EZRA SCIENCE BULLETIN
E-ISSN 2988-1897| DOI prefix 10.58526 | https://ezra.krabulletin.com
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Optimization of Early Intervention in Probation Client Guidance Based On Compliance and Self Potential Exploration

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ABSTRACT

This article discusses the implementation of the Client START Program as an early intervention for correctional clients at the Class II Probation and Parole Office (Bapas) in Kediri. The program was initiated in response to the limited understanding among some clients regarding their rights, obligations, responsibilities, legal consequences, and compliance with mandatory reporting requirements. The study employed a descriptive qualitative approach based on Community Service Learning (KKN) activities. Data were collected through observation, discussions, assessments, documentation, and program implementation. The activities included orientation, completion of assessment instruments, exploration of personal potential, group discussions, preparation of personal development plans, and an introduction to the services provided by the Probation and Parole Office. The program involved 16 correctional inmates and 52 newly registered clients. The findings indicate that the program helped provide clients with essential initial information while identifying their individual needs and potential. The increase in the number of revocations of social reintegration programs, from 97 clients in June 2026 to 108 clients in July 2026, highlights the importance of strengthening preventive interventions and individualized guidance provided by Probation Officers.

Keywords: *Client START Program, Probation and Parole Office, Correctional Clients, Initial Assessment, Correctional Guidance, Preventive Intervention.*

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INTROUCTION

Social reintegration positions correctional clients as individuals who need to be prepared to resume their social functions responsibly within the community. Within the correctional system, the Correctional Center (Balai Pemasyarakatan or Bapas) plays an important role in providing guidance, assistance, and supervision to clients while they participate in integration programs. Law of the Republic of Indonesia Number 22 of 2022

concerning Corrections emphasizes that the correctional process does not end with rehabilitation within an institution but also encompasses the stages following clients' return to society. Therefore, the quality of early intervention is essential for building clients' readiness from the beginning of the guidance period.

Effective guidance needs to address two interrelated dimensions: compliance with program requirements and clients' readiness to lead more independent lives. Rachma and Ravizki (2025) explain that guidance provided by Bapas encompasses personality development and self-reliance development and requires a gradual process tailored to each client's circumstances. Meanwhile, compliance with mandatory reporting requirements and guidance regulations is part of the supervisory process that enables Community Counselors (Pembimbing Kemasyarakatan or PK) to monitor clients' progress. Accordingly, initial orientation should not be limited to providing administrative information but should also help clients understand the rationale behind the rules, their responsibilities, and the consequences of their behavioral choices.

Compliance issues become increasingly important when violations can result in the revocation of integration rights. Rinaldi, Madjid, and Fahmiron (2025) demonstrate that the revocation of integration rights is associated with the substance of the law, the implementing structure, and legal culture. They also emphasize that compliance based solely on fear of sanctions needs to be developed into a stronger form of compliance. These findings reinforce the need for a preventive approach through education, guidance, monitoring, and assistance. In the context of the Class II Kediri Correctional Center, the community service program (Kuliah Kerja Nyata or KKN) report recorded 97 clients whose social reintegration programs were revoked in June 2026, increasing to 108 clients in July 2026 due to violations of general conditions.

In addition to compliance, exploring personal potential is an essential element in preparing clients for their return to society. Clients face various needs, including finding employment, developing skills, fulfilling family responsibilities, and building social relationships. Rachma and Ravizki (2025) indicate that self-reliance guidance can be supported through training and the involvement of community groups. The community-based corrections perspective also emphasizes the importance of community-based support in rehabilitation and reintegration processes (Fajriando, 2019; Hermawan & Subroto, 2022; Nugraha, 2020; Samudra, 2021). Therefore, identifying clients' interests, skills, abilities, challenges, and life plans from the outset can help make guidance more individualized.

