



Implementation of Article 9c of Law Number 22 of 2022 Concerning Correctional Facilities in Class Iia Labuhan Ruku Prison

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ABSTRACT

This study aims to analyze the implementation of the fulfillment of prisoners' rights in obtaining education and developing their potential based on Article 9 letter c of Law Number 22 of 2022 concerning Corrections in Class IIA Labuhan Ruku Prison and identify factors that hinder its implementation. This study uses an empirical legal research method with a juridical-sociological approach. Data were obtained through interviews, observations, and documentation studies, then analyzed qualitatively using legal protection theory and legal effectiveness theory. The results of the study show that the fulfillment of prisoners' rights has been pursued through educational activities, teaching, personality and independence development, recreational activities, and various skills and potential development programs. The implementation shows that there are efforts by the prison in translating the normative guarantees of Article 9 letter c into a coaching program that supports rehabilitation and social reintegration. However, the implementation is not fully optimal because it is influenced by limited facilities and infrastructure, human resources, budget, number of inmates, diversity of characteristics and motivations of participants, security considerations, and limited cooperation with external parties. Optimizing the fulfillment of these rights requires strengthening institutional capacity, facilities, human resources, and sustainable development programs.

INTRODUCTION

The correctional system in the development of modern criminal law is no longer placed solely as an instrument for carrying out prison sentences, but has undergone a paradigm shift towards a system oriented towards coaching, rehabilitation, and social reintegration. The crime of deprivation of liberty essentially restricts a person's freedom, but it does not necessarily eliminate the basic rights inherent in him or her as a human being. The state still has an obligation to ensure that every inmate receives humane treatment and the opportunity to improve themselves, develop their skills, and prepare for life after completing their sentence. Thus, the success of the correctional system can not only be measured by the ability of correctional institutions to maintain security and order, but also by their ability to carry out coaching that is able to support behavioral changes and the readiness of inmates to return to society (Asmawati, 2022).

This paradigm change gained a stronger foundation after the enactment of Law Number 22 of 2022 concerning Corrections, which replaced Law Number 12 of 1995 concerning Corrections. Law Number 22 of 2022 brings important developments in the construction of correctional law by placing the function of correctional law in a broader framework and integrated with the criminal justice system. Correctional care is no longer understood only as the last stage after a person has obtained a criminal verdict, but is part of the criminal justice process that includes service, coaching, community guidance, care, security, and observation. These changes show an increasingly strong orientation towards the fulfillment of rights, personality development, development of independence, and social reintegration of inmates (Tisa Windayani, 2026).

One of the important consequences of this paradigm change is the stronger recognition of the rights of the inmates. Article 9 of Law Number 22 of 2022 provides a number of rights to prisoners, including the right to carry out worship, obtain physical and spiritual care, get education, teaching, recreational activities, and opportunities to develop potential, obtain proper health and food services, obtain information services, obtain legal counseling and legal assistance, submit complaints, obtain humane treatment, and obtain social services. In particular, Article 9 letter c affirms the right of prisoners to education, teaching, recreational activities, and opportunities to develop their potential. This provision shows that education and potential development are not just additional programs provided based on the policies of correctional institutions, but are part of the rights of inmates who obtain normative recognition (Glory Sumiaty Nainggolan, Berlian Simarmata, 2024).

Recognition of education, teaching, recreational activities, and potential development has a strategic meaning in the implementation of correctional services. Education for the inmates should not be interpreted only as formal education, but also includes the process of increasing knowledge, skills, attitude formation, and developing skills that can be used after the inmates return to the community. Similarly, recreational activities have a function that is not limited to providing entertainment, but can be part of the process of physical development, creativity development, social interaction, and constructive

behavior formation. Meanwhile, the opportunity to develop the potential provides space for inmates to recognize their abilities and acquire skills that can support social and economic life after release (Higgins, 2021).

