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Normative Gaps in Juvenile Personality Development: A Comparative Review of Correctional Frameworks in Asia

Rila Kusumaningsih¹  , Nurini Aprilianda¹ , Muktiono¹ ,
Nur Chanifah¹ 

¹Doctoral Program, Faculty of Law, Universitas Brawijaya
Malang, Indonesia

 rilakusuma@student.ub.ac.id

ABSTRACT

Despite the strong normative emphasis on rehabilitation in juvenile justice systems, the regulation and practice of personality-based rehabilitation for children in conflict with the law remain fragmented across many Asian correctional frameworks. This study addresses an urgent gap by critically examining how such rehabilitation is legally conceptualized and institutionally implemented, with a particular focus on Indonesia. Using a normative juridical and comparative approach, the research analyzes Indonesia, Malaysia, the Philippines, and Thailand as representative cases. The analysis demonstrates that while all four jurisdictions formally prioritize rehabilitation, they diverge significantly in regulatory coherence, institutional design, and the cultural orientation of personality development. The study's novelty lies in its explicit positioning of personality development – encompassing pedagogical, psychosocial, and restorative dimensions – as a distinct and under-theorized core of juvenile rehabilitation. The findings reveal that Indonesia lacks an integrated normative framework, unlike Malaysia's restorative-educational model, Thailand's structured institutional approach, and the Philippines' community-based reintegration scheme. This research contributes to the literature by offering a comparative normative foundation for reconstructing Indonesia's legal framework governing Juvenile Correctional Institutions (LPKA). It advances juvenile justice reform by proposing a unified, value-based rehabilitation model that strengthens legal certainty while promoting humane and effective reintegration.

Keywords: *Juvenile Justice; Personality-Based Rehabilitation; Comparative Correctional Law*



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INTRODUCTION

The development of personality and character among children in conflict with the law constitutes a fundamental pillar of modern correctional systems that prioritize rehabilitation and social reintegration rather than retribution¹. From a criminological perspective, crime is understood as a social phenomenon manifested through individual conduct. The absence of adequate education, effective family socialization, and appropriate psychological care often results in children experiencing neglect, which in turn drives them to seek recognition and attention through alternative and sometimes deviant means.²

Contemporary shifts away from the *lex talionis* paradigm are consistent with the Havana Rules, particularly in their framing of deprivation of liberty as a measure of last resort rather than a punitive objective³. Similarly, the Riyadh Guidelines establish clear normative standards that discourage the use of violent or harsh punitive measures against children, emphasizing preventive, protective, and rehabilitative approaches grounded in the best interests of the child⁴.

Consistent with the *rehabilitative ideal*, the enforcement of criminal law against child offenders must prioritize the best interests of the child (*the best interest of the child*) through measures such as community service sanctions, supervision, and conditional release. These responses are oriented toward a single overarching objective:

¹ Francis T Cullen, *Correctional Theory: Context and Consequences* (United States: Los Angeles: SAGE, 2013).

² Louis A Jacobs, "The Decline of the Rehabilitative Ideal: Penal Policy and Social Idea" 35, no. 3 (1982).

³ General Assembly resolution 45/113, "United Nations Rules for the Protection of Juveniles Deprived of Their Liberty," Pub. L. No. 11 (1990), <https://www.ohchr.org/en/instruments-mechanisms/instruments/united-nations-rules-protection-juveniles-deprived-their-liberty>.

⁴ General Assembly resolution 45/112, "United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines)," Pub. L. No. 54 (1990), <https://www.ohchr.org/en/instruments-mechanisms/instruments/united-nations-guidelines-prevention-juvenile-delinquency-riyadh>.

minimizing the risk of recidivism through rehabilitation rather than punishment. This orientation has consequentially fostered a new societal perspective that challenges the dominance of the retributive paradigm, which traditionally equates justice with retaliatory punishment and has significantly contributed to the problem of correctional overcrowding⁵.

In the practical realization of rehabilitative principles—particularly through the mechanism of diversion—community counselors are required to undertake a comprehensive fact-finding process, including the collection of personal and social data on the child through Social Inquiry Reports (*Laporan Penelitian Kemasyarakatan*). This international mandate has been formally incorporated into Indonesian law through Article 27 paragraph (1) of Law No. 11 of 2012⁶.

