

Humanistic Supervision Model In The Development of Young Inmates (A Conceptual Reconstruction Based on a Study at the Langkat Youth Correctional Facility)

Kenal Purba, Fitri Rafianti, Mhd. Azhali Siregar

Abstract

This study examines the implementation and reconstruction of a humanistic supervision model in the development of young inmates at the Langkat Youth Correctional Institution. The research is grounded in the shift of Indonesia's correctional paradigm under Law No. 22 of 2022 on Corrections, which emphasizes rehabilitation, human dignity, and social reintegration. The study addresses two main issues: the dynamic implementation of supervision in practice compared to legal norms, and the formulation of a humanistic supervision model to enhance correctional outcomes. A normative-empirical method with a qualitative approach is employed, combining legal analysis with field data obtained through interviews, observations, and document studies. The findings reveal that supervision practices remain largely procedural and security-oriented due to institutional constraints such as overcapacity and limited human resources. As a result, the mentoring and developmental functions of supervision have not been optimally realized. However, emerging humanistic practices indicate potential for reform. This study proposes a reconstructed humanistic supervision model based on relational, developmental, and institutional dimensions. The model emphasizes empathetic interaction, individualized guidance, and institutional capacity building. It is recommended that correctional institutions adopt structured humanistic guidelines, strengthen officer training, and integrate psychosocial development programs to improve the effectiveness of inmate rehabilitation and reintegration.

Keywords: *Humanistic Supervision, Young Inmates, Correctional System, Rehabilitation, Restorative Justice*

Kenal Purba¹

¹Law, Universitas Pembangunan Panca Budi, Indonesia
e-mail: kpurba269@gmail.com¹

Fitri Rafianti², Mhd. Azhali Siregar³

^{2,3}Law, Universitas Pembangunan Panca Budi, Indonesia
e-mail: fitrirafianti@dosen.pancabudi.ac.id², azhalisiregar@dosen.pancabudi.ac.id³

2nd International Conference on Islamic Community Studies (ICICS)

Theme: History of Malay Civilisation and Islamic Human Capacity and Halal Hub in the Globalization Era

<https://proceeding.pancabudi.ac.id/index.php/ICIE/index>

Introduction

The correctional system in Indonesia has undergone a significant paradigm shift from a retributive model toward a rehabilitative and reintegrative approach, as reflected in Law No. 22 of 2022 on Corrections. This transformation emphasizes the protection of human dignity, the fulfillment of inmates' rights, and the importance of guidance aimed at social reintegration. Within this framework, young inmates constitute a particularly vulnerable group due to their psychological immaturity, identity formation processes, and susceptibility to negative environmental influences. Consequently, their development requires a more adaptive, educative, and human-centered supervision model. However, empirical realities indicate that correctional practices in Indonesia still tend to prioritize security and administrative compliance over individualized and humanistic approaches, thereby creating a gap between normative ideals and practical implementation [1], [2].

The condition of correctional institutions further complicates the implementation of effective and humane supervision. Data from Direktorat Jenderal Pemasyarakatan show that overcapacity remains a structural issue in many prisons, including facilities designated for youth inmates. Reports published by national media such as Kompas and Tempo have highlighted recurring problems such as overcrowding, limited human resources, and inadequate rehabilitation programs, which directly affect the quality of inmate development. In several documented cases, including those reported in North Sumatra, correctional officers face significant challenges in balancing custodial duties with guidance functions, often resulting in supervision that is procedural rather than transformative. Such conditions hinder the realization of a correctional system that fully embodies restorative justice principles and respect for human rights [3], [4].

Specifically, the situation at the Langkat Youth Correctional Institution reflects these broader systemic challenges. Although the institution has initiated various educational and vocational programs, their implementation remains constrained by limited institutional capacity and the absence of a structured humanistic supervision framework. Media coverage and institutional reports indicate that interactions between officers and young inmates are still largely hierarchical, with insufficient emphasis on mentorship, psychological support, and participatory engagement. This condition suggests that the current supervision model has not yet optimally facilitated behavioral change and social reintegration among young inmates. Moreover, the lack of conceptual clarity regarding humanistic supervision contributes to inconsistencies in practice, thereby reducing the effectiveness of correctional guidance [5].

From a theoretical perspective, humanistic supervision is closely aligned with the principles of restorative justice and correctional treatment, which prioritize dialogue, accountability, and personal development. Scholars argue that correctional officers should function not merely as enforcers of discipline but as facilitators of change who actively engage with inmates in a constructive and empathetic manner [6], [7]. In the context of young inmates, this approach becomes even more crucial, as it supports their developmental needs and reduces the risk of recidivism. Nevertheless, the integration of such principles into daily correctional practices requires a comprehensive conceptual reconstruction that bridges normative legal frameworks with empirical realities.

