

A Sustainable Rehabilitation Model for Children in Conflict with the Law: Conceptually Toward Global Protection and Recidivism Reduction

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Article Info

Submitted: April 16, 2025

Revised: November 7, 2026

Accepted: December 26, 2026

Keywords:

Restorative Justice; Digital Rehabilitation; Juvenile Justice System; Sustainable Reintegration; Global Socio-Legal Innovation.

How to cite [Chicago Manual of Style 17th edition (full note)]:

Rafika Nur, Darmawati, Hijrah Lahaling, Handar Subhandi Bakhtiar and Ahmad Fakhurrazi Mohammed Zabidi, "A Sustainable Rehabilitation Model for Children in Conflict with the Law: Conceptually Toward Global Protection and Recidivism Reduction" *Jambura Law Review* 9, no. 1 (2026): 30–54.

Abstract

This study employs a Research and Development methodology, guided by the ADDIE framework, to design a sustainable restorative digital rehabilitation model for children in conflict with the law. It responds to critical systemic deficiencies observed in juvenile justice, including fragmented service delivery, non standardized intervention protocols, and persistently high recidivism rates. Data were synthesized from structured literature reviews, field observations at LPKA Class II Gorontalo, expert consultations, and controlled pilot trials. The principal outputs comprise a detailed process architecture, operational workflow maps, and a modular integrated application. This digital platform consolidates standardized assessment, intervention tracking, behavioural monitoring, and post-release reintegration support. Validation analyses indicate that the proposed model adheres to normative child justice standards and demonstrates technical feasibility for scalable implementation. The framework enhances intervention precision, improves the measurement of behavioural transformation, and strengthens readiness for community reintegration. Consequently, this research contributes a hybrid socio-legal and digital framework designed to increase systemic reliability and standardisation in juvenile rehabilitation. The model presents a scalable solution with potential global relevance for reducing recidivism among young offenders.

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Introduction

The global phenomenon of children in conflict with the law remains a critical challenge for contemporary criminal justice systems. This is particularly evident in the persistence of juvenile recidivism and the demonstrable limitations of conventional punitive frameworks, which frequently fail to address the complex developmental and psychosocial needs of young offenders.¹ Emerging international scholarship increasingly advocates for a paradigm shift toward child-centred, restorative, and community-based interventions that prioritize rehabilitation.² This evolving consensus reflects a broader recognition that juveniles, owing to their ongoing cognitive, emotional, and social maturation, necessitate a differentiated juridical approach. Consequently, the ultimate objective of such systems must be the successful reintegration of the young offender, a goal understood not merely as a welfare imperative but as a fundamental component of effective long-term crime prevention.

Parallel to this normative evolution, juvenile justice systems globally are experiencing a profound digital transformation. Innovations such as digital case management platforms, virtual restorative conferencing, and algorithmic risk assessment tools present significant potential to enhance the procedural transparency, accessibility, and operational efficiency of rehabilitation processes.

Nevertheless, the implementation of integrated restorative-digital frameworks reveals stark geopolitical asymmetries. Prevailing scholarship remains disproportionately centred on Western jurisdictions, where robust infrastructure, technical expertise, and aligned policy environments facilitate adoption. This focus has precipitated a critical lacuna in understanding the transferability and localisation of such hybrid models within the contexts of the Global South.³ These contexts are frequently characterised by divergent socio-legal traditions, heterogeneous institutional capacities, and persistent structural resource constraints. Bridging this empirical and theoretical divide is therefore imperative for advancing juvenile justice reforms that are not only principled in their commitment to children's rights but also pragmatically viable within diverse and often resource-scarce settings.

Children in conflict with the law (commonly referred to as ABH - Anak yang Berhadapan dengan Hukum) represent a vulnerable group requiring a specialised rehabilitation approach from the state one that goes beyond repressive measures to emphasise rehabilitative and reintegrative aspects.⁴ Systemic child protection gaps are widespread in Indonesia, as seen among children of migrant workers where national mandates poorly

¹ Minhae Cho and Chi Hyun Lee, "Childhood Maltreatment and Repeat Offending in Juvenile Delinquents: A Propensity Score Matched-Control Study," *Youth and Society* 54, no. 7 (2022): 1178-99, <https://doi.org/10.1177/0044118X211001090>.

² Mark B. Scholl and Christopher B. Townsend, "Restorative Justice: A Humanistic Paradigm for Addressing the Needs of Victims, Offenders, and Communities," *Journal of Humanistic Counseling* 63, no. 3 (2024): 184-200, <https://doi.org/10.1002/johc.12204>.

³ Felix S. K. Agyemang and Meheub Sahana, "Modelling Urbanisation in Cities in the Global South: A Review of Progress and Framework for the Future," *Geography Compass* 19, no. 2 (2025), <https://doi.org/10.1111/gec3.70019>.

⁴ Iwan Rasiwan, "Pengantar Sistem Peradilan Pidana Anak," PT Penamuda Media, 2025.

translate to local practice.⁵ As individuals traversing critical developmental stages, juveniles necessitate a rehabilitative environment expressly designed to safeguard their rights and foster their holistic psychosocial recovery. This principle must form the foundational imperative of any juvenile justice framework, irrespective of its technological or methodological dimensions.⁶

In Indonesia, the legal framework for juvenile justice, notably Law No. 11 of 2012 on the Juvenile Criminal Justice System and Law No. 22 of 2022 on Corrections, explicitly enshrines a rehabilitative mandate. These statutes prescribe that institutional interventions must support the transformation of young offenders into responsible citizens capable of meaningful societal reintegration. Yet, the operationalization of this mandate within key implementation agencies namely, Juvenile Correctional Institutions (Lembaga Pembinaan Khusus Anak or LPKA) and Probation Offices (Balai Pemasarakatan or Bapas) encounters profound and persistent systemic challenges.

Empirical evidence from the Gorontalo region illustrates this implementation gap. There, while formal rehabilitation programs within juvenile justice institutions are procedurally compliant and administratively functional, their substantive efficacy measured by core rehabilitative outcomes remains demonstrably insufficient. This deficit is most clearly evidenced by the persistence of recidivism among former juvenile inmates. Preliminary analysis suggests this trend is attributable to two interrelated psychosocial factors: a critical deficit in familial support and affection, and an unsupportive post-release environment,⁷ social environments, both of which should be central concerns in any reintegrative and aftercare approach.⁸

In accordance with statutory mandates, the rehabilitation regime at Class II LPKA Gorontalo has institutionalized a tripartite curriculum encompassing educational, personality development, and vocational programs. However, a critical systemic disjuncture persists between these internal institutional efforts and the external social reintegration ecosystem, ultimately undermining the overarching goal of recidivism reduction. Specifically, the post-release reintegration framework which is theoretically designed to serve as a vital bridge between the juvenile and the community often operates in a largely formalistic manner. It frequently lacks the individualized case management and multidisciplinary coordination essential for fostering sustainable desistance from crime.

This observed shortfall aligns with prior scholarly assessment. Specifically, research by Darmawati et al. concludes that rehabilitation for recidivist juveniles remains ineffective, primarily attributing this failure to the deficient implementation of standardized risk-

⁵ Maemunah Maemunah et al., "Legal Protection System for Children Left Behind by Indonesian Migrant Workers: A Multilevel SCII Strategy Approach," *Jurnal IUS Kajian Hukum Dan Keadilan* 13, no. 3 (December 2025): 580–601, <https://doi.org/10.29303/ius.v13i3.1845>.

⁶ Marulak Pardede, "Aspek Hukum Kebijakan Penyuluhan Hukum Dalam Rangka Pelaksanaan Sistem Peradilan Pidana Anak," *Jurnal Penelitian Hukum De Jure* 17, no. 1 (2017): 13–28.

⁷ Putri Ayu Antiny et al., "Hubungan Family Support Dengan Kenakalan Anak Binaan Di Lembaga Pembinaan Khusus Anak Kelas I Tangerang," *Innovative: Journal Of Social Science Research* 3, no. 5 (2023): 5209–17.

