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ORIGINAL RESEARCH ARTICLE

Management of Package C Equivalency Education for Correctional Residents at Class II.b Baturaja Detention Center

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ABSTRACT

As citizens, everyone has an equal right to education, including the inmates at the Baturaja Detention Center (Rutan). The Baturaja Detention Center implements the Package C equivalency program to fulfill the educational rights of inmates, while serving as an instrument for personality development. Education within a detention center presents unique management challenges and characteristics compared to regular schools. This study aims to analyze and describe the management of the Package C equivalency education program for inmates at the Class IIB Baturaja Detention Center, which includes the stages of planning, organizing, implementing, and supervising. This study employed a qualitative approach with a descriptive qualitative method. Data were collected through direct interviews with the head of the Class IIB Baturaja Detention Center, correctional officers, managers of the Annur Arba Community Learning Activity Center (PKBM) Baturaja, and participating inmates. Direct observations and documentary studies were also conducted to strengthen data validity. The results indicate that the management of the Package C program at the Baturaja Detention Center operates reasonably well through a formal partnership with an external PKBM. The initial planning stage involves assessment of inmates' interests and administrative requirements. The implementation stage faces challenges such as limited classroom space, minimal learning facilities, and scheduling adjustments to comply with detention center security protocols. The supervision stage is conducted jointly by the detention center authorities and the leadership of PKBM Annur Arba to ensure attendance and security during the learning process. In conclusion, the management of Package C education at the Baturaja Detention Center successfully provides secondary education access for inmates. However, it remains constrained by limited infrastructure and a lack of a dedicated operational budget for education within the detention center.

Keywords: Educational Management, Package C, Inmates, Baturaja Detention Center



ABSTRAK

Sebagai Warga Negara mempunyai hak yang sama dalam mendapatkan pendidikan, tidak terkecuali juga bagi warga binaan kemasyarakatan Rumah Tahanan (Rutan) Baturaja. Rumah Tahanan menyelenggarakan program kesetaraan Paket C sebagai upaya memenuhi hak pendidikan bagi warga binaan, sekaligus instrument dalam melaksanakan pembinaan terkait keperibadian bagi semua para tahanan. Pendidikan dalam tahanan memiliki tantangan dan karakteristik manajemen yang berbeda jika dibandingkan dengan sekolah regular. Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan manajemen program pendidikan kesetaraan Paket C bagi warga binaan permasyarakatan di Rutan Kelas IIB Baturaja, yang mencakup tahap perencanaan, pengorganisasian, pelaksanaan dan pengawasan. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif kualitatif. Data dikumpulkan melalui wawancara langsung dengan kepala Rutan Kelas IIB Baturaja, petugas permasyarakatan dan pengelola Pusat Kegiatan Belajar Masyarakat (PKBM) Annur Arba Baturaja, serta warga binaan permasyarakatan yang menjadi peserta didik. Melakukan observasi langsung dan studi dokumentasi juga digunakan untuk memperkuat keabsahan data yang di dapat. Hasil penelitian menunjukkan bahwa manajemen Paket C di Rutan Baturaja telah berjalan cukup baik melalui kerja sama formal dengan PKBM eksternal. Tahap awal perencanaan meliputi pendataan minat dan syarat administrasi warga binaan permasyarakatan. Tahap pelaksanaan menghadapi tantangan berupa keterbatasan ruang kelas, fasilitas belajar yang minim, serta jadwal belajar yang harus menyesuaikan dengan protokol keamanan rutan. Tahap pengawasan dilakukan secara bersama oleh pihak rutan dan Pimpinan PKBM Annur Arba untuk memastikan aspek kehadiran dan keamanan apada saat pelaksanaan pembelajaran. Manajemen pendidikan Paket C di Rutan Baturaja berhasil memberikan akses pendidikan sekunder bagi warga binaan permasyarakatan (WBP), namun pada dasarnya masih terkendala oleh keterbatasan sarana prasarana dan anggaran operasional khusus pendidikan di dalam Rumah Tahanan (Rutan).