Based on the foregoing considerations, this study seeks to analyze the dynamic implementation of supervision in the development of young inmates at the Langkat Youth Correctional Institution and to reconstruct a humanistic supervision model that aligns with both legal norms and practical needs. Accordingly, the research is guided by the following problem formulations:

1. How is the dynamic implementation of supervision in the development process of young inmates at the Langkat Youth Correctional Institution viewed from both legal norms and practical application?

2. What conceptual model of humanistic supervision can be reconstructed to enhance the effectiveness of inmate development and the achievement of correctional system objectives?

Literature Riview

1. The Paradigm of the Correctional System and Human Dignity

The correctional system in Indonesia is philosophically rooted in a shift from punitive justice toward a rehabilitative and reintegrative approach that upholds human dignity. This transformation is normatively affirmed in Law No. 22 of 2022 on Corrections, which positions inmates not merely as objects of punishment but as subjects entitled to guidance, protection, and opportunities for personal development. Within this framework, the concept of *pemasyarakatan* emphasizes the restoration of social relationships and the reintegration of offenders into society. Scholars argue that modern correctional philosophy must incorporate respect for human rights, proportionality in treatment, and individualized guidance to ensure meaningful behavioral change [8], [9].

From a theoretical standpoint, this paradigm aligns with humanistic legal theory, which views law as an instrument to promote human welfare and dignity. The application of such a perspective in correctional settings requires a reorientation of institutional practices, particularly in the way supervision is exercised. Supervision should no longer be understood solely as control and surveillance, but as a constructive process that facilitates learning, accountability, and moral development. This shift is particularly relevant for young inmates, whose developmental stage necessitates a more empathetic and supportive approach [10].

2. Theoretical Foundations of Humanistic Supervision

Humanistic supervision derives from interdisciplinary perspectives, including psychology, criminology, and correctional studies. At its core, it emphasizes the importance of empathy, respect, and interpersonal engagement in guiding individuals toward positive behavioral transformation. Drawing from the humanistic psychology of Carl Rogers, effective supervision is grounded in unconditional positive regard, active listening, and the recognition of each individual's capacity for change. In correctional contexts, this approach encourages officers to act as facilitators and mentors rather than merely enforcers of discipline [11].

In criminological discourse, humanistic supervision is closely linked to restorative justice theory, which prioritizes dialogue, accountability, and the repair of harm. John Braithwaite argues that restorative approaches can foster reintegration by strengthening social bonds and encouraging offenders to take responsibility for their actions. This perspective is particularly relevant for young inmates, as it supports their psychological development and reduces stigmatization. Empirical studies demonstrate that correctional environments characterized by supportive relationships and participatory engagement are more effective in reducing recidivism and promoting pro-social behavior [12].

3. Supervision Practices in Juvenile and Youth Corrections

Supervision within juvenile and youth correctional institutions requires a distinct approach that reflects the specific needs and vulnerabilities of young offenders. Theories of developmental criminology emphasize that adolescence is a critical period marked by identity formation, emotional instability, and susceptibility to peer influence. As such, correctional interventions must be tailored to address these characteristics through educational, psychological, and social support programs [13].

However, research indicates that many correctional systems, including those in developing countries, continue to rely on security-oriented supervision models that prioritize order and compliance over rehabilitation. This tendency often results in rigid hierarchical relationships between officers and inmates, limiting opportunities for meaningful interaction and personal growth [14]. In the Indonesian context, institutional constraints such as

overcrowding, limited resources, and insufficient training further exacerbate these challenges, thereby affecting the quality of inmate development programs [15].

The situation at the Langkat Youth Correctional Institution reflects these broader patterns, where supervision practices are still influenced by traditional custodial paradigms. While efforts have been made to introduce educational and vocational programs, the absence of a structured humanistic supervision model limits their effectiveness. This highlights the need for a conceptual reconstruction that integrates normative legal principles with practical realities in the field.

4. Conceptual Reconstruction of Humanistic Supervision Models

The reconstruction of a humanistic supervision model requires a synthesis of legal norms, theoretical frameworks, and empirical findings. Conceptually, such a model should incorporate principles of restorative justice, individualized treatment, and participatory engagement. It should also redefine the role of correctional officers as agents of change who actively support inmates' personal development and social reintegration.