⁸ Mulia Astuti, "Anak Berhadapan Dengan Hukum Ditinjau Dari Pola Asuhnya Dalam Keluarga," *Sosio Informa* 16, no. 1 (2011), <https://ejournal.poltekesos.ac.id/index.php/Sosioinforma/article/download/40/11>.

and needs-assessment protocols. Such assessments are theoretically essential as they provide the empirical foundation for designing tailored, evidence-based intervention programs, a cornerstone of effective practice that appears absent in the current operational paradigm.⁹ This study proposes two principal interventions: first, the formal inclusion of clinical psychologists in the juvenile assessment process; and second, the implementation of a digital case-management system based on the Risk-Need-Responsivity (RNR) model. This empirically established framework, applied in multiple developed countries, enables a more precise and effective targeting of individual criminogenic needs.

Meanwhile, Juli Agung Pramono has observed that child protection regulations within Indonesia's juvenile criminal justice system retain a predominantly retributive character. Consequently, they fail to fully guarantee substantive justice aligned with the foundational values of *Pancasila*.¹⁰ Ultimately, the persistent failure to implement a genuinely child-sensitive rehabilitation approach one responsive to the distinct developmental needs of young offenders can be attributed to interrelated deficiencies across the legal system. These encompass gaps in legal substance, institutional structures, and foundational legal culture.

This study aims to contribute tangibly to governmental efforts in strengthening protections for children in conflict with the law and reducing juvenile recidivism. It does so by developing an integrated rehabilitation model designed to serve as an empirical foundation for future evidence-based policy. The model explicitly addresses not only legal and procedural dimensions but also prioritizes the holistic psychosocial recovery of the child, thereby upholding their inherent right to rehabilitation and a positive future.

The issue of children in conflict with the law continues to pose a significant global challenge for contemporary criminal justice systems. This is underscored by the persistent problem of juvenile recidivism and the demonstrable limitations of purely punitive frameworks in addressing the complex developmental and psychosocial needs of young offenders. A growing body of international scholarship now emphasises the critical importance of adopting child-centred, restorative, and community-based approaches that fundamentally prioritise rehabilitation and reintegration over retribution.¹¹ Concurrently, a pervasive digital transformation within global justice systems marked by innovations such as digital case management platforms,¹² virtual

⁹ Darmawati Darmawati, Rafika Nur, and Harun A. Badu, "The Idea of Legal Reform Implementation Assessment Risks and Criminogenic Needs of Residivist Inmates in Overcoming Residivism," *International Journal of Law Reconstruction* 8, no. 2 (n.d.): 343–59.

¹⁰ Juli Agung Pramono, "Rekonstruksi Regulasi Perlindungan Hak Terhadap Anak Dalam Proses Peradilan Pidana Berbasis Nilai Keadilan" (PhD Thesis, UNIVERSITAS ISLAM SULTAN AGUNG, 2022), <http://repository.unissula.ac.id/id/eprint/31042>.

¹¹ United Nations Children's Fund (UNICEF), "Child-Sensitive Justice: Global Report on Juvenile Protection and Rehabilitation," UNICEF Publications, 2023.

¹² Lilian Tariro Savadye, Kudzai Mwapaura, and Tracy Kachidza, "Digital Platforms Driving Social Work Service Delivery at We Act for Her Zimbabwe," *Discover Global Society* 3, no. 1 (2025), <https://doi.org/10.1007/s44282-025-00290-6>.

restorative conferencing,¹³ and data-driven risk assessment tools¹⁴ has created significant new opportunities to enhance the transparency, accessibility, and operational efficiency of juvenile rehabilitation processes.¹⁵

Despite these advancements, pronounced disparities persist between developed and emerging democracies concerning the adoption of integrated restorative-digital frameworks. The prevailing scholarly literature remains predominantly centred on Western contexts, thereby creating a significant research lacuna. This gap concerns the critical question of how such hybrid models can be effectively localised and adapted within the distinct socio-legal cultures and varied institutional capacities characteristic of many Global South nations.

In this context, Indonesia presents a salient case study. While its legal framework notably the Juvenile Criminal Justice System Law (Law No. 11/2012) and the Corrections Law (Law No. 22/2022) explicitly endorses rehabilitation and reintegration, the implementation of these principles within key institutions such as LPKA (*Lembaga Pembinaan Khusus Anak*) and Bapas (*Balai Pemasyarakatan*) remains inconsistent and predominantly procedural. Persistent systemic challenges, including high recidivism rates, insufficient interdisciplinary collaboration, and a critical lack of digital assessment tools, collectively underscore a fundamental disconnect between the nation's progressive normative aspirations and its operational realities.

Recent scholarship by Darmawati et al.¹⁶ and Pramono¹⁷ reaffirms that Indonesia's juvenile rehabilitation system is marked by a persistent failure to integrate meaningful psychosocial recovery with procedural legal compliance. This failure is attributed primarily to the deficient implementation of standardized risk and needs-based assessments and the consequent absence of genuinely personalized rehabilitation plans. These critical shortcomings underscore the urgency of reconceptualising the system's framework shifting from a narrowly correctional model towards an integrated, restorative, and digitally supported paradigm designed to address both the dynamic criminogenic needs and the inherent developmental rights of every child in conflict with the law.

By positioning Indonesia's experience within global discourses on restorative and digital justice, this research contributes to the development of context-sensitive, hybrid socio-legal frameworks aimed at strengthening juvenile rehabilitation across emerging democracies. A core innovation of this approach is the operational integration of the empirically validated Risk-Need-Responsivity (RNR) model within a dedicated digital platform. This proposed synthesis represents a significant conceptual and policy

¹³ Yotam Shem-Tov, Steven Raphael, and Alissa Skog, "Can Restorative Justice Conferencing Reduce Recidivism? Evidence From the Make-It-Right Program," *Econometrica* 92, no. 1 (2024): 61–78, <https://doi.org/10.3982/ECTA20996>.

¹⁴ Keller G. Sheppard, Alyssa R. Talaugon, and Jorge L. Hernandez, "Assessing the Feasibility and Performance of Risk Assessment Instruments for Early Intervention and Prevention Services in Juvenile Justice," *Journal of Criminal Justice* 94 (2024), <https://doi.org/10.1016/j.jcrimjus.2024.102262>.

¹⁵ Lauren Grove et al., "Technology for Assessment and Treatment of Justice-Involved Youth: A Systematic Literature Review.," *Law and Human Behavior* 45, no. 5 (2021): 413.

¹⁶ Darmawati, Nur, and Badu, "The Idea of Legal Reform Implementation Assessment Risks and Criminogenic Needs of Residivist Inmates in Overcoming Residivism."

¹⁷ Pramono, "Rekonstruksi Regulasi Perlindungan Hak Terhadap Anak Dalam Proses Peradilan Pidana Berbasis Nilai Keadilan."

advancement, one that aligns directly with contemporary global justice reform agendas and the objectives of the 2030 Sustainable Development Goals notably SDG 16, which promotes peaceful, just, and inclusive societies through strong, accountable institutions.

Ultimately, this study seeks to provide a tangible contribution to governmental and institutional efforts in enhancing protection for juveniles in conflict with the law and reducing recidivism through the development of an integrated, sustainable rehabilitation model. The model proposed is envisioned not only as a legal mechanism but also as a psychosocial recovery framework that upholds the rights of children and supports their pathway toward a dignified and productive future.

Problem Statement

This study contributes to international discourse by proposing a novel socio-legal framework that integrates restorative justice principles, digital case-management tools, and Risk-Need-Responsivity (RNR) aligned assessment for children in conflict with the law. Using Indonesia as a pivotal case study, the research provides an empirical foundation for developing digital restorative hybrid models in emerging democracies, thereby addressing a significant gap in the predominantly Western-centric literature. The findings aim to inform policy and practice by demonstrating a viable pathway to operationalise technology-enabled, personalised, and rights-based rehabilitation within contexts marked by constrained resources and distinct socio-legal traditions.

