

Coaching Methods for Forming Religious Character and Responsibility in Community Students (Case Study at the Special Development Institute for Class I Children in Blitar City)

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Abstract

This research was used to identify coaching methods to shape the character of children in the Special Development Institute for Class I Children in Blitar City. This research was conducted using qualitative research methods with data collection process through observation, interviews and documentation techniques. LPKA Class I Blitar City's efforts to make andikpas have the awareness to worship. Apart from worship, the cultivation of religious character values can also be seen when correctional students are happy to help friends who are experiencing difficulties, comforting friends who feel sad. Apart from that, Andikpas also increasingly understands its responsibilities. The coaching method used by LPKA Class I Blitar City to improve the religious character of correctional students is by using the method of example, habituation and advice. Meanwhile, the coaching method used by the Class I Special Development Institute for Class I Children in Blitar City to improve the responsible character of correctional students is by using the exemplary method and also the habituation method.

Keywords: *Character Development; Correctional Students; Religious; Responsibility*

1. Introduction

LPKA or the abbreviation for Special Development Institution for Children is a new institution that replaced the Children's Correctional Institution (Lapas) or children's prison starting in 2018. Based on the Juvenile Justice System Law (UU SPPA) Number 11 of 2012, it is explained that the function of the LPKA is no longer the same with prisons or prisons being more dominantly known as places of punishment, but also places for fostering and educating assisted children at LPKA. Overall, the task of LPKA itself is to provide services, care, guidance, education and supervision to children while still paying attention to children's rights and the basic principles of handling children. LPKA is inhabited by children under eighteen (18) years of age who are serving their criminal term. In LPKA, children will continue to receive various kinds of guidance to improve and develop children's abilities so that when their sentence ends they can return to society with the various abilities they have gained in LPKA.

According to (Eriza, 2018) in his thesis entitled *The Role of Bandar Lampung Class II LPKA (Special Children's Development Institute) Officers in the Development of Students for Criminal Crimes*, it is stated that guidance for children who have committed behavioral deviations is handed over to the government. This is in line with the objectives of non-formal education which are related to the learning needs of the community in a place. With children having problems, the children's care was taken over by the LPKA (Special Children's Development Institute) temporarily. Even though children are in conflict with the law (ABH), other children's rights, such as getting an education, can still be exercised. According to (Saputri et al., 2021) in general a child will be in the midst of a family to be able to develop well. Support is really needed from

both the environment and the surrounding community so that the child can become a more useful person. This too is one of the aim of Out-of-School Education or Non-Formal Education is to prevent the problem of low education, both for those who have never gone to school or dropped out of school, and to provide *skill*, attitudes and knowledge that have benefits for their future life needs (Amelia & Putri, 2024).

In recent times, there have been many crime cases involving children under 18, especially in the East Java region. It was recorded that as of September 25 2023, 79 children were in LPKA Class I Blitar City with an age range of 14 years - 18 years. In his thesis entitled Management of Character Development for Correctional Students (Andikpas) at the Special Development Institution for Class II Children in Yogyakarta (Rochman, 2019) believes that deviant behavior or unlawful acts committed by children are caused by the negative impact of the development of globalization in the field of communication and information or advances in science and technology or science and technology, as well as environmental factors in which the child lives. The crimes committed vary, from theft to murder. If there are children who have deviant behavior, they will be placed temporarily in LPKA and their education process will be accompanied by tutors and prison officers. According to (Maudyana Fatma, 2018) states that a tutor is an educator in non-formal education in early childhood education programs, literacy education, equality education and others. According to (Syamsuddin, 2008) tutors as educators have several obligations, including:

- a. Creating a learning atmosphere that is fun, meaningful, creative, dialogical and dynamic.
- b. Have a professional commitment to improving the quality of education.
- c. Set an example and maintain the good name of the profession, institution, and position in accordance with the trust assigned to him.

