

Understanding the Transformation of Self-Identity in LPKA Class 1 Tangerang Juvenile Inmates

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Abstract

Background: The process of self-meaning development among juvenile offenders in correctional facilities is crucial to their rehabilitation and reintegration into society. LPKA (Lembaga Pembinaan Khusus Anak) serves as a rehabilitative environment for these individuals, providing educational and psychological programs. **Objective:** This study aims to explore how juvenile offenders in LPKA Tangerang perceive and interpret their own self-identity after participating in educational programs, and to understand the impacts of these programs on their self-perception. **Method:** A qualitative phenomenological approach was employed, utilizing in-depth interviews with 5 juvenile offenders who have participated in various educational programs. Data were analyzed using NVivo 12 software to identify key themes regarding self-perception changes, identity formation, and their future outlook. **Results:** The research found that education in LPKA plays a significant role in altering the self-meaning of juvenile offenders, fostering a more positive self-image and hope for the future. **Conclusion:** The findings suggest that educational programs in LPKA are effective in reshaping the self-perception of juvenile offenders, contributing to their psychological growth and readiness for reintegration into society.

Keywords: Education; juvenile offenders; LPKA; rehabilitation; self-meaning.

Abstrak

Latar Belakang: Pemaknaan diri pada anak binaan di LPKA (Lembaga Pembinaan Khusus Anak) memiliki peranan penting dalam proses rehabilitasi dan reintegrasi sosial mereka. Anak binaan yang mengalami konflik hukum seringkali memiliki pandangan negatif terhadap diri mereka sendiri yang mempengaruhi perilaku mereka. **Tujuan:** Penelitian ini bertujuan untuk menggali bagaimana anak binaan di LPKA Kelas 1 Tangerang memaknai perubahan diri mereka setelah mengikuti program pendidikan yang ada di sana. **Metode:** Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi. Data diperoleh melalui wawancara mendalam dengan 5 anak binaan yang telah mengikuti program pendidikan di LPKA. Data dianalisis menggunakan aplikasi NVivo 12 untuk mengidentifikasi tema-tema utama terkait perubahan pemaknaan diri. **Hasil:** Penelitian ini menemukan bahwa program pendidikan di LPKA berperan signifikan dalam mengubah pemaknaan diri anak binaan, memperbaiki rasa percaya diri, dan membangkitkan harapan untuk masa depan. **Simpulan:** Temuan ini menunjukkan bahwa pendidikan di LPKA efektif dalam membentuk pandangan positif anak binaan terhadap diri mereka, yang dapat mendukung proses rehabilitasi dan reintegrasi mereka ke masyarakat.

Kata Kunci: Anak binaan; pemaknaan diri; pendidikan; LPKA; rehabilitasi.

Introduction

Lembaga Pembinaan Khusus Anak (LPKA) Kelas 1 Tangerang, originally known as Lapas Anak Pria, was established in 1925. Initially designed to house 220 children of Dutch descent, it was managed by Pro Juventute in 1934. After Indonesia's independence, it became a military base and later transitioned to focus on rehabilitating and educating children in conflict with the law (Faqih, 2016). Located in Tangerang, LPKA offers a school-like environment with facilities including primary schools (SD), junior high schools (SMP), vocational schools (SMK) focusing on motorcycle engineering, and community learning centers (PKBM). Other facilities, such as computer labs, libraries, and places of worship, support inmates' educational needs. Education at LPKA serves as both a legal obligation and an effective rehabilitation tool, providing inmates with academic knowledge and life skills, addressing socioeconomic disadvantages. The program includes formal education and vocational training, such as automotive skills, preparing them for life after release.

Through continuous interaction with educators and counselors, inmates develop self-confidence and hope for a better future. Studies emphasize the role of educators in fostering self-confidence in students (Duque Solórzano & Chancay Cedeño, 2024). Increasing hope is critical for individuals, including adolescents, in leading more meaningful lives (Berry et al., 2023). Hope plays a mediating role between social support and self-management, which enhances skills and knowledge (Zhang et al., 2023).

Education also plays a key role in boosting self-confidence. Research shows that self-directed learning enhances students' responsibility and confidence (Sardi, 2023). Furthermore, group therapy focusing on hope has been shown to improve self-efficacy in adolescents (Esfahani et al., 2021). Parents also play a role in their children's life satisfaction and educational hope, as parents' education levels can influence their children's educational aspirations (Han & Yuen, 2024). Despite these benefits, understanding how inmates interpret their transformation remains underexplored. The phenomenological approach is ideal for examining how individuals perceive and interpret their experiences, particularly in LPKA, where the education they receive influences their self-perception and outlook on the future. This research thus contributes to both theoretical psychology and practical recommendations for enhancing rehabilitation programs.