Normatively, this approach is firmly grounded in the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (the Beijing Rules), which emphasize that juvenile justice systems must prioritize “the well-being of the child and proportionate responses to both the circumstances of the offender and the offense.”⁷ Within this framework, personality development functions as a crucial instrument for balancing legal accountability with the moral and social restoration of the child.

Nevertheless, a significant gap persists between these international standards and their implementation in practice across many jurisdictions, including Indonesia. Abstract norms guaranteeing a child’s right to education with parental involvement—

⁵ United Nations, “General Comment No. 24 (2019) on Children’s Rights in the Child Justice System,” Pub. L. No. 10 (2019), <https://www.ohchr.org/en/documents/general-comments-and-recommendations/general-comment-no-24-2019-childrens-rights-child>.

⁶ Claodia Narasindhi and Iskandar Wibawa, “Pelaksanaan Penelitian Kemasyarakatan (Litmas) Dalam Perkara Anak Berkonflik Dengan Hukum Di Bapas Pati” 6, no. 1 (2023): 3185–93, <https://doi.org/https://doi.org/10.31933/unesrev>.

⁷ United Nations, “United Nations Standard Minimum Rules for the Administration of Juvenile Justice (‘The Beijing Rules’),” Pub. L. No. 5.1, 3 (1985), <https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/beijingrules.pdf>.

are articulated in Article 26 paragraph (3) of the Universal Declaration of Human Rights (UDHR) ⁸. Although education is not expressly framed as a rehabilitative measure, it constitutes an indispensable component of personality development, particularly in fostering the cognitive capacities necessary for meaningful rehabilitation and long-term social reintegration.

In a literal and substantive sense, the labeling of a child must be clearly distinguished from that of an adult, as children differ fundamentally in their levels of knowledge, self-control, behavior, mental burden, and psychological development. The federal Disproportionate Minority Contact (DMC) initiative reflects this understanding in its juvenile prevention and justice policies by removing juveniles from adult prisons and separating them from the behavioral patterns and entrenched habits of adult inmates⁹. Explicitly, the DMC framework recognizes the inherent gap between the responsibilities and psychological capacities borne by children or adolescents and those attributable to adults.

In Indonesia, although Law No. 11 of 2012 on the Juvenile Criminal Justice System (the SPPA Law) has introduced the concepts of diversion and restorative justice, the regulation of personality development within Juvenile Correctional Institutions (*Lembaga Pembinaan Khusus Anak*—LPKA) remains largely general and insufficiently operational¹⁰. Implementing regulations, such as Minister of Law and Human Rights Regulation No. 18 of 2015, primarily assign authority to the development division with an emphasis on formal education, vocational training, and the involvement of community counselors. However, these provisions do

⁸ Majelis Umum Perserikatan Bangsa-Bangsa, “DEKLARASI UNIVERSAL HAK-HAK ASASI MANUSIA” (1948), [https://www.komnasham.go.id/files/1475231326-deklarasi-universal-hak-asasi--\\$R48R63.pdf](https://www.komnasham.go.id/files/1475231326-deklarasi-universal-hak-asasi--$R48R63.pdf).

⁹ Ellen A. Donnelly, “Do Disproportionate Minority Contact (DMC) Mandate Reforms Change Decision-Making? Decomposing Disparities in the Juvenile Justice System,” *Sage Journals* 17, no. 3 (2018): 3, <https://journals.sagepub.com/doi/10.1177/1541204018790667>.

¹⁰ Republik Indonesia, “Undang-Undang Nomor 11 Tahun 2012 Tentang Sistem Peradilan Pidana Anak,” Pub. L. No. 5-8 (2012).

not yet establish clear, measurable indicators of personality development, thereby limiting the effectiveness of rehabilitation-oriented interventions for children in conflict with the law¹¹.

However, Law No. 22 of 2022 on Corrections has introduced a more detailed framework for the implementation of guidance and rehabilitation for children, aiming to enhance the overall quality of juvenile inmates through programs focused on independence, religious awareness, physical development, intellectual capacity, legal consciousness, attitudes and behavior, skills acquisition, and personality development. Despite this broader recognition, the domain of personality development remains positioned at a general and declarative level, with no clearly articulated operational design¹². As a result, rehabilitation practices often proceed in a largely administrative manner and fail to foster substantive moral or social transformation.