Keywords: Educational Management, Package C, Inmates, Baturaja Detention Center

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1. INTRODUCTION

Education is the most fundamental right of all Indonesian citizens, a guarantee constitutionally enshrined by the Republic of Indonesia in Article 31, paragraph (1) of the 1945 Constitution of the Republic of Indonesia. This article unequivocally stipulates that every citizen has the right to receive education without exception. This broad guarantee signifies that the right to education is in no way diminished, even for individuals deprived of their liberty, whether as correctional inmates in correctional institutions or in state detention centers (Rutan). Furthermore, Law Number 22 of 2022 concerning Corrections transforms the paradigm of the correctional system, shifting it from a retributive system of punishment or retaliation towards a system of social integration coaching.

Based on this legal framework, correctional inmates are entitled to education and instruction. Education within detention centers is not merely a formality for filling leisure time, but rather a constructive action aimed at developing the personalities of inmates. This educational initiative is expected to restore the self-confidence of convicts, enhance their personal capacities, and equip them with formal diplomas, which serve as essential capital for reintegrating into society and

securing a decent livelihood upon their eventual release. In reality, correctional inmates (WBP) in detention centers generally have very low educational backgrounds, with many having dropped out at the secondary level or never having attended school at all.

To address this disparity, the government provides a non-formal education pathway through the Package C Equality Education Program, which is equivalent to Senior High School (SMA). The Class IIB Baturaja State Detention Center is one of the institutions that has responded to this need by organizing a Package C program for its inmates, in collaboration with the Annur Arba Community Learning Activity Center (PKBM). This initiative is taken to ensure that being held in a detention center does not hinder inmates from completing their 12-year compulsory education.

Although this program is highly positive, the actual implementation of education at the Baturaja Detention Center faces numerous complex governance challenges. Unlike formal schools in general, the organization of the Package C program within the detention center operates under an overlapping management structure. On one side, the program must comply with the curriculum standards set by the Ministry of Primary and Secondary Education. On the other side, its execution is strictly required to adhere to security protocols, order maintenance, and spatial mobility restrictions regulated by the Ministry of Law and Human Rights.

Field observations frequently reveal a clash between fulfilling the right to education and adhering to the detention center's standard security operating procedures (SOPs). In addition to regulatory and security issues, the Baturaja Detention Center is also constrained by limited facilities and infrastructure. The lack of representative classrooms, the absence of adequate literacy facilities or a library, and the restricted internal operational budget allocated specifically for the education sector pose real stumbling blocks. However, in this regard, the PKBM Annur Arba as the cooperation partner has been able to address these challenges through assistance from the Equality Education Operational Assistance (BOP Kesetaraan) funds.

The management and organization of teaching staff, who typically work in partnership with the external Community Learning Activity Center (PKBM), also require intensive and continuous coordination. This is necessary to ensure that the class schedule does not interfere with other rehabilitation activities or conflict with the teaching schedules of the tutors, most of whom also teach at other formal schools outside the detention center.

Given these circumstances—which are urgent and important yet highly complex and intricate—the success of the Package C program at the Baturaja Detention Center heavily relies on its management aspects. The processes of planning, organizing, implementing, and controlling (POAC) require an adaptive and innovative governance strategy to bridge the existing limitations. Based on this context, an in-depth study on how the governance of this program is executed becomes critically important. Therefore, this research is entitled "Management of the Package C Equality Education Program for Correctional Inmates at the Class IIB Baturaja State Detention Center".

2. RESEARCH METHODS

This study employs a qualitative approach with a descriptive research design to obtain a comprehensive understanding of the management of the Package C equality education program at the Class IIB Baturaja State Detention Center (Rutan). The qualitative approach was selected because it is capable of revealing social realities in depth through the exploration of the experiences, perceptions, and interactions of the actors involved in the implementation of the educational program within the correctional environment. The descriptive research aims to systematically, factually, and accurately describe the processes of planning, organizing, implementing, and controlling (Planning, Organizing, Actuating, Controlling/POAC) in the delivery of Package C education. The research was conducted at the Class IIB Baturaja State Detention Center, Ogan Komering Ulu Regency, South Sumatra, during the period of 23 April to 23 July 2026. The selection of the research site was based on the consideration that the Class IIB Baturaja Detention Center actively organizes an equality education program through collaboration with a Community Learning Activity Center (PKBM), thus making it a relevant location for examining the implementation of educational management within the correctional context (Creswell & Poth, 2018; Yin, 2018).