The program developed through this KKN initiative is START Klien, an acronym for Strategi Adaptasi dan Orientasi Klien Bebas (Adaptation and Orientation Strategy for Clients Released into the Community). The program integrates orientation on rights, obligations, responsibilities, and legal consequences with personal potential exploration and the preparation of personal development plans. The program design can be explained through several behavioral perspectives. The Theory of Planned Behavior states that behavioral intentions are influenced by attitudes, subjective norms, and perceived behavioral control (Ajzen, 1991). Social Learning Theory emphasizes learning through observation, experience,

and behavioral consequences (Bandura, 1977). Meanwhile, Self-Determination Theory highlights the needs for autonomy, competence, and relatedness in fostering motivation (Deci & Ryan, 2000).

A behavioral change framework is also relevant because clients do not necessarily begin their reintegration journey at the same stage of readiness. Prochaska and DiClemente (1983) describe change as a gradual process encompassing precontemplation, contemplation, preparation, action, and maintenance. Within the START Klien program, rules orientation can be positioned as a process of building knowledge and awareness, while personal potential exploration and personal development planning provide opportunities for clients to progress toward the preparation stage of change. Through this approach, the program is not merely intended to ensure that clients understand the rules but also to encourage active participation and the planning of behavioral change.

Based on these conditions, this article aims to describe the implementation of the START Klien Program as an initial guidance intervention at the Class II Kediri Correctional Center, covering the process of problem identification, implementation methods, characteristics of the target participants, forms of intervention, and resulting outputs. The article's contribution lies in documenting field practices that integrate compliance orientation and personal potential exploration within a single sequence of early interventions. This approach is expected to serve as a basis for evaluating and developing a more systematic guidance process oriented toward the individual needs of correctional clients**.**

METHOD

This study employed a qualitative descriptive design based on a Community Service Program (Kuliah Kerja Nyata or KKN). This design was used to describe the implementation of the intervention as it occurred in the field, beginning with social initiation, preliminary assessment, and planning, followed by intervention implementation, documentation, and follow-up. The descriptive approach was selected because the article did not aim to experimentally test the program's effectiveness but rather to describe the needs, processes, and immediate outcomes of implementing the START Klien Program. The principles underlying assessment and intervention planning in guidance practices were developed by taking into account clients' individual needs and the context of community-based guidance (Fajriando, 2019; Nugraha, 2020).

The activity took place at the Class II Kediri Correctional Center (Balai Pemasyarakatan or Bapas), while one of the orientation sessions for incarcerated individuals (Warga Binaan Pemasyarakatan or WBP) was conducted at the Class IIB Blitar Correctional Institution (Lembaga Pemasyarakatan or Lapas) following an Integration Assessment Team (Tim Pengamat Pemasyarakatan or TPP) hearing. The target participants consisted of two groups. The first group comprised incarcerated individuals who had attended a TPP Integration hearing and were preparing to undergo social reintegration. The second group consisted of newly registered clients who had been granted integration programs and completed

registration at Bapas. According to the KKN report, the START Klien activities involved 16 incarcerated individuals and 52 newly registered clients.

Data were collected through field observations, coordination with Community Counselors (Pembimbing Kemasyarakatan or PK) and relevant technical implementation units (Unit Pelaksana Teknis or UPT), group discussions, completion of the START Klien instruments, activity documentation, and records of implementation outcomes. The START Klien instrument covered participants' identities, completeness of civil registration documents, challenges encountered, existing skills, and life plans for the following six months to one year. Observations and discussions were used to supplement information that could not be adequately obtained through the instruments alone. The use of multiple information sources was intended to ensure that preliminary data were derived not only from written responses but also from interactions throughout the guidance process.

The implementation procedure was divided into five stages. First, social initiation, which involved initial contact and coordination to understand the guidance context and identify the target participants. Second, program organization, which involved task allocation and the preparation of materials, instruments, and facilities. Third, initial assessment, which aimed to identify participants' understanding of compliance, as well as their problems, needs, potential, interests, and skills. Fourth, social planning and intervention, which involved lectures, discussions, group guidance, instrument completion, exploration of personal potential, preparation of personal development plans, and an office tour. Fifth, the final stage, which included reviewing the completed instruments, documenting activities, conducting evaluations, preparing reports, and communicating the results to Community Counselors.