From the perspective of corrections, the fulfillment of these rights has a close relationship with the goals of rehabilitation and social reintegration. Assisted citizens who gain access to education and skills have a greater chance of increasing their capacity and building a more productive life after serving their sentences (Jr, 1996). Therefore, the guidance provided by correctional institutions should not only be oriented towards compliance with discipline during their sentences, but also prepare inmates to be able to face life outside the correctional institution. Thus, Article 9 letter c has a broader dimension because it is directly related to the purpose of correctional facilities in forming inmates to be able to play a positive role again in community life.

The existence of legal norms that guarantee the rights of inmates does not automatically indicate that these rights have been effectively exercised. The implementation of the rights of inmates is greatly influenced by the ability of correctional institutions to translate legal norms into concrete programs. The availability of human resources, facilities and infrastructure, budget, educators or instructors, housing capacity, program management system, and cooperation with external parties are a number of factors that can determine the quality of the implementation of these rights. Thus, there is a possibility of a gap between *das sollen*, which is a right that is normatively guaranteed by laws and regulations, and *das sein*, which is the factual condition of the implementation of these rights in correctional institutions (Papy Michael Napu, Rudepel Petrus Leo, 2023).

A number of studies show that the issue of fulfilling the rights of inmates still faces various obstacles. Research on the implementation of the rights of inmates based on Law Number 22 of 2022 shows that the fulfillment of rights in several correctional institutions still faces limitations in the number of officers, budgets, health workers, and personnel who support the implementation of education programs. This condition shows that the fulfillment of the rights of inmates requires adequate institutional support and cannot rely solely on the existence of legal norms (Yustiana, Muhammad Yunus, 2023).

The same problem was also found in the implementation of the independence development program. Research on job training for inmates shows that programs such as automotive skills, carpentry, agribusiness, welding, and other productive activities have become part of coaching. However, its implementation still faces problems in the form of limited facilities, budget, training rooms, instructors, and the capacity of correctional institutions. This condition shows that the existence of the coaching program is not always synonymous with the optimal fulfillment of the rights of the inmates (Muhammad Anis, Marzuki, 2025).

This context becomes increasingly relevant in seeing the implementation of the rights of inmates in the North Sumatra region. Research on correctional institutions in Medan shows that various rights of inmates have been pursued through education, health services, family visits, personality development, and social development. However, its implementation still faces the problem of

limited staff, occupancy density, facilities, and supporting resources. These findings show that the implementation of Law Number 22 of 2022 is a multidimensional issue that is not only related to compliance with legal norms, but also concerns the capacity of correctional institutions in providing services and programs needed by inmates.

In the context of Article 9 letter c, the issue of implementation becomes more complex because the norm contains several forms of rights at once, namely education, teaching, recreational activities, and opportunities to develop potential. Each of these forms of rights requires a different approach and facilities. Education requires educators, learning materials, learning spaces, and a sustainable learning system. Skill development requires instructors, equipment, training rooms, and programs that are in accordance with the interests and abilities of the inmates. Recreational activities require spaces and facilities that allow the inmates to carry out sports, art, and other positive activities. Therefore, the implementation of Article 9 letter c is not enough to be assessed based on the existence or absence of an activity, but must be seen from the accessibility, sustainability, quality, equity, and relevance of the program to the needs of the inmates.

Several previous studies have discussed the fulfillment of the rights of assisted citizens based on Law Number 22 of 2022. However, the research tends to discuss the rights of inmates in general or focus on one form of coaching, such as health services, job coaching, certain education, or personality coaching. There are still limitations to studies that specifically analyze the implementation of Article 9 letter c as a unit of rights that include education, teaching, recreational activities, and opportunities to develop potential in certain correctional institutions, especially the Class IIA Labuhan Ruku Prison. Thus, there are empirical gaps that need to be studied to find out the extent to which these legal norms are really translated into programs and services that are accessible to the inmates.

