

Between uncertainty and aspiration: Future expectations of Juvenile Inmates at the Class 1 Correctional Facility for Children in Kupang

Antara ketidakpastian dan aspirasi: Harapan masa depan Andikpas yang berada di LPKA Klas 1 Kupang

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ABSTRACT

The present study aimed to explore the future aspirations of children in correctional facilities (Andikpas) at the Kupang Class 1 Special Correctional Institution for Children (LPKA). By understanding their hopes and aspirations, this study seeks to provide insights into the challenges faced by these children in the process of social reintegration. The study also aimed to identify factors influencing their aspirations, including social stigma, institutional support, and family economic conditions. It is crucial to highlight that the future of children in correctional facilities is heavily influenced by a range of interconnected factors. By gaining a better understanding of the aspirations and challenges faced by Andikpas, this study is expected to provide useful recommendations for policymakers, correctional institutions, and the broader community to create a more supportive environment for these children. Comprehensive support from various stakeholders is essential to help them realize their hopes and aspirations after leaving the LPKA.

ABSTRACT

Aspirasi masa depan merupakan aspek penting bagi anak didik pemasyarakatan (Andikpas) di LPKA Klas 1 Kupang, yang sedang menjalani proses reintegrasi sosial. Aspirasi masa depan dapat mempengaruhi motivasi, perilaku, dan kesejahteraan Andikpas. Namun, aspirasi mereka seringkali terhambat oleh berbagai faktor ketidakpastian yang mereka hadapi, seperti stigma sosial, kesulitan ekonomi, akses sumber daya yang terbatas, dukungan keluarga, teman, dan pihak LPKA. Penelitian ini bertujuan untuk mengeksplorasi aspirasi masa depan Andikpas di LPKA Klas 1 Kupang. Penelitian ini mengadopsi pendekatan kualitatif dan menerapkan analisis tematik sebagai metode utama dalam menganalisis data. Data dikumpulkan melalui wawancara dan observasi di LPKA Klas 1 Kupang. Analisis tematik dilakukan untuk mengidentifikasi tema-tema utama yang muncul dari data yang diperoleh dari lima Andikpas yang dipilih secara purposive. Hasil penelitian ini diharapkan dapat memberikan gambaran komprehensif tentang aspirasi masa depan Andikpas dan tantangan yang mereka hadapi. Penelitian ini juga diharapkan dapat memberikan rekomendasi bagi pihak-pihak yang terkait dengan pengembangan dan pembinaan Andikpas.

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1. INTRODUCTION

Youth is a critical period in an individual's development, marked by identity exploration and the formulation of life goals. However, for juvenile inmates in Indonesia, this phase becomes even more complex and filled with uncertainty. They not only face the common challenges of transitioning to adulthood but also grapple with significant social stigma and discrimination upon release from correctional facilities. Arnett (as cited in Machdi, 2013) identifies three main milestones for youth: education, employment, and marriage. However, for juvenile inmates, access to these aspects is often hindered by negative societal responses. Marsa & Suwandi (2023) highlight that social exclusion from peers and restricted interactions further complicate their reintegration into society.

Conditions within correctional facilities also contribute to the uncertainty of the juvenile inmates' futures. Djisman (2021) and Hadjman (2021) report that many experience psychological trauma due to inhumane treatment, such as violence and neglect. This can lead to long-term mental health issues, including depression and anxiety, making post-release adaptation even more difficult. The limited access to education and vocational training within correctional facilities, as pointed out by Bahfiarti (2020) and Anindita (2022), also hampers the ability of juvenile inmates to build a better future. This situation is often exacerbated by a lack of support from society and family, leaving them feeling alienated and directionless (Djisman, 2021; Prihartanti & Rosyidi, 2022).

Given these complexities, a more inclusive approach and greater support from various stakeholders are needed. These efforts are crucial to help juvenile inmates overcome stigma, facilitate their reintegration into society, and build a brighter future. This aligns with the views of Sahputra (2023) and Prihartanti & Rosyidi (2022), who emphasize the importance of serious attention and effort to ensure these children can reintegrate into society well and have better prospects for the future.