This study is guided by a set of interrelated research questions that collectively examine the transformative potential of integrating restorative justice principles with digital technologies in juvenile rehabilitation. It seeks to explore how restorative justice, when combined with digital tools, can redefine rehabilitation frameworks for juveniles within emerging legal systems by shifting the focus from punitive responses toward participatory, victim-centered, and reintegrative approaches. The analysis further considers the socio-legal factors that shape the feasibility of implementing hybrid restorative-digital rehabilitation models in resource-limited settings, including institutional capacity, legal culture, technological accessibility, and community engagement. In addition, the study examines how such hybrid models can respond more effectively to the criminogenic and psychosocial needs of juveniles, thereby supporting sustainable reintegration and reducing the risk of reoffending. Finally, by situating Indonesia as a contextual case study, the research aims to contribute to broader global discussions on the integration of restorative justice and digital innovation in juvenile rehabilitation, offering insights that may inform comparative and transnational policy development.

Methods

This study employs legal research with a normative-empirical (socio-legal) approach to examine juvenile rehabilitation within Indonesia's correctional system. The normative dimension analyses statutory regulations and legal principles governing juvenile justice and rehabilitation, while the empirical dimension explores their implementation through field observations, interviews, and document review conducted at Special Juvenile Correctional Institutions (LPKA) and Probation Offices (BAPAS). The data are analysed qualitatively using juridical interpretation to identify gaps between normative legal

frameworks (das sollen) and institutional practices (das sein). The construction of the proposed rehabilitation model is undertaken through conceptual reconstruction, informed by empirical findings and comparative best practices. The ADDIE framework is utilised solely as an analytical tool to structure the model development conceptually, not as a technical research method, ensuring methodological alignment with established legal research standards.

Toward a Sustainable, Technology-Integrated, and Restorative Juvenile Rehabilitation Framework

The general provisions of Law No. 22 of 2022 on Corrections establish that corrections form an integral sub-system of the criminal justice process¹⁸ responsible for the enforcement of law in relation to the treatment of detainees, juveniles, and inmates.¹⁹ The law outlines the direction, boundaries, and methods for implementing a holistic correctional system. These elements are designed to support the transformation of offenders by encouraging them to acknowledge and take responsibility for their actions.²⁰ Within this framework, the rehabilitation of juveniles must aim to facilitate their reintegration into society, enabling them to resume a constructive role in community life and live as responsible citizens.²¹ The correctional system, in essence, emphasises the need for comprehensive development, guaranteeing inmates and detainees the right to physical and mental development²² along with access to other fundamental rights such as religious practice, education, and communication with others for the purpose of obtaining information and consent.²³

In Indonesia, there are two main institutions responsible for the care and rehabilitation of juveniles in conflict with the law (ABH),²⁴ The first is under the Ministry of Social Affairs: the Social Welfare Organising Institution (Lembaga Penyelenggara Kesejahteraan Sosial - LPKS).²⁵ which serves as a temporary placement facility for juveniles awaiting

¹⁸ Syawal Amry Siregar, "Suatu Tinjauan Kedudukan Lembaga Perasyarakatan Sebagai Sub Sistem Peradilan Pidana Di Indonesia," *JURNAL RETENTUM* 1, no. 01 (September 2019), <https://doi.org/10.46930/retentum.v1i01.281>.

¹⁹ Markus Marselinus Soge and Rikson Sitorus, "Kajian Hukum Progresif Terhadap Fungsi Pemasarakatan Dalam Rancangan Undang-Undang Pemasarakatan," *Legacy: Jurnal Hukum Dan Perundang-Undangan* 2, no. 2 (August 2022): 79–101, <https://doi.org/10.21274/legacy.2022.2.2.79-101>.

²⁰ Ali Muhammad Marliyoda Aji Pangestu, "Masa Depan Pemasarakatan: Inovasi Dan Transformasi Untuk Meningkatkan Kualitas Hidup Narapidana," *Madani: Jurnal Ilmiah Multidisiplin* 1, no. 10 (November 2023): 273–80, <https://doi.org/10.5281/ZENODO.10113193>.

²¹ Victorio Hariara Situmorang, "Lembaga Pemasarakatan Sebagai Bagian Dari Penegakan Hukum," *Jurnal Ilmiah Kebijakan Hukum* 13, no. 1 (March 2019): 85–98, <https://doi.org/10.30641/kebijakan.2019.V13.85-98>.

²² Khairul Azhar, Rizky Fauzi, and Fauziah Lubis, "Kebijakan Hukum Pidana Sebagian Bagian Dari Kebijakan Hukum Pidana," *Innovative: Journal Of Social Science Research* 4, no. 4 (2024): 3725–37.

²³ Zaki Rahim and Mitro Subroto, "Pemenuhan Hak Dan Kesejahteraan Disabilitas Di Lembaga Pemasarakatan," *Jurnal Intelektualita: Keislaman, Sosial Dan Sains* 12, no. 02 (November 2023), <https://doi.org/10.19109/intelektualita.v12i002.19765>.

²⁴ Rafika Nur et al., "Reformulation of the Recidivist Concept in the Juvenile Criminal Justice System in Indonesia," *Jurnal Hukum Volkgeist* 7, no. 1 (2022): 16–21.

²⁵ Soeardy Soeardy, Ruslan Renggong, and Baso Madiong, "Efektivitas Fungsi Pembimbing Kemasyarakatan Terhadap Pengawasan Klien Anak Kasus Narkotika Di Lembaga Penyelenggara Kesejahteraan Sosial," *Indonesian Journal of Legality of Law* 3, no. 1 (2020): 33–37.

court decisions.²⁶ Notably, this institution may allow temporary release and return of juveniles based on agreements with parents or guardians.²⁷ The second is the Special Juvenile Correctional Institution (Lembaga Pembinaan Khusus Anak – LPKA), overseen by the Ministry of Law and Human Rights.²⁸

This facility accommodates juveniles who have received final legal decisions. Both institutions serve as custodial facilities for juveniles entangled in legal proceedings. Article 50 of Law No. 22 of 2022 mandates three essential components in the juvenile rehabilitation programme²⁹ which must be formulated based on findings from a Community Research Report (Penelitian Masyarakat/Litmas),³⁰ These three components are: Educational Programme encompassing formal, non-formal, and/or informal education,³¹ designed to enhance the intellectual and academic development of juveniles.³² Personality Development Programme aimed at nurturing mental and spiritual growth, encouraging positive character building.³³ Vocational Skills Programme focusing on developing practical skills and self-reliance through vocational training.³⁴

1. Model of Juvenile Rehabilitation in the Juvenile Special Development Institution (LPKA)

The rehabilitation model for children within LPKA commences with a comprehensive

²⁶ Sri Haryaningsih and Titik Hariyati, "Impact Implementation of Law Number 11 in 2012 Concerning Children's Justice System for Development of Children," *JPII (Jurnal Penelitian Pendidikan Indonesia)* 7, no. 1 (2021): 48–56.

²⁷ Dewi Ervina Suryani et al., "Peran Lembaga Pembinaan Khusus Anak (LPKA) Kelas I Tanjung Gusta Medan Dalam Memberikan Pembinaan Anak Pelaku Tindak Pidana," *Syntax Idea* 6, no. 1 (January 2024): 156–122, <https://doi.org/10.46799/syntax-idea.v6i1.2888>.

²⁸ Fakultas Hukum, Universitas Muhammadiyah Sumatera Utara and Mhd. Teguh Syuhada Lubis, "Sistem Pemidanaan Bagi Anak Pengedar Narkotika Dengan Hukuman Pelatihan," *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial* 6, no. 1 (March 2020): 27–36, <https://doi.org/10.30596/edutech.v6i1.4392>.