The Class IIA Labuhan Ruku Prison is important as a research location because the implementation of the rights of inmates at the institutional level is a meeting point between legal norms and correctional practices. The issue that needs to be studied is not only whether the prison has provided education, teaching, recreational, and potential development programs, but also how the program is implemented, who can access it, how the mechanism is implemented, and whether there are obstacles in fulfilling these rights. The analysis also needs to be directed at institutional factors such as the availability of officers, facilities, budget, cooperation with educational institutions or other parties, and the participation of the inmates.

Based on this description, the implementation of Article 9 letter c of Law Number 22 of 2022 cannot be seen only as an administrative issue in the implementation of correctional services. The fulfillment of the right to education, teaching, recreational activities, and potential development is part of the rehabilitation and social reintegration strategy that determines the quality of the implementation of the correctional system. When these rights are optimally implemented, correctional institutions not only carry out security functions, but

also play a role as institutions that prepare inmates to return to become productive and responsible members of society.

THEORETICAL REVIEW

Legal Protection Theory

Legal protection theory is used to analyze the position of the rights of inmates as legal subjects who continue to have basic rights even though they are serving a crime of deprivation of independence. Criminalization basically restricts a person's freedom based on a court decision, but that restriction does not mean eliminating all the rights inherent in him. The state is still obliged to provide protection for the rights of inmates in accordance with the provisions of laws and regulations (Nainggolan, 2019).

According to Philipus M. Hadjon, legal protection can be distinguished into preventive legal protection and repressive legal protection. Preventive legal protection provides an opportunity for legal subjects to prevent adverse actions before a decision or action is taken. Meanwhile, repressive legal protection is provided when there is a violation or dispute with the aim of resolving the problem and restoring the rights of the aggrieved party (Hadjon, 1987).

In the context of corrections, the theory of legal protection is used to see the extent to which the state through correctional institutions provides guarantees for the rights of inmates. Article 9 letter c of Law Number 22 of 2022 is a form of legal protection because it provides inmates with the right to education, teaching, recreational activities, and opportunities to develop their potential. These rights must be granted without diminishing the human dignity of the inmates and must be implemented based on the principle of humane treatment.

This theory is further used to analyze whether the implementation of education, teaching, recreational activities, and potential development in the Class IIA Labuhan Ruku Prison has provided real protection for the rights of the inmates. Thus, the study not only looked at whether the provisions of Article 9 letter c were normatively available, but also whether these rights could really be enjoyed by the assisted citizens in a decent, proportionate, and non-discriminatory manner.

Legal Effectiveness Theory

The theory of legal effectiveness is used to analyze the extent to which the provisions of Article 9 letter c of Law Number 22 of 2022 can be applied in real terms in correctional practices in Class IIA Labuhan Ruku Prison. The existence of a legal norm does not automatically indicate that the norm has been effective. The effectiveness of the law must be seen from the ability of norms to be embodied in the behavior, policies, programs, and concrete actions of the institutions responsible for implementing them (Mulyadi, 2024).

According to Soerjono Soekanto, the effectiveness of law enforcement is influenced by five factors, namely legal or regulatory factors themselves, law enforcement factors, facilities or facilities factors, community factors, and cultural factors. These five factors can be used as an analysis instrument for the implementation of Article 9 letter c in the Class IIA Labuhan Ruku Prison (Soekanto, 2021).

Legal factors are related to the clarity of norms regarding the rights of inmates and their implementation provisions. Law enforcement factors are related to the understanding, ability, professionalism, and commitment of correctional officers in fulfilling the rights of inmates. Facilities and facilities are related to the availability of learning spaces, educational facilities, sports and recreation facilities, skill equipment, teaching staff, instructors, and other supporting facilities. Community factors in the context of this study can be attributed to the inmates as beneficiaries of rights and the involvement of the community or external institutions in supporting the coaching program. Meanwhile, cultural factors are related to values, attitudes, and thought patterns that develop in the correctional environment regarding the position of inmates, coaching, education, and social reintegration.