The uncertainty of the future is an increasingly apparent issue at the Class I Correctional Facility in Kupang, particularly at the Class I Special Juvenile Detention Center (LPKA). Initial observations suggest signs of anxiety and doubt experienced by juvenile inmates regarding their futures post-release. The complexity of this issue spans various aspects, from challenges in social reintegration to difficulties in self-development and future planning. There are indications that juvenile inmates face psychological dilemmas regarding their acceptance by society and potential conflicts with related parties. Moreover, there is a gap between the aspirations of the juvenile inmates and the institutional support available to develop their talents and skills. External factors, such as family economic conditions, may also hinder their ability to realize future plans.

Equally important are the challenges related to emotional and behavioral management that juvenile inmates face during rehabilitation and preparation for re-entry into society. This phenomenon highlights the need for a comprehensive approach to addressing the uncertainty faced by juvenile inmates at the LPKA Class I Kupang, involving various stakeholders to

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*Wistya Rullyati Kuntoro, Harnita Erwanda Widyanti Djawa, Stevy Puji Lestari Haning,
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facilitate a more effective transition and reintegration process.

The social stigma attached to the status of juvenile inmates (andikpas) can create various complex challenges in their lives. Goffman (1963) defines stigma as an attribute that deeply discredits a person, lowering their social status from “normal” to tainted and undervalued. In the context of juvenile inmates, this stigma has the potential to affect multiple aspects of their lives, including social relationships, self-perception, and future prospects. Previous research indicates that stigma can hinder access to education and job opportunities for former inmates (Sahputra, 2023; Hardiani, 2012). The impact of stigma is not limited to the individual but can extend to their social circles, including family and community.

Interviews reveal that juvenile inmates often struggle to develop realistic aspirations and hopes due to the stigma they face. They may find it difficult to envision clear pathways to achieving their goals, fearing discrimination and rejection from society. This indicates that stigma can hinder their ‘agency thinking,’ leaving them uncertain about their ability to realize their aspirations (Snyder et al., 2003). Furthermore, limited social, economic, and institutional support can be significant factors influencing the future planning of juvenile inmates. For instance, family economic constraints can be a barrier to realizing future plans such as continuing education or starting a business.

Morissan (2009) emphasizes the importance of adequate guidance and training to help children in the criminal justice system achieve their goals. However, there is often a gap between the aspirations of juvenile inmates and the reality they face, leading to feelings of frustration and helplessness. It is important to note that the reintegration of juvenile inmates into society is not solely the responsibility of the individual but also involves active roles from various stakeholders, including family, community, and government institutions.

If negative stigma continues to be imposed on juvenile inmates and institutional support remains limited, several serious consequences may arise. Stigma can lead to increased anxiety and depression among these children, further hindering their social reintegration process after leaving correctional facilities. As a result, they may find it increasingly difficult to reintegrate into society and reach their potential. This can trap them in a cycle of poverty, difficulty finding employment, and even a return to criminal activity. Such outcomes negatively impact both the individual and society at large. Rejection from society and family often leaves them feeling isolated, reducing their motivation and hope for self-improvement and achieving their goals. This also increases the risk of re-offending, as they may feel they have no other options to gain attention and support from those around them (Puskapa, 2023; Sahputra, 2023).

The lack of institutional support in Special Juvenile Detention Centers (LPKA) also contributes to the uncertainty surrounding these children’s futures. Although they may have clear aspirations, such as becoming musicians or entrepreneurs, the lack of guidance and facilities to develop their skills can hinder them from achieving these goals. In addition, family economic limitations often serve as obstacles for children to realize their future plans, such as starting a business or continuing their education (Sahputra, 2023; Djisman, 2021).

Overall, if negative stigma and limited support continue, juvenile inmates risk facing a bleak future, trapped in a cycle of stigma and marginalization that is difficult to break. Therefore, collaborative efforts from various stakeholders are needed to provide comprehensive support for juvenile inmates so that they have the opportunity to improve their lives after serving their sentences.

This study differs from previous similar research in several key aspects, particularly in focus, location, and methodological approach. Earlier studies, such as the one conducted by Ahmad Syafar Shaleh (2021), which focused on the effectiveness of rehabilitation at LPKA Class II Maros using a qualitative approach, tended to provide a more general understanding of the social reality and psychological conditions of juvenile inmates. In contrast, this research specifically highlights the uncertainty of the future for juvenile inmates at LPKA Class 1 Kupang, emphasizing the individual experiences of children in facing social stigma and limited institutional support. The methodological approach of this study also differs by using a quantitative approach to measure the psychological impact of stigma and the social conditions faced by children after serving their sentences.