The absence of normative provisions governing personality assessment for juvenile inmates has weakened the mechanisms for evaluating the effectiveness of rehabilitation. Personality assessment is, in fact, central to the development of cognitive capacities related to problem-solving and self-regulation. It is at this juncture that the child's interpretation and understanding of lived experiences intersect with the determination of how effective correctional programs are in reducing the risk of recidivism¹³.

This situation reflects a normative vacuum, in which legal norms are unable to provide concrete guidance in addressing the social and psychological realities of children in conflict with the law. Such normative gaps inevitably affect the substance and direction of the

¹¹ Kementerian Hukum dan HAM Indonesia, "Peraturan Menteri Hukum Dan HAM Nomor 18 Tahun 2015 Tentang Organisasi Dan Tata Kerja Lembaga Pembinaan Khusus Anak," Pub. L. No. 16 (2015), <https://peraturan.bpk.go.id/Details/133303/permenkumham-no-18-tahun-2015>.

¹² Leni Nur Vinta Sari, Misran, and Nurul Fithriani, "Pembinaan Terhadap Anak Pelaku Penyalahgunaan Narkotika Di Lembaga Pembinaan Khusus Anak (LPKA) Kelas II Banda Aceh," *JARIMA: Jurnal Ilmiah Mahasiswa Hukum Pidana Islam* 1, no. 1 (2025): 65-78.

¹³ D.A. Andrews and James Bonta, *The Psychology of Criminal Conduct*, 5th ed. (New York: Anderson Publishing, 2010).

law itself. In this context, a concise yet firm normative clarification is necessary to accelerate the realization of general principles that can function as primary instruments of social control and prevent the emergence of a *recht vacuum*¹⁴.

Comparable conditions can also be observed in other Asian jurisdictions, albeit with differing institutional approaches. In Malaysia, for instance, the juvenile rehabilitation system under the Child Act emphasizes probationary sanctions, educational placement in Henry Gurney Schools (SHG), and the obligation of authorities to prioritize the best interests of the child during detention and judicial proceedings. Nevertheless, the regulatory framework does not specifically provide for individualized psychological assessment mechanisms¹⁵. Consequently, the burden increasingly falls on facilitators to demonstrate commitment, empathy, and voluntary engagement in social-based approaches to personality evaluation, with the aim of supporting meaningful social reintegration¹⁶.

In contrast, the Philippines, through the Juvenile Justice and Welfare Act (Republic Act No. 9344), mandates a community-based rehabilitation model. In practice, however, its implementation has been constrained by limited human and financial resources, as well as weak coordination between the central government and autonomous local governments, particularly in rural areas¹⁷.

A UNICEF study (2019) underscores that these challenges stem largely from the uneven dissemination of national legislation and the lack of coordination among impact-oriented programs across different levels of government. Consequently, inconsistencies, overlaps, and implementation gaps persist at the community level

¹⁴ HLA Hart, Joseph Raz, and Penelope A. Bulloch, "The Concept of Law (3rd Edn)," Oxford University Press, 2012, <https://doi.org/9780199644704>.

¹⁵ Malaysia, "LAWS OF MALAYSIA CHILD ACT 2001," Pub. L. No. 85-92 (2006), <https://antislaverylaw.ac.uk/wp-content/uploads/2019/08/Malaysia-Child-Act-1.pdf>.

¹⁶ Hezzrin Mohd Pauzi et al., "Attitude of Rehabilitation Practitioners in Conducting Juvenile Rehabilitation Programme" 1, no. 8 (2021): 819-28, <https://doi.org/10.6007/IJARBSS/v11-i8/9860>.

¹⁷ Republic of the Philippines, "Juvenile Justice and Welfare Act (R.A. 9344)," Pub. L. No. Section 4.f (2006).

and within law enforcement practices. Ensuring equitable distribution of facilities and providing adequate support to qualified professionals tasked with supervision and monitoring in autonomous regions constitute essential instruments for realizing the effective implementation of child-related laws, policies, and programs¹⁸.

By contrast, Thailand demonstrates more progressive developments through the Juvenile and Family Court and Procedure Act (2010), which requires psychological assessment as a prerequisite aimed at moving away from incarceration-oriented approaches to juvenile offending prior to a child's placement in correctional institutions. Sonja Ghoshe, in *A Critique and Call for Change*, provides a compelling justification for a legal system grounded in cognitive rehabilitation.