²⁹ I. Kadek Subadra, Dewa Gede Sudika Mangku, and Ni Putu Rai Yuliantini, "Implementasi Undang-Undang Nomor 22 Tahun 2022 Tentang Pemasarakatan Terkait Pembinaan Kepribadian Terhadap Residivis Narkotika Di Lembaga Pemasarakatan Kelas Ii B Singaraja," *Jurnal Ilmu Hukum Sui Generis* 3, no. 3 (2023): 122–34.

³⁰ Claodia Narasindhi and Iskandar Wibawa, "Pelaksanaan Penelitian Kemasyarakatan (Litmas) Dalam Perkara Anak Berkonflik Dengan Hukum Di Bapas Pati," *UNES Law Review* 6, no. 1 (2023): 3185–93.

³¹ Arneta Nindi Santomo, Tika Santika, and Abdul Muis, "Pengawasan Dan Supervisi Program Pembinaan Kemandirian Warga Binaan Di Lapas Kelas II A Karawang," *Comm-Edu (Community Education Journal)* 7, no. 1 (2024): 127–34.

³² Anny Yuserlina and Failin Failin, "Pelaksanaan Pembinaan Terhadap Residivis Anak Pada Lembaga Pembinaan Khusus Anak Kelas II Tanjung Pati Kabupaten Limapuluh Kota," *Ensiklopedia of Journal* 6, no. 2 (2024): 116–25.

³³ Amelia Gresya Pasaribu and S. Zulkarnain, "Efektivitas Pembinaan Anak Didik Pemasarakatan Kasus Narkotika Di Lembaga Pembinaan Khusus Anak Kelas II Pekanbaru," *Journal Equitable* 8, no. 3 (2023): 467–91.

³⁴ Febrianty Febrianty, Fatmariansi Fatmariansi, and Hendra Rotama, "Pelatihan Dan Pendampingan Kecakapan Hidup Berbasis Desain Grafis Bagi Anak Didik Lembaga Pembinaan Khusus Anak," *Comvice : Journal of Community Service* 2, no. 2 (October 2018): 11–20, <https://doi.org/10.26533/comvice.v2i2.166>.

initial assessment designed to map the psychological,³⁵ social,³⁶ educational, and specific needs of each Child in Conflict with the Law.³⁷ The outcomes of the initial assessment inform the development of an individualised rehabilitation module. This module integrates academic education, moral development, skills training, and psychological interventions where clinically indicated. A structured documentation system tracks the child's progress, facilitating periodic evaluations to determine whether the child should remain in the current rehabilitation phase or transition to the next. This methodology ensures a personalised, structured, and empirically grounded rehabilitation process.

Upon completing the core institutional stage within the LPKA, the child enters a transitional phase managed by the Probation Office (Bapas). Bapas assumes a formal case management role, overseeing the child's development, providing family counselling, facilitating continued education or vocational training, and preparing the child's psychological and social readiness for community reintegration. This phase includes critical social recovery measures, such as mediating family conflict, establishing community support networks, and enabling the child's return to formal education or skills-based programs. A formal assessment of release readiness is then conducted to determine an ongoing rehabilitation plan, which serves as the framework for the subsequent aftercare period.

The final stage is a structured social reintegration process, ensuring a safe, supervised, and sustainable return to family and community. Bapas provides continued supervision, employing electronic monitoring to observe progress, while also delivering extended counselling and enhancing essential life skills, including digital literacy and vocational competencies. Concurrent psychological and social interventions aim to maintain emotional stability, reinforce prosocial values, and secure community acceptance. Therefore, successful social reintegration represents the culmination of the entire process not merely the completion of a custodial sentence, but the holistic restoration of the child's prospects and wellbeing in a durable manner.

³⁵ Putri Marlenny Puspitawati et al., "Factors Inhibiting the Psychological Recovery Process of Children in Conflict with the Law," *Psikohumaniora* 6, no. 1 (2021): 91–102, <https://doi.org/10.21580/pjpp.v6i1.6578>.

³⁶ Shirley Pascual Ayeo-Eo, "Juvenile Offenders in the Philippines: A Meta-Synthesis of Case Studies on Crime, Intervention, and Challenges," *Multidisciplinary Reviews* 9, no. 1 (2026), <https://doi.org/10.31893/multirev.2026027>.

³⁷ Anwar Sadat Tyastiti Chandrawati and Pita Permatasari, "Implementasi Hak Pendidikan Anak Pada Lembaga Pembinaan Khusus Anak Kantor Wilayah Ii Jakarta," *Jurnal Suara Hukum* 5, no. 1 (2023): 102–26, <https://doi.org/10.26740/jsh.v5n1.p102-20-20126>.