This study is significant for psychology and corrections, as it examines individual transformation through education in an environment vastly different from conventional schools. The closed and strict nature of LPKA significantly affects the psychological development of these children, offering the potential to alter their perspectives on life and equip them with skills for reintegration (Riansyah & Subroto, 2023).

Furthermore, rehabilitation at LPKA extends beyond punishment, focusing on behavior modification through personality development, religious training, legal awareness, and intellectual and physical development (Sofyan & Gunardi, 2020). Studies show that education plays a key role in shaping the behavior of inmates, facilitating their reintegration into society (Jonata & Butar, 2022). This research will provide valuable insights into how education at LPKA helps inmates develop the skills and attitudes necessary for reintegration.

The theory of self-transformation integrates transformative learning, identity development, and self-efficacy, emphasizing that personal change is shaped by social contexts and reflective awareness (Weerdt et al., 2006; Tennant, 2005). Transformative learning fosters critical reflection that aligns with sustainability goals, where recognizing one's assumptions stimulates actions toward social improvement (Jaakkola et al., 2022). Within organizations, transformational leadership acts as a catalyst that enhances motivation, innovation, and self-efficacy, enabling adaptability and self-directed growth (Masood & Afsar, 2017; Bayraktar & Jiménez, 2020; Gun et al., 2024).

Interpersonal relationships further reinforce this process, as experiences of connection and advocacy contribute to identity formation and transformational growth (Goodman et al., 2018; Dubouloz, 2014). Thus, self-transformation arises from the integration of personal awareness, social engagement, and leadership influence, underscoring the need for reflective and supportive environments that nurture both individual and collective development.

Self-meaning theory, self-identity theory, and educational rehabilitation theory collectively explain how individuals construct meaning, shape identities, and experience transformation across contexts. Self-meaning theory emphasizes deriving significance from social interactions and group membership (Reynolds et al., 2010), with the "self as doing" concept showing that meaning arises through active participation aligned

with social roles (Farmer & Dyne, 2016). This approach supports educational rehabilitation processes that help individuals rebuild meaningful identities after trauma (Merolla et al., 2012).

Self-identity theory focuses on the formation and evolution of identities and their roles in sustaining self-esteem and well-being (Brenner et al., 2017; Stets & Burke, 2014). In learning and rehabilitation contexts, identity verification and negotiation foster growth and resilience against stigma (Stryker, 2008; Guo et al., 2021; Romero et al., 2013).

Educational rehabilitation theory integrates these principles by using education as a transformative tool to rebuild self-concept and empowerment. Teacher self-efficacy supports successful rehabilitation outcomes (Chang & Isa, 2024), while practices fostering self-determination and autonomy enable identity reconstruction and holistic development (Hui & Tsang, 2012; McAdams & Cox, 2010).

The research question guiding this study is: How do inmates at LPKA Kelas 1 Tangerang interpret their self-transformation after participating in educational programs? The goal is to explore inmates' subjective experiences, providing insights into the effectiveness of LPKA's educational programs and offering recommendations for improvement.

This study will contribute theoretically to the literature on education and self-transformation in correctional contexts and provide practical recommendations for enhancing programs that better equip inmates for their post-release lives. The study highlights the role of coordinated efforts among related agencies to improve educational programs (Firmansyah & Mariyati, 2023), the importance of social support for successful reintegration (Muzakki & Subroto, 2023), and the influence of peer relationships on discipline (Hamzah, 2020).

Method

This research uses a qualitative method with a phenomenological design. The research was conducted to explore the self-meaning transformation of juvenile inmates at LPKA Kelas 1 Tangerang after participating in educational programs. Data collection was conducted through in-depth interviews, which were the primary data-gathering method, complemented by direct observations within the LPKA environment to understand the social context that influences the transformation of the participants.