Data sources in this study were obtained through purposive sampling techniques, selecting informants who possess knowledge, experience, and direct involvement in the organization of the Package C education program. The research informants consisted of key informants, namely the Head of the Class IIB Baturaja Detention Center and the Head of the Inmate Services Subsection as the persons responsible for the rehabilitation program; primary informants, namely the program coordinator or head of the partner PKBM along with the tutors responsible for the academic process; and supporting informants, namely the Correctional Inmates (WBP) participating in the Package C program. Data collection techniques were conducted using method triangulation through in-depth interviews, passive participatory observation, and document study. Semi-structured interviews were employed to obtain information regarding the implementation of management functions, observation was conducted on learning activities, infrastructure conditions, and interactions between officers, tutors, and inmates, while documentation included the review of the Memorandum of Understanding (MoU), learning schedules, student attendance lists, activity reports, and other administrative documents related to the organization of equality education (Patton, 2015).

Data analysis was performed using the interactive analysis model of Miles, Huberman, and Saldaña, which proceeded continuously from the data collection process until the research was completed. The first stage was data condensation through processes of selection, simplification, coding, categorization, and transformation of raw data obtained from interviews, observations, and documentation. The second stage was data display in the form of narrative descriptions, matrices, tables, and charts so that the relationships between categories and themes could be understood more systematically. The third stage was conclusion drawing and verification, conducted

iteratively by comparing various data sources until consistent and valid findings were obtained, capable of comprehensively explaining the phenomenon of Package C education management within the correctional environment (Miles et al., 2020).

To ensure the validity of the data, this research applied source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from the detention center head, rehabilitation officials, PKBM managers, tutors, and inmates to achieve information consistency. Meanwhile, technique triangulation was performed by comparing the results of interviews, field observations, and official documents so that each piece of information could be verified through various data collection techniques. In addition to triangulation, the researcher also applied member checking, which involved reconfirming interview results with informants, and maintained an audit trail by systematically documenting the research process to enhance the credibility, dependability, confirmability, and transferability of the research findings. Thus, the research findings are expected to possess a high level of trustworthiness and to provide an accurate depiction of the implementation of Package C equality education management at the Class IIB Baturaja State Detention Center (Lincoln & Guba, 1985; Nowell et al., 2017).

3. RESULTS AND DISCUSSION

This study examines the governance of the Package C equality education program for Correctional Inmates (WBP) at the Class IIB Baturaja State Detention Center (Rutan). The examination was conducted using the approach of the four main management functions according to George R. Terry, namely planning, organizing, actuating, and controlling. The research findings indicate that these four functions operate simultaneously, yet they encounter various typical constraints inherent to the correctional environment.

At the planning stage, the process commences at the beginning of each new academic year, coordinated by the Inmate Services Subsection of the Baturaja Detention Center. The concrete steps taken include conducting comprehensive mapping and data collection on all inmates who have not completed their upper secondary education. This activity is mandatory to ensure that the program reaches its intended targets, given that not all inmates possess the same educational background.

The research findings reveal that the absolute requirement for inmates to enroll in the Package C program is having a final and binding legal status (convicted prisoner status) and possessing sufficient remaining sentence time to complete all learning modules. This requirement is enforced to prevent the interruption of the teaching and learning process midway due to unplanned transfers or releases.

The detention center prepares a Budget Implementation Plan (RAB), the entirety of which is funded from the personality development budget allocation. Concurrently, an emergency academic

calendar is developed, specifically adjusted to the detention center's internal operational agenda, such as block locking schedules and routine security activities, to prevent scheduling conflicts that could disrupt security stability.