Guidance and Rehabilitation Process for Children in Conflict with the Law

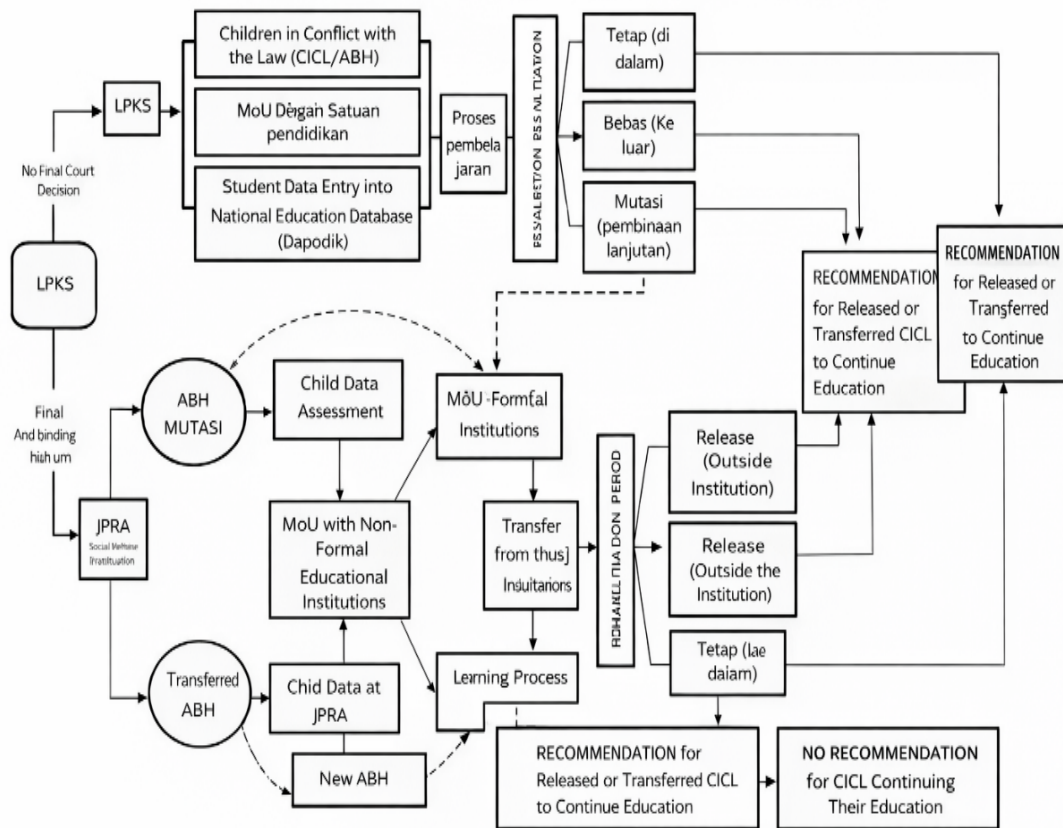
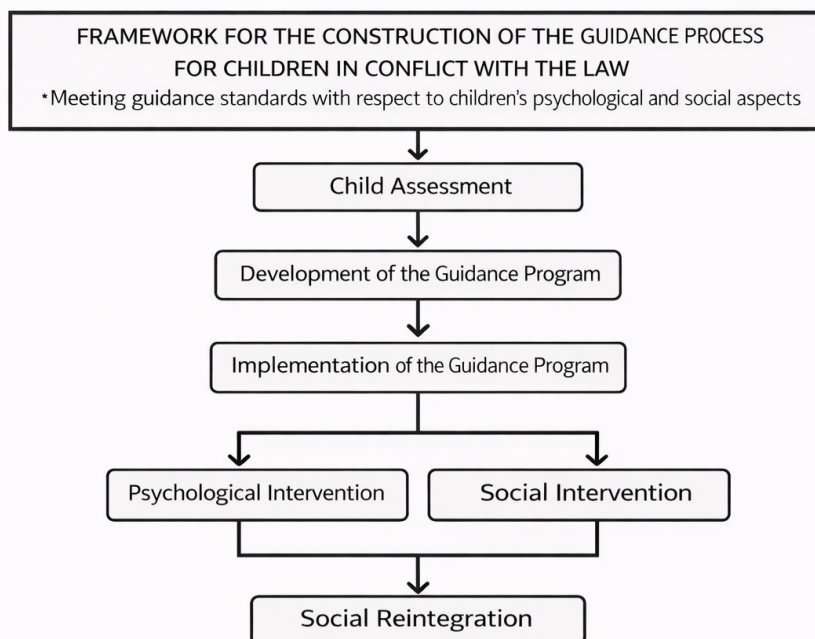
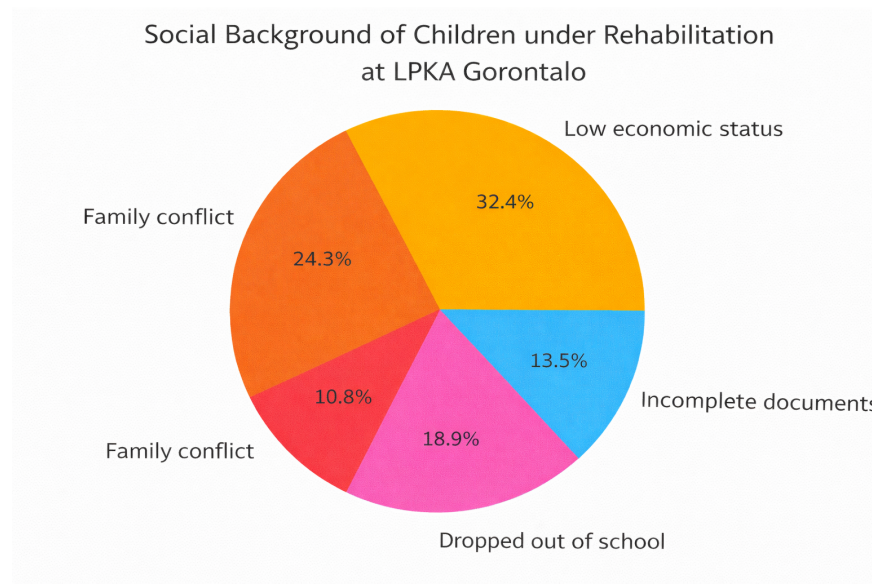
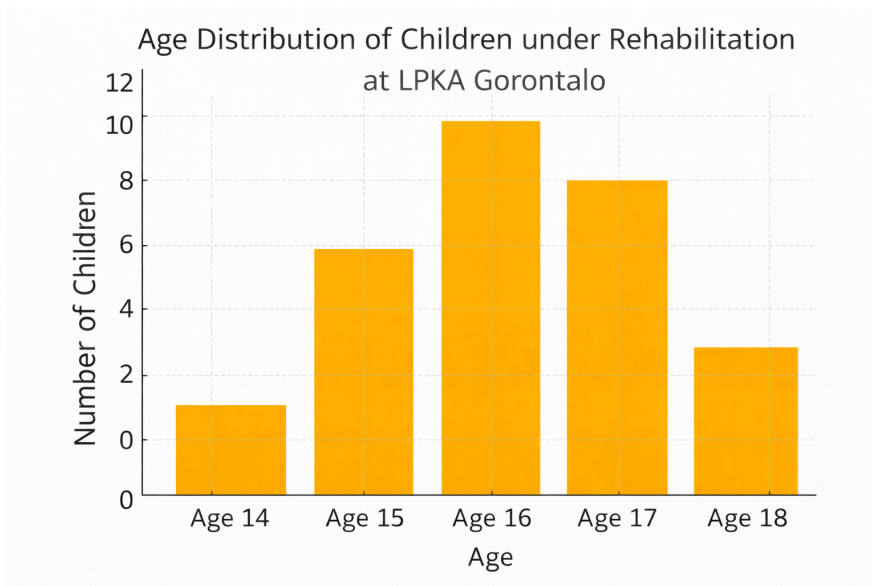


Table 2. Reconstruction of the Guidance and Reintegration Model





Results from observational studies and in-depth interviews with rehabilitation officers at the Gorontalo LPKA indicate that the implementation of initial assessments for Juveniles in Conflict with the Law (JCLs) remains constrained, both methodologically and in terms of assessor competency. A significant finding is that the process for identifying the psychological condition of the child does not involve a clinical psychologist. Consequently, the assessment lacks the necessary clinical depth to comprehensively explore the psychosocial factors underlying the juvenile's behaviour.

In practice, LPKA officers predominantly rely on rudimentary instruments, primarily simple questionnaires that focus on gathering basic demographic data, educational history, and the superficial circumstances of the offence. As a result, critical dimensions such as histories of childhood trauma, underlying emotional states, potential developmental disorders, and psychological risk factors are not identified with sufficient depth or clinical rigour.

Interview data further reveal that these limitations stem from the absence of a permanent psychologist at the Gorontalo LPKA. Consequently, essential psychological assessments that require specialised expertise cannot be conducted with appropriate rigour. Beyond this institutional gap lies a deeper systemic pattern, wherein formal judicial frameworks routinely disregard indigenous knowledge and community-driven restorative practices.³⁸ This oversight becomes particularly evident when specialised evaluation is deemed necessary: officers resort to contacting external psychologists on an ad hoc and unscheduled basis, rendering their involvement intermittent and unintegrated into standard procedure.

This systemic gap results in a significant number of juveniles requiring intensive psychological intervention remaining undetected from the initial assessment phase. This, in turn, critically compromises the accuracy and overall efficacy of the subsequent rehabilitation process. Officers confirmed that they have not received formal training in standardised psychological assessment protocols for juveniles. Consequently, current practices are characterised by an administrative rather than a diagnostic orientation.

The direct outcome is that many formulated rehabilitation plans fail to correspond accurately to the individualised needs of the juveniles. Cases involving violence-related trauma, severe anxiety, or high impulsivity are frequently placed within generic rehabilitation programmes lacking targeted therapeutic interventions. This misalignment renders institutional rehabilitation efforts less effective, as programmes are not grounded in a precise assessment of needs but are instead shaped by generic administrative modules.

Furthermore, the lack of a valid psychological assessment creates significant challenges for Bapas during the reintegration phase. Without a clear, professional account of the juvenile's psychological development during their LPKA tenure, probation officers lack a crucial evidence base for planning community-based support. Collectively, these findings underscore an urgent need to reform the initial assessment system, making it more professional, standardised, and expert-led to ensure the rehabilitation of JCLs is holistic, individualised, and fundamentally evidence-based.

2. Construction of a Sustainable and Integrated Rehabilitation Model for Juveniles in Conflict with the Law through a Technology-Based Rehabilitative Approach

The proposed system is founded upon sustainable and humanistic principles, which collectively affirm the child's inherent right to holistic development encompassing physical, psychological, and social dimensions. Operationally, the model is structured around three core, sequential phases: 1) Assessment and Needs Identification, 2) Institutional Intervention and Rehabilitation, and 3) Sustainable Social Reintegration.