Data were analyzed descriptively by organizing information according to the identified problems, target participants, activity processes, number of participants, and program outputs. Numerical data available in the report were used as factual descriptions, while information obtained from observations and activities was analyzed thematically under four categories: compliance and responsibility, exploration of personal potential, client participation, and follow-up guidance. This approach is consistent with the principle that community-based program evaluation should consider the implementation context and the needs of target participants rather than focusing solely on administrative outputs (Fahriza, 2020; Hendro Setiyono & Iskandar, 2025).

RESULT AND DISCUSSION

RESULT

The initial identification process revealed two main groups of issues. The first concerned compliance, particularly understanding rights and obligations, fulfilling mandatory reporting requirements, maintaining responsibilities during the guidance period, and understanding the legal consequences of violations. The second concerned the exploration of personal potential, as some clients had not yet been able to identify their interests, skills, abilities, challenges, and needs that could serve as a basis for planning their

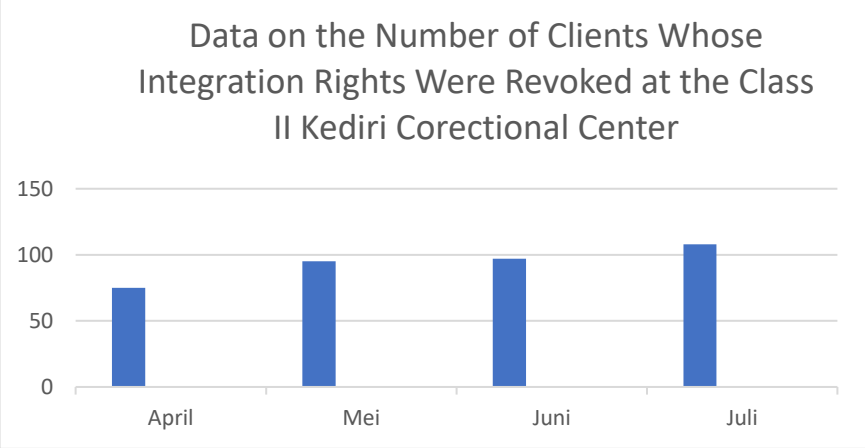
lives after returning to society. These two issues formed the basis for selecting START Klien as an initial intervention.

Registration data presented in the KKN report indicated that 97 clients underwent revocation of their social reintegration programs in June 2026, increasing to 108 clients in July 2026. These data were used in the program as an indicator of the need to strengthen orientation and compliance. However, the figures were not used to infer a causal relationship between the START Klien program and the revocation of integration rights, as the intervention was implemented after the issues had been identified and was not accompanied by an experimental evaluation design.

Tabel 1. Participants in the Program START Klien

No	Target Group	Number of Participants	Activity Focus
1.	Incarcerated individuals following the TPP Integration hearing	16	Orientation on integration programs, rights, obligations, responsibilities, prohibitions, and legal consequences
2.	Newly registered Bapas clients	52	Compliance orientation, exploration of personal potential, initial assessment, discussions, personal development planning, and introduction to available services

Chart 1. Number of Clients Whose Social Reintegration Programs Were Revoked in June and July 2026



The implementation of START Klien for incarcerated individuals following the TPP Integration hearing focused on orientation before they entered the social reintegration process. The materials covered integration programs, clients' rights and obligations, mandatory reporting requirements, guidance procedures, prohibitions, responsibilities, and legal consequences. Activities for this group did not include an in-depth exploration of personal potential because their primary need was to ensure an understanding of the basic information required before entering the guidance process.