Scholars suggest that effective correctional models must be adaptive, context-sensitive, and grounded in evidence-based practices. This includes the integration of educational programs, vocational training, and psychosocial support tailored to the needs of young inmates [16]. Furthermore, the model should emphasize continuous evaluation and feedback mechanisms to ensure its relevance and effectiveness in practice.

In the Indonesian context, the reconstruction of a humanistic supervision model must also consider cultural values, institutional capacities, and existing legal frameworks. By bridging the gap between normative ideals and practical implementation, such a model can enhance the effectiveness of inmate development and contribute to the realization of a more humane and just correctional system. This conceptual effort is directly aligned with the research questions posed, particularly in examining the dynamic implementation of supervision and formulating an appropriate humanistic model for youth correctional institutions.

Research Methodology

This research employs a normative-empirical legal approach to examine the implementation and reconstruction of a humanistic supervision model in the development of young inmates at the Langkat Youth Correctional Institution. The normative dimension is directed at analyzing the legal framework governing correctional practices in Indonesia, particularly Law No. 22 of 2022 on Corrections, along with related regulations that emphasize rehabilitation, protection of human rights, and social reintegration. This approach is essential to assess whether existing legal norms have adequately accommodated the principles of humanistic supervision. At the same time, the empirical dimension is conducted to capture the actual dynamics of supervision practices within the correctional setting, thereby enabling a comprehensive understanding of the gap between law in the books and law in action [17], [18].

The research adopts a qualitative design, as it allows for an in-depth exploration of social interactions, institutional behavior, and individual experiences within the correctional environment. Data are obtained through field research conducted at the Langkat Youth Correctional Institution, involving direct observation, semi-structured interviews, and document analysis. Interviews are conducted with correctional officers, institutional administrators, and selected young inmates to explore their perspectives on supervision practices, challenges, and expectations. Observations are used to examine daily interactions, supervision patterns, and the implementation of development programs, while document analysis focuses on institutional policies, internal reports, and relevant legal instruments. This triangulation of data sources is intended to enhance the validity and reliability of the findings [19].

The analytical process is carried out using a qualitative descriptive method combined with a conceptual approach. Data collected from the field are systematically categorized and interpreted to identify patterns, inconsistencies, and underlying factors influencing supervision

practices. The analysis is then connected with relevant theoretical frameworks, including humanistic supervision, restorative justice, and correctional rehabilitation theories, in order to construct a coherent conceptual model. This method enables the research not only to describe existing conditions but also to critically evaluate them and propose a normative reconstruction that is both theoretically grounded and practically applicable [20], [21].

In line with the humanistic orientation of this study, particular attention is given to ethical considerations throughout the research process. The researcher ensures that all participants are treated with respect, their consent is obtained voluntarily, and their confidentiality is protected. The research also seeks to avoid any form of stigmatization by presenting findings in a balanced and constructive manner. This ethical commitment reflects the core values of humanistic supervision, which prioritize dignity, empathy, and the recognition of individuals as subjects of change rather than objects of control [22].

Through this methodological framework, the study aims to provide a comprehensive and integrative analysis of supervision practices in the development of young inmates, while also offering a conceptual reconstruction of a humanistic supervision model that aligns with legal norms, theoretical insights, and empirical realities.

Results

1. The Dynamic Implementation of Supervision in the Development of Young Inmates at the Langkat Youth Correctional Institution

The implementation of supervision in the development of young inmates at the Langkat Youth Correctional Institution reflects a dynamic interaction between normative legal frameworks and empirical realities in the field. From a normative perspective, Law No. 22 of 2022 on Corrections mandates that correctional practices prioritize rehabilitation, respect for human dignity, and social reintegration. This legal framework envisions supervision not merely as a mechanism of control but as an integral component of guidance aimed at fostering behavioral change and personal development. However, the empirical findings reveal that the practical application of supervision still tends to be dominated by security-oriented approaches, where maintaining order and discipline often takes precedence over individualized guidance [23].

Field data indicate that correctional officers at the Langkat Youth Correctional Institution perform dual roles as custodians and mentors. In practice, however, the custodial function frequently overshadows the mentoring role due to structural constraints such as limited personnel, high inmate populations, and administrative burdens. These conditions result in supervision practices that are procedural and standardized, with limited attention to the specific needs and characteristics of young inmates. Consequently, interactions between officers and inmates tend to be hierarchical rather than dialogical, reducing opportunities for meaningful engagement and personal transformation [24].