The first phase concentrates on conducting risk and needs assessments through digital technology, systematically mapping each child's social background, psychological profile,

³⁸ Agus Widjajanto, I. Gde Pantja Astawa, and Muhammad Rulyandi, "Decolonising Restorative Justice in Indonesia: A Comparative Study Across Customary Law Traditions," *Legality: Jurnal Ilmiah Hukum* 33, no. 2 (September 2025): 470–92, <https://doi.org/10.22219/ljih.v33i2.40481>.

and criminogenic factors underlying their engagement in criminal activities. Technology serves a critical function by enabling the real-time documentation of assessment results, generating precise data-driven analysis, and facilitating collaborative decision-making among correctional officers, psychologists, and social supervisors. These assessment outcomes constitute the foundational basis for devising individualised, measurable, and needs-responsive intervention programmes.

The second phase entails the implementation of a modular rehabilitation programme, which integrates three core components: personality development (fostered through mental and spiritual guidance), cognitive capacity building (facilitated via formal and non-formal education), and life-skills training tailored to the juvenile's interests and potential. A dedicated digital platform functions as an interactive and adaptive learning medium. This technology enables access to personalised and flexible learning content while concurrently systematising the documentation of rehabilitative progress. Consequently, this model promotes self-directed learning and augments the juvenile's intrinsic motivation for positive behavioural change.

The third phase constitutes the most critical stage: sustainable social reintegration. This process is initiated during the concluding period of institutional rehabilitation and extends continuously following the juvenile's return to society. A technology-based digital dashboard facilitates multi-stakeholder collaboration, coordinating probation officers, educational institutions, potential employers, and community networks in the delivery of comprehensive aftercare. This integrated support encompasses ongoing counselling, academic and vocational mentoring, and facilitated access to education and employment pathways. Furthermore, the system's monitoring capabilities generate early-warning alerts upon detecting indicators that a juvenile may be regressing into high-risk environments, thereby enabling the prompt deployment of preventive interventions.

This model transcends purely technical rehabilitation by constructing a supportive social ecosystem that necessitates the active participation of families, communities, and state institutions. Its conceptual design is informed by international best practices, most notably the Reentry Intervention Support with Technology (RISE-IT) model pioneered in Norway and the United States. The RISE-IT framework synthesises skills training, digital monitoring systems, and structured social support into an integrated reintegration service. Empirical evidence indicates its effectiveness in reducing recidivism among juvenile and adolescent populations, attributable to its data-driven, systematic, and measurable methodology.

Within the Indonesian context, this model is deliberately adapted to ensure alignment with the national legal framework, specifically Law No. 11 of 2012 on the Juvenile Criminal Justice System and Law No. 22 of 2022 on Corrections. These statutes collectively enshrine the core principles of child protection, rehabilitation, and reintegration that underpin the proposed system. Furthermore, the model is designed with inherent flexibility to accommodate regional disparities in geography, socio-cultural conditions, and technological infrastructure, thereby enabling necessary local adaptation and broader replicability. Given its responsive, participatory, and digitally adaptive design, this model is positioned to serve as a foundational blueprint for reforming

Indonesia's juvenile rehabilitation system towards a more progressive, equitable, and effective framework.

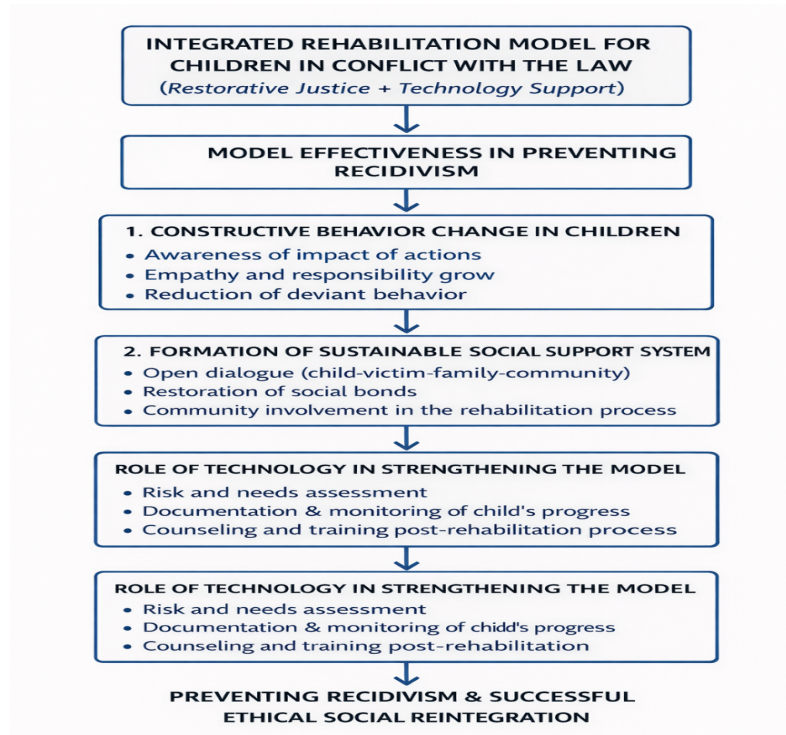
The implementation of this model proposes both immediate enhancements within institutional settings and a sustained, systemic strategy for preventing recidivism and facilitating sustainable social reintegration. By leveraging stakeholder synergy, technological innovation, and the integration of restorative and rehabilitative justice principles, the model aspires to catalyse a paradigm shift within Indonesia's juvenile justice system. The envisioned outcome is a framework that is fundamentally more inclusive, transformative, and centred on securing the child's future potential.

3. Feasibility of a Technology and Restorative Justice-Based Juvenile Rehabilitation Model in Supporting Child Protection and Social Reintegration

The rehabilitation model for juveniles in conflict with the law (ABH), which integrates restorative justice and digital technology, demonstrates a high level of feasibility for application within Indonesia's juvenile justice system. This feasibility is reflected in three interrelated aspects: alignment with national legal values, the support and adaptability of information technology, and the model's direct relevance to the needs of children in a correctional system oriented towards recovery and protection. Normatively, Law No. 11 of 2012 on the Juvenile Criminal Justice System and Law No. 22 of 2022 on Corrections provide a strong legal foundation for the development of this model. Both regulations clearly prioritise restorative justice as a mechanism for resolving juvenile cases, emphasising recovery for victims, behavioural improvement for juvenile offenders, and the restoration of social relations over punitive retribution.

The principle of the best interest of the child serves as a guiding framework, where all policies and actions must prioritise the child's future and their right to optimal development. In this context, restorative justice facilitates peaceful resolutions among offenders, victims, families, and communities through mediation and constructive dialogue that emphasise participation and accountability. This approach aligns with indigenous and communitarian worldviews, where justice is understood as the restoration of social harmony rather than punitive retribution.³⁹ The feasibility of this approach is not only supported by legal regulations but also evidenced by successful practices across various regions, where it has led to decreased recidivism, enhanced legal awareness among juveniles, and improved previously fractured social relationships.

³⁹ Ni Wayan Eka Mustika et al., "Restorative Justice Settles Health Disputes Between Patients and Hospitals from an Inclusive Justice Perspective," *Jurnal IUS Kajian Hukum Dan Keadilan* 11, no. 3 (December 2023): 423–36, <https://doi.org/10.29303/ius.v11i3.1293>.



The integration of digital technology serves as a critical amplifier for the model's efficacy and long-term viability. It provides structured mechanisms for documenting restorative agreements, reporting mediated outcomes, and systematically monitoring the progress of social reintegration. Through dedicated online platforms and case-management systems, restorative processes gain essential structure, comprehensive documentation, and transparent oversight, thereby enhancing accountability among all stakeholders.

From a practical standpoint, the model demonstrates significant technical feasibility, which is particularly advantageous given Indonesia's pronounced geographic and demographic diversity. Technology facilitates highly personalised and adaptive interventions encompassing tailored educational modules, vocational training, remote counselling, and interactive personality development programmes delivered via flexible digital formats. This capability is transformative, as it creates substantive opportunities for children in remote regions or those with limited access to conventional services to exercise their equal right to rehabilitation, effectively bridging critical accessibility gaps.

