam Sistem pemasyarakatan*, Jakarta: Badan Pembinaan Hukum Nasional, Ministry of Law and Human Rights of the Republic of Indonesia. p.6

⁴ Nashriana, 2011, *Perlindungan Hukum Pidana Bagi Anak di Indonesia*, Jakarta: Rajawali Pers. p.153-154.

⁵ Article 2 Law Number 12 Year 1995 concerning Correctional

⁶ Gatot Supramono, 2000, *Hukum Acara Pengadilan Anak*, Jakarta: Djambatan. p.115.

and must be organized by LPAS with Correction Hall (Balai Masyarakat hereinafter “BAPAS”) supervision. While Article 85 regulates the provisions of the child being convicted (post-adjudication stage). In contrast to the Juvenile Court Law, in which the convicted child is placed in the LAPAS Anak, in this SPPA Law a child who is sentenced to imprisonment is placed in the Special Children Counseling Institution (Lembaga Pembinaan Khusus Anak hereinafter “LPKA”). At this stage the child also obtains the same rights as the adjudication stage. The term of the crime in LPKA is limited, that is, if the child has not yet completed the crime in LPKA but has reached the age of 18 (eighteen) years, he will be transferred to the Youth Correctional Institution, and if he has reached the age of 21 (twenty one) years but has not yet completed the juvenile crime will be transferred to adult prisons by paying attention to the continuity of child counseling.¹

The counseling of child prisoners in LPKA in tackling the recidivists should be synergized with government policies related to children's decent education. The principle of organizing the education system in Indonesia is regulated in Article 4 of Law Number 20 Year 2003 regarding National Education System is:²

1. Education is conducted in a democratic and fair and non-discriminatory manner by upholding human rights, religious values, cultural values, and national pluralism.
2. Education is organized as a systemic entity with an open system and multi-meaning.
3. Education is organized as a process of culture and empowerment of students that lasts for life.
4. Education is organized by giving exemplary, build a will, and develop the creativity of learners in the learning process.
5. Education is organized by developing a culture of reading, writing, and arithmetic for all citizens.
6. Education is organized by empowering all components of society through participation in the implementation and quality control of education services.

In Article 5 of the National Education System Law provides that: (1) Every citizen has the same right to obtain quality education. (2) Citizens with physical, emotional, mental, intellectual, and/or social impairments shall be entitled to special education. Further Article 6 of the National Education System (Undang-Undang Sistem Pendidikan Nasional hereinafter “Sisdiknas Law”) is affirmed, (1) Every citizen aged seven to fifteen years must attend basic education. (2) Every citizen is responsible for the sustainability of education. Based on Articles 4, 5 and 6 of the Sisdiknas Law, it can be concluded that children placed in LPKA are also entitled to receive education without discrimination and the government is responsible for the implementation of the education. Education provides to children can be formal, informal and non-formal education that can be complementary and enrich (Article 13 (1) of the National Education System Law). Formal education consists of basic education, secondary education, and higher education (Article 14 of the National Education System Law). Meanwhile, Article 26 stipulates on non-formal education as follows:

1. Non-formal education is organized for citizens who need educational services that serve as a substitute, enhancement, and/or complementary formal education in order to support lifelong education.
2. Non-formal education serves to develop the potential of learners with an emphasis on mastery of knowledge and functional skills and the development of professional attitude and personality.
3. Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, vocational education and job training, equality education, and other education aimed at developing learners' abilities.
4. Non-formal education units consist of course institutions, training institutes, study groups, society learning centers, and associations of religion (in Indonesian is known by the term majlis taklim), and similar educational units.
5. Courses and training are organized for people who need supplies, knowledge, skills, life skills, and attitudes to develop themselves, develop professions, work, independent business, and/or continue higher education at a higher level.
6. Non-formal education outcomes can be rewarded on a par with the outcome of a formal education program after going through an equivalence assessment process by an agency designated by the Government or the Regional Government with reference to the national standard of education.