Other studies, such as those conducted by Prihartanti and Rosyidi (2021), while also addressing the psychological dynamics of juvenile inmates, have a specific focus on offenders of particular crimes, such as murder. Unlike those studies, this research adopts a more general and comprehensive approach to the future uncertainty faced by juvenile inmates as a whole. As such, this research provides a new and more specific perspective on the challenges faced by juvenile inmates in the context of social reintegration and self-development after release from correctional facilities.

The aim of this study is to uncover the future aspirations of juvenile inmates (Andikpas) at Lembaga Pembinaan Khusus Anak (LPKA) Class 1 Kupang. By understanding their hopes and dreams, the research seeks to provide in-depth insights into the challenges these children face in the process of social reintegration. This study also aims to identify factors influencing their aspirations, including social stigma, institutional support, and family economic conditions. Understanding the aspirations and challenges faced by juvenile inmates is a critical step toward creating a more supportive environment for them.

Thus, this research is expected to provide useful recommendations for policymakers, correctional institutions, and the wider community. Comprehensive support from various parties is essential to help juvenile inmates realize their hopes and dreams after leaving LPKA.

2. METHODS

This study uses a qualitative method with a thematic analysis approach to deeply understand the experiences, perceptions, and aspirations of juvenile inmates (Andikpas) related to the uncertainty of their future. The choice of a qualitative method is based on the

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*Wistya Rullyati Kuntoro, Harnita Erwanda Widyanti Djawa, Stevy Puji Lestari Haning,
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research's goal to uncover the meaning and social realities in a holistic and in-depth manner. The study involved 5 Andikpas at LPKA Class 1 Kupang, selected through purposive sampling. The criteria for selecting subjects were their ages, between 14-20 years, and they had to have undergone a minimum of 4 months of rehabilitation.

Data was collected through in-depth interviews with each Andikpas, conducted after they completed their school activities at LPKA. The interviews lasted about 40 minutes, focusing on their hopes after leaving LPKA and the factors hindering the fulfillment of those hopes. The questions in the interviews were designed to explore their deep understanding of their experiences, perceptions, and aspirations concerning their future uncertainties. In addition to the interviews, direct observation at LPKA Class 1 Kupang was also carried out to observe the social dynamics and interactions within the correctional facility.

The observation aimed to provide a more comprehensive understanding of the Andikpas' living context and the factors influencing their hopes and aspirations.

Analysis

After the data was collected, the analysis process was carried out using thematic analysis techniques developed by Braun and Clarke (2006). This process was conducted in six stages: (1) Familiarization with the data: The researcher read and studied the data obtained from the interviews and observations to fully understand it. (2) Generating initial codes: The researcher created initial codes representing significant meanings or ideas found in the data. (3) Searching for themes: The researcher grouped similar codes based on emerging themes or topics from the data. (4) Reviewing themes: The researcher assessed and validated the identified themes, ensuring that they accurately represented the data. (5) Defining and renaming themes: The researcher defined the identified themes and gave them more precise and representative names. (6) Producing the report: The researcher compiled a report of the data analysis results, including descriptions of the emerging themes, discussions on the meanings and implications of these themes, and conclusions drawn from the research.

This structured approach ensured a thorough and systematic interpretation of the Andikpas' experiences, perceptions, and aspirations, providing valuable insights into the uncertainties they face regarding their future.

Procedures

To collect the data, this research followed a series of steps: (1) Permission Request: The researcher submitted a formal request letter to LPKA Class 1 Kupang, seeking permission to conduct the research. (2) Coordination with LPKA: After receiving approval, the researcher coordinated with LPKA officials to schedule interviews with the Andikpas. (3) Participant Consent Check: Before the interviews, the researcher ensured that the Andikpas had given their consent to participate. The researcher also provided space for them to ask questions or express concerns regarding the interview process. (4) Confidentiality and Anonymity Assurance:

The researcher emphasized that all information obtained from the Andikpas would be kept confidential, and their identities would remain anonymous. (5) Conducting Interviews: The researcher conducted in-depth interviews with the Andikpas, focusing on their aspirations and experiences. (6) Observation: In addition to interviews, the researcher observed the social dynamics and interactions within LPKA Class 1 Kupang to gather further contextual data. (7) Data Analysis: The collected data from interviews and observations were analyzed using thematic analysis techniques. (8) Report Writing: The researcher compiled a final report that included a description of the research methods, findings, analysis, and conclusions.