Meanwhile, if the child is at the LPKA, the supervision of the child will be completely in the hands of the LPKA officers. Therefore, researchers are interested in studying further the lives of assisted children which focuses on improving children's religious character and responsibility based on the guidance carried out by LPKA Class I Blitar City. Remembering that these two characters are equally important characters to always apply in social life. In a book entitled Character Education Learning Strategies and Policies, (Barnawi & Arifin, 2013) states that character education is based on a philosophical foundation rooted in religion, the foundations of the State, the 1945 Constitution, and education policies listed in Law Number 20 2003 concerning the National Education System.

Ki Hajar Dewantara, the Father of National Education from Indonesia, defines education as "Education is guidance in life for the growth of children. What this means is education that guides all natural attachments in children, so that they as humans and also as members of society can achieve the highest safety and happiness." Meanwhile, Law Number 20 of 2003 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential so that they have religious spiritual strength, self-control, personality, intelligence, noble character, and also the skills needed by himself, society, nation and state. In the book by (Kurniasih, S.Pd & Sani, 2017) entitled "Internalized Character Education and Learning Methods in Schools" Thomas Lickona expressed the opinion that good character (*good character*) originates from the concept put forward by Aristotle as follows "... *the life of right conduct, right conduct in relation to other persons and in relation to oneself*" which means that life is through good or benevolent behavior, namely behaving well towards other parties (God Almighty, humans and the universe) and towards oneself. According to (Kusnadi, 2023) in his thesis entitled Patterns of Developing Children's Religious Character through Islamic Religious Education at LPKA Class I Blitar City, it is stated that cultivating a religious attitude is important for children with problems such as children in conflict with the law (ABH). This statement is based on much greater psychological pressure

than other children. Apart from that, they also have limitations in interacting with the outside world, so religious character is very necessary to improve and shape their mindset as a child. They need to be given confidence that God always provides help to us at all times.

Meanwhile, according to Syafitri in (Gestiardi & Suyitno, 2021), the character of responsibility is an individual's obligation to carry out and complete the tasks they have, the tasks they have must be done to the maximum and complete, then they must have the courage to bear what has been done. Apart from completing what must be completed immediately, responsibility is also intended for each individual to have the courage to bear whatever risks result from their work, words and actions.

2. Method

The method used in this research is qualitative with a case study approach. Research location at the Class I Children's Special Development Institute (LPKA) Blitar City which is located at Jl. Bali Number 76, Karangtengah, Sananwetan District, Blitar City, East Java, 66137. Data collection techniques use interviews, observation and documentation studies. Data sources were obtained primarily using interviews, observation, documentation studies and secondary by analyzing through accounts *Instagram*, *facebook*, and *website*. The data analysis technique uses two stages, including pre-observation data analysis where the researcher carries out a literature review to find interesting discussions at the research location and observation data analysis where the researcher uses Milles and Huberman's guidelines in the form of observation data reduction, data presentation, and drawing conclusions. The informants in this research were prison officers and tutors. The validity of research data uses extended research time and data triangulation which contains source triangulation, technique triangulation and time triangulation. Research activities will be carried out in September 2023 until ending in March 2024.

3. Results and Discussion

3.1 Result

LPKA is a temporary residence for children under 18 years of age who are in conflict with the law. According to data obtained by the author from Sub. In the Education and Skills Section, children at the Blitar City Class I Special Development Institution for Children receive education as long as they are under the auspices of LPKA. Children who are in conflict with the law and are in LPKA vary depending on their age category. So that they get education according to their school level. Starting from elementary school level to high school level. Apart from that, LPKA also provides opportunities for correctional students to take part in training activities held in the LPKA area itself. It doesn't just stop there, LPKA also provides space and opportunities to channel their talents, interests and hobbies. Correctional students are not forced to take part in all activities. So far, correctional students have always participated in activities in each field according to their wishes. When children were asked to show their skills in the field of painting, they did it with pleasure. Correctional students who have a talent for drawing are entrusted by LPKA officers to decorate several walls in the LPKA area so that the LPKA atmosphere feels warmer and more cheerful. There are also several children who are interested and pursue handicraft activities. They make dusters from raffia rope, make doormats from rags, make works of art from old newspapers, and so on.

