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THE IMPORTANCE OF CHILDREN CORRECTIONAL INSTITUTION PROGRAM EVALUATION: AN EFFORT TO FULFILL CHILDREN'S RIGHTS

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Abstract. *The process of evaluating the quality of a program is essential in a service organization. This research aims to evaluate the service program process for correctional students at LPKA Class II Jakarta. This research is based on the evaluation concept according to Pietrzak et al which consists of four dimensions of service process evaluation: best practice standards, agency policies, process goals, and client satisfaction. This research method uses a qualitative approach using non-participatory observation techniques, in-depth interviews and a literature study. The research results show that the quality of the Development Program services at LPKA Class II Jakarta in the best practice standard dimension is under the SOP, institutional policies are running according to provisions, and long-term and short-term process goals have been implemented. In client satisfaction, service quality has been met, and LPKA Class II Jakarta has implemented a sound education service management system by implementing fair and non-discriminatory coaching. It can be concluded that the ongoing coaching program has been run by applicable provisions and standards with the implementation of process objectives and the fulfilment of inclusive education services. In the absence of social workers in the correctional sector at LPKA Class II Jakarta, some roles are not being carried out. This research further recommends the application of social welfare science and the part of correctional social workers in the practice of developing students in correctional institutions.*

Keywords: Program evaluation; correctional; children against the law

Abstrak. *Proses evaluasi kualitas suatu program sangat penting dalam suatu organisasi pelayanan. Penelitian ini bertujuan mengevaluasi proses program layanan kepada correctional students pasyarakat di LPKA Kelas II Jakarta. Kajian ini didasarkan atas konsep evaluasi menurut Pietrzak, dkk yang terdiri dari empat dimensi evaluasi proses pelayanan; standar praktik terbaik, kebijakan lembaga, tujuan proses, dan kepuasan klien. Metode penelitian ini menggunakan pendekatan kualitatif dengan menggunakan teknik observasi non partisipatif, wawancara mendalam dan studi literatur. Hasil penelitian menunjukkan bahwa kualitas layanan Program Pembinaan di LPKA Kelas II Jakarta dalam dimensi standar praktik terbaik berjalan sesuai SOP, kebijakan lembaga berjalan sesuai ketentuan, pada tujuan proses jangka panjang dan jangka pendek sudah terlaksana. Dalam dimensi kepuasan klien kualitas layanan sudah terpenuhi dan pihak LPKA Kelas II Jakarta sudah menerapkan sistem manajemen pelayanan pendidikan yang baik dengan memberlakukan pembinaan yang adil dan tidak membeda-bedakan. Dapat disimpulkan bahwa program pembinaan yang berlangsung sudah berjalan sesuai ketentuan dan standar yang berlaku dengan terlaksananya tujuan proses serta terpenuhinya pelayanan pendidikan yang inklusif. Dengan tidak adanya pekerja sosial di bidang koreksional pada LPKA Kelas II Jakarta, ada peran-peran yang tidak terlaksana. Penelitian ini selanjutnya merekomendasikan penerapan ilmu kesejahteraan sosial dan peran pekerja sosial koreksional dalam praktik pembinaan terhadap correctional students di lembaga pasyarakat.*

Kata Kunci: Evaluasi program, Pembinaan, Anak berhadapan dengan hukum



INTRODUCTION

At the national level, the condition of children facing the law certainly has various spectrums, from the type of violence perpetrated and gender to the age at which the violence was committed. Based on data by Komisi Perlindungan Anak Indonesia (KPAI, 2022), the number of cases of Children in Conflict with the Law (ABH) shows that from 2018 - 2022, there were 1,774 cases of children as perpetrators with a vulnerability of 16-18 years of age and were recorded to be predominantly carried out by boys. Based on the Child Protection Conference regulation on the Administration of justice for children (United Nations, 1989) it is stated that arrest, detention, and punishment/imprisonment must be the final step taken in handling children in conflict with the law and only for a short period (Gultom, 2014).