Meanwhile for informal education undertakes by family and environment in the form of learning activities independently. Educational outcomes are recognized similarly to formal and non-formal education after students pass the test in accordance with national education standards (Article 27 paragraph (1) and (2) of the Sisdiknas Law). The counseling of prisoners in general as follows:³

1. The first stage (maximum security)

At this stage in terms of security is still very strict or called the maximum security. The grace period at this stage begins when the prisoner enters a Correctional up to a third of the actual criminal period. While the meaning of

¹ Nurini Aprilianda, et.al., *Op.Cit.*, p.7-8

² *Ibid.*

³ Ali Sarjuni Padang, *Tahap Pembinaan Narapidana*, accessed at <http://alisarjunip.blogspot.co.id/2014/06/tahap-pembinaan-narapidana.html>

the actual criminal period is entire criminal period, minus the period of detention and the amount of remissions he has received. During this stage there is a grace period called the period of admission and orientation, that is counted from the day prisoner enters the longest fourteen days. The purpose of this admission and orientation is for administrative completion, orientation, either orientation for prisoners with their environment in prisons, as well as orientation for prison officers against the prisoner concerned. At this stage, as far as possible it can be inferred what the advantages and disadvantages of prisoner and other things related to himself. The data obtained during the admission and orientation period is necessary to construct the most appropriate counseling for him.

At this stage, little by little the prisoner is given the task and responsibility, starting from the duties and responsibilities to himself and the environment around him. Correctional officers appointed as guardians conduct monitoring of prisoner development stages. In addition to monitoring the progress of prisoner during the counseling period, the guardian is also in charge of providing individual counseling. It is intended that any problems that arise can be monitored early and can be solved. Prisoners who are already nearing the end of their one-third term, through the trial of the Correctional Observer Team (Tim Pengamat Pemasyarakatan hereinafter "TPP"), discuss the possibilities to improve the counseling, taking into account the input of the guardian concerned.

2. The second stage (medium security)

In terms of security, at this stage is medium security, or in other words more loose than the first stage of security. The grace period at this stage begins with a third of the actual criminal period up to half the actual criminal period. The results of the evaluation of counseling in the first stage as a basis in improving the program of counseling and granting of responsibilities are also greater than the first stage. The results of counseling at this stage are then evaluated together between the prison guardian and the TPP. If the evaluation result at this stage is good, then the counseling program for the prisoners concerned can be increased in the third stage. If the counseling at this stage fails, it is necessary to review the causes of failure originating from the prisoners concerned; therefore counseling program cannot be continued in the third stage.

3. The third stage (minimum security)

The grace period at this stage is between half of the actual criminal sanction of up to two-thirds of the actual criminal period. At this stage is also called the stage of assimilation because at this stage prisoner begin to be involved in society life with light supervision or minimum security. Assimilation is the process of fostering prisoners and Correctional students conducted by mixing prisoners and Correctional student in society life, after serving half of their criminal sanction. The form of counseling at this stage of assimilation, among others, is in the form of worship with society, work together with the society, continue to school/college, and work on units of independent skills outside the correctional and so on. The respective guardian and TPP continuously monitor development at this stage of counseling. If the evaluation result during this stage of counseling is good, then the counseling program is improved in the fourth stage.

4. The fourth stage (integration)

This stage is called integration stage that is the selection of unity of life relationship, life and livelihood of prisoners and Correctional student and society, because prisoners are directly deployed in society life unguarded. In order to enter this stage the prisoners have undergone two-thirds of the actual criminal offense, or have at least been serving a nine-month term.

The Correctional Hall performs counseling on prisoners at this stage, while the District Attorney practices the supervision where the prisoners are domiciled. This integration is given in the form of:

- a. Parole
- b. Furlough near discharge

Supporting the implementation of counseling process properly then also practiced the efforts of security and supervision of the prisoners of the Correctional. The main task of security and order, as mentioned in the Decree of the Minister of Justice of the Republic of Indonesia Number: M.02-PK.04.10 of 1990, on the pattern of counseling of prisoners/detainee, among others:

1. Security and order activities function to monitor and prevent/prevent as early as possible the disturbance of security and order arising from outside or from inside correctional and detention center/detention branch.
2. Security and order activities are not always physical activities with firearms or other weapons but the good attitude and behavior of officers to occupants gives a harmonious effect of security and order.
3. Activities of security and order prevent the life situation of the occupants is not at tense in order to avoid oppression, extortion and other acts that cause life situations become restless and fear. Maintaining in order to avoid escape from inside and outside correctional and detention center/detention branch.
4. Nurture, supervise and maintain the atmosphere of prisoners' life (working atmosphere, learning, practice, eating, recreation, worship, sleep and receive visits and others) are always orderly and

harmonious.