Special Children's Development Institutions are inhabited by teenagers who are still looking for their identity, have not yet discovered their potential, and are not yet emotionally

stable. The presence of an officer or warden really helps children to be able to continue talking or vent their complaints with the warden who they feel close to. That way, LPKA can continue to monitor the development of its correctional students. LPKA involves correctional students to test their skills and creativity in designing room interiors. This is one of the implementations of the independence training program in collaboration with the LPKA innovative work team to change the interior of the Lembu Suro Hall to be more classy. This activity is carried out by LPKA as an effort to train design skills and hone the creativity of correctional students so that when they have finished their sentence they can return to society with better skills. When conducting an interview with one of the wardens at LPKA, the author asked about the position of children involved in serious cases. Are they difficult to get along with, or do they always fight when given directions by the warden? However, it turns out that the answer the author got was very different from the author's own expectations. The child still feels guilty so they always follow what the guard orders. Sometimes, they actually help the warden or other LPKA officers as a penance.

Even though they are given trust by the warden or LPKA officer, they will not abuse the trust they have received just for their own satisfaction. Children like this actually take part in providing enthusiastic support to their friends. His personality has become better formed than before. Several times, correctional students also play various sports. Starting from gymnastics, basketball, to volleyball. Andikpas prefers volleyball to basketball. So that when there is free time, correctional students will play volleyball.

While at LPKA, correctional students also have the opportunity to meet their families face to face. This is done so that correctional students maintain good relationships with their families and give families the opportunity to see their child's development while they are in LPKA. The Special Development Institute for Class I Children in Blitar City also opens opportunities for LKPs who wish to hold training activities at LPKA. Recently, correctional students have participated in training programs *service ac*. They looked very enthusiastic about following the series of events until the end. During training activities *AND*, This Special Development Institute for Class I Children, Blitar City, Regional Office of the Ministry of Human Rights, East Java, is collaborating with BLK Tulungagung. LPKA also opens opportunities for LKPs who wish to hold training activities. That way, correctional students get the opportunity to learn something that will be useful in the future. Recently, correctional students have participated in training programs *service ac*. They looked very enthusiastic about following the series of events until the end. During training activities *AND*, This LPKA Class I Blitar City is collaborating with BLK Tulungagung.

The warden for Special Development for Class I Children in Blitar City strives to develop correctional students in improving their character. Based on the results of the interview, it is not always difficult for the children assisted at LPKA to be given understanding. This is because their position at LPKA is as assisted children who are well educated by the tutors and wardens at LPKA. Correctional students at LPKA already consider all LPKA officers to be their family. Basically, religious character is one of the character values that really needs to be developed at school and in the family environment. As early as possible, children learn about religious character education, the less likely it is that children will engage in deviant behavior. In celebrating the 60th anniversary of Correctional Service Days, the Directorate General of Corrections held an MTQ and Da'wah competition. LPKA Class I Blitar City also enlivened it with the presence of correctional students who took part in the competition. This is also a step to increase the faith and devotion of the target children to Allah SWT. This activity also provides motivation and enthusiasm for the target children to continue learning and honing their religious knowledge. The cultivation of religious character values in Special Children's Development Institutions is almost the same as the cultivation of character values at school and

at home. Based on data obtained by the author from Sub. In the Assessment and Classification Section, the majority of correctional students in LPKA Class I Blitar City are Muslim. Only a few correctional students are Christians. Instilling character values is carried out by differentiating the religion of correctional students. That way they will focus more and understand more about what religion they believe in.

Correctional students who embrace and believe in Islam usually receive an installation of religious character values from Madin/routine studies held/after worship with someone leading the study. Apart from Islam, Christian correctional students also receive religious character education provided by representatives of the Church in the city of Blitar. The events held are also varied and provide encouragement to correctional students to continue to follow and practice the good values taught to them. In reality, there are still children who don't really like it when they keep hearing explanations from someone. They will try to chat with friends or do other activities to reduce boredom. However, with this attitude, tutors are better able to read the situation and cool down for a moment before continuing to share knowledge with correctional students. Apart from religious character education, the author also tries to explore the cultivation of responsible character education values in correctional students in LPKA Class I Blitar City. Responsibility is an individual's attitude or behavior in fulfilling the duties and obligations that should be carried out towards oneself, society, the environment, the country and also to God. In practice, the character of responsibility is a character that cannot be formed instantly, it must be implemented continuously and repeatedly until it becomes a habit. The Special Development Institute for Class I Children in Blitar City has a podcast program inviting several important figures to chat about correctional students. The event, which was held in one of the special podcast rooms with beautiful wall decorations created by correctional students who have talent and interest in painting, accompanied conversations with many important figures who were present in the midst of their busy lives. Likewise with other talent activities of interest.

Correctional students will still receive assignments or learning that they are sure to complete. In the process, correctional students still need LPKA officers or even tutors to continue to provide them with knowledge, experience, and examples in speaking and acting. Likewise, the *Hadrah* Satria LPKA Blitar Arts Ambassador Team had the opportunity to showcase their talents at the 40th National Children's Day Commemoration event at the Koesoema Wicitra Hall, Blitar City. Because of this request, the children who were members of the *Hadrah* Satria LPKA Blitar Art Ambassador Team appeared stunning, enthusiastically participating in the activities until the end of the event. After the event was finished, the Special Development Institute for Class I Children in Blitar City had prepared its reward for the *Hadrah* Satria LPKA Blitar Arts Ambassador Team by providing a patriotic tour package. Starting with a joint prayer and pilgrimage at Bung Karno's grave, continued with visiting the Bung Karno museum which is still in the Bung Karno Library area. The target children receive an explanation about Bung Karno's struggle and the values of patriotism that can be taken from Bung Karno's life. Next, the *Hadrah* Satria LPKA Blitar Arts Ambassador Team visited the Heroes' Cemetery to pay their respects to the heroes who fought for Indonesian independence. The last place of visit for the *Hadrah* Satria LPKA Blitar Arts Ambassador Team was to visit the PETA museum where while there, the target children received a lesson about the history of the struggle of the Homeland Defense Army (PETA) in winning Indonesian independence. In instilling the values of responsibility, LPKA has helped by including a schedule for cleaning the environment as an effort by LPKA to instill the values of responsibility. With a schedule, correctional students will get used to or begin to understand their responsibility to always protect the environment. Apart from that, in every lesson correctional students will also have assignments that must be completed.

3.2 Discussion

Coaching methods that are often used to instill religious character in correctional students include:

1. Exemplary

Exemplary here is an action in the form of words, actions, attitudes and individual behavior that can be imitated or imitated by others. In its application at the Special Development Institute for Class I Children in Blitar City, the example here comes from the wardens, mentors, resource persons at an event, and can also come from the spectacle chosen by officers for children to see while watching television or film screenings at Wisma Hunian..

2. Habituation

Habit is an activity that is carried out repeatedly. To get children used to doing good things, a schedule is needed to provide time management every day. By including worship time in the schedule, the hope is to always do positive things and not conflict with the religion he believes in.

3. Advice

Advice is good guidance, warning or warning. The advice given to community correctional students comes from wardens, parents, mentors, as well as event speakers. Several times correctional students will be seen chatting casually with prison officers or their tutors. That's when tutors and LPKA officers will provide advice related to what they are discussing.