This procedure ensured that the research was conducted ethically and systematically, with careful attention to the privacy and well-being of the participants.

3. RESULTS AND DISCUSSION

RESULTS

Nicknames	Age (years)	Sentence Period	Sentence Already Served	Educational Level
P1	20	6 years	2 years 8 months	Senior High School
P2	17	5 years	2 years 4 months	Senior High School
P3	17	2 years	6 months	Senior High School
P4	19	5 years	2 years 1 month	Senior High School
P5	14	3 years	1 year	Senior High School

This study involved five juvenile inmates who are currently undergoing a correctional program in a correctional institution. P1, for example, is a 20-year-old juvenile inmate who is serving a 6-year sentence for the murder of an unknown stranger. He has served 2 years and 4 months of his sentence and is still registered as a high school student. P2, 17 years old, was also involved in a murder of a stranger and is serving a 5-year sentence. He has served 2 years and 4 months of his sentence. P3 is a 17-year-old teenager who is serving a 2-year sentence for an indecent act against his girlfriend. He has currently served 6 months of his sentence. P4, 19 years old, is serving a 5-year sentence for an indecent act against an unknown victim. He has served 2 years and 1 month and is registered as a high school student. P5 is the youngest, 14 years old, serving a 3-year sentence for an indecent act against his girlfriend. He has served 1 year of his sentence and, despite his very young age, is registered as a high school student. These five subjects represent a variety of ages and cases, providing a diverse picture of children and adolescents in the juvenile justice system at LPKA Class I Kupang.

Thematic analysis of the data resulted in three main themes and 17 sub-themes. Table 2 below presents the main themes and sub-themes of this study.

Between uncertainty and aspiration: Future expectations of Juvenile Inmates at the Class 1 Correctional Facility...

*Wistya Rullyati Kuntoro, Harnita Erwanda Widyanti Djawa, Stevy Puji Lestari Haning,
Marciany Chayaratry Airlangga Putri Tokan, Indra Yohanes Kiling*

Themes	Subthemes
Future planning	Strategy for achieving goals Optimism Consistency Parental influence Creativity built Skills development program Limited resources
Perception of the outside world	Social stigma Anxiety disorders Challenges Fear of revenge Economics
Description of social support for andikpas	Counseling Parental support Staff support

Future Planning

From the interviews, four out of five participants were able to elaborate on their aspirations in detail. P2 and P4 expressed their desire to run a business after leaving LPKA. P2 aims to start a chicken farming business, detailing his strategy to achieve this, including gathering capital, understanding different chicken breeds, and learning about their care. However, when asked about how he would gather the capital, P2 couldn't provide a clear answer. P4 aspires to open a small workshop and explained that in order to reach this goal, he needs to gain experience by working at his friend's workshop and discussing the capital requirements with his family. P4 also expressed doubts about his ability to achieve this goal. This reflects a gap between their aspirations and the actual implementation needed to achieve them. Although they have clear dreams of starting businesses and have outlined various strategies, uncertainties like a lack of knowledge and experience pose challenges that need to be addressed.

Among all participants, P3 showed the highest level of optimism. He dreams of becoming a member of the Indonesian Navy and consistently exercises every afternoon to meet the physical requirements. P3 expressed no doubts and had high confidence in his abilities. "I've imagined myself in military fatigues (Navy uniform), and it would surely make my parents proud." His parents serve as the main motivators pushing P3 to pursue this dream. This illustrates that improving the family's economic status is a significant goal, and parental influence plays a key role in decision-making. In contrast, P1 expressed uncertainty about his future after release. He mentioned that he had no clear idea of what he could do later. While

he plans to follow his parents' advice to move with his brother and work in another city, P1 seems to lack internal motivation, which may affect his engagement in achieving change.