The study utilized a phenomenological qualitative design with a sample of four male juvenile inmate assistants, representing elementary, middle, and high school education levels. Participants were selected criterion based on availability and effective communication skills. The sample size was determined according to the principle of data saturation, as interviews yielded no new emergent themes. Ethical clearance was granted by the institutional authority at LPKA Kelas 1 Tangerang, with written informed consent obtained from all subjects. Data credibility was strengthened through triangulation, combining in-depth interviews, direct observation, documentation, and peer debriefing with staff to ensure analytical rigor and validity.

This approach allows the researcher to investigate the subjective experiences of the juvenile inmates, focusing on their perceptions and interpretations of the educational programs and the resulting personal changes. The phenomenological method was selected because it enables a deep understanding of how the inmates perceive and interpret their transformation, which is central to the research's aim.

Participant

The participants of this study are juvenile offenders in LPKA Kelas 1 Tangerang who have participated in the educational programs offered by the institution. The participant recruitment was conducted using criterion sampling, ensuring that the selected individuals had been involved in the educational program for at least six months. This duration is essential to ensure that the participants have undergone enough educational transformation, allowing for a meaningful change in their self-perception. Participants were chosen to reflect a variety of backgrounds, including differences in age and the types of offenses committed, to gain a range of perspectives on the self-transformation process.

Participants were purposively selected based on availability, communication ability, and representation from elementary, middle, and high school levels. All four were male inmate assistants, accustomed to supporting staff and engaging in dialogue, thus enabling meaningful interviews. Diverse case backgrounds were included without focusing on any specific offense, and only males were selected due to the separation of female facilities.

Before data collection, the participants were fully informed about the purpose of the research, the procedures involved, and their rights, including the right to withdraw from the study at any time without any consequences. The selected participants in this study were juvenile offenders at LPKA Kelas 1 Tangerang, who had participated in the educational programs offered by the institution. These participants were specifically chosen based on the criterion that they had been involved in the educational program for at least six months, ensuring they had undergone enough educational transformation to meaningfully alter their self-perception. Written informed consent was obtained from all participants, ensuring ethical standards were met in the research process.

Data Measurement

The primary data were collected through semi-structured interviews and direct observations. Semi-structured interviews allowed for the exploration of each participant's individual experiences, focusing on the changes in their self-meaning as a result of their educational participation. The data gathered through these interviews and observations were used to form a comprehensive understanding of how the participants perceived their transformation. The interviews were transcribed verbatim to ensure accuracy. The transcripts were then analyzed using NVivo 12 software for data coding, helping to organize and interpret the data collected from the participants.

Data Analysis

Data analysis was conducted using NVivo 12 software to facilitate the coding and organization of qualitative data. The first step was to transcribe the interviews verbatim, ensuring the accuracy of the data. The transcriptions were then analyzed using NVivo 12, where the researcher applied initial coding to identify recurring themes and patterns. These codes were grouped into "nodes" representing different categories related to the participants' self-transformation.

Subsequently, the coded data were presented visually through word cloud frequency, word tree, project map, chart, and hierarchy chart. These visualizations helped the researcher to identify significant patterns and themes in the data. The findings were then described in paragraphs that outlined the major insights from the analysis, reflecting the meaning of the self-transformation experienced by the participants after undergoing educational programs at LPKA Kelas 1 Tangerang.

Result

This research interviewed four juvenile inmates as participants. They came from diverse backgrounds and had participated in the educational program at LPKA Kelas 1 Tangerang. To maintain the confidentiality of the participants' identities, pseudonyms were used, represented by the initials W, D, F, and J. The interview data from these four participants were transcribed and imported into NVivo 12 software for further analysis.

One of the features of NVivo that was used in this analysis is the Word Frequency Query. This feature helps the researcher to display the most frequently occurring words in the interview data and visualize them in the form of a word cloud. Based on the query results, the most dominant words in the participants' conversations were identified, including the word "program," which appeared 20 times with the highest frequency. The words "pendidikan" (education), "belajar" (learning), "mengikuti" (following), "masa" (time), and "membantu" (helping) also appeared with notable frequency.



Figure 1. Word Cloud: Most Frequent Words from the Data

These words indicate the primary focus of the discussion, which centered on the participants' experiences during the educational program at LPKA. The word "program" was the most dominant, appearing 20 times, with a weighted percentage of 3.28%. This suggests that the main topic discussed by the participants was related to the program they participated in, likely an educational or training initiative. The word "pendidikan" (education) appeared 17 times with a percentage of 2.79%, emphasizing the strong connection between the discussion and the educational aspect, including learning concepts, teaching methods, and educational outcomes. The word "belajar" (learning) appeared 16 times with a percentage of 2.63%, highlighting that the learning process was one of the main focuses of the interview, which included participants' learning experiences and the effectiveness of the learning techniques.