5. Nurture, supervise and maintain the integrity of inventory of prison and detention center/prison branch
6. Safeguard against moral decency.
7. Carry out administration of security and order.

B. Factors of Hindrance on Child Prisoners Counseling

Based on the final report of Legal Studies on Counseling Children Model Children Decent Education Based Model in Correctional system, chaired by Nurini Aprilianda, National Legal Development Board, Ministry of Justice and Human Rights, Jakarta, 2014, then adjusted to the problem focus in this paper, there are at least 3 Factors that become hindrances for the development of child prisoners, namely:

1. Factors Number of Child Correctional Institutions in Indonesia

The availability of 19 (nineteen) children prison does not meet the needs (thirty) of 33 provinces in Indonesia even the child's detention center (rutan) is not available at all. Even though this condition has an impact on forced condition to mix children with adults in adult prisons. Even the number of children in adult prisons is more than the children placed in the children's special correctional.

The existence of children in conflict with the law in almost all provinces of Indonesia is an unavoidable situation. But keep in mind that they are only children who still need special handling, including when they are forced to be placed in prison / detention. Such specificity includes special prisons/detention for children, only children and not combined with adult offender of both men and women. But the fact is that the number of children placed in adult prisons is much more than the children placed in the child prisons. Examples as occur in Lapas Anak Kota Bumi, Lapas Anak Wanita Tangerang, Lapas Anak Muara Bulian, Lapas Anak Pekanbaru.

The conferral of education for children in children Correctional should not encounter significant obstacles, but in reality there are several children Correctional, which have double function such as it, is being used for placement of adult prisoners as well. This condition is clearly vulnerable and potentially violates the fulfillment of children's rights.

2. Budget Factor for Counseling Implementation

Budget on Form List of Budget Implementation specifically for implementation of education does not exist as well as lack of funds for infrastructure improvement of facilities in most children correctional that certainly need reparation, even total renovation. As in Lapas Anak Kotabumi Lampung experienced a fire in 2012 that almost burnt all prison facilities. The lack of government budget for the construction of new LPKA building, not only for LPKA itself as well for adult correctional. This condition has resulted in some LPKA also functioned as prisons for adults. This condition is alike to LPKA Tomohon North Sulawesi, which is not only occupied by children, but men and women. In LPKA Kotabumi Lampung, LPKA Pekanbaru and LPKA Wanita Tangerang, children have to share places with women, even as in LPKA Wanita Tangerang the number of adult occupancy is much more than children. All of these conditions are certainly bad for educational activities. With a limited number of officers, they should share the attention with the handling for adults, since adult prisoners are psychologically at high risk in terms of order security and abscond.

The lack of budget also affects the fulfillment of infrastructure facilities supporting educational activities. The lack of budget for implementation of monitoring and evaluation of education implementation in the Directorate General of Correctional, especially in LPKA. 19 children correctional are scattered in Indonesia should be monitored and evaluated as well to conduct mapping annually in a sustainable manner. The location of children's correctional located in some parts of Indonesia makes monitoring and mapping evaluation cost relatively high, but it is necessary to know the extent to which the implementation activities of education counseling and problem constraints are apparent in the field.

3. Human Resource Factors (HR)

HR in this case is the LPKA officer who is responsible for the implementation of child counseling, one of which is education. The actual quantity of human resources included is quite adequate, especially when compared with adult Correctional conditions that the ratio of officers with occupancy is very unbalanced with the number of occupancy. According to data from the Directorate General of Correctional, the ratio of officers in children Correctional and children in children Correctional is approximately 1:2 (number of officers 903 versus 1435 children). This data is only limited to the ratio of the officer and children in children Correctional, has not yet covered children and officers who is in adult prison. On paper, in quantity there should not be a problem, especially for child occupancy, in terms of security has a lower risk than adults. With this condition there should be more children counseling possible to be concentrated. But in reality it is still very difficult to achieve maximum result of children education, moreover children correctional whose functions are mixed for adult.