Instilling religious character in correctional students does not necessarily have to be done through lectures. It is considered less effective to teach religious character values if you only do it in a boring way. So that Blitar City Class I LPKA officers provide religious values in other activities, such as for correctional students who are Muslim, namely providing *tausiyah* given by the Blitar City Ministry of Religion on Monday after midday prayers, *tausiyah* from the Muhammadiyah Special Da'wah Institute which is held every day Thursday after noon prayers. There are also activities to read the Koran together on Tuesdays and Wednesdays after midday prayers in congregation. There are also Madrasah Diniyah activities from the Blitar Regency Aisiyah Institute every Monday and Thursday. For non-Muslim correctional students there are also activities to instill religious character, namely by holding church services which are held every Tuesday by the Ministry of Religion of Blitar Regency and on Wednesdays by the Santo Yusuf Garum Church, Blitar Regency.

So far, correctional students have been able to take responsibility for the obligations of religious communities or have been able to carry out worship voluntarily without any orders from LPKA officers. For correctional students who are Muslim, when it is time for prayer, the muezzin will make the call to prayer and continue with congregational prayer activities led by tutors and LPKA officers. Non-Muslim religious correctional students also carry out worship solemnly and never fail to carry out worship activities.

With the explanation above, it can be said that the coaching method implemented by the Blitar City Class I Special Development Institute for Children has succeeded in making

correctional students have the awareness to worship. Apart from worship, the cultivation of religious character values can also be seen when correctional students enjoy helping friends who are experiencing difficulties, comforting friends who feel sad, sharing the snacks they have, protecting the environment, even when they are able to love themselves.

In the education and guidance received by correctional students, they will also receive character education which they will and must slowly instill and apply in their daily lives. One example is the character values of responsibility. The character of responsibility is considered as a form of manifestation of human awareness of the existence of obligations that must be carried out. Responsibility is an individual's attitude or behavior to carry out duties and obligations that should be carried out towards oneself, society, the environment, the country and also to God. This means that we as humans have the same position in responding to everything. The character of responsibility also means an individual's obligation to carry out and also to complete the tasks at hand, complete the tasks optimally and completely and then have the courage to bear what has been done. Apart from completing what must be completed immediately, responsibility is also intended for each individual to have the courage to bear whatever risks result from their work, words and actions. They dare to bear whatever risks result from their work, words and actions.

In an effort to foster the responsible character of correctional students, officers from the Blitar City Class I Special Development Institute for Children created a schedule that must be carried out so that they have the awareness to carry out an activity. The schedule that has been arranged in such a way from morning to evening ensures that correctional students have disciplined time management. So far, correctional students at LPKA Class I Blitar City have always been willing to follow the available schedule. Apart from the activities on the schedule, LPKA also provides other activities in the form of various training as well as talent and interest activities aimed at correctional students so they have abilities in non-academic fields.

In line with the journal article study written by (Putri et al., 2020) it is stated that education and training for prisoners is the main thing and has a positive impact on prisoners as well as society. This is supported by several rationalizations regarding the importance of providing education for prisoners, namely: (1) education and training are everyone's rights; (2) reduction in losses and budget due to crime; (3) facilitating rehabilitation and reintegration of prisoners; (4) increasing employment opportunities for prisoners; (5) reducing recidivism; (6) increasing the education level of prisoners; (7) improving prison management; (8) providing physical benefits to the government; and (9) reducing violations in prison.

So far, correctional students at LPKA Class I Blitar City have always been willing to follow the available schedule. They are not the type of children who are difficult to manage, which may be because outside they already have quite good character, so the Special Development Institute for Class I Children in Blitar City just carries on and always provides motivation and encouragement for them. Several methods of developing responsible character that are often used in educating correctional students are as follows:

1. Exemplary Example Method

A coaching that is carried out by providing good role models to children. This exemplary method is the most influential in shaping children's morals. With examples, correctional students find it easier and understand more about what is meant by implementing character values.

0. Habituation Method

This habituation is an educational method for children's growth and development that forms good character and manners. The Blitar City Children's Special Development Institute implements this by providing a schedule of activities for correctional students every day. This is one of LPKA's efforts to help correctional students get used to doing small things such as keeping the environment clean and praying.