The formal planning concludes with the drafting of a Memorandum of Understanding (MoU) with the partner Community Learning Activity Center (PKBM) located in Ogan Komering Ulu Regency. This MoU binds both parties concerning the provision of educators (tutors) and the legality of diplomas for graduates, ensuring that the issued diplomas carry the same legal standing as formal education outside the detention center.

In the organizing aspect, there is a clear and structured division of responsibilities. The Head of the Detention Center acts as the primary program coordinator. At the daily implementation level, responsibility is held by the staff of the Inmate Services Subsection, who are tasked with coordinating the mobilization of inmates from residential blocks to the learning spaces and ensuring security throughout the transfer and learning processes.

On the other hand, the partner PKBM holds full authority over academic aspects. The PKBM's responsibilities include the appointment of competent tutors, the development of syllabi and adaptive curricula appropriate to the needs of the inmates, and the management of Dapodik (Educational Data) administration. The PKBM serves as the bridge between the detention center and the national education system regarding the validation of student data.

At the implementation stage, teaching and learning activities are conducted through a combination of face-to-face (tutorial) and independent methods using modules. Due to the detention center's specific security risk level, the learning schedule is limited to only 2 to 3 times per week during working hours (morning to midday). The method employed is the andragogical approach, which emphasizes adult learning autonomy.

Significant constraints were identified in the infrastructure aspect. The Baturaja Detention Center does not possess a dedicated school building. Teaching and learning activities are compelled to utilize the multipurpose hall or the detention center's library, which are partitioned on an emergency basis. This condition results in a lack of concentration for inmates, as the sounds and activities of the detention center remain highly audible and visible throughout the learning process.

The controlling function is exercised through both detached and attached supervision. Attached supervision is carried out by security officers (guards) who stand by around the learning area to anticipate security disturbances. Administrative and substantive supervision is conducted jointly by the Head of the Inmate Services Subsection and the Non-formal Education Supervisor from the local Education Office. Periodic evaluations are conducted at the end of each semester through equality examinations to measure the graduation rates and the inmates' comprehension of the material.

Discussion

Referring to the management theory of Terry and Rue (1994), thorough planning constitutes the primary foundation of organizational success. The research findings indicate that the Baturaja Detention Center has executed the planning function systematically, from data collection to the drafting of the MoU. However, the implementation of this theory within the correctional environment requires adjustment due to the presence of security regulations that are absolute and non-negotiable (Suhaimi & Ngadimun, 2020).

The greatest challenge in planning is the existence of "Regulatory Dualism." The detention center must comply with the regulations of the Directorate General of Corrections of the Ministry of Law and Human Rights concerning security protocols, while simultaneously adhering to the strict administrative standards of the Ministry of Education, Culture, Research, and Technology through the Dapodik system. Many inmates have lost their original junior high school diplomas or NISN (Student Identification Numbers), thereby complicating the data input process (Widodo & Rahayu, 2023). This aligns with the findings of Barros et al. (2021) that the absence of formal documents constitutes a primary barrier to educational access for prisoners in developing countries.

From the organizing perspective, the collaboration between the Baturaja Detention Center and the partner PKBM represents an effective form of collaborative governance. Research by Zainul and Hidayat (2024) affirms that the success of non-formal education in closed institutions heavily depends on a clear division of roles. Here, the detention center acts as the manager of behavior and security, while the PKBM manages the curriculum and academic administration. This structure has successfully addressed the detention center's limitation of lacking functional teachers or tutors with Civil Servant status.

At the implementation stage, the use of the andragogical method is considered highly appropriate given the heterogeneous characteristics of inmates, in terms of age, social background, and life experiences. Knowles (1984) asserts that adults learn more effectively when material is connected to their life experiences and practical needs. Barton, Cawley, and Elfleet (2026), in their recent study, also confirm that critical andragogy provides significant benefits in prison-university educational partnerships, despite facing challenges related to power dynamics within the classroom.

The effectiveness of implementation is significantly hindered by sociological factors, particularly the fluctuating psychological conditions of inmates. Stress resulting from the sentence period and longing for family often diminishes learning motivation midway (Głowacz & Dziewa, 2025). Research by Fauk et al. (2025) on educational barriers in Indonesian correctional institutions reveals that psychological factors are a more dominant determinant compared to intellectual factors. This condition demands that tutors from the PKBM assume roles not only as teachers but also as motivators and informal counselors.