The word "mengikuti" (following) appeared 13 times, with a percentage of 2.13%, indicating that the participants' actions in following the program were a significant discussion point, including their experiences in the process, challenges, and motivations. The word "masa" (time) appeared 12 times, with a percentage of 1.97%, suggesting that the conversation also involved periods related to the program or education, possibly referring to the time before, during, or after the program and its long-term impact. The word "membantu" (helping) appeared 11 times, with a percentage of 1.81%, indicating that the participants felt the program or education they took part in provided significant assistance or support, both in the learning process and in their life benefits.

Word "mengikuti" suggests a conscious decision-making process among participants regarding their commitment to the program. This relates closely to self-transformation, where individuals evaluate their current situations and make pivotal changes based on their experiences. A participant's assertion that "following the program was not just about learning; it was about finding a new path," exemplifies this engagement with self-transformation, highlighting the personal agency required in the transformative learning process. Transformational leadership plays a critical role in this context; effective leaders inspire and motivate participants toward achieving their potential. The literature indicates that transformational leadership practices enhance participants' self-efficacy by clarifying goals and promoting psychological capital (Caillier, 2016; Shah et al., 2023).

The presence of "masa" in the discussion signifies a temporal dimension of participants' experiences, indicating reflections on their journeys before, during, and after the program. This aspect resonates with self-identity theory, which posits that individual identity is shaped by temporal frames, influencing perceptions of the past, present, and future. A participant noted, "Reflecting on where I started and where I am now gave me strength," underscoring how temporal reflection contributes to identity formation and transformation. This realization illustrates how participants' self-identities are reconceptualized through engagement with the program over time, aligning with findings that demonstrate the impact of educational interventions on self-identity development (McAdams & Cox, 2010).

The third keyword, "membantu," reveals participants' perceptions of the program as a supportive intervention, indicative of the role of educational rehabilitation in aiding transformation. Theories of educational rehabilitation emphasize the necessity of providing assistance to facilitate learning and promote self-determination among participants (Hui & Tsang, 2012). When one participant stated, "The support I received helped me believe in myself," it illustrates the impact of this supportive environment on enhancing self-meaning and self-actualization. This aligns with the view that supportive dynamics in program structures not only facilitate learning outcomes but also reinforce participants' self-efficacy and identity, thereby fostering a sense of autonomy in the learning process (Kovjanic et al., 2012; Jing et al., 2021).

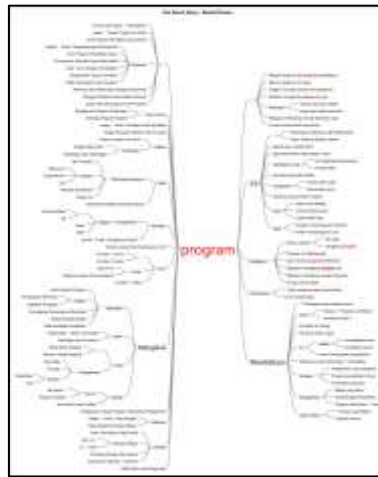


Figure 2. Word Tree of the Word "Program"

The exploration of the psychological processes catalyzed by educational engagement in LPKA, particularly surrounding the term "program," underscores the significant impact of structured educational frameworks on participants' self-efficacy and resilience. Initial engagement within educational settings often focuses on foundational skills such as mathematics and reading, which serve as essential touchpoints for enhancing self-belief and fostering resilience in restrictive environments. "Here I started to think more seriously about life... now I want to change and make my family proud" (Participant F, translated). "Since being here, I went back to school and started to enjoy learning—now I realize education is important for a better future" (Participant J, translated). This aligns with transformative learning theories, which posit that disorienting experiences can lead individuals to critically reflect on their own goals and capacities. Participants in LPKA expressed a shift from a sense of low control to an empowered resolve to change their lives, highlighting the motivational underpinnings of these educational engagements (Keen & Woods, 2015).

The notion that educators play a pivotal role in facilitating these transformations is well-supported in the literature surrounding transformational leadership. Transformational leaders are recognized as figures who clarify expectations and model positive behaviors, thereby fostering an educational environment conducive to personal growth (Kirkbride, 2006; Leithwood & Sun, 2012).