Through the theory of legal effectiveness, the implementation of Article 9 letter c is not only measured based on the existence or absence of education, teaching, recreation, and potential development programs. The effectiveness is also assessed based on the inmates' access to the program, the continuity of implementation, the adequacy of facilities, the quality of coaching, the involvement of officers, the participation of the inmates, and the results obtained from the program. Thus, this theory can be used to find a gap between the legal norms that give rights to inmates and the factual conditions of its implementation in the Class IIA Labuhan Ruku Prison.

METHODOLOGY

This study uses an empirical legal research method with a juridical-sociological approach to analyze the implementation of Article 9 letter c of Law Number 22 of 2022 concerning Corrections in Class IIA Labuhan Ruku Prison. Empirical legal research is used because the research not only examines the legal provisions that govern the rights of inmates to obtain education, teaching, recreational activities, and opportunities to develop their potential, but also examines how these provisions are implemented in practice by correctional institutions (Erwin Asmadi, Padian Adi Selamat, Benito Asdhie Kodyat, 2021).

This research is descriptive-analytical, namely systematically describing the implementation of the rights of inmates as stipulated in Article 9 letter c, then analyzing their conformity with the provisions of laws and regulations and the purpose of corrections. Primary data were obtained through interviews with correctional officers and inmates at the Class IIA Labuhan Ruku Prison, as well as observations on the implementation of education, teaching, recreational activities, and potential development programs. Secondary data was obtained through laws and regulations, books, scientific journals, research results, institutional documents, and various literature relevant to correctional law and the rights of inmates (Widya Oktavia, 2026).

RESULTS AND DISCUSSION

Implementation of the Fulfillment of Prisoners' Rights in Obtaining Education and Potential Development Based on Article 9 Letter C of Law Number 22 of 2022 at Labuhan Ruku Prison

The implementation of the fulfillment of prisoners' rights in obtaining education and opportunities to develop their potential in Class IIA Labuhan Ruku Prison is part of a paradigm shift in corrections that places inmates not solely as objects of punishment, but as subjects who still have the right and need to obtain guidance. Deprivation of liberty based on court decisions does not remove the right of prisoners to obtain education and develop their abilities. Therefore, correctional institutions have a responsibility to ensure that these rights can be realized through a planned and sustainable coaching program that meets the needs of inmates (Easton, 2022).

Corrections provides inmates with the right to education, teaching, recreational activities, and opportunities to develop their potential. These provisions show that education and potential development are an integral part of the correctional system. The fulfillment of these rights has a broader purpose than just providing activities while inmates are serving their sentences, namely to shape the ability and readiness of inmates to be able to live a productive life after returning to society (Georgios Chloupis, 2025).

The fulfillment of the right to education can be realized through various forms of coaching activities that are adjusted to the conditions and capacity of correctional institutions. Education for inmates can include formal and non-formal education, religious learning, literacy activities, counseling, basic knowledge training, and other learning activities. Meanwhile, potential development can be realized through skills training, productive activities, art, sports, and other activities that allow inmates to recognize and develop their abilities.

The implementation of education and potential development in Labuhan Ruku Prison must basically be understood as part of personality development and independence development. Personality development is directed to shape changes in the attitude, mental, moral, and behavior of inmates, while independence development is directed at improving skills and abilities that can be a provision when inmates return to society. Both forms of coaching have a close relationship with the goal of social reintegration because inmates are not only prepared to obey the rules while in prison, but are also prepared to live independently after release.

From the perspective of Legal Protection Theory, the implementation of education and potential development is a tangible form of the state's presence in protecting the rights of prisoners. The rights that have been granted by law must not stop at normative recognition, but must be realized through services and programs that are accessible to prisoners. Legal protection in this context means ensuring that prisoners have the opportunity to participate in education and potential development activities without discriminatory treatment. Correctional institutions as state institutions have an obligation to provide conditions that allow these rights to be exercised.

The fulfillment of these rights must also take into account the different characteristics of prisoners. The level of education, age, ability, interests, talents,

length of sentence, and psychological condition of inmates can affect the appropriate form of coaching. Therefore, a uniform approach to all inmates does not always result in optimal coaching. Education and potential development programs need to be designed based on needs so that the activities provided are not only formal, but actually provide benefits for the development of inmates.

In the context of developing potential activities, skills have an important position. Skills training can provide opportunities for inmates to acquire practical skills that can be used as social and economic capital after serving their sentence. Activities such as carpentry, handicrafts, welding, agriculture, fisheries, catering, sewing, and other skills can be a means to build independence. Thus, potential development not only has a coaching dimension, but also has a prevention dimension against the repetition of criminal acts because inmates acquire alternative skills and productive activities that can be used after returning to society.

Education also has an important function in building changes in the way of thinking of prisoners. Through education, inmates can gain knowledge, improve their ability to read and understand information, and develop a more constructive mindset. Education can also be used as a means to build legal awareness and social responsibility. Thus, education in correctional institutions should not be positioned only as the fulfillment of administrative obligations, but as a rehabilitation instrument that can support behavior change and prepare for the process of social reintegration.

Inhibiting Factors Faced by Class IIA Labuhan Ruku Prison in Optimizing Recreational Activities and Fostering Prisoner Potential in accordance with the mandate of Article 9 Letter C of Law Number 22 of 2022

The implementation of prisoners' rights as stipulated in Article 9 letter c of Law Number 22 of 2022 concerning Corrections is not only related to the availability of education and coaching programs, but also includes the fulfillment of the right to obtain recreational activities and opportunities to develop potential. In practice, the implementation of these rights does not always run optimally because it is influenced by various institutional conditions, limited resources, characteristics of inmates, and external factors. Therefore, the assessment of the inhibiting factors is important to determine the gap between normative guarantees and the factual conditions of carrying out activities at the Class IIA Labuhan Ruku Prison (Gina Gaharuli, 2024).

The implementation of prisoners' rights as mandated in Article 9 letter c of Law Number 22 of 2022 still faces various obstacles. Based on these conditions, the inhibiting factors can be classified as follows:

1. Limited Facilities and Infrastructure

Recreational activities and potential development require adequate facilities and infrastructure. Sports, arts, education, and skills training activities require appropriate space and equipment. Limited facilities can cause the types of activities available to be limited and their implementation must be done in turn. This condition also has an impact on the quality of coaching. Skills training that is not supported by adequate equipment can lead to more theoretical activities than practice.

In fact, the development of potential should produce skills that inmates can use after returning to society.

2. Limited Human Resources

The implementation of coaching activities requires officers who have the ability to manage and supervise activities. Some programs also require teachers, instructors, or those with special skills.

The limited number and competence of coaching staff can affect the intensity and quality of the program. Correctional officers also have other responsibilities, such as security, service, administration, and coaching so that a high workload can be an obstacle in optimizing the implementation of Article 9 letter c.

3. Number of Inmates and Capacity of Correctional Institutions

The number of inmates who must receive services affects the ability of the prison to provide activities evenly. The larger the number of residents, the greater the need for facilities, officers, budget, and coaching time. In these conditions, recreational activities and potential development must be carried out in turns to maintain security and order. As a result, not all inmates can participate in activities with the same frequency and intensity.

4. Budget Constraints

The implementation of educational, recreational, and potential development activities requires sustainable budget support. Budgets are needed for the procurement of equipment, training materials, facility maintenance, and the provision of instructors. Budget limitations cause prisons to set a priority scale in determining activities that can be carried out. These conditions can limit the variety and sustainability of coaching programs.

5. Diversity of Interests, Talents, and Characteristics of Inmates

Inmates have different educational backgrounds, ages, work experience, interests, and abilities. Therefore, not all types of activities can provide the same benefits for all inmates. Coaching programs that are not in accordance with the interests and abilities of participants have the potential to cause low participation. Therefore, the implementation of Article 9 letter c requires mapping the interests and potentials of inmates so that activities can be adjusted to their respective characteristics.

6. Low Motivation of Some Inmates

Another factor that can affect the success of coaching is the level of motivation of the inmates. Some inmates may view educational, sports, recreational, or skills training activities only as additional activities during their sentences. In fact, these activities have an important function as a provision for life after freedom. Therefore, a coaching approach is needed that is able to increase prisoners' awareness of the benefits of education and skill development for the social reintegration process.

7. Security and Order Considerations

The implementation of recreational activities and potential development must still pay attention to the security and order aspects of prisons. Any

activity involving multiple inmates requires officer supervision as well as arrangements regarding the location, timing, use of equipment, and movement of participants. Under certain conditions, safety considerations may cause activities to be limited in number of participants, reduced in frequency, or carried out in turns. Thus, there is a need to find a balance between the fulfillment of prisoners' rights and the interests of correctional security.

8. Not Optimal Sustainability of Coaching Results

The development of the potential of inmates will be more meaningful if the skills acquired while in prison can be used after they return to society. However, these skills require continued support in the form of access to jobs, capital, marketing, and mentoring. If there is no continuity between training in prison and life after release, the benefits of potential development programs may be less than optimal. Therefore, coaching needs to be directed not only at the provision of skills, but also at preparing for social and economic reintegration.

9. Limitations of Cooperation with External Parties

The development of education and skills programs can be strengthened through cooperation with educational institutions, local governments, community organizations, religious institutions, the business world, and the private sector. However, such cooperation requires coordination, security procedures, and continuity. The limitation of the cooperation network can cause prisons to be more dependent on internal resources so that the type and quality of available programs are limited.

10. The Gap between Norms and Implementation

In the end, these various factors show that there is a potential gap between the normative guarantees of Article 9 letter c of Law Number 22 of 2022 and its implementation in the field. Normatively, prisoners have the right to education, teaching, recreational activities, and opportunities to develop their potential. However, the fulfillment of these rights is highly dependent on the institution's ability to provide resources, facilities, coaching staff, budgets, and programs that suit the needs of inmates.

When analyzed using Soerjono Soekanto's Legal Effectiveness Theory, these various obstacles show that the effectiveness of Article 9 letter c is influenced by the relationship between legal factors, law enforcement, facilities and facilities, society, and culture. From the legal aspect, norms have provided a clear basis for prisoners' rights. However, the existence of these norms must be supported by the ability of officers to implement them. From the aspect of facilities, limited facilities can reduce the reach and quality of activities. From the community aspect, external support is needed to expand the coaching program. Meanwhile, from the aspect of legal culture, it is necessary to change the view that prisoners are not only objects of punishment, but individuals who must be prepared to return to society.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of the fulfillment of prisoners' rights in obtaining education and potential development based on Article 9 letter c of Law Number 22 of 2022 at the Class IIA Labuhan Ruku Prison is an important part of the

implementation of the correctional system oriented towards coaching, rehabilitation, and social reintegration. The fulfillment of these rights is carried out through various educational activities, personality development, independence coaching, recreational activities, and skills training aimed at improving knowledge, shaping attitudes and behaviors, and developing inmates' abilities as provisions after returning to society. The implementation of Article 9 letter c is not enough to be judged only from the existence of the program, but must also be seen from the accessibility, sustainability, quality, and relevance of activities to the needs of inmates. Thus, education and potential development is a form of protection for prisoners' rights as well as an important instrument in achieving the goals of correctional care.

The optimization of recreational activities and the development of potential inmates in the Class IIA Labuhan Ruku Prison still faces various inhibiting factors, including limited facilities and infrastructure, human resources, budget, the number of inmates that must be served, the diversity of interests and abilities of inmates, the low motivation of some participants, security and order considerations, limitations in cooperation with external parties, and the lack of optimal continuity of the program after inmates completing the criminal term. These obstacles show that the effectiveness of the implementation of Article 9 letter c does not only depend on the existence of legal norms, but also on the institutional capacity to translate these norms into programs that can be enjoyed in real terms. Therefore, it is necessary to strengthen facilities, officer competence, budget support, mapping prisoner needs, expanding cooperation with external parties, and developing sustainable programs so that the fulfillment of prisoners' rights can be carried out more optimally and support the success of social reintegration.

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