As an example of the efforts of the Blitar City Class I LPKA to foster a responsible character, there are invitations and examples of throwing away rubbish in the right place and a schedule

for them to participate in maintaining the cleanliness of the Residential House and the Blitar City Class I Children's Special Development Institution area. Children were invited to help officers sweep, mop, clean the guesthouse area, and even care for the plants in LPKA Class I Blitar City. That way, they will slowly feel that keeping the environment clean is everyone's obligation which must be carried out in order to create a healthy and clean life.

Apart from that, when they go to school, they will get assignments to write, read and do questions. In LPKA, the activities of correctional students are not only school, there are also other activities such as talent interest activities and group worship. When participating in talent interest activities such as music, *hadrah*, videography, photography, painting, journalism, and handicrafts. By participating in activities with these interests and talents, they are also practicing responsibility for practice and work.

For example, in the talent activity of videography and photography, they were given the task of creating interesting advertisements and also taking part in organizing a podcast held by LPKA Class I Blitar City. This podcast, called Satria Podcast, brings together many important figures who can be watched and listened to through *youtube* LPKA Blitar Satria. Sometimes the target children who take part in activities that are interested in videography and photography are also invited to take part. When they take part in painting, they will be given assignments to create works through pictures. Taking part in journalism means they are ready to make poetry, short stories, pantuns, or writings that are simply to be pasted on Madding LPKA Class I Blitar City, when they take part in handicraft activities, they are ready to work using used goods and other works. When correctional students have a break or there are no learning activities, many correctional students come to the library at LPKA to read books. When this happens, correctional students are also taught to put the books they have read on a table in the corner or return the books to their original place. Don't put the book down carelessly. So that when other correctional students or themselves want to read the book, it will be easier to find.

When correctional students do not carry out assigned tasks, there will definitely be consequences that must be borne. Apart from that, wardens, mentors and caregivers will try to approach and talk slowly one-on-one. When correctional students do not want to open up with mentors at school, they can talk or tell stories with the caregivers in their room. Correctional students can also confide in officers who are considered close to them. As long as they are willing to talk and tell stories, there will definitely be other ways to solve the problems they are facing.

However, so far correctional students in the Blitar City Special Development Institution for Children can and are responsible for what is their obligation as a child, student and also as a human being. Children are starting to get used to paying more attention to their surroundings. Always clean the LPKA environment and the residential house so that it is always clean and tidy, throw away rubbish in its place, respect fellow friends, and so on. When there is an assignment, correctional students prefer to do it straight away without delaying time. While there is still time, they will do what they can. So when break time comes, they will go to the library to read books, channel their talents in the arts, or even do other activities with other assisted children.

When training was held, correctional students also participated in the training activities enthusiastically. Following the entire series of events, even up to the evaluation process. Children's interest in continuing to hone their abilities is very great. So it is not surprising that the children being trained are increasingly having better personalities. Because they want to have many skills so that in the future they will be able to help the local community when their sentence ends.

Because correctional students also have their own place of worship, they have the responsibility to always keep the place of worship clean and tidy. Correctional students always work together to monitor places of worship and clean them together.

4. Conclusion

The coaching method used by the Special Development Institute for Class I Children in Blitar City to improve the religious character of correctional students is by using the method of example, habituation and advice. The daily schedule provided by Blitar City LPKA Class I officers also means they always do good things. If they get used to doing good things every day, their good character will grow by itself. That way, when they return to society, they can become better individuals and be ready to compete with other communities in realizing their dreams in the future.

The coaching method used by the Special Development Institute for Class I Children in Blitar City to improve the responsible character of correctional students is by using the example method and also the habituation method. Familiarization with the schedule and tasks they receive will form the awareness of correctional students to complete or carry out what must be done and completed. That way, in the future they will no longer need tasks or schedules to organize their lives because they can be responsible for themselves.

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