In the context of LPKA, participants referenced the supportive nature of their teachers, who not only impart knowledge but also engage with them on a relational level. "The teachers are more relaxed and sometimes talk like friends; it makes me think about fixing my life and doing good things when I get out" (Participant D, translated). Such interactions create a platform for meaningful engagement that inspires learners to aspire for better futures; research links transformational leadership to enhanced motivational outcomes among students (Habeeb & Eyüpoğlu, 2024; Kang et al., 2023).

Participants indicated that their instructors' encouraging demeanor helped them focus on self-improvement, exemplifying the relational efficacy intrinsic to transformational leadership. The right branch of the Word Tree reveals that post-participation meanings cluster around identity reconstruction and an enhanced sense of purpose through education. Participants expressed a significant alignment of their newfound motivations with prosocial roles, reflecting an emergent identity that seeks to reintegrate into society through lawful and constructive pathways. "Now I'm more aware of my family's importance... I want a lawful job and not repeat the same mistakes; education here matters, even if the system could improve" (Participant W, translated).

This transformation resonates with findings by Sipos et al., who highlight how educative experiences can intertwine with an individual's moral and social rejuvenation efforts, leading to a trajectory of personal reinvention (Sipos et al., 2008). The elements of resilience and adaptive capacities shaped through structured educational experiences align closely with the tenets of educational rehabilitation, reinforcing the narrative that education in such environments functions as a vehicle for broader societal reintegration (Gong et al., 2013; Crowne et al., 2017).

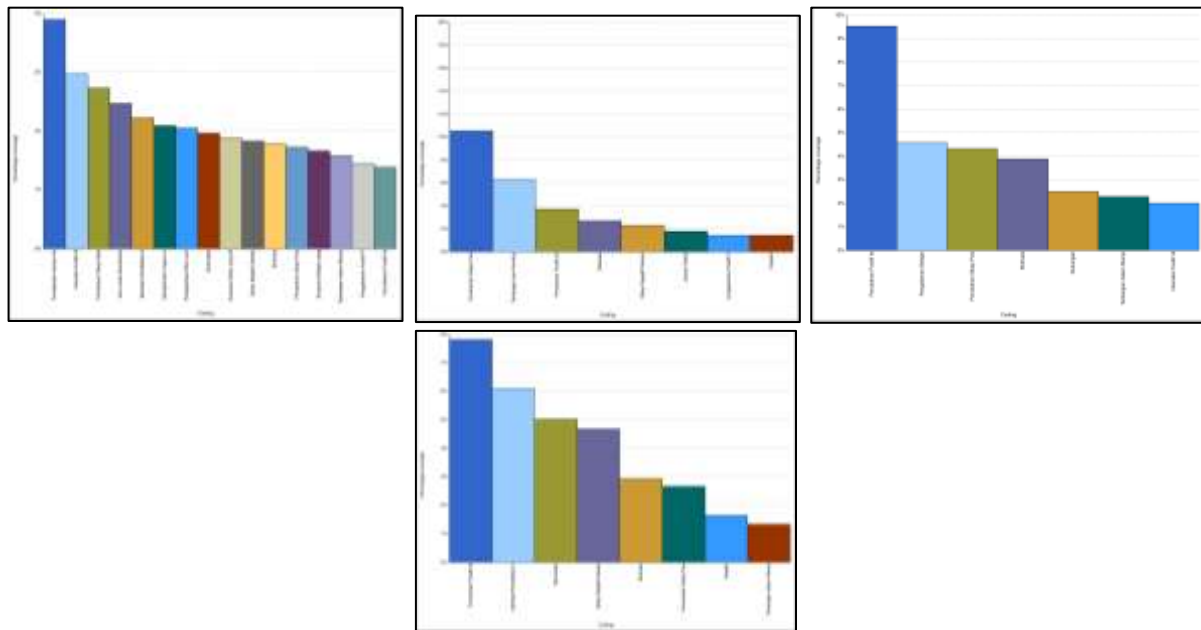


Figure 3. Coding Themes of Participant W, D, J, F

The analysis of the coding results reveals significant differences in the experiences of the participants, as indicated by the varying themes that emerged from their responses. Each participant's focus is shaped by their unique perspective and interpretation of the educational program they participated in at LPKA Kelas 1 Tangerang.