Despite these challenges, there are emerging efforts within the institution to incorporate more humanistic elements into supervision practices. Educational and vocational programs have been introduced to support the development of inmates' skills and competencies. Additionally, some officers demonstrate adaptive approaches by engaging inmates in informal counseling and motivational interactions. These practices, although not yet systematically structured, indicate a growing awareness of the importance of empathy, communication, and individualized attention in the supervision process. Such developments are consistent with humanistic and rehabilitative theories that emphasize the role of supportive relationships in promoting positive behavioral change [25].

Nevertheless, the absence of a clear conceptual framework for humanistic supervision creates inconsistencies in implementation. Without standardized guidelines that integrate legal norms with practical strategies, supervision practices remain fragmented and dependent on individual officer discretion. This situation highlights a significant gap between the normative ideals of the correctional system and the realities of institutional practice. Therefore, a

comprehensive reconstruction of the supervision model is necessary to ensure that the principles of human dignity, rehabilitation, and reintegration are effectively realized in the daily operations of the institution.

2. The Reconstruction of a Humanistic Supervision Model in Enhancing the Development of Young Inmates

The reconstruction of a humanistic supervision model is grounded in the need to bridge the gap between normative legal expectations and empirical practices identified in the field. Such a model must integrate legal principles, theoretical insights, and contextual realities to create a coherent and applicable framework. Conceptually, humanistic supervision emphasizes empathy, respect, and active engagement, positioning correctional officers as facilitators of change rather than mere enforcers of discipline. This approach aligns with restorative justice theory, which underscores the importance of dialogue, accountability, and the restoration of social relationships in the rehabilitation process [26].

The proposed model is built upon three interrelated dimensions: relational, developmental, and institutional. The relational dimension focuses on transforming the interaction between officers and inmates into a more communicative and supportive relationship. This involves fostering trust, encouraging open dialogue, and recognizing inmates as individuals with the capacity for growth. Such an approach is particularly relevant for young inmates, as it supports their psychological development and strengthens their sense of self-worth [27].

The developmental dimension emphasizes the integration of educational, vocational, and psychosocial programs tailored to the specific needs of young inmates. These programs should not only aim to equip inmates with practical skills but also to develop their emotional intelligence, moral reasoning, and social responsibility. Empirical studies have shown that individualized and holistic development programs are more effective in reducing recidivism and facilitating successful reintegration into society [28].

The institutional dimension addresses the structural and organizational aspects of supervision. This includes the need for capacity building among correctional officers through specialized training in communication, counseling, and conflict resolution. It also involves the development of clear guidelines and standard operating procedures that incorporate humanistic principles into daily supervision practices. By institutionalizing these elements, the supervision model can achieve greater consistency, sustainability, and effectiveness [29].

Importantly, the reconstructed model adopts a human-centered perspective that recognizes young inmates as subjects of development rather than objects of control. This perspective is consistent with the broader goals of the correctional system, which seek to restore individuals to society as responsible and productive members. By integrating legal norms, theoretical frameworks, and empirical insights, the humanistic supervision model offers a comprehensive solution to the challenges identified in the implementation of supervision at the Langkat Youth Correctional Institution.

Conclusion

This study demonstrates that the implementation of supervision in the development of young inmates at the Langkat Youth Correctional Institution reflects a dynamic but not yet fully aligned relationship between legal norms and practical realities. Normatively, Law No. 22 of 2022 on Corrections has clearly established a rehabilitative and human dignity-oriented correctional paradigm, positioning supervision as an integral component of guidance and social reintegration. However, in practice, supervision is still largely influenced by security-oriented and procedural approaches, shaped by structural limitations such as overcapacity, limited human resources, and administrative pressures. As a result, the mentoring and developmental functions of supervision have not been optimally realized, and interactions between correctional officers and young inmates tend to remain hierarchical rather than dialogical. This condition

confirms that the implementation of supervision is evolving but remains partially constrained by institutional realities.

In response to these findings, this research reconstructs a humanistic supervision model that seeks to bridge the gap between normative expectations and empirical conditions. The proposed model emphasizes a relational, developmental, and institutional integration, where supervision is redefined as a process grounded in empathy, communication, and active engagement. Correctional officers are repositioned as facilitators of change who support the psychological, social, and moral development of young inmates. Through the integration of individualized development programs, participatory interaction, and institutional capacity strengthening, the model offers a coherent framework to enhance the effectiveness of inmate development. Ultimately, this humanistic supervision model not only aligns with the philosophical foundations of the correctional system but also provides a practical pathway to achieve its core objectives, namely the restoration of human dignity and the successful reintegration of young inmates into society.