Placement of officers is less to support the implementation of educational activities of children. Officers should be placed more in the relatively small part of child-building activities, so that fewer officers can carry out the implementation of administrative activities. The placement of these officers should be well regulated, as this is still part of prerogative rights of the Head of the Prison or the (it is possible to perform internal mutation). For

this condition it requires intelligence and the power of Head of Prison strategy, how to manage prison officers, to the exclusion of individual interests of each officer. The existing structure must be "forced" to work harder to participate in organizing and fully engaging in the vision of the mission in fostering children's education. The mindset of Head of Prison in this case becomes the initial capital into how implementation will be like whether the implementation of child treatment, Security Minded or Rehabilitation Minded. The emphasis on the implementation of education-based counseling should be an option, because the case of children is special. The psychological approach is more important than keeping them physically in order not to abscond, although it cannot be ruled out, but the percentage should be much less. As it is known security risks are much lower than adult prisoners. The causes of children forced to be placed in prisons, assumed more to the delinquency and psychological deviations of children for several reasons either in sociological, economic, environmental and so on therefore their healing is not solely true or false, but rather to approach their souls as children who perform delinquency.

With the enactment of SPPA Law, the structure in LPKA and LPAS will change, and more emphasize on children counseling, especially education. Creating a place of children residential as an education-based rehabilitation place and certainly the concept should be education nuanced.

C. Model of Child Prisoner Counseling in Japan, Malaysia and Indonesia.

Gordon Bazemore in his writings "Three Paradigms of Juvenile Justice" in Paul Hadisuprpto¹ introduces three patterns or models of juvenile justice, namely:

1. Individual treatment model;
2. Retributive model;
3. Restorative model.

Furthermore, theoretically, based on the research results of Fanny Tanuwijaya² there are 5 methods of fostering a criminal child as follows:

1. Situational Treatment
2. Individual treatment
3. Counseling in clusters (classical treatment)
4. Learning from experience (experimental learning)
5. Auto suggestion: Child counseling in addition to observe the background of children should also consider the environment in which counseling is practiced. Situations can be a nature situation, social, psychological and others.³

In counseling situation, the consular must be able to change the way the learners think, not to be affected by the situation but to master the situation therefore the counseling material can be well absorbed. Meanwhile, the method of fostering is given to individual children individually. Children can be grouped but the consular must know the needs, character, maturity level, emotion, and logic of each child individual.⁴ The comparison model of child prisoners in three countries (Japan, Malaysia, and Indonesia) is as follows:

No.	Japan	Malaysia	Indonesia
1.	Category of Children Offender under Article 2 of the Child Law Number 168 Year 1948 is aged 14-20 Years	The Category of Children in Conflict with the Law under The Child Act category is 12-18 years old.	Category of Children against the Law according to Law Number 11 Year 2012 on the Criminal Justice System of Children is aged 12-18 years.
2.	Children offender is placed in an inner and outer counseling institution separate from adult institution.	Children in conflict with the law are placed in separate institutions from adult prisoners, placed according to age and crime.	Children in conflict with the law are placed in the Institute for Special Counseling of Children and separated from adult prisoners
3.	Child counseling in children's school education and child counseling outside the children's school education school	Formal school in house at STBs.	Equality education programs A, B and C packages within the institution.
4.	Life guidance, skills training, academic education, and sports health.	Self-development, future plans, religious counseling, discipline, skills, line marching, exercising, and recreation.	Social counseling, mental counseling (religious), skill training, and exercising

IV. Conclusion

As a conclusion, the authors will conclude the main points, namely the counseling of child prisoners in LPKA in

¹ Paulus Hadisuprpto, 2006, *Peradilan Restoratif: Model Peradilan Anak Indonesia Masa Datang*, Semarang: Pidato Pengukuhan, Universitas Diponegoro, February 18. p.6.

² Fanny Tanuwijaya, 2009, *Pembinaan Anak di Lembaga Pemasyarakatan Anak dalam Rangka Perlindungan Hak Anak Pidana*, (Dissertation), Malang: Postgraduate Program Universitas Brawijaya.

³ C.I. Harsono HS, 1995, *Sistem Baru Pembinaan Narapidana*, Jakarta: Djambatan. p.341-385.

⁴ *Ibid.*, p. 341-385.

tackling the recidivists should be synergies with government policies related to children's education. The principle of organizing the education system in Indonesia is regulated in Article 4 of Law Number 20 Year 2003 on National Education System. There are 3 factors that hinder the development of child prisoners, namely 1) factors Number of Children Correctional Institutions in Indonesia, 2) budget factor for the counseling implementation, and 3) human resources factor. The similarity model of child prisoners counseling in Japan, Malaysia, and Indonesia are the three countries are placing children in conflict with the law in the Institute of Special Child Development and separated from adult prisoners.

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