Additionally, LPKA has initiated various training programs that provide the youth with opportunities to develop their skills. All participants stated that before joining LPKA's program, they were unable to speak in public. However, after participating in the program and being given responsibilities in various church activities, such as playing music, singing, or leading worship, they experienced increased confidence in public speaking. These activities were part of leadership training. P5 shared that after joining LPKA and receiving music training from an instructor to prepare for the church band, his interest in music grew significantly. He even dreams of becoming an international musician. This dream is supported by his persistent efforts, dedicating his free time to music practice, and mastering several instruments, such as the violin, guitar, and organ. P5 also expressed high optimism regarding his musical abilities, which he believes will help him achieve his goals and dreams.

Another activity was handicraft training to boost the youth's creativity. They created various items, including tote bags, bracelets, paintings, and more. These creations were sold during events like Children's Day. They have successfully sold some of their works, and the proceeds from these sales were deposited into each participant's personal savings.

Perception of The Outside World

Three out of five juvenile inmates expressed significant concern about how others perceive them, which could be a barrier to achieving their goals. When asked about his future plans after leaving LPKA, P1 revealed that he had no clear idea. The long remaining sentence has caused doubts about his ability to achieve a better life after release. P1 expressed his fear of retribution from the victim's family once he is released from LPKA. Similarly, P2 worried about how others would perceive him due to his criminal record. He feared that no one would want to be friends with him because of his past offenses once he reenters society. For those who have just been released from the prison environment, this stigma may continue to follow them. Society can sometimes be reluctant to accept their presence, and a lack of support can complicate their reintegration process. The widespread negative stigma in the community creates anxiety for juvenile inmates and hampers their efforts to achieve their hopes.

P4, for instance, frequently experienced feelings of anxiety and fear without understanding the reasons behind them. When asked what made him afraid, he said, "I don't know why." P3's anxiety stems from the stigma attached by society. These findings align with previous research by Suhastini and Fitriani (2022), which highlighted that society's stigma against crimes committed by juveniles creates a barrier to acceptance, especially for those involved in serious offenses like murder, sexual abuse, and violence. Family support also plays a critical role, but not all juvenile inmates receive this support from their families.

Description of Social Support for Andikpas

During their time in the correctional facility, social support plays a crucial role in maintaining individuals' motivation to achieve positive change. The participants interviewed revealed that while at LPKA, they received support from staff and fellow juvenile inmates in the form of encouragement and reinforcement. They were guided to prove that their time spent in LPKA would result in positive contributions to society. Emotional support was also provided through counselor programs, allowing them to learn to manage emotions and feel more understood. Family support, as a key factor, can boost a child's motivation, though not all children are fortunate enough to receive it. P2 revealed that aside from his parents, other family members never reached out to him, making him feel abandoned and uncared for, which caused sadness. Previous research by Wila, F. A. H., et al. (2022) at LPKA Class I Kupang showed that social support helps individuals feel calm, understood, cared for, loved, and accepted. A recent study by Amalia Gina (2023) stated that the higher the social support, the higher the level of self-acceptance among juvenile inmates.

In addition, emotional support was also gained through spiritual activities. All participants explained that after entering LPKA, they grew closer to God. P3 explained that he now prays more frequently and studies the Bible because of the spiritual activities held daily. Religious faith was described as the belief that positive outcomes or destinies are determined by a higher power, allowing individuals to detach from reality and believe that there is something or a purpose predestined for their current situation.

DISCUSSION

This study aims to gain a deeper understanding of the future aspirations, challenges, and factors influencing the rehabilitation process of juvenile inmates. The findings reveal the complexity of participants' experiences. Although most have positive aspirations, there is a gap between their hopes and reality due to various obstacles, such as lack of knowledge and experience, as well as social stigma. High optimism is reflected in the case of P3, who aspires to become a Navy officer, and his motivation is strengthened by the desire to make his parents proud. The role of parents as the primary motivator is also prominent, with the goal of improving the family's economic status being emphasized. However, P1 faces uncertainty about his future after release, highlighting a lack of internal motivation that may affect his engagement in achieving change.

The findings regarding positive aspirations align with Bandura's (1986) social cognitive theory of hope, which emphasizes the importance of hope as a motivator in achieving goals. According to Bandura, hope is influenced by an individual's belief in their own abilities (self-efficacy) and their perception of the outcomes they will achieve. In this study, the participants show hope for a better future, but these hopes are often hindered by low self-efficacy due to past experiences and social stigma. This is consistent with research by Firmansyah (2014), which

shows that juvenile inmates often have low self-efficacy, hindering their ability to overcome challenges and achieve goals. This research reveals that these factors can impede their ability to overcome challenges and reach their goals, including their academic aspirations. As found in the case studies, some juvenile inmates struggle to maintain their positive aspirations due to social stigma and negative judgments from the community.

Social support has proven to be an important factor in supporting the rehabilitation process and motivating positive change among juveniles in LPKA. These findings are consistent with the stress and coping model, which highlights the importance of social resources in helping individuals cope with stress and trauma. Research by Deviani et al. (2023) shows that strong social support from family, peers, and correctional staff can improve psychological well-being and reduce the risk of future deviant behavior. Participants noted support from staff, fellow juvenile inmates, counselor programs, and spiritual activities. Although some experienced a lack of family support, previous research has shown that social support can increase the self-acceptance of juvenile inmates. Hasan, Lilik, & Agustin (2013) revealed that the higher the self-acceptance, the higher the optimism, while Adiputri & Indriana (2017) found that positive perceptions of emotional support make adolescents more optimistic about facing the future. Religious faith also plays a role in providing emotional support, with several participants showing increased involvement in spiritual activities. Research by Subarkah & Bani (2019) adds that the future orientation of juvenile inmates is greatly influenced by peer social support and their level of self-esteem, although the impact is relatively small.

The rehabilitation programs conducted by correctional institutions play a significant role in enhancing the skills and self-confidence of participants. However, the effectiveness of these programs is influenced by several factors, such as the relevance of the program to the participants' needs, the quality of the training materials, and staff involvement. The positive steps taken by LPKA in initiating training activities have shown a notable impact. Participants reported increased self-confidence through various activities, including music training and handicrafts. These opportunities were also utilized to develop skills and interests, as seen with P5, who dreams of becoming an international musician. The self-development training held had a significant effect on preparing the juveniles for careers after their release. As a result, when they leave the institution, they are equipped with essential skills to succeed in the outside world. This training not only enhances their professional competence but also forms a solid foundation to face challenges in social environments and the workforce. Therefore, this training becomes a critical point in preparing the juveniles for the next phase after leaving the institution.

Social stigma and concerns about others' perceptions are barriers felt by three of the five participants. P1 reflected on his ongoing sentence and the potential for revenge from the victim's family, while P2 worried about being rejected by society due to his criminal record. This stigma can affect the adaptation process after release from prison. Suhastini & Fitriani (2022) explained that not all members of society are willing to accept children who have been

involved with the law unless efforts are made to improve the child's behavior. These efforts are crucial considering that children have a long future ahead of them and the potential to achieve a hopeful future.

Compared to previous studies, this research makes a significant contribution by focusing on the subjective experiences of juvenile inmates in the context of future aspirations, challenges, and factors influencing their rehabilitation process. This study highlights the complexity of the participants' experiences, including the gap between their hopes and the reality they face due to various obstacles such as a lack of knowledge, experience, and social stigma. The study has several limitations. First, the limited sample size may restrict the generalization of the findings to a broader population. Second, the study focused only on one correctional institution, so the findings may not be generalizable to other institutions. Third, the cross-sectional research design does not allow for analyzing changes in participants over time.

These findings have important implications for developing rehabilitation programs for juvenile inmates. First, more comprehensive programs need to be developed that not only focus on technical skills but also on social and emotional development. Second, it is crucial to involve families and communities in the rehabilitation process to provide stronger social support. Third, efforts should be made to reduce the social stigma faced by former juvenile inmates through educational campaigns and policy changes.

4. CONCLUSION

This study explores the aspirations of juvenile detainees, highlighting the gap between hopes and implementation, with uncertainty being a major challenge. Social support, especially from LPKA, plays a crucial role in preparing detainees for careers after release.

Although social stigma and concerns about others' perceptions pose barriers, efforts to prepare and improve behavior are essential to addressing these issues. Creating effective rehabilitation programs requires a holistic approach that considers future planning, perceptions of the outside world, and social support as fundamental components.

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Between uncertainty and aspiration: Future expectations of Juvenile Inmates at the Class 1 Correctional Facility...

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