In examining the transformative self-identity and rehabilitation processes articulated by participants, it is important to link these narratives with relevant theoretical frameworks and empirical findings. Participant W's reflection on a heightened awareness of family importance and a desire for lawful employment aligns with educational rehabilitation principles that emphasize moral and social reintegration through structured learning experiences. "After entering here, I became more aware of the importance of family... I want a lawful job and not repeat the same mistakes; education here matters, even if the system could improve." (Participant W, translated) This transformation from a problem-saturated identity to a prosocial commitment is consistent with theories of self-concept and identity reconstruction within rehabilitative contexts, where educational program engagement serves as a transformative agent (Fan et al., 2025).

Participant D's account underscores the value of supportive teachers in educational settings, cultivating a classroom climate conducive to personal growth. "The teachers are more relaxed and sometimes talk like friends; it makes me think about fixing my life and doing good things when I get out." (Participant D, translated). This aligns with research that acknowledges the positive impact of relational support on fostering self-efficacy and engagement in rehabilitative mechanisms, particularly in comprehensive rehabilitation programs (Thomas et al., 2018). Research indicates that such supportive leadership styles can enhance students' psychological well-being and facilitate their capacity to negotiate self-identity and future aspirations (Schmitt et al., 2014).

Participant F's testimony of transitioning from other-directed conformity to autonomous decision-making emphasizes the significance of reflective learning practices in reclaiming personal agency. "Here I started to think more seriously about life... now I want to change and make my family proud. I am also learning to make my own choices and not just follow others." (Participant F, translated). The relationship between self-efficacy and behavior change is well-documented; individuals who perceive themselves as capable are more likely to engage in proactive decision-making and pursue goals that resonate with their values (Blanchard et al., 2015). This sense of agency supports the notion that participation in structured educational programs can precipitate enduring changes and foster self-empowerment (Reynolds et al., 2021).

Participant J's emphasis on newfound enjoyment in learning and recognition of education's significance for future progress illustrates intrinsic motivational aspects tied to cognitive development and self-efficacy. "Since being here, I went back to school and started to enjoy learning—now I realize education is important for a better future." (Participant J, translated). Literature supports that educational environments

which nurture positive experiences and skill development can create a rehabilitative trajectory that enhances self-belief and consolidates transformative outcomes across various life domains (Ji & Zhang, 2023). This aligns with theories promoting the idea that education is a vital avenue for identity rebuilding and self-meaning—crucial tools for navigating reintegrative paths following disruptive life experiences (Stone et al., 2018).

Overall, the coding analysis indicates that each participant focused on different aspects of their experience, which reflects the diversity of perceptions and impacts felt. This variation underscores the importance of understanding the multifaceted nature of educational interventions and how they affect individuals differently. The findings suggest that the educational program in LPKA is not only about acquiring academic knowledge but also about fostering significant personal and psychological transformations, helping inmates develop skills and mindsets that support their rehabilitation and reintegration into society.

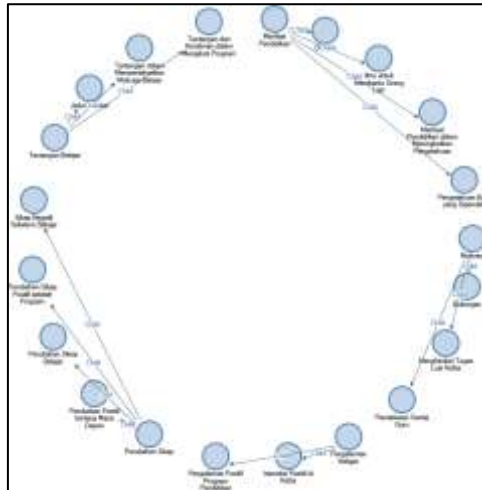


Figure 4: Project Map of Self-Transformation Meaning of Participants

The analysis of the results reveals a complex interplay of themes that significantly contribute to the self-transformation of the participants following their educational experiences at LPKA Kelas 1 Tangerang. A **project map** was used to illustrate the relationships between key themes, including **Learning Challenges**, **Educational Benefits**, **Attitude Changes**, **Learning Experience**, and **Motivation**. The map offers a comprehensive understanding of how these elements interact and shape the participants' perceptions and self-transformation throughout the educational process.

Learning Challenges played a pivotal role in driving critical reflection and attitude change. Participants faced several challenges, such as **tight schedules** and difficulties in **maintaining motivation**, which acted as catalysts for their personal growth. These challenges forced participants to reevaluate their self-perceptions and their roles in the learning process. The pressure to manage time and stay motivated allowed the participants to develop resilience and a better understanding of their ability to overcome obstacles.

The **Educational Benefits** obtained through the program, such as increased knowledge and the ability to help others, provided participants with a strong foundation for reshaping their experiences. The knowledge gained not only allowed them to develop a deeper understanding of themselves but also expanded their worldview. This, in turn, supported the **attitude changes** observed among the participants. Their transformation from **negative attitudes** before participating in the program to more **positive attitudes** afterward highlight the profound impact of education on their psychological and social development.

Motivation, influenced by the support received and the teaching approach, played an essential role in maintaining the participants' commitment to the program. The encouragement from instructors and the program's engaging teaching methods helped participants adopt a more **constructive attitude**. This motivation kept them engaged in the learning process and contributed to their personal transformation.

The **Learning Experience** was also critical in shaping the participants' perceptions of the program. Positive interactions in the classroom were instrumental in allowing participants to reinterpret their experiences. These interactions created a supportive environment where participants could feel more confident and proactive about their future. The learning environment and the approach used by educators facilitated the

participants' shift in perspective, making them more optimistic about their future and more determined to pursue personal growth.

Overall, the results show that the educational program at LPKA Kelas 1 Tangerang had a significant impact on the participants, not only in terms of academic knowledge but also in fostering important attitude changes. The themes of learning challenges, educational benefits, attitude shifts, and motivation interacted to create a transformative experience for the participants, enabling them to develop a more positive and proactive outlook on life.

Discussion

The analysis underscores the substantial impact of educational programs in fostering self-transformation among juvenile inmates at LPKA Kelas 1 Tangerang. Such programs extend beyond academic knowledge, facilitating psychological and social development, which ultimately influences inmates' rehabilitation success. Research indicates that educational initiatives within correctional facilities significantly enhance self-perception and bolster essential life skills that contribute to personal growth (Monica & Geeta, 2024; Mahlangu, 2024). For instance, the integration of educational and vocational training has been shown to support attitude transformations and elevate levels of motivation among participants, fostering a conducive environment for rehabilitation (Horns et al., 2020; Kaiser et al., 2022). Furthermore, inmates frequently express the positive effects of such programs, indicating a clear acknowledgment of their importance in overcoming previous challenges and boosting self-confidence (Mahlangu, 2024).

The attention placed on the term "program" during interviews further illustrates the participants' focus on their educational experiences as pivotal to their transformative journeys. This aligns with findings suggesting that structured educational experiences can significantly enrich inmates' attitudes and foster cognitive and emotional development through experiential learning techniques (Antonopoulou et al., 2022). The increased self-awareness and skill set obtained through these programs correlate with reduced recidivism rates and a greater likelihood of successful reintegration into society, as evidenced by the high frequency of positive personal testimonials (Monica & Geeta, 2024; Mahlangu, 2024). Consequently, these insights advocate for the necessity of comprehensive educational frameworks in correctional settings, highlighting their role not only in academic achievement but also in enhancing overall psychological well-being (Antonopoulou et al., 2022; Wahyuni et al., 2024).

The educational program's role in fostering self-transformation among juvenile inmates at LPKA Kelas 1 Tangerang involves navigating learning challenges that promote personal growth. These challenges, including tight schedules and lapses in motivation, drive participants to engage in deep self-reflection, subsequently inducing positive attitude changes. Research indicates that overcoming such obstacles can catalyze resilience and enhance future outlooks, which is significant in the context of educational interventions for juveniles, particularly focusing on personal empowerment and behavioral transformation (Clingan, 2021; Juliana et al., 2024). Participants who confront these difficulties frequently report transformative experiences, illustrating how educational interventions serve as a vital mechanism for improving self-esteem and changing perceptions (Ho & Rocheleau, 2020). The findings support that educational benefits gained through the program such as acquiring skills and knowledge—play a crucial role in reshaping how participants interpret their life experiences (Bakar et al., 2024).

Building upon these assertions, the restructuring of personal perspectives and skill enhancement not only enriches academic capabilities but also broadens outlooks on life. As participants develop competence, they become equipped to aid peer groups, reinforcing their learning journeys and underpinning community resilience (Tobing, 2024). For instance, the benefits derived from educational programs are noted to promote positive attitude changes and facilitate a more optimistic view of the future—essential for effective resocialization (Romero et al., 2021). This assertion aligns with literature emphasizing that educational initiatives contribute significantly to individual empowerment and behavioral transformation, highlighting the interconnected nature of knowledge acquisition and life reinterpretation among juvenile offenders (Tuan et al., 2024).