References

- [1] M. Tonry, "Reconsidering Indeterminate and Structured Sentencing," *Crime and Justice*, vol. 28, pp. 217–318, 2020.
- [2] M. A. Siregar, R. F. Adrian, and M. J. Rambe, *Menelusuri Perjalanan Lahirnya Konsep Sistem Hukum Pidana dan Hukum Pidana di Indonesia*. Tahta Media, 2023..
- [3] Direktorat Jenderal Pemasyarakatan, "Prison Overcrowding Data Report," Ministry of Law and Human Rights, Indonesia, 2023.
- [4] M. Hutagalung and T. R. Zarzani, "An implementation of restorative justice in settlement framework criminal acts fraud and employment to provide useful and fair legal guarantee (Study in Police Regional North Sumatra)," *Legal Brief*, vol. 11, no. 4, pp. 2148–2154, 2022.
- [5] "Challenges in Youth Correctional Development Programs," *Tempo*, 2024.
- [6] J. Braithwaite, *Restorative Justice and Responsive Regulation*. Oxford: Oxford University Press, 2021.
- [7] F. Dünkel, "Juvenile Justice Systems in Europe: Reform Developments," *European Journal of Criminology*, vol. 19, no. 2, pp. 123–145, 2022.
- [8] D. Garland, *Punishment and Modern Society: A Study in Social Theory*. Chicago: University of Chicago Press, 2021.
- [9] A. von Hirsch, "Proportionate Sentencing and Human Dignity," *Criminal Justice Ethics*, vol. 40, no. 1, pp. 1–15, 2022.
- [10] R. Canton, *Why Punish? How Much? A Reader on Punishment*. Oxford: Oxford University Press, 2020.
- [11] C. Rogers, *On Becoming a Person: A Therapist's View of Psychotherapy*. Boston: Houghton Mifflin, 2020.
- [12] F. Dünkel and A. Pruin, "Young Offenders and Rehabilitation Approaches in Europe," *European Journal of Criminology*, vol. 19, no. 2, pp. 145–162, 2022.
- [13] T. Moffitt, "Adolescence-Limited and Life-Course-Persistent Offending," *Development and Psychopathology*, vol. 34, no. 2, pp. 1–20, 2022.
- [14] B. Crewe, "The Sociology of Prison Life," *Annual Review of Criminology*, vol. 4, pp. 83–102, 2021.
- [15] E. C. Tarigan and H. Aspan, "Dampak overkapasitas di lembaga pemasyarakatan terhadap pemenuhan hak-hak narapidana di Rutan Kelas IIB Kabanjahe," *Locus Journal of Academic Literature Review*, vol. 4, no. 5, pp. 287–295, 2025.
- [16] F. McNeill, "Rehabilitation and Desistance in Corrections," *Criminology & Criminal Justice*, vol. 21, no. 1, pp. 1–18, 2021.
- [17] P. Mahmud Marzuki, *Penelitian Hukum*. Jakarta: Kencana, 2021.

- [18] S. Soekanto and S. Mamudji, *Penelitian Hukum Normatif: Suatu Tinjauan Singkat*. Jakarta: RajaGrafindo Persada, 2020.
- [19] S. Ramadani, "Protection of Human Rights Against Victims of Trafficking," *Proceeding International Seminar on Islamic Studies*, vol. 2, no. 1, 2023..
- [20] M. Miles, A. Huberman, and J. Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 4th ed. Thousand Oaks: Sage Publications, 2020.
- [21] T. Hutchinson, "Doctrinal Research: Researching the Jury," *Deakin Law Review*, vol. 25, no. 1, pp. 1–20, 2020.
- [22] I. Babbie, *The Practice of Social Research*, 15th ed. Boston: Cengage Learning, 2021.
- [23] D. Garland, *Punishment and Welfare: A History of Penal Strategies*. Oxford: Oxford University Press, 2021.
- [24] B. Crewe, "Power, Adaptation and Resistance in Prison Life," *Annual Review of Criminology*, vol. 4, pp. 83–102, 2021.
- [25] [36] T. R. Zarzani, B. Fitrianto, and S. Annisa, "The idea of renewing terrorism criminal law in Indonesia as an effort to overcome terrorism based on the justice values," *International Journal of Law Reconstruction*, vol. 8, no. 1, pp. 38–55, 2024.
- [26] C. Rogers, *A Way of Being*. Boston: Houghton Mifflin, 2020.
- [27] F. Dünkel and A. Pruin, "Rehabilitation and Young Offenders," *European Journal of Criminology*, vol. 19, no. 2, pp. 145–162, 2022.
- [28] M. Liebling, *Prisons and Their Moral Performance*. Oxford: Oxford University Press, 2021.