Rather than relying on pharmacological interventions or rigid programs that merely offer temporary relief from the daily burdens of physical and psychological violence, juvenile offenders tend to respond more positively to psychological therapy that fosters self-awareness and reflection on their actions. This approach is shaped by the critique that conventional rehabilitation models, which focus narrowly on the offender's conduct, reflect a limited or "myopic" perspective¹⁹. Thai practice illustrates how integrating psychological dimensions into the legal framework can strengthen the development of personality and moral responsibility among juvenile inmates, while simultaneously advancing the mandate of national legal reform bodies as envisioned in the Thai constitutional commitment to effective law enforcement²⁰.

¹⁸ UNICEF Philippines and Shehzad Noorani, "Situation Analysis of Children in the Philippines," *Unicef.Org*, 2019, [https://www.unicef.org/philippines/media/556/file/Situation Analysis of Children in the Philippines - Executive Summary.pdf](https://www.unicef.org/philippines/media/556/file/Situation%20Analysis%20of%20Children%20in%20the%20Philippines%20-%20Executive%20Summary.pdf).

¹⁹ Sonya Goshe, "How Contemporary Rehabilitation Fails Youth and Sabotages the American Juvenile Justice System: A Critique and Call for Change," *Critical Criminology* 27 (2019): 559-573, <https://doi.org/DOI:10.1007/s10612-019-09473-5>.

²⁰ Thailand, "Constitution of the Kingdom of Thailand (Interim), B.E. 2557 (2014)," Pub. L. No. 27 (2014),

These comparisons reveal a clear disparity between legal frameworks and the practical implementation of juvenile rehabilitation across Asia. Normative gaps frequently arise at the level of substantive guidance, particularly in the absence of clear standards governing how personality development programs should be designed, measured, and systematically evaluated.

Any reform of both regulatory frameworks and their implementation must therefore be oriented toward daily routines, environmental conditions, and behavioral control mechanisms, with a paradigm shift from punitive responses toward prevention, therapeutic intervention, social improvement, and structured modification of offenders' everyday activities²¹. At a minimum, this approach calls for the establishment of independent survey institutions and supervisory teams tasked with monitoring former juvenile inmates, focusing on their behavior, social conditions, and interpersonal relationships, with the explicit objective of reducing the risk of recidivism.

Philosophically, personality development within juvenile correctional systems is grounded in humanistic perspectives advanced by scholars such as Carl Rogers and Abraham Maslow. Rogers emphasized self-actualization, growth tendency, and a forward-moving directional tendency as fundamental mechanisms through which individuals build meaningful relationships within environments that prioritize freedom, genuineness, and unconditional positive regard. He argued that when individuals are treated with respect, comfort, and a sense of security, they gradually overcome internal fears and develop a deeper understanding of themselves.

This process, in turn, enables the internalization of these values and their projection into broader social interactions, reflecting the

<https://natlex.ilo.org/dyn/natlex2/natlex2/files/download/100483/THA100483Tha.pdf>.

²¹ David Garland, *The Culture of Control: Crime and Social Order in Contemporary Society*. (University of Chicago Press, 2001).

humanistic assumption that individuals possess an inherent motivation to grow and develop²². These principles resonate with the humanistic correctional model, in which rehabilitation is directed toward helping children recognize their latent potential by addressing both conative and cognitive needs, thereby fostering curiosity, intrinsic motivation, and personal fulfillment through reflective engagement with their social environment²³.

Cullen and Gilbert (2012), in *Reaffirming Rehabilitation*, draw on George Kirchwey's argument that a morally supportive environment – reinforced by understanding and the reorganization of healthier relationships between society and the individual – creates favorable conditions for reform to emerge as a viable policy agenda. They further contend that such a reform agenda is best achieved through a humanistic approach to corrections, one that rejects retributive paradigms and instead prioritizes behavioral change through positive psychosocial interventions²⁴.

This position is reinforced by Zehr (2015) in restorative justice theory, which calls for a principled focus on values such as respect, responsibility, and dialogue as means of repairing social relationships among offenders, victims, and the wider community. Restorative justice thus reframes punishment not as retaliation, but as a moral process aimed at social healing and reintegration²⁵.