For the newly registered client group, the intervention was more comprehensive. Activities began with an opening session and introductory briefing, followed by the delivery of materials on rights and obligations, responsibilities, mandatory reporting requirements, the consequences of violations, civil registration documents, and Bapas services. The materials were delivered through lectures, followed by discussions and question-and-answer sessions. Clients were given opportunities to share their circumstances and ask questions, allowing the information to be clarified in accordance with the issues that arose during the activities.

Completing the assessment instrument was an important component of the activities for newly registered clients. The instrument was used to obtain information about clients' identities, civil registration documents, challenges, skills, and life plans. In addition to serving as a source of preliminary data for Community Counselors (Pembimbing Kemasyarakatan or PK), completing the instrument provided clients with an opportunity to reflect on their personal circumstances, obstacles, abilities, and goals.

The exploration of personal potential was conducted by identifying clients' interests, skills, abilities, challenges, and needs. Subsequently, clients were guided in preparing personal development plans for the following six months to one year. These plans were tailored to each client's circumstances and capabilities. The findings from the exploration process and the resulting plans could serve as preliminary input for determining more appropriate guidance strategies.

Client participation was also encouraged through group discussions and sharing sessions. Clients could express their experiences, challenges, and needs related to the guidance process. The implementation team and Community Counselors reinforced the materials that had been presented. An office tour was then conducted to introduce the Bapas environment and services, helping clients understand the available service procedures.

The final stage produced several direct outputs, including completed assessment instruments, activity documentation, implementation reports, and preliminary information regarding clients' circumstances and plans. These outputs could be provided to Community Counselors for follow-up. Thus, the activities were not limited to a one-time orientation session but established a pathway for integrating the results into subsequent guidance processes.

DISCUSSION

The implementation findings indicate that strengthening early interventions requires the integration of compliance and client capacity development. Rule-oriented sessions provide clients with a basic understanding of what they are required to do, while potential exploration helps address what they can develop during the supervision period. An approach that emphasizes compliance alone risks positioning clients merely as recipients of rules, whereas an approach that focuses exclusively on potential may overlook the obligations and legal consequences associated with the integration program. Integrating these two components is therefore relevant to the direction of community-based corrections, which positions the process of returning to society as an essential part of the correctional system (Fajriando, 2019; Hermawan & Subroto, 2022; Nugraha, 2020).

From the perspective of the Theory of Planned Behavior, materials addressing rights, obligations, responsibilities, and consequences can help shape attitudes and perceived behavioral control related to compliance (Ajzen, 1991). Discussions provide opportunities to assess clients' understanding and explore potential barriers that may interfere with their compliance with mandatory reporting requirements. However, the KKN implementation did not include quantitative measurements of changes in attitudes or intentions. Therefore, this article can only demonstrate that the intervention components were designed to support compliance, rather than establish the extent of behavioral change.

The use of discussions, observations, and instrument completion is also consistent with the principles of experiential learning and learning from the environment. Bandura (1977) emphasized that individuals learn through observation and the consequences of behavior. Within START Klien, the relationship between compliant behavior, fulfillment of mandatory reporting requirements, and the consequences of violations is explained directly. Guidance provided by Probation Officers (Pembimbing Kemasyarakatan) during discussions offers a social context that enables clients to connect the rules with situations they may encounter.

Potential exploration and the development of self-improvement plans can be understood through Self-Determination Theory. Deci and Ryan (2000) emphasized the importance of autonomy, competence, and relatedness in supporting motivation. When clients are encouraged to identify their skills and establish goals for the next six months to one year, they are given the opportunity to consider objectives that are personally relevant. This process differs from the uniform assignment of programs because the information generated can serve as a basis for tailoring individualized supervision. This approach is also consistent with the Transtheoretical Model, which conceptualizes change as a gradual process (Prochaska & DiClemente, 1983). Not all clients have the same level of readiness to change. Some may still be developing an understanding of the rules, while others may already be capable of establishing goals and formulating plans. Accordingly, the instruments and discussions should not be regarded merely as administrative formalities, but as opportunities to identify clients' stages of readiness so that Probation Officers can determine appropriate follow-up actions.