The deployment of digital tools further streamlines multi-stakeholder coordination, integrating LPKA, Bapas, educational institutions, vocational training centres, and family units into a cohesive framework. This integration fosters a more comprehensive and continuous reintegration process. Preliminary feasibility testing conducted at Class II LPKA Gorontalo indicates positive stakeholder reception. Juveniles have demonstrated marked engagement with application-based programmes tailored to their individual profiles, while institutional staff report that the system enables more precise and effective rehabilitation planning. Feedback from partner institutions further corroborates the model's practical utility.

The digital application facilitates rapid and comprehensive assessment, systematic progress monitoring, and the periodic evaluation of rehabilitation outcomes. Nevertheless, the model's long-term efficacy remains contingent upon three critical factors: the adequacy of technological infrastructure, the competency of human resources, and the depth of cross-institutional integration and coordination within each regional context. Widespread implementation may encounter challenges, including the persistent digital divide in remote areas, insufficient digital literacy among both staff and juveniles, and limited community engagement in aftercare programmes. Consequently, ensuring sustainable success necessitates a concerted effort to enhance technical and managerial capacities, secure dedicated budgetary allocations for technological support, and cultivate robust collaborative networks among government agencies, social institutions, the private sector, and civil society.

From a policy standpoint, the operational feasibility of this model would be significantly strengthened by the enactment of derivative regulations. Such regulations should establish clear technical guidelines and minimum service standards for implementing technology-enhanced, restorative justice-based programmes for children in conflict with the law (ABH). Furthermore, the development of a nationally integrated digital reporting system, synchronised across relevant institutions, would provide a critical foundation for ensuring consistency, efficacy, and accountability in the model's application.

If these systemic enablers are effectively managed, the model demonstrates strong potential for operational viability within Indonesia's diverse socio-geographic context. The synthesis of inclusive restorative justice principles with adaptive digital technology represents a progressive innovation in juvenile rehabilitation. It concurrently addresses the developmental needs of the child as an individual and ensures the sustainability of the rehabilitative process, thereby facilitating a pathway to complete and dignified social reintegration.

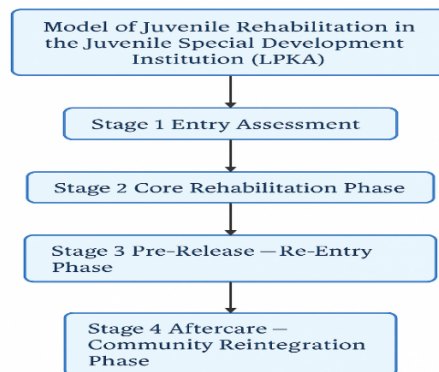
By centering child protection and the best interests of the child as its paramount principles, and by leveraging technology as a catalyst for cross-sectoral collaboration, this model possesses significant potential to evolve into a comprehensive national rehabilitation policy. It presents a viable framework for addressing contemporary child protection challenges in the digital age and for fostering the systemic transformation of Indonesia's juvenile justice system into one that is more equitable, effective, and humane provided that systemic barriers to restorative justice implementation, including knowledge gaps, infrastructural limitations, and institutional resistance, are addressed through stronger legal frameworks that harmonize restorative principles with human rights obligations.⁴⁰

⁴⁰ Dian Ekawaty Ismail et al., "Collocation of Restorative Justice with Human Rights in Indonesia," *Legality: Jurnal Ilmiah Hukum* 32, no. 2 (September 2024): 394–417, <https://doi.org/10.22219/ljih.v32i2.35374>.

4. Effectiveness of a Restorative Justice and Technology-Supported Rehabilitation Model for Juveniles in Preventing Recidivism and Supporting Social Reintegration

The proposed rehabilitation model for children in conflict with the law (ABH), which integrates restorative justice principles with structured digital support, demonstrates significant potential for preventing recidivism and fortifying the sustainability of social reintegration. Its effectiveness is anchored in two mutually reinforcing dimensions: the facilitation of constructive behavioural change among juveniles, and the concurrent establishment of a robust, continuous social support system post-release.

The restorative justice component enables juveniles to meaningfully understand the impact of their actions, extending beyond individual victims to encompass the broader community and social fabric. Through facilitated dialogues involving the juvenile, affected parties, families, and community representatives, a reparative mechanism is established. This process emphasises personal accountability and fosters the development of active, non-punitive conflict resolution skills.



Stage 1: Integrated Initial Assessment (Entry Assessment)

The initial assessment stage constitutes the first process undertaken upon a juvenile's admission to the LPKA and serves as the foundation for all subsequent rehabilitation programmes. At this stage, the LPKA implements a digital psychological assessment to map the psychological condition of the juvenile, including screening for ADHD, ASD, trauma, anxiety, and depression. Instruments utilised include Denver II, SDQ, ASEBA, and other digital forms that allow for rapid and well-documented analyses. In addition, an educational assessment is conducted to measure literacy and numeracy skills, educational history, and the juvenile's interests and talents.

This process is crucial for determining appropriate educational placement throughout the rehabilitation period. Furthermore, a risk assessment is undertaken to identify the level of recidivism risk using tools such as YLS/CMI, alongside digital social mapping to assess familial and social factors. Juveniles with special needs such as disabilities, histories of sexual violence, or technology dependency are also identified through a specialised needs assessment to ensure appropriate interventions. The entirety of these assessments results in a 360° Juvenile Profile (Digital Profiling), which forms the basis for the development of an individual rehabilitation plan.

Stage 2: Rehabilitation Programme within LPKA (Core Rehabilitation Phase)

During the core rehabilitation phase, the LPKA applies a Three-Pillar Rehabilitation Curriculum comprising the psychological pillar, the educational and vocational pillar, and the restorative pillar. Under the Psychological Pillar, juveniles receive trauma counselling, emotional therapy, behavioural therapy, and digital counselling when specialists are not physically available. Under the Educational and Vocational Pillar, juveniles participate in formal education according to their age level (primary, lower secondary, or upper secondary) and receive vocational training designed to foster self-reliance, such as agriculture, mechanics, or craftsmanship. Digital learning modules are provided to address shortages of teaching staff.

The Restorative Pillar focuses on the restoration of relationships through victim-offender mediation (where ethical and feasible), family conferencing, and structured, reflective community service programmes designed to foster accountability and social connection.⁴¹ To ensure procedural coherence, the LPKA employs a digital system that stores rehabilitation schedules, competency achievements, and behavioural progress. This data is integrated in real time with BAPAS, thus facilitating interagency monitoring.

Stage 3: Transitional Rehabilitation by BAPAS (Pre-Release – Re-entry Phase)

This stage serves as a bridge between institutional rehabilitation and the juvenile's preparation for reintegration into society. BAPAS operates the Digital Case Management System (BAPAS-LPKA Linkage System), enabling Probation Officers to monitor the juvenile's progress via an application linked to the LPKA's rehabilitation records. Within the Reintegration Programme, BAPAS provides family counselling, employment-readiness training, and character development and digital literacy education to support successful post-release adjustment.

Social healing is facilitated through family conflict mediation, the construction of community support networks, and assistance in reintegrating the juvenile into school or community learning centres (PKBM). Prior to release, a Release Readiness Assessment is conducted, covering psychological, social, and educational dimensions to determine the juvenile's preparedness to return to the community. This stage culminates in a digital-based Continued Rehabilitation Plan (CRP), which guides BAPAS supervision during the aftercare period.

Stage 4: Post-Release Rehabilitation (Aftercare – Community Reintegration Phase)

The aftercare stage ensures continuity of rehabilitation once the juvenile has returned to the community. The post-release system employs E-Monitoring, whereby juveniles submit weekly progress reports through an application monitored regularly by Probation Officers. E-Counselling or telepsychology enables sustained psychological support and ongoing family counselling. The Advanced E-Learning Programme provides digital educational modules and digital entrepreneurship training to enhance life skills. Meanwhile, Community-Based Support involves local government, Education Offices,

⁴¹ Krismiyarsi Krismiyarsi and Rayno Dwi Adityo, "The Urgency of Community Service Imposed as Punishment on Juvenile Delinquents: A Study of Al-Shatibi's Maqhasid Al-Syariah Concept," *De Jure: Jurnal Hukum Dan Syar'iah* 17, no. 1 (April 2025): 132–48, <https://doi.org/10.18860/j-fsh.v17i1.31246>.

Social Services, and schools/PKBM/BLK to ensure access to continued education or employment placement. At this stage, BAPAS also utilises a Recidivism Risk Curve to monitor the potential for reoffending. Should risk indicators increase, swift interventions are initiated to prevent new offences.

Digital Technology Components within the Model

This rehabilitation model is supported by four primary digital components. The Digital Case Management System (DCMS) connects LPKA, BAPAS, psychologists, and families, ensuring that each juvenile's progress can be easily monitored. The mobile application enables juveniles to submit progress reports, receive counselling reminders, and access rehabilitation modules. The BAPAS Monitoring Dashboard provides real-time data regarding the juvenile's status, behavioural changes, and social risk mapping. All digital systems are protected by child data protection policies, including information encryption, access control mechanisms, and privacy safeguards, thereby ensuring safe and ethical use within the juvenile rehabilitation context.

This process fosters legal and moral awareness, encouraging empathy and constructive remorse. In many cases, juveniles who undergo restorative processes show improved attitudes, greater openness in communication, and a noticeable reduction in aggressive or deviant behaviour. These developments significantly enhance their chances of being accepted back into the community and lower the risk of reoffending. The success of this approach is further amplified when combined with digital technology, which strengthens the structure of rehabilitation and expands access to supportive services.

Technology enables more accurate and structured risk and needs-based assessments, supporting the design of tailored intervention programmes. Digital applications function as tools to document the rehabilitation process, track progress, and facilitate efficient communication between officers, juveniles, and their families. Moreover, integrated online monitoring systems ensure the continuity of social support once juveniles return to their communities. Services such as online counselling, skills training, and academic mentoring allow ongoing assistance even after institutional rehabilitation has ended.

Numerous studies and field practices indicate that juveniles involved in restorative processes exhibit better legal awareness, greater personal accountability, and a reduced likelihood of repeat offending. When combined with digital technology, the approach becomes more adaptive, efficient, and measurable. Digital rehabilitation applications enable comprehensive, data driven assessments of each juvenile's risk and needs profile. These results are used to design individualised interventions suited to the juvenile's psychosocial background, condition, and potential.

The application also allows for periodic monitoring of progress, reporting developmental updates to rehabilitation officers, psychologists, and social supervisors, and serves as a vital documentation tool for policy evaluation. Digital platforms also broaden stakeholder involvement including families, communities, and partner institutions by enabling transparent and participatory collaboration through a shared monitoring system. Such collaboration is vital, as the success of reintegration is significantly influenced by the

social support juveniles receive post-release. Without this, they are at greater risk of returning to harmful environments and engaging in further misconduct.

Initial implementation of the model at Class II LPKA in Gorontalo has demonstrated its effectiveness, with juveniles showing notable improvements in rehabilitation participation, emotional regulation, and social engagement. Previously withdrawn or aggressive juveniles began participating enthusiastically in training sessions and community activities such as value-based discussions, skills training, and mediation with victims or local stakeholders. These positive impacts were also acknowledged by LPKA staff, who found the system helpful in managing more data-driven and structured rehabilitation programmes.

The availability of assessment and modular training applications enabled staff to develop targeted rehabilitation plans, monitor children's progress objectively, and respond to behavioural changes using flexible intervention strategies. However, challenges remain. A key obstacle is the digital literacy gap among juveniles and staff, particularly in areas lacking adequate technological infrastructure. Many LPKA and Bapas institutions still lack the technical capacity hardware, internet access, and trained personnel to operate digital systems effectively. This creates implementation disparities between digitally prepared regions and those reliant on conventional methods. To address this, systematic efforts are needed from the government and strategic partners to improve infrastructure readiness, provide technical training, and strengthen institutional capacity for comprehensive implementation.

Moreover, the effectiveness of this model relies heavily on the consistent application of restorative justice principles, which demand well-developed mediation skills, ethical professionalism, and a deep understanding of restorative values from practitioners. Poorly conducted processes may risk undermining trust or even causing harm to juveniles if carried out without proper guidance. Thus, capacity building for facilitators, mediators, and social supervisors is essential for success. If implemented holistically and consistently, with the active involvement of all stakeholders, this model may become a transformative approach within Indonesia's juvenile justice system. It not only prevents reoffending but also promotes long-term positive change at both individual and systemic levels.

The model bridges the gap between rehabilitative practices and the real needs of juveniles in the digital era. It offers an inclusive, just, and future-oriented system for rehabilitation. With its holistic and data-driven approach, the model holds great potential for national replication and standardisation, offering not only legal protection but also restoring dignity and securing the future of Indonesia's young generation.

Conclusion

The integrated rehabilitation model for juveniles in conflict with the law (ABH), which combines restorative justice principles with digital technology, represents a conceptual and practical breakthrough in advancing Indonesia's juvenile justice reform. Conceptually, the model offers an innovative framework that bridges the humanistic and technological dimensions of rehabilitation transforming restorative justice from a

traditional, dialogue-based process into a data-driven, participatory, and scalable system. This hybrid model contributes to global discourse on restorative and digital justice by demonstrating how technology can strengthen empathy-based rehabilitation, ensure continuity of care, and enhance accountability across multiple institutional levels. It provides a new theoretical contribution to understanding how socio-technical systems can operationalize restorative values, thereby positioning Indonesia as a case study in justice innovation within emerging legal systems.

Nationally, the model aligns with the legal foundations provided by Law No. 11 of 2012 on the Juvenile Criminal Justice System and Law No. 22 of 2022 on Corrections, both of which prioritise child protection, rehabilitation, and reintegration. Its phased structure covering assessment and needs identification, institutional rehabilitation, and sustainable reintegration ensures that every stage of the process is guided by data, transparency, and collaboration. The integration of digital tools allows for real-time documentation, individualised rehabilitation planning, and continuous progress monitoring, while also facilitating coordination among correctional institutions, social agencies, families, and communities. This synergy of restorative participation and technological support enhances the system's inclusivity and effectiveness, particularly in addressing geographic and infrastructural disparities across Indonesia.

From a policy perspective, the model offers a replicable foundation for a national digital-restorative rehabilitation framework, providing evidence-based insights for developing derivative regulations, service standards, and cross-sectoral integration mechanisms. At the global level, it contributes to the broader movement towards sustainable, child-centred justice reforms, demonstrating how digital transformation can be harnessed ethically to support the rights and wellbeing of children in contact with the law. The Indonesian experience may serve as a reference point for other countries seeking to adapt restorative justice in technologically evolving environments, particularly within resource-constrained or decentralised justice systems.

Nevertheless, future progress requires systematic efforts to overcome digital literacy gaps, strengthen institutional capacity, and ensure ethical safeguards in data management, consent, and privacy protection. These challenges open important avenues for future research, including comparative analyses of restorative-digital models across different cultural and legal contexts, longitudinal studies on long-term reintegration outcomes, and explorations of emerging technologies such as artificial intelligence, blockchain, and predictive analytics in restorative justice applications.

In conclusion, this hybrid restorative-digital rehabilitation model not only offers an innovative response to Indonesia's juvenile justice challenges but also advances the global understanding of how technology can humanise justice systems. By embedding empathy, accountability, and inclusivity within a digitally empowered framework, the model lays the foundation for a more just, humane, and future-oriented approach to child rehabilitation one that protects rights, restores dignity, and promotes sustainable social transformation

Acknowledgments

I extend my sincere gratitude to the Ministry of Higher Education, Science, and Technology of the Republic of Indonesia for the financial support that enabled this research. My appreciation goes to the leadership and staff of LPKA Class II Gorontalo and the Gorontalo Probation Office (Bapas) for facilitating access and sharing their insights. I also thank all research participants for their contributions, my colleagues for their support, and my family for their unwavering encouragement.

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