From an empirical perspective, Wilson et al. (2017) demonstrate that the application of restorative justice principles within juvenile justice systems is associated with a reduction in recidivism, with an average effect size of 0.14, indicating a moderate but meaningful

²² Carl R. Rogers, *On Becoming a Person: A Therapist's View of Psychotherapy* (Boston: Houghton Mifflin, 1961).

²³ Abraham H. Maslow, *Motivation and Personality*, 2nd ed. (New York: Harper & Row, 1970).

²⁴ Francis T. Cullen and Karen E Gilbert, *Reaffirming Rehabilitation*, 2nd ed. (Anderson Publishing, 2012).

²⁵ Howard Zehr, *Changing Lenses: Restorative Justice for Our Times* (Herald Press, 2015), <https://doi.org/10.1080/20504721.2015.1109370>.

positive impact on juvenile behavior²⁶. Within the field of legal psychology, Cacho et al. (2020) identify key personality-related predictors of recidivism, including social impulsivity, adverse educational and family environments, negative peer influence, low levels of empathy, limited autonomy in problem-solving, substance abuse, and school dropout²⁷.

Their findings suggest that conventional social skills training (SST), which primarily targets cognitive and affective competencies, is insufficient on its own to address contemporary risks of recidivism. Instead, they argue for alternative, more targeted interventions that focus on transforming antisocial attitudes and aggressive behavioral patterns. This insight underscores the need to reassess and recalibrate SST programs, positioning them as a component of a broader, evidence-based framework for restructuring juvenile rehabilitation systems rather than as a standalone solution²⁸.

Based on these findings, a normative reconstruction of personality development frameworks for juveniles has become an urgent necessity across Asia. Norms inherently generate moral values, which in turn determine whether a legal rule remains relevant to evolving social needs. Existing regulatory models continue to emphasize disciplinary control within a criminogenic framework one illustration being restrictions on parental custodial rights that prioritize control while overlooking moral rehabilitation²⁹. As a

²⁶ David B. Wilson, Ajima Olaghere, and Catherine S. Kimbrell, "Effectiveness of Restorative Justice Principles in Juvenile Justice : A Meta-Analysis," *Office of Justice Programs' National Criminal Justice Reference Service.*, 2017, 27, <https://www.ojp.gov/pdffiles1/ojrdp/grants/250872.pdf>.

²⁷ Raúl Cacho et al., "Psychosocial and Personality Characteristics of Juvenile Offenders in a Detention Centre Regarding Recidivism Risk," *European Journal of Psychology Applied to Legal Context* 12 (2020): 69–75, <https://doi.org/https://doi.org/10.5093/ejpalc2020a9>.

²⁸ Trudy Van Der Stouwe et al., "The Effectiveness of Social Skills Training (SST) for Juvenile Delinquents: A Meta-Analytical Review," *Journal of Experimental Criminology* 17 (2021): 369–96, <https://link.springer.com/article/10.1007/s11292-020-09419-w>.

²⁹ Heleen J. Janssen, Maja Dekovic, and Gerben J. N. Bruinsma, "Parenting and Time Adolescents Spend in Criminogenic Settings: A Between- and Within-Person Analysis," *British Journal of Criminology* 54, no. 4 (2014): 54, <https://doi.org/https://doi.org/10.1093/bjc/azu032>.

result, regulatory schemes that fail to adapt to bottom-up social transformations and contemporary moral expectations are increasingly detached from lived realities. In this context, a renewed approach is required one that systematically integrates legal norms with psychological insight, educational strategies, and social support mechanisms within a coherent framework for juvenile personality development.

From a comparative perspective, the four jurisdictions examined, including Indonesia, converge on diversion as a primary mechanism for case resolution, grounded in the principles of restorative justice³⁰. One of its practical manifestations is victim-oriented rehabilitation, a concept long embedded in customary law traditions that emphasize community participation in addressing minor juvenile offenses³¹.

Nevertheless, the effective realization of diversion through restorative justice depends on the voluntary consent of all parties involved³². Where a case has already entered formal judicial proceedings, any attempt to pursue a restorative pathway requires withdrawal of the case to avoid violations of the *ne bis in idem* principle. This underscores that restorative justice, while normatively endorsed, demands clear procedural safeguards to function as a legