

## SPATIAL UTILIZATION FOR THE SKILLS DEVELOPMENT PROGRAM IN YOGYAKARTA CLASS IIB CORRECTIONAL FACILITY FOR WOMEN

### PEMANFAATAN RUANG UNTUK PROGRAM PEMBINAAN KEMANDIRIAN DI LEMBAGA PEMASYARAKATAN PEREMPUAN KELAS IIB YOGYAKARTA

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#### ABSTRACT

A correctional facility has been considered critical not only in accommodating prisoners but also facilitating vocational training that prepares the prisoners to reintegrate in society and thus would not recommit crimes. However, in reality the building of many correctional facilities are not prepared for this function. This is apparent in the correctional facility for women in Yogyakarta. The facility does not have its official building and is located in the men's correctional facility. Those conditions impact the spatial limitations, including space to conduct the skills development program. This study aims to examine the spatial utilization for the skills development program in Yogyakarta prison for women by analyzing the relationship between the physical settings and the occurring activities there. By conducting place-centered mapping, questionnaire survey, and interview for data collection, this study showed that prisoners tend to seek to carry the vocational work in comfortable areas provided with better air condition that are not prepared for the training. This finding raises a concern about how a correctional facility should have adequate space that encourages social solidarity and provides enough spatial autonomy for the skills development program.

**Keywords:** *Women prisoners; Correctional facility; Skill; Physical settings; Activity settings.*

#### ABSTRAK

Lembaga pemasyarakatan tidak hanya memiliki peran untuk memberikan fasilitas tempat baginapidana tetapi juga memfasilitasi program pelatihan untuk mempersiapkan para narapidana kembali kepada masyarakat dan tidak berkomitmen kembali untuk melakukan tindakan kriminal. Meski demikian, realitasnya pembangunan lembaga pemasyarakatan banyak tidak dipersiapkan pada fungsi tersebut. Hal ini nampak pada lembaga pemasyarakatan wanita di Yogyakarta. Lapas perempuan ini tidak memiliki gedung secara terpisah dan terletak di tengah kompleks bangunan lembaga pemasyarakatan laki-laki. Kondisi ini menyebabkan adanya keterbatasan ruang di dalam lapas, termasuk ruang untuk melaksanakan program pembinaan keterampilan. Penelitian ini bertujuan untuk mengkaji

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pemanfaatan ruang untuk program pembinaan keterampilan, dengan menganalisis keterkaitan antara *setting* fisik dan aktivitas. Dengan menggunakan metode *place-centered mapping*, kuesioner, dan wawancara untuk memperoleh data, hasil penelitian ini menunjukkan bahwa para narapidana cenderung mencari pekerjaan keahlian di tempat yang nyaman dengan kondisi udara yang lebih baik yang pada dasarnya tidak dipersiapkan untuk pelatihan. Hasil penelitian memunculkan perhatian tentang bagaimana lembaga permasyarakatan harus memiliki ruang cukup yang mendorong solidaritas sosial dan menyediakan otonomi yang cukup untuk pelaksanaan program pembinaan keterampilan.

**Kata Kunci:** *Warga binaan perempuan; Lembaga pemasyarakatan; Keahlian; Setting fisik; Setting aktivitas.*

## INTRODUCTION

According to the Law of the Republic of Indonesia Num. 12 of 1995 on Correctional Facility article 1, a correctional facility (*lembaga pemasyarakatan*, abbreviated to *lapas*) is a place to carry out the development programs for the prisoners. In article 2, the correctional facility's function is to prepare the prisoners to integrate so well with the community that they can play their roles again as the free and responsible members of the society. Furthermore, the correctional facility has specific purposes to help the prisoners (1) manage to re-establish their self-esteem and confidences, also be optimistic about their futures; (2) succeed in gaining knowledge, at least the skills to be able to live independently; (3) be more law-abiding, which is reflected in their attitudes and behaviors, such as being disciplined and able to build a sense of social solidarity; (4) succeed in having the spirit of devotion to the nation and state (Ministerial of Justice Decree of 1990 on Model of Prisoners Development chapter 3).

There are two types of development program in a correctional facility, they are the personal and skills development programs. The personal development program consists of religious and artistic activities, such as mu-

sic and dance training. According to the Law Num. 12 of 1995 on Correctional Facility article 1, the skills development program is in the form of activities to equip the prisoners with a variety of skills that can be used when they are free or return to the society. The skills supported by this program are various skills that can be developed into independent and industrial businesses, such as skills in making handicrafts, household equipment, and others. This program can likely reduce recidivism (Cullen and Gendreau, 2000) and is not only useful for the prisoners' futures after being released, but is also useful when the prisoners are still in detention. Meaningful activities in this program can relieve boredom and help prisoners spend their time productively (Yang et al., 2009; Gonçalves et al., 2015). The skills development program is mandatory for the prisoners, but voluntary for the newly arrested prisoners and those who are awaiting trial or sentencing.

However, the implementation of development programs in the correctional facility can be limited by spatial problems. In Yogyakarta, Class IIB Correctional Facility for Women (*Lembaga Pemasyarakatan Perempuan Kelas IIB*) is a correctional facility for women prisoners which does not have its official building. It is located amid the building complex of a correctional facility for men, Wirogunan Class IIA Correctional Facility. This condition brings spatial problems, such as the absence of a workshop room for the skills development program. The absence of the workshop room in a correctional facility is contrary to the Ministerial of Justice and Human Rights Decree of 2003 on Building Model of Correctional Facility article 33, which requires a workshop room in each correctional facility. Because of this condition, the facility makes some adjustments for the skills development program.

The women prisoners in Yogyakarta Class IIB Correctional Facility for Women are not able to do the skills development activities in a suitable room with adequate space

and equipment. They have to run the program activities in the corridor of their cell blocks. This spatial problem raises doubt about how the skills development program can still run optimally for the prisoners. Furthermore, spatial experiences can affect people's ability to construct and support a personally suitable identity (Giddens 1990, 1991; Martel, 2006). In incarceration, the condition can make the prisoners have shifts in their identities and struggles for preserving them, even threaten to erase personal identity and perceptions of self-worth (Martel, 2006). When one of the development programs does not have its adequate environment, the limited space and spatial problems for the skills development program can not only hinder the program to run optimally, but also give the prisoners more hindrances to build their new and good identities inside the facility. There is a concern that the limited space for the program can cause such a negative impact on the success of the prisoners' rehabilitation process.

Several studies have discussed rehabilitation programs and the spatial utilization in correctional facilities. Behan (2014) in his study observed the relationship between education and rehabilitation in a correctional facility. Besides the educational approach and culture, the atmosphere is a significant factor in encouraging prisoners to be engaged in learning. John et al. (2019) and Maryani (2015) said that facilities impact the effectiveness of rehabilitative treatment. John et al. (2019) explained further that three architectural aspects play important roles in the efficacy of treatment; they were space, layout, and setting. Desiyana (2017), who focused on a correctional facility for male children in Tangerang, Indonesia, wrote that the spatial characteristic in a facility – though not the main variable or the only determining factor – is able to intervene in prisoners' spatial perceptions and behaviors. Meanwhile, Rachmayani (2018), who shared the same lo-

cus with this study, focused on the relationship between prisoners' self-adjustment and stress, instead of the rehabilitation programs and the spatial utilization. Compared to those studies, this study focuses solely on the skills development program, as one of the facility's rehabilitation programs. How prisoners use and perceive the space for the program is discussed further.

Therefore, this study aims to examine the spatial utilization for the skills development program in Yogyakarta Class IIB Correctional Facility for Women, by studying the relationship between the physical settings and the occurring activities there. The result of this study is aimed to be able to help the development of correctional facilities in the future.

### **Yogyakarta Class IIB Correctional Facility for Women**

Yogyakarta Class IIB Correctional Facility for Women is located at Jalan Taman Siswa No. 6, Yogyakarta and in a building complex of a correctional facility for men, Wirogunan Class IIA Correctional Facility. This facility has a capacity that can accommodate 125 prisoners. When this study was conducted, 75 prisoners and 30 newly arrested prisoners inhabited the facility. This correctional facility also consists of four blocks, they are three blocks (Mawar, Flamboyan, and Edelweis Blocks) for prisoners and one block (Jasmine Block) for newly arrested prisoners. The Mawar and Flamboyan Blocks are filled by prisoners with general crimes, while the Edelweis Block is for prisoners with narcotics and corruption sentences (Figure 2 and 3). The observations were only held in Mawar, Flamboyan, and Edelweis Blocks, since the skills development program is not mandatory for the newly arrested prisoners in Jasmine Block. While participating in the program, the prisoners did various activities (Table 1) and had their favorite areas to work on their skills (Table 2).



Figure 1  
Yogyakarta Class IIB Correctional Facility for Women  
Source: Modified from Google Earth, 2020.



Figure 2  
Yogyakarta Class IIB Correctional Facility for Women, 1st Floor Plan  
Source: Field Observation, 2020.

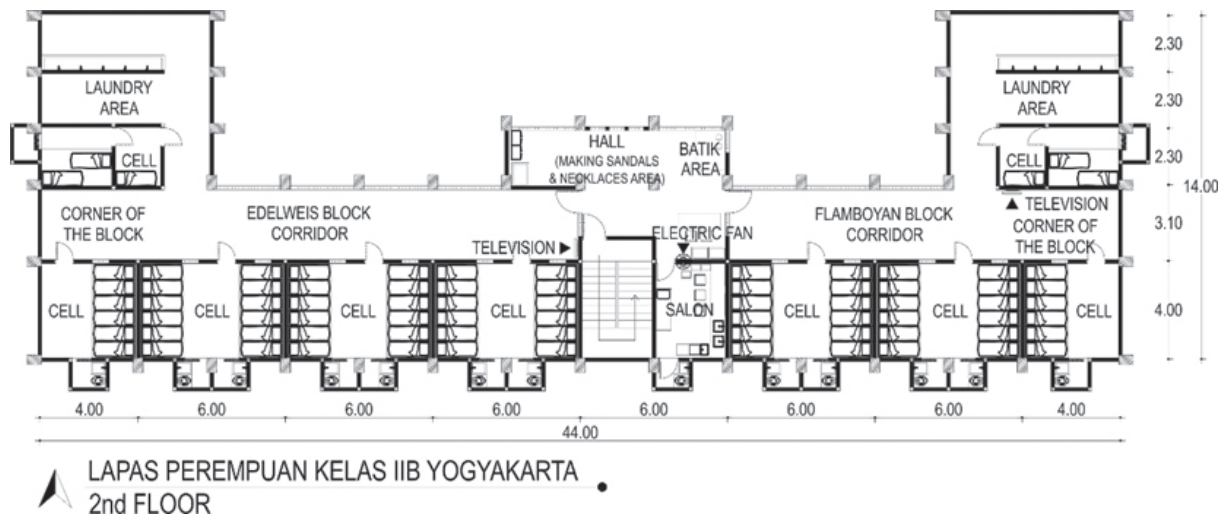


Figure 3  
Yogyakarta Class IIB Correctional Facility for Women, 2nd Floor Plan  
Source: Field Observation, 2020.

This research was conducted in Yogyakarta Class IIB Correctional Facility for Women, focusing on observing the women prisoners' activities during the skills development program. The program activities run every Monday-Thursday from 10 a.m. until 2 p.m. and on Friday from 10 a.m. until 1.30 p.m. (Table 1). However, these activities can be interrupted by other program activities on certain days. By considering the entire schedule of prisoners' activities, the most optimal time to conduct one month of observation was on Monday, Wednesday, and

Friday, from 10 a.m. to 1:30 p.m. On those days and time, the program was followed by many prisoners and not interrupted by other activities. Among 75 prisoners who were required to participate in the skills development program, 50 prisoners were willing to be the research respondents. The activities of 50 respondents during the program were observed using the place-centered mapping method. After the observations, the respondents were also asked to fill out questionnaires and answer some interview questions.

Table 1.  
Skills Development Program at Yogyakarta Class IIB Correctional Facility for Women

Skills	Time	Number of People	Activities	Areas	Premium Sharing
1. <i>Jumputan</i>	Wednesday, at 10 a.m. until noon.	20 people and some trainers from the third party	<ol style="list-style-type: none"> <li>1. Sketching the patterns on the fabrics.</li> <li>2. Sewing and tying the patterns.</li> <li>3. Dipping the fabrics into dye liquid.</li> </ol>	<ol style="list-style-type: none"> <li>1. The corridor in Jasmine Block for making the patterns.</li> <li>2. The outdoor area in front of the big hall for dyeing.</li> </ol>	The shared premiums are 30% of sales proceeds. Premiums are distributed monthly to each prisoner who makes the products and based on the sales proceeds (in the skills development program, the prisoners work on their skills by making, displaying, and selling the products).

Skills	Time	Number of People	Activities	Areas	Premium Sharing
2. Bakery	Monday, Wednesday, Thursday, Friday, at 8 a.m. until done.	5 people	<ol style="list-style-type: none"> <li>1. Preparing the ingredients.</li> <li>2. Baking, frying, steaming, boiling, etc.</li> <li>3. Serving and packing the products.</li> </ol>	The bakery area on the first floor.	
3. <i>Batik</i>	Every day, at 8 a.m. until 2 p.m.	Unlimited	<ol style="list-style-type: none"> <li>1. Sketching the patterns on the drawing books.</li> <li>2. Sketching the patterns on the fabrics.</li> <li>3. Coating hot wax on the patterns.</li> <li>4. Dipping the fabrics into dye liquid that is heated by a stove.</li> <li>5. Drying the fabrics.</li> </ol>	<ol style="list-style-type: none"> <li>1. The hall on the second floor for making the patterns.</li> <li>2. The outdoor area in front of the guard post for dyeing.</li> </ol>	
4. Making sandals	Monday-Saturday, at 8 a.m. until 2 p.m. Due to lack of human resources, it is not done regularly with a fixed schedule.	5 people	<ol style="list-style-type: none"> <li>1. Taking off the sandal strap.</li> <li>2. Applying glue to the upper side of sandals.</li> <li>3. Sticking a batik cloth on the upper side of sandals and the ribbon on the side of sandals.</li> <li>4. Making holes to attach the straps.</li> <li>5. Attaching rope and decoration.</li> </ol>	The hall on the second floor.	
5. Making necklaces	Monday-Saturday, at 8 a.m. until 2 p.m. Due to lack of human resources, it is not done regularly with a fixed schedule.	5 people	<ol style="list-style-type: none"> <li>1. Preparing the beading thread, beads, and clasp.</li> <li>2. Adding a clasp to one end of the thread.</li> <li>3. Stringing the beads.</li> </ol>	Hall on the second floor.	
6. Making fabric dolls	Monday-Friday, at 8 a.m. until 2 p.m.	Unlimited	<ol style="list-style-type: none"> <li>1. Drawing patterns on fabric.</li> <li>2. Cutting and stitching fabrics.</li> <li>3. Adding batting.</li> <li>4. Decorating dolls.</li> </ol>	Dolls area on the first floor.	
7. Knitting	Monday-Friday, at 8 a.m. until 2 p.m.	Unlimited	Knitting to make socks, bag, pouch, etc.	Anywhere.	Each prisoner can sell the products and get personal profit.

Skills	Time	Number of People	Activities	Areas	Premium Sharing
8. Sewing	Monday-Friday, at 8 a.m. until 2 p.m.	Unlimited	1. Drawing and cutting patterns. 2. Sewing the patterns.	Sewing area on the first floor.	No shared premium.
9. Salon	Monday-Saturday, at 8 a.m. until 2 p.m. Due to lack of human resources, it is not done regularly with a fixed schedule.	Unlimited	1. Washing hair. 2. Cutting hair, applying hair mask, and straightening hair. 3. Drying hair.	Salon room on the second floor.	No shared premium.
10. Cooking	Every day, at 5 a.m. until done.	6 people and 1 staff	1. Preparing the ingredients. 2. Frying, steaming, boiling, etc. 3. Serving and packing the products.	Kitchen.	No shared premium.

Source: Interview, 2020.

Questionnaires and interviews were conducted to obtain data about:

- 1) Respondents' characteristics: initial name, age, the number of cells they live in, length of stay, the illegal act they did, sentence length, and hobby.
- 2) Likert scale assessment of the perceived benefits when respondents participate in the program.
- 3) The type of skills learned by respondents and the areas they like to work in, including the reasons for selecting them.

## DISCUSSION

From the questionnaires and interviews, 50 respondents mentioned their 14 favorite areas when they worked on skills activities (Table 2). Each mentioned area showed the skills that the respondents worked on there and the respondents' characteristics (Table 3).

Table 2.  
The Characteristics of 50 Respondents' Preferred Areas for Skills Development Program

Areas	Characteristics
1. Near the television	1. Barriers: wall, window, door, floor, cell. 2. Environmental conditions: the wall is plain and painted green and white, natural light comes from the window, there is a television nearby, and the floor is painted green. 3. Material: the wall and floor are made of concrete; the window is made of bars and webs of iron while half covered by some layers of PVC plastic.
2. Near the electric fan	1. Barriers: wall, door, floor, cell. 2. Environmental conditions: the wall is plain and painted green and white, the area is quite dark since there is no window around, there is an electric fan and a speaker nearby, and in Mawar Block the floor is covered by carpet. 3. Material: concrete for wall and a big carpet layer lies on the floor.
3. In front of the respondents' cells	1. Barriers: wall, window, door, floor, cell. 2. Environmental conditions: the wall is plain and painted green and white, natural light comes from the window, and the floor is painted green. 3. Material: the wall and floor are made of concrete; the window is made of bars and webs of iron while half covered by some layers of PVC plastic.

Areas	Characteristics
4. Corner of the block	<ol style="list-style-type: none"> <li>1. Barriers: wall, door, floor, cell.</li> <li>2. Environmental conditions: the wall is plain and painted green and white, the area is quite dark since there is no window around, and the floor is painted green. There is a television nearby in the corner of Flamboyan Block, a praying area in the corner of Mawar Block, and empty area in the corner of Edelweis Block.</li> <li>3. Material: the wall and floor are made of concrete; the window is made of bars and webs of iron while half covered by some layers of PVC plastic.</li> </ol>
5. Hall on the second floor	<ol style="list-style-type: none"> <li>1. Barriers: wall, window, door, floor, cell.</li> <li>2. Environmental conditions: the wall is plain and painted green and white, natural light comes from the window, and the floor is painted green, there are shelves, an electric fan, and equipment for <i>batik</i>.</li> <li>3. Material: the wall and floor are made of concrete; the window is made of bars and webs of iron.</li> </ol>
6. Corridor (move around within the area)	<ol style="list-style-type: none"> <li>1. Barriers: wall, window, door, floor, cell.</li> <li>2. Environmental conditions: the wall is plain and painted green and white, natural light comes from the window, and the floor is painted green.</li> <li>3. Material: the wall and floor are made of concrete; the window is made of bars and webs of iron while half covered by some layers of PVC plastic.</li> </ol>
7. Praying area	<ol style="list-style-type: none"> <li>1. Barriers: wall, door, floor, cell, bookshelves.</li> <li>2. Environmental conditions: the wall is plain and painted green and white, the area is quite dark since there is no window around, the floor is covered by carpet, there are some bookshelves and a speaker.</li> <li>3. Material: the wall and floor are made of concrete; the floor is covered by big layer of carpet.</li> </ol>
8. Salon	<ol style="list-style-type: none"> <li>1. Barriers: wall, door, floor.</li> <li>2. Environmental conditions: the wall is painted green and white and decorated with some posters, the area is quite dark since there is no window around, the floor is painted green, there are shelves and a concrete table to put the equipment, a chair to wash hair, a bed, an electric fan, and a toilet.</li> <li>3. Material: the wall, floor, and table are made of concrete.</li> </ol>
9. Doll area	<ol style="list-style-type: none"> <li>1. Barriers: wall, window, door, floor, cell.</li> <li>2. Environmental conditions: the wall is plain and painted green and white, natural light comes from the window, and the floor is painted green.</li> <li>3. Material: the wall and floor are made of concrete; the window is made of bars and webs of iron while half covered by some layers of PVC plastic.</li> </ol>
10. In front of friend's cell	<ol style="list-style-type: none"> <li>1. Barriers: wall, window, door, floor, cell.</li> <li>2. Environmental conditions: the wall is plain and painted green and white, natural light comes from the window, and the floor is painted green.</li> <li>3. Material: the wall and floor are made of concrete; the window is made of bars and webs of iron while half covered by some layers of PVC plastic.</li> </ol>
11. Jasmine Block	<ol style="list-style-type: none"> <li>1. Barriers: wall, window, door, floor, cell.</li> <li>2. Environmental conditions: the wall is plain and painted green and white, natural light comes from the window, and the floor is painted green.</li> <li>3. Material: the wall and floor are made of concrete; the window is made of bars and webs of iron while half covered by some layers of PVC plastic.</li> </ol>
12. Kitchen	<ol style="list-style-type: none"> <li>1. Barriers: wall, door, floor.</li> <li>2. Environmental conditions: the area is quite dark and the temperature is hot. There are many stuffs for cooking, such as stoves, steamers, shelves, etc.</li> <li>3. Material: rough concrete for floor, galvalume for the wall.</li> </ol>
13. Crowded area	<ol style="list-style-type: none"> <li>1. Barriers: wall, window, door, floor, cell.</li> <li>2. Environmental conditions: the wall is plain and painted green and white, natural light comes from the window, and the floor is painted green.</li> <li>3. Material: the wall and floor are made of concrete; the window is made of bars and webs of iron while half covered by some layers of PVC plastic.</li> </ol>
14. Anywhere	<ol style="list-style-type: none"> <li>1. Barriers: wall, window, door, floor, cell.</li> <li>2. Environmental conditions: the wall is plain and painted green and white, natural light comes from the window, and the floor is painted green.</li> <li>3. Material: the wall and floor are made of concrete; the window is made of bars and webs of iron while half covered by some layers of PVC plastic.</li> </ol>

Source: Field Observation, 2020.



Table 3.  
Preferred Areas to Work on Skills Development Program by 50 Respondents

Areas	Preferred Areas by Respondents			Skills		Characteristics of Respondents			
	Number of Respondents	Reasons	Total	Skills	Total	Age (y. o.)	Total	Len-gth of Stay (years)	Total
1. Near the television	14 (28%)	Want to watch the television, look for entertainment and the latest news	7 (50%)	Knitting	12 (86%)	20-29	3 (21%)	<1	2 (14%)
		Gather with friends	2 (14%)	Batik	3 (21%)	30-39	5 (36%)	1-5	7 (50%)
		Comfortable	2 (14%)	Making necklaces	2 (14%)	40-49	4 (29%)	6-10	5 (36%)
		There are not many people around	1 (7%)	Making sandals	2 (14%)	≥50	2 (14%)		
		Did not give any answer	4 (29%)	Jumputan	1 (7%)				
2. Near the electric fan	11 (22%)	The area temperature is not hot	10 (91%)	Knitting	7 (64%)	20-29	6 (55%)	<1	9 (82%)
		Comfortable	2 (18%)	Making dolls	6 (55%)	30-39	3 (27%)	1-5	2 (18%)
		Help to work faster	1 (9%)	Cooking	1 (9%)	40-49	1 (9%)	6-10	0 (0%)
		Work on salon skill	1 (9%)	Batik	1 (9%)	≥50	1 (9%)		
				Making necklaces	1 (9%)				
3. In front of the respondents' cells	11 (22%)	Easier to do other activities (rest, eat, drink, etc.)	5 (45%)	Knitting	10 (91%)	20-29	2 (18%)	<1	3 (27%)
		Gather and chat with friends	1 (9%)	Jumputan	3 (16%)	30-39	3 (27%)	1-5	6 (55%)
		Help to focus and work faster	1 (9%)	Batik	2 (11%)	40-49	4 (36%)	6-10	2 (18%)
		Comfortable	1 (9%)	Making dolls	2 (11%)	≥50	2 (18%)		
		Work on making dolls	1 (9%)	Making necklaces	1 (5%)				
		Not being allowed to be outside of the block	1 (9%)	Sewing	1 (5%)				
		Not being allowed to use the praying area	1 (9%)						
		The area temperature is not hot	1 (9%)						
		Did not give any answer	1 (9%)						

Preferred Areas by Respondents		Skills		Characteristics of Respondents				
Areas	Number of Respondents	Reasons	Skills	Total	Age (y. o.)	Total	Len-gth of Stay (years)	Total
4. Corner of the block	8 (16%)	Quiet	Knitting	7 (88%)	20-29	2 (25%)	<1	3 (38%)
		Look for entertainment and the latest news	Batik	3 (38%)	30-39	1 (13%)	1-5	3 (38%)
		Gather with friends	Making necklaces	1 (13%)	40-49	2 (25%)	6-10	2 (25%)
		Comfortable	Not doing any skill activity	1 (13%)	≥50	3 (38%)		
5. Hall on the second floor	4 (8%)	The area temperature is not hot		1 (13%)				
		Did not give any answer		2 (25%)				
		Work on making sandals	Knitting	2 (50%)	20-29	1 (25%)	<1	1 (25%)
		Work on making necklaces	Making necklaces	2 (50%)	30-39	1 (25%)	1-5	2 (50%)
6. Corridor (move around within the area)	4 (8%)	Work on batik skill	Making sandals	1 (25%)	40-49	1 (25%)	6-10	1 (25%)
		The area temperature is not hot	Batik	1 (25%)	≥50	1 (25%)		
		The area is vast	Knitting	1 (25%)	20-29	0 (0%)	<1	2 (50%)
		Gather with friends	Salon	1 (25%)	30-39	1 (25%)	1-5	2 (50%)
7. Praying area	3 (6%)	Did not give any answer		2 (50%)	40-49	2 (50%)	6-10	0 (0%)
		The area temperature is not hot			≥50	1 (25%)		
		The area temperature is not hot	Knitting	2 (67%)	20-29	0 (0%)	<1	3 (100%)
		Near the electric fan	Making dolls	1 (33%)	30-39	1 (33%)	1-5	0 (0%)
8. Salon	2 (4%)	The area is vast	Batik	1 (33%)	40-49	2 (67%)	6-10	0 (0%)
		Work on salon skill	Salon	1 (33%)	≥50	0 (0%)		
			Salon	2 (100%)	20-29	1 (50%)	<1	1 (50%)
					30-39	1 (50%)	1-5	1 (50%)
					40-49	0 (0%)	0 (0%)	
					≥50	0 (0%)	0 (0%)	

Preferred Areas by Respondents			Skills			Characteristics of Respondents				
Areas	Number of Respondents	Reasons	Total	Skills	Total	Age (y. o.)	Total	Len-gth of Stay (years)	Total	
9. Doll area	2 (4%)	Empty	1 (50%)	Making dolls	2 (100%)	20-29	1 (50%)	<1	2 (100%)	
		Not being allowed to use the praying area	1 (50%)	Knitting	1 (50%)	30-39	1 (50%)	1-5	0 (0%)	
		The area temperature is not hot	1 (50%)			40-49	0 (0%)	6-10	0 (0%)	
10. In front of friend's cell	1 (2%)	Gather with friends	1 (100%)	Not learning any skill	1 (100%)	20-29	0 (0%)	<1	1 (100%)	
					30-39	1 (100%)	1-5	0 (0%)		
					40-49	0 (0%)	6-10	0 (0%)		
11. Jasmine Block	1 (2%)	Work on <i>jumputan</i> skill	1 (100%)	Jumputan	1 (100%)	20-29	0 (0%)	<1	1 (100%)	
					30-39	0 (0%)	1-5	0 (0%)		
					40-49	1 (100%)	6-10	0 (0%)		
12. Kitchen	1 (2%)	Work on cooking skill	1 (100%)	Cooking	1 (100%)	20-29	1 (100%)	<1	0 (0%)	
					30-39	0 (0%)	1-5	1 (100%)		
					40-49	0 (0%)	6-10	0 (0%)		
13. Crowded area	1 (2%)	Gather with friends	1 (100%)	Batik	1 (100%)	20-29	0 (0%)	<1	0 (0%)	
					Knitting	1 (100%)	30-39	1 (100%)	1-5	1 (100%)
							40-49	0 (0%)	6-10	0 (0%)
14. Anywhere	1 (2%)	Content to be anywhere as long as there are activities around	1 (100%)	Bakery	1 (100%)	20-29	0 (0%)	<1	0 (0%)	
					Jumputan	1 (100%)	30-39	0 (0%)	1-5	1 (100%)
					Batik	1 (100%)	40-49	1 (100%)	6-10	0 (0%)
			Making necklaces	1 (100%)	≥50	0 (0%)		0 (0%)		
			Knitting	1 (100%)						

Source: Author, 2020.

Table 3 reveals the most preferred areas by 50 respondents to work on their skills. Those are the areas near the television (28%), electric fan (22%), and respondents' cells (22%).

Televisions are only installed in Flamboyan and Edelweis Blocks. Both are located in the corner of the block, but the television in Edelweis Block is near the block gate, while the television in Flamboyan Block is on the other side of the block gate. The television area in Flamboyan Block does not have any natural light coming as much as in Edelweis Block, since the area does not have any window around. However, those two areas still appeal to many respondents. By being near the television, the respondents stated that they could get entertainment and the latest news, gather with friends, and feel comfortable. In the areas with television nearby, respondents mostly worked on knitting (86%) and *batik* (21%) skills. The skills on *batik* (21%), making necklaces (14%), sandals (14%), *jumputan* (7%), and sewing (7%) were supposed to be learned in other areas, but the respondents still preferred to learn those skills in the areas with television. Respondents who used this area mostly had stayed in the correctional facility for 1-5 years (7 of 14 respondents; 50%) and were 30-39 years of age (5; 36%).

The areas with electric fans are only found in Mawar Block, salon, and hall on the second floor. The electric fan in Mawar Block is located in the praying area. Prisoners are not allowed to use the praying area for any activity besides religious and lecture activities. However, the respondents still used the area for working on skills because it was the only area in Mawar Block where respondents can get comfortable temperature to work while resting and chatting with friends. The respondents also stated that the electric fan could help them finish their works faster. The room for salon has an electric fan, it is used when many people work inside since the room is relatively small and does not have any window. The electric fan in the hall on the second floor is used more rarely than in the salon and the praying area of Mawar Block

since the hall is rather vast. In those areas, the skills that were learned mostly by the respondents were knitting (64%) and making dolls (55%). Dolls were made near Mawar Block's gate, but the respondents often moved their works to the area with an electric fan. Most respondents in this area had not stayed in the correctional facility for more than a year (9 of 11 respondents; 82%) and were 20-29 years of age (6; 55%).

Some respondents (22%) also preferred to work on their skills in front of their cells. It could be easier for them to fulfill their needs by working there, they could work while eating, drinking, resting, and doing laundry. Fulfilling their needs while working could help them find more enjoyment in their work. The areas in front of the cells did not have any furniture besides some stools and mats, but the respondents often spent their time working there while gathering with friends and sharing stories and laughs. In front of their cells, the respondents mostly worked on knitting (91%) and *jumputan* (16%) skills, both skills can be done individually. Respondents worked in front of their cells mostly had stayed in the correctional facility for 1-5 years (6 of 11 respondents; 55%) and were 40-49 years old (4; 36%).

Respondents who had not stayed for more than a year in Yogyakarta Class IIB Correctional Facility for Women mostly used the area near the electric fan (9 respondents; 18%). Most respondents who had stayed for 1-5 years used the area near a television (7; 14%) and in front of their cells (6; 12%). At the same time, most respondents who had stayed for 6-10 years used the area near television (5; 10%). Most prisoners in Edelweis Block had long periods of sentence, it can be related to how prisoners who had stayed longest (6-10 years) tended to work within the television area in Edelweis Block.

Based on the age, most respondents who were 20-29 years old used the area near the electric fan (6; 12%). Most respondents who were 30-39 years old used the area near the television (5; 10%). Most respondents who were 40-49 years of age mostly used the area

near the television (4; 8%) and in front of their cells (4; 8%), while most respondents who were and more than 50 years old used the corner of the block for their working area (3; 6%).

There are also some unappealing areas for the respondents. Those areas are the hall on the second floor for *batik*, making sandals and necklaces skills (4 respondents; 8%); salon (2; 4%); dolls area (2; 4%); and Jasmine Block for *jumputan* skill (1; 2%). These areas are used for skills that need to be done in groups. It can indicate how Yogyakarta Class IIB Correctional Facility for Women still lacks in facilitating the prisoners to develop their skills in groups.

### Spatial Utilization

Table 3 shows that 50 respondents use 10 of 14 preferred areas (71,4%) to work on knitting skill. Knitting in those areas is considered more flexible than the other skills, since the correctional facility does not facilitate the prisoners with adequate room and equipment for developing skills. Compared to bakery, salon, cooking, and *batik* skill, it can be done without much equipment. Furthermore, the respondents can directly sell their products to the other prisoners and people from outside the correctional facility, and get their profits individually. Knitting is considered more profitable than working on the other skills that still need to wait for the sales proceeds and share the profit with other prisoners.

Nevertheless, working on skills with such system can encourage prisoners to have increasingly an individualistic life. This working system is contrary to the function of the correctional facility, which is to prepare the prisoners to integrate well with the community and build a sense of social solidarity (Ministerial of Justice Decree of 1990 on Model of Prisoners Development chapter 3). The prisoners need to build good relationships since the relationship with other prisoners and the guards is an important key to determine the quality of life inside the correctional facility (van Ginneken et al., 2018).

Building good relationships can enormously help in maintaining a safe and orderly correctional facility environment (Sykes, 1958; Sparks, Bottoms and Hay, 1996; Liebling and Arnold, 2004; Liebling, 2011; Molleman and Leeuw, 2012; Crewe, Liebling and Hullely, 2015; Brottveit et al., 2018). Even though it is small in size, Yogyakarta Class IIB Correctional Facility for Women can still use its area to build strong social solidarity, because a small correctional facility with a small community is also more effective in building good social relations (Christie, 1982; Johnsen, Granheim and Helgesen, 2011). Therefore, Yogyakarta Class IIB Correctional Facility for Women needs to develop more facilities and better system on other skills that can be done together and encourage social solidarity, like skills on salon, *batik*, *jumputan*, bakery, cooking, making sandals, necklaces, and dolls.

Table 3 also shows the prisoners' interests to move to places that are felt more comfortable, namely the area near the television (28%), electric fan (22%), and respondents' cells (22%). When faced with flexible conditions, respondents can move their works to the areas with television and electric fan. For example, when working on dolls, respondents were observed moving from the dolls area to the electric fan area because they wanted to get more comfortable temperature while working. Such preferred control can be more seen in the respondents' interests to work in front of their cells (22%). Working in front of the cells helps the respondents fulfill activities of eating, drinking, resting, and doing laundry while working.

The limited space in Yogyakarta Class IIB Correctional Facility for Women causes the condition where the prisoners have to conduct skills development program in the corridor of their cell blocks, however it also results in the flexibility to work at a certain level. The prisoners still have certain controls to carry out daily activities during work time. Control in a correctional facility is one thing that must be considered. Prisoners should indeed be given adequate control of the surrounding environment (lighting, tempera-

ture, and air) in order to prevent discomfort (Glass and Singer, 1972), as well as privacy controls (Moore, 1985) and personalization of the room (Wells, Thelen and Ruark, 2007). The prisoners' autonomy to get around or move from one place to another in a correctional facility within certain time and region also has a positive impact on the prisoners' development (Bell et al., 2001; Jewkes, 2018). Therefore, certain flexibility or control of the prisoners' territory in Yogyakarta Class IIB Correctional Facility for Women is a positive value that can be developed.

Even though the skills development programs can not run maximally, but the respondents show how to cope with the facility conditions through their choices of skills to learn and areas to work. Their activity and physical settings show how the program can still run optimally amid the limited space. The condition can stir the prisoners' behaviors to work more individually, but at the same time, it can give autonomy and flexibility at a certain level to arrange their preferred working areas.

## CONCLUSION

From the discussion above it can be concluded that the spatial utilization in Yogyakarta Class IIB Correctional Facility for Women was mostly found in the areas adjacent to television, electric fan, and in front of the prisoners' cells. Because of the limited area and facility, these areas were widely used for working on knitting skill. The knitting skill works more favorably for the individual, but it raises concern that it is going to make the prisoners more individualistic. The individualistic trait in prisoners is contrary to the correctional facility's goal of preparing them to build social solidarity before returning to society. The areas for skills that can be done together and encourage social solidarity, like skills on salon; batik; jumputan; bakery; cooking; making sandals; necklaces; and dolls, need to be more developed with better system and facility. However, the limited space in Yogyakarta Class IIB Correctional Facility for Women also gives prisoners au-

tonomy to fulfill their daily activities while working. Sufficient autonomy in a correctional facility can have a positive impact on prisoners. Therefore, space for skills development programs should have adequate facilities that are more supportive of activities for social solidarity, and still provide autonomy or sufficient spatial control for prisoners.

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