The participants' transformation from negative to positive attitudes during the educational program illustrates the significant impact that education can have on individual mindsets. This transformation highlights how deep learning fosters a belief in one's potential, equipping individuals with knowledge and skills that are crucial for future success (Deng, 2021). This shift indicates that education extends beyond academic instruction;

it encompasses the holistic development of self-perception and future aspirations, ultimately fostering a constructive mindset aimed at personal betterment (Tarozzi, 2023). Furthermore, the role of motivation, influenced by teacher support and innovative teaching methods, is a vital factor in maintaining engagement within the program. Participants benefit from encouragement and supportive interactions, demonstrating how nurturing educational environments can significantly enhance their commitment to learning (Rankin & English, 2021).

Research shows that external factors, including social support and effective teaching strategies, profoundly influence participants' engagement and subsequent transformation. When instructors employ engaging methodologies, they facilitate comprehension and contribute to positive attitude shifts among students (Parker et al., 2024). The synergy between teacher support and engagement serves as a catalyst for fostering resilience and a positive outlook on future endeavors. Such supportive educational frameworks are instrumental in reinforcing participants' confidence and commitment, ultimately guiding them toward successful personal and academic transformations (Nazaretsky et al., 2022). Therefore, these elements underscore the necessity for adaptive teaching practices that prioritize student engagement and social support in educational programs, especially for juvenile populations (Son, 2024).

The educational program at LPKA Kelas 1 Tangerang significantly influences both academic knowledge and the development of positive attitudes among participants. The transformation from negative to positive outlooks reflects the impact of educational interventions, with participants expressing enhanced knowledge and skills they believe will benefit them in the future. This transformative experience is supported by previous studies, which have noted that educational programs can improve knowledge and foster constructive attitudes and behaviors Ríos-Castillo et al. (2022). The dynamic interplay between learning challenges, educational benefits, and a supportive teaching environment contributes to participants' personal development, reinforcing the necessity for education in rehabilitation settings (Germossa et al., 2018). This suggests that education is essential for fostering a proactive mindset that aids reintegration into society.

Moreover, motivation, largely influenced by teacher engagement and innovative teaching methods, plays a crucial role in maintaining participants' commitment to the program. Supportive instructors and effective pedagogical strategies facilitate a collaborative learning space that encourages active participation and resilience among learners. Additionally, findings indicate that attitudinal changes resulting from educational programs can significantly enhance overall personal development, contributing to better rehabilitation outcomes (Weerasinghe, 2022). Effective educational interventions create a supportive framework that empowers participants to cultivate a more positive outlook, which is vital for long-term reintegration and reducing recidivism rates (Soto & Martínez, 2022). Thus, the integration of motivational and supportive elements in educational programs at correctional facilities is crucial for both individual growth and broader societal reintegration efforts.

Conclusion

This research has examined the impact of educational programs on the self-transformation of juvenile inmates at LPKA Kelas 1 Tangerang. The findings underscore the significant role that education plays in reshaping the self-perception and attitude of these participants. The educational initiatives not only provided academic knowledge but also fostered personal and psychological growth, which is crucial for successful rehabilitation and reintegration into society. Participants experienced a transformation in their self-image, as they overcame learning challenges, gained new skills, and developed a more positive outlook on their future.

The analysis further emphasizes that learning challenges, such as tight schedules and maintaining motivation, acted as key catalysts for personal reflection and growth. These obstacles allowed the participants to reevaluate their perspectives on themselves and their roles in the educational process. Additionally, the support provided by educators and the motivation derived from the program were essential in maintaining the participants' commitment to learning.

Based on these findings, it is recommended that educational programs in correctional facilities continue to focus not only on academic knowledge but also on fostering personal empowerment and motivation. The integration of vocational training, along with psychological and social support, should be prioritized to ensure a holistic approach to inmate rehabilitation. Furthermore, future research should explore the long-term effects of such educational programs, examining whether the positive transformations observed during the program persist after the participants' release. By enhancing the educational framework and

focusing on a more individualized approach to inmate development, these programs can contribute significantly to the reduction of recidivism and support the reintegration of juvenile offenders into society.

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