The absence of a dedicated school building or permanent classrooms constitutes a serious structural weakness. The multipurpose hall and library, partitioned on an emergency basis, cannot

adequately accommodate conducive learning activities. A study from the Ghana News Agency (2026) demonstrates that the lack of educational infrastructure specifically built within prisons has undermined prisoners' rights to formal education. Research in southeastern Nigeria also reveals that the lack of adequate learning facilities has resulted in decreased prisoner participation in educational programs (Unlocking minds behind bars, 2026).

The supervision at the Baturaja Detention Center is unique in that it combines security oversight and academic oversight. This differs from non-formal schools outside prisons, whose supervision is more focused on curriculum achievement. Mahlangu (2025) explains that quality assurance within prison environments must consider equitable access as well as a safe learning environment, which often presents different challenges compared to regular educational institutions.

Although security supervision operates very strictly, academic quality is maintained through the active involvement of the Education Office via computer-based examinations. The detention center office computers, provided on a limited basis, are utilized for the administration of equality examinations. Research by Davis et al. (2013) from the RAND Corporation demonstrates that quality assurance involving external education authorities significantly enhances the validity of certifications obtained by prisoners.

At the macro level, this Package C program has strategic implications for social reintegration efforts. Various meta-analyses indicate that participation in prison education programs can reduce recidivism rates by up to approximately 40% (Enatsu, 2025). The UNESCO Institute for Lifelong Learning (2024) also notes that prison education equips prisoners with skills and knowledge that enhance their chances of successfully returning to society. However, this potential has not been fully maximized in Baturaja due to limitations in learning time and facilities.

Overall, this research concludes that the POAC management implemented at the Class IIB Baturaja Detention Center is adaptive-conditional in nature. This means that educational management functions are deliberately relaxed or tightened to adapt to the "supreme law" within the detention center, namely security and order (Dhakal & Singh, 2024). This finding enriches the body of educational management theory by demonstrating that the effectiveness of educational programs within correctional environments is measured not only by graduation rates but also by their capacity to operate amidst various structural and regulatory limitations (Munro & Smith, 2026).

5. CONCLUSION AND SUGGESTIONS

Based on the research findings and discussion regarding the Management of the Package C Equality Education Program for Correctional Inmates (WBP) at the Class IIB Baturaja State Detention Center, several conclusions can be drawn. The planning function has been implemented systematically through periodic data collection on the educational backgrounds of inmates who

have obtained final legal status, while the organizing function has been strengthened through a formal collaborative scheme (MoU) with an external Community Learning Activity Center (PKBM) to address the limitation of functional teaching staff within the detention center. The implementation function has proceeded by applying an adaptive andragogical approach (adult education); however, it faces critical infrastructure constraints, including the absence of permanent classrooms, minimal literacy facilities, and a highly restricted learning schedule imposed to comply with security protocols. Meanwhile, the controlling function has successfully integrated security oversight by correctional officers and academic oversight by the PKBM and Education Office supervisors, ensuring that learning evaluations remain valid without compromising the detention center's security stability. Overall, the management of the Package C education program at the Baturaja Detention Center can be categorized as adaptive-conditional management, wherein the application of non-formal education standards must continuously be aligned with the dynamic security regulations of the correctional institution.

Several recommendations are proposed to strengthen the program's effectiveness. The Class IIB Baturaja Detention Center is expected to allocate or partition a dedicated, representative, and permanent space as a classroom, while also optimizing the function of the detention center's library to support the availability of learning modules for inmates. The partner PKBM and the Education Office are advised to provide additional training in mass psychology and counseling competencies for tutors, given that the psychological characteristics of inmates within the detention center tend to be more volatile compared to regular students outside. For future researchers, it is suggested to conduct more in-depth studies on the effectiveness of the Merdeka Curriculum within correctional environments or the psychological impact of Package C graduation on recidivism rates among former inmates after their release.

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