Program implementation also highlights the importance of Probation Officers in ensuring that intervention outcomes become part of subsequent supervision. Research on the implementation of Probation Officers' duties indicates that workload, resources, and supervision mechanisms can influence the optimization of monitoring practices (Fahriza, 2020). Therefore, the success of START Klien depends not only on the quality of the orientation sessions but also on the institution's ability to manage instrument results, make referrals, and monitor client progress. From a practical perspective, the program has implications for the Class II Probation Office (Bapas Kelas II) in Kediri, particularly by providing an opportunity to standardize initial orientation for new clients. The instruments can serve as a source of baseline data to be referenced in subsequent personality development and self-reliance programs. Findings concerning clients' potential, skills, and life plans can also be linked to relevant community-based support, training, or self-reliance activities. This approach is consistent with literature that positions empowerment and community support as integral components of reintegration (Samudra, 2021; Hendro Setiyono & Iskandar, 2025).

The main limitation of the activity is the absence of a pretest–posttest design or quantitative measurements that could demonstrate measurable changes in knowledge, attitudes, compliance, or motivation. Furthermore, participant data were relatively limited to attendance figures and the results of initial assessments, whereas behavioral changes require monitoring over a longer period. Consequently, increased compliance or reduced violations cannot be claimed as direct impacts of START Klien. Future research could develop assessment instruments administered before and after orientation and conduct follow-up monitoring of compliance with mandatory reporting requirements and client participation in supervision programs. Nevertheless, the implementation involving 16 Warga Binaan Pemasyarakatan (WBP, correctional inmates) and 52 new clients demonstrates that the program can be implemented at two critical points in the reintegration process: before inmates return to the community and when new clients begin their supervision at the Probation Office. This two-track model allows the focus of the materials to be adjusted to the needs of each group. Inmates require orientation on compliance and responsibility, whereas new clients require additional potential assessments and self-development planning. This differentiation represents one of the program's practical strengths because interventions are not entirely standardized across all participants.

Overall, START Klien is more appropriately positioned as an early intervention and supervision data-collection mechanism than as a standalone program. Its added value lies in integrating legal education, participation, basic assessment, potential exploration, and self-development planning. Institutionalizing the program should be accompanied by clear follow-up procedures to ensure that the information collected does not remain merely in documentation but genuinely informs supervision strategies. These findings are consistent with the broader direction of strengthening community-based corrections, which requires continuity between preparation, supervision, monitoring, and reintegration support (Fajriando, 2019; Hermawan & Subroto, 2022).

CONCLUSION

The implementation of the START Klien Program at the Class II Probation Office (Bapas Kelas II) in Kediri demonstrates that early interventions can be designed by integrating compliance orientation and personal potential exploration. The program addresses two primary needs identified during the Community Service Program (KKN), namely the suboptimal understanding of rights, obligations, responsibilities, and legal consequences, as well as the need to identify interests, skills, personal challenges, and self-development plans. The program was implemented through several stages: initiation, organization, assessment, planning, intervention, documentation, and follow-up. The activities involved 16 correctional inmates (Warga Binaan Pemasyarakatan or WBP) following their integration-related TPP and 52 new clients. The direct outputs included an understanding of the materials presented, participation in discussions, completion of assessment instruments, identification of personal potential, self-development plans, documentation, and baseline data that can be utilized by Probation Officers (Pembimbing Kemasyarakatan).

The program is recommended for further development as a structured initial orientation, provided that the assessment results are integrated into individualized supervision and evaluated periodically. Future development should incorporate measurements of changes in knowledge and attitudes, as well as medium-term monitoring of compliance and the implementation of self-development plans. Accordingly, START Klien can function not merely as an information-sharing activity but as an integral component of a continuous supervision process.

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