Various preparations are needed to bridge children against the law from the development period to return to society. The children's correctional institution has prepared a development program that includes efforts to fulfil rights during the corrective period, such as formal, informal, and non-formal education (LPKA, 2017). The development program has been carried out since 2020. As a public service for correctional institutions, it must fulfil its functions properly to provide quality services. But in practice, whether it is going well or not, causing child dissatisfaction with the services offered can be seen in implementing the correctional program because providing this service is essential. It is hoped that there will be a change in behaviour towards a better one. Based on the results of an initial study conducted at LPKA Class II Jakarta (child correctional institution), the children against the law—called the disciplinary students—were entangled in cases of child protection, theft, narcotics and even murder cases. LPKA parties and parties brought in from outside LPKA, such as PKBM (Community Learning Activity Centre Institute) and child observers, also provide various coaching programs that have been implemented, starting from personality development.

Stufflebeam and Srinkfield (2007) in Wirawan (2012) stated that Suchman supports Bigman's opinion regarding the six objectives of evaluation: Measuring whether the program objectives have been met, Measuring program success and failure, Measuring the principles used to make the program successful, Measuring and improving the effectiveness of the experimental process using specific techniques, Laying the foundation for subsequent research on factors that support the relative success of programs that are alternative techniques and Redefine the methods used to obtain objectives. This research refers to the evaluation of

the program process, where evaluative research on this service program is considered essential to be carried out to see how effectively the service and rehabilitation program has been carried out and ultimately optimize its implementation. In line with the thinking put forward by Tropman (1995), the information collected from evaluation activities can be used to improve appropriate services and create new, better service programs. At this stage, the focus of program evaluation is the changes experienced by individual clients after receiving assistance from the institution.

Program evaluation needs to be done for the following reasons (Pietrzak, 1990): first, the evaluation results can identify program strengths and weaknesses, which become the basis for program improvement; Both evaluations analyze program efficiency and effectiveness. In addition, there are four evaluation objectives, including assessing program strengths and weaknesses, modifying and improving program implementation based on information from evaluation results, and assessing how broadly a program complies with the law, regulations, rules and mandates or expectations as well as developing knowledge, namely finding theories or testing general theories, propositions and hypotheses within the scope of program policies, also supported by research conducted by Harimurti (2018) regarding the effectiveness evaluation of the implementation of the community-learning-activity-education program in LPKA Class II Salemba in the context of the fulfilment of the rights of correctional students.

In the initial observations in the field, several obstacles occurred in the ongoing process of the correctional program provided by LPKA Class II Jakarta, including implementing the coaching program. The evaluation process runs by conducting internal discussions between staff, but LPKA provides no satisfaction form for correctional students directly. Therefore, the increase in service delivery has not been optimally carried out objectively. Changes in behaviour, whether closed (perception and personality) or open (actions and skills), cannot be monitored optimally because the coaching period is not long in duration. Students have the privilege of the right to propose a parole integration program where children get a discount on the coaching period after serving 1/3 of the total sentence so that children who are undergoing coaching programs in both education and skills are sometimes released before their time or are released before the learning period ends. The limitation of the problem from the description of the background that has been described is the object of the problem, which will be examined only in the evaluation process of the coaching program at the Class II A

Special Children's Penitentiary in Jakarta. Based on some of the problems, the research will be carried out with the following research questions: How do the Program Guidance services (educational and soft skills) from LPKA Class II Jakarta, which includes best practice standards, institutional policies, process objectives and client satisfaction work?

METHOD

This research uses a qualitative approach (Patton, 2002) with the case study method to understand how the institution's process is in providing coaching programs to children against the law issues (Komariah & Satori, 2014), as well as to provide a complete picture of the implementation of the coaching program being carried out by Special Correctional Institution for Children (LPKA) Class II Jakarta. In this study, the case that will be examined is how the process of fostering programs for students at LPKA Class II Jakarta by practising program process evaluation techniques that contain best practice standards, institutional policies, and process goals for the client (Children against the law issues/correctional students) satisfaction can provide outcomes for a child with changes in behaviour when they first enter, until when they are undergoing on Program Pembinaan.

The data collection technique used in this study was observation (non-participatory observation, literature study in addition to field data, and in-depth interviews. Case study data can be obtained from all parties concerned (Sudjana & Ibrahim, 2014), in other words in this study it was collected from several sources including Program Pembinaan implementation staff, *Correctional students*, LPKA Class II Jakarta documentation and direct observation. Education to correctional students and conducting assessments of students related to data collection. The inclusion criteria for research informants are for correctional students: Willing to be involved in research and cooperative, Children facing the law aged 16-21 years and are male, have attended a coaching program for at least six months, minimum education is Elementary School, not currently sick/physically disabled or mentally impaired. For staff: willing to be involved in research and cooperative, are staff who participate directly in implementing coaching programs for correctional students.

Table 1. Mapping the number of resource persons

Group	Occupation	Total
Children against the law issues	Children who undergo the correctional program	3 Person
Head of Pembinaan LPKA Class II Jakarta	Supervise the development section	1 Person

Staff LPKA Class II Jakarta	Hard skill & Education division	1 Person
Total		5 Person

RESULT AND DISCUSSION

Based on the results of an initial study conducted at Class II LPKA Jakarta, correctional students were caught up in cases of child protection, theft, narcotics and even murder cases. In process evaluation, four criteria are used to determine whether the program is feasible to continue, what needs to be improved, and so on based on Pietrzak, Ramler, Renner, Ford, and Gilbert's theories (1990). These criteria are best practice standards, policies, process objectives and client satisfaction. The following are the results of field findings found during observation, interviews, documentation studies, and field notes. The results are as follows.

Best practice standards are rules or procedures that regulate a program following standards created in an institution or organization. Systems are designed so that running programs can be carried out effectively and consistently (Fernandes, Matsukura, Lusi & Morato, 2020). Standard Operating Procedures (SOP) is a reference used by the Jakarta Class II Correctional Institution. The SOP contains information about the implementation time, place, implementation of the Development Program, procedures for implementing the Development Program and the officers involved in the program. Based on the results of observations and interviews with the Head of the Guidance division as Head of the Program Pembinaan section regarding the program implementation procedures, it had gone well with the SOP. This activity is funded by the government, which depends on the focus of the annual exercise; each has a budget.

After getting the budget, LPKA will collaborate with organizations to provide new training for students to practice in the field (skills). There are also non-governmental organizations, such as Child Observers, that provide the tools. They gave them many tools. Continued regarding the SOP at LPKA Jakarta: There are operational standards that they usually carry out. Apart from the SOPs provided by the state, practically speaking, the Guidance Program division sets the SOPs because this division is in charge of education, soft skills, health, and care. The system is a catch-up package for the education section here, held every Monday-Thursday, where the learning is under the government curriculum of the South Jakarta education office. Then, on Friday, if there is material that students ask about or questions that need to be discussed, there will be additional

classes, such as tutoring. LPKA also provides classrooms that usually operate every day.

Based on the results of the interview, this Development Program is carried out by involving parties who are government and non-government organizations, such as PKBM (Community Learning Activity Centre Institute) and child observers. One of the activities that researchers participated in was the PKBM class in mathematics and Islamic religious education. Before entering the classroom, students are absent based on a receipt made and approved by the Head of Development and other security staff, according to an interview with staff of the Development Section regarding the flow of moving children from the block to the activity area. In the excerpt from the interview with one of the correctional children, activities at LPKA do not place children in a detention institution but prioritize children in a dormitory with free activities outside the block at certain hours. This also impacts the psychological condition so that the child does not experience prolonged stress and remains comfortable during the LPKA Class II Jakarta coaching period.

Institutional Policy: Institutional policy is a decision that can regulate the management and distribution of natural, financial, and human resources for the benefit of the public, such as the people, residents, or citizens (KEMHAN, 2016). The policies discussed in this research are those used by LPKA Class II Jakarta in selecting students to participate in the education and skills development program and human resources at LPKA Class II Jakarta. Correctional students who can take part in this Development Program are all disciplinary students who are in the Jakarta Class II Special Children's Correctional Institution. In Law Number 12 of 1995, regarding corrections, a correctional student is declared a child based on a court decision. So, he was deprived of his freedom and placed in a Special Correctional Institution, namely the Children's Correctional Institution. In practice, the LPKA accepts correctional students using a recruitment system. Then, to involve students in coaching activities, LPKA also has a policy for admitting them to informal schools at LPKA, based on an interview with the principal of LPKA Class II Jakarta, which houses three classes, namely packages A, B, and C. Last school history, package A (children who have never been to school, cannot read and write, dropped out of school) initial assessment (carried out by the coaching section team first before entering the activity, whether they have worked, skills and independence) package B (by looking at elementary school diploma, and those who dropped out of school).

The officers who work at the Jakarta Class II Special Children's Penitentiary come from various

educational fields. However, the Jakarta Class II LPKA officers are civil servants from POLTEKIP (Polytechnic of Correctional Sciences) graduates and general employees from the CPNS test selection graduate Senior High School following the Regulation of the Minister of Law and Human Rights of the Republic of Indonesia Article 1 paragraph 2 of 2011 concerning the code of ethics for correctional employees. Besides that, most of the officers handling this Development Program already have good work experience. So far, officers have provided the best service to correctional students in the Development Program at LPKA Class II Jakarta.

Process Goals: Process goals are defined as a written plan or framework to be achieved in an organization. The long-term goal of holding this program is to return to correctional students so they can return to society to fulfill their prior educational needs and be well-received and beneficial for the community after participating in these activities while at LPKA Class II Jakarta. The short-term goal of this program is to hope that it can give them talents or abilities to help them hone their abilities/skills in the available programs so that it is expected that when the training period ends, these children can help these children get jobs. In its implementation, it follows the objectives of the coaching program and is related to changes in behavior for the better in programs and service activities. Guidance for children in conflict with the law is a government-owned institution expected to positively impact changes in children's behavior before and after receiving the guidance program.

For this reason, an assessment of the coaching program provided by LPKA Class II Jakarta is considered essential to align the objectives of this research. In its development, the coaching carried out from 2020 until now, LPKA Class II Jakarta as a public service for correctional institutions is required to fulfill its functions well and provide quality services immediately. However, in its implementation, whether it is running well or not, it gives rise to children's dissatisfaction with the services offered. That can be seen in the ongoing process of implementing the coaching program because providing this service is necessary so that students can realize their mistakes; therefore, it is hoped that there will be a change in behavior for the better.

Client Satisfaction: Responsiveness is the point where officers can provide services and handle the needs of correctional students quickly and responsively in the corrective process. Based on interviews that have been conducted, it was found that correctional students, especially those who have participated in the Development Program for more than one year, can feel that the officers have

demonstrated the ability to be quick and responsive. That is related to the Bottom-Up Approach correctional method. Current correctional students pay attention to coaching or learning needs in the bottom-up approach method. Not all students have the exact requirements, interests, and enthusiasm. That depends on the students' personalities and the coaching facilities that LPKA has. This method has high consequences for staff because they must be able to manage the provision of facilities and infrastructure to achieve coaching goals. If the facilities are limited and inadequate, there is a risk that coaching activities will not run well. From the explanation above, officers are trying to involve correctional students in the program by accommodating their complaints and the things they need, and then training will be carried out as required. Other children also felt the quick and responsive attitude of the officers.

Tangible, physical facilities that correctional students can feel directly at LPKA Class II Jakarta. This physical evidence can be something that will influence whether correctional students are satisfied or not with the facilities that have been provided. Based on the observations, researchers visited several physical evidence found, namely facilities that correctional students can use to participate in correctional programs. On the first floor, there is a kitchen to provide food to correctional students, along with a food distribution mechanism for fulfilling nutrition needs. LPKA has also prepared a menu list for ten days besides the food distribution mechanism. Fulfilling food needs for *Correctional students* has also been considered based on the nutrition needed because, after all, they are still in the process of self-development and need good food on an ongoing basis.

There is also a place to store equipment and activity needs. The executive staff of the skills development section felt that the facilities in this room were inadequate. Things that can be sensed are limitations in movement; the space is too narrow to be used as a place-to-place items for the needs of activities of various skills. The equipment for screen printing and bread making are next to each other. That can be an evaluation for LPKA to separate the need for skills. Apart from that, the small room also cannot accommodate many participants. Then, on the second floor, there is also a work room for KASI and Head of Guidance division, a place for making handicrafts, a place for skills, and a display case for storing exhibition items made by correctional students.

LPKA also provides classrooms and is also equipped with a library where books can be

borrowed. In previous years, based on Mariyana's (2019) research about the library condition at LPKA Class II Jakarta, these books could not be taken to the children's block, but with the increase in services for the right to access information, finally, these books could be borrowed freely and taken to the partnership with good records. For the classroom itself, the facilities provided are adequate. There are monitor/TV facilities that can support learning, blackboards, benches, tables, good lighting, and air circulation, as seen from the quite spacious school. The progress made by LPKA in maximizing the facilities provided to correctional students in the infrastructure and facilities for educational activities is also proven by the Principal at LPKA Class II Jakarta with a description of the condition of LPKA before it is like now.

Empathy: the importance of an institution or organization's effort to understand all the needs of clients or beneficiaries sincerely and individually. The kindness they gain while at LPKA will foster a sense that they are cared for so that in providing services, the students will easily accept all the activities of the fostered service. Namely, conformity between expectations and acceptance of the conditions for caring, providing personal attention to students, being able to understand students' needs, not ignoring them, not putting personal interests above common interests, and being responsible for the safety and comfort of students so that the services provided run smoothly and quality. Establishing a good relationship between LPKA Class II Jakarta officers and correctional students will foster enthusiasm and a sense of sincerity, making correctional students participate fully in the coaching program so that the program's objectives can be achieved optimally. Based on interviews conducted by researchers, it can be concluded that correctional students feel satisfied with the care provided by the officers. Besides that, correctional students also feel they are close to the officers. It can be seen from RL's statement that he feels comfortable and enthusiastic about undergoing a coaching period at LPKA by filling his time by following the coaching program.

Reliability: Reliability is the effort of an institution or organization to provide services to clients or beneficiaries reliably and accurately. It is the conformity between expectations and acceptance of the ability to carry out the promised benefits accurately and reliably. Every service provided requires a reliable form of service. In implementing a program, you will encounter things that support the smooth running of the program and vice versa. The

provision of services is also faced with several obstacles, which are felt more by the coaching staff than by correctional students, where the problem is the lack of implementing personnel (Nisailkamilah, 2020). According to direct observation of the field and an interview with the Head of the coaching division, he said that the performance reliability of the staff for correctional students was still lacking because he felt there was limited personnel. He has proposed to the Ministry of Law and Human Rights to provide a psychologist to assist children during the program. Because even those of us who act as guardians are overwhelmed enough to hold several children.

Based on previous research, the LPKA correctional system in Indonesia provides a coaching program that includes education, skills training, sports, and religious activities (PUSKAPA UI, 2014). The various supporting capacities that LPKA has in each region mean that the availability and forms of programs also vary. That is due to the partnership pattern built by LPKA to organize the coaching program. In carrying out this program, the Jakarta Class II Special Children's Correctional Institution does not run alone. The Regional Office of the Ministry of Law and Human Rights of DKI Jakarta supervises its journey. ABH goes through a process when it has been determined to undergo a correctional program within the components of Standard Operational Practices and institutional policy (LPKA, 2015). Then correctional students will experience a coaching program tailored to the process objectives that LPKA Class II Jakarta has launched. The following is a discussion of the evaluation of the coaching program service process. In the implementation of best practice standards in the administrative process of accepting correctional students to participate in coaching programs, which include educational and skills activities. However, the process of development activities in LPKA Class II Jakarta has not been assisted by the role of correctional social workers, according to the results of observations that have been made. Correctional social work provides guidance, including in the correctional process. The role of social work is necessary to help correctional students adjust to life at LPKA, although other students are guided to always welcome new students who enter. The role of social workers can also help correctional students understand themselves and their needs under the coaching program provided by LPKA.

The process is checking the child's background, including their latest education. In the flow of students in and out from the block to the coaching place, the students must be registered in a receipt containing their full name and reason for their need and if it has been approved by the parties

involved, such as the head coaching section and security supervisor. And their educational activities are adjusted to the latest education. That is done so that students do not complete their education, as one of the concerns of LPKA Class II Jakarta, which prioritizes children's education so that it is completed first, then students can take part in skills programs. That is also a challenge for LPKA Class II Jakarta, where many students when interviewed, admitted that they had never taken part in skills activities. At the same time, when they left and finished their coaching period, many preferred to go straight to work, because they realized that continuing LPKA Class II Jakarta, to address this perception while already collaborating with PKBM Hasanah, may then be able to hold a short seminar on the importance of education and how to access scholarship programs that can help students enter educational institutions at a higher level. That is related to the short-term goal of the process, namely that it is hoped that correctional students can develop themselves from the coaching program, which includes educational and skills activities that can provide the ability to help hone their skills (Firdiansyah, 2019). In this case, when interviews were conducted with staff, it was said that there were no regular or follow-up assessments to determine children's interests and talents, so many students had not received skills activities. While the consideration for who can participate in skills activities is based on the results of the decision, if this is used as a benchmark while there is no periodic assessment, then this development program is deemed not inclusive for all children. If children can take part in skills activities based on their case, through this coaching program, the child's characteristics should no longer be assessed based on the subject but based on monitoring the development of changes in behavior in a positive direction while following the coaching program, this is the reason why the goal of the short-term process has not been implemented optimally.

That will have an impact on the long-term goal of LPKA Class II Jakarta, namely, to be able to return children to society after participating in the coaching program, and it is hoped that children will be able to socialize, do good, and not repeat mistakes so they must return to correctional institutions. With regular assessments, it can also help children to voice what they need and need. Because socializing is not only done among correctional students, it would be better if children also interacted a lot with correctional staff as people considered more mature because, living in society, children will be more under the influence of adults. By interacting a lot with staff who are also considered guardians (guardians) during the

coaching period, students are also expected to have a better mindset. The goal of the long-term process itself has been achieved because, up to now, based on the LPKA Class II Jakarta documentation report, there have been no correctional students who, after the end of the training period, have become recidivists in adult prisons.

CONCLUSION

In general, the performance achievements of the Special Development Institute for Class II Children in Jakarta in 2023 have been quite optimal. One manifestation of accountability for the performance of a government agency is being accountable for its activities and budget. That cannot be separated from the participation of all organizational elements of the Jakarta Class II Special Development Institute for Children, who implement tasks and functions, strategic programs, and public participation through various partnerships with third parties. While achieving results, multiple obstacles and problems often arise as inhibiting factors. The research results show that the quality of the Development Program services at LPKA Class II Jakarta in the best practice standard dimension is under the SOP, institutional policies are running according to provisions, and long-term and short-term processes goals. Has been implemented. In the size of client satisfaction, service quality has been met, and LPKA Class II Jakarta has implemented a sound education service management system by implementing fair and non-discriminatory coaching. It can be concluded that the ongoing coaching program has been run by applicable provisions and standards with the implementation of process objectives and the fulfillment of inclusive education services. In the absence of social workers in the correctional sector at LPKA Class II Jakarta, some roles are not being carried out. This research further recommends the application of social welfare science and the part of correctional social workers in the practice of developing students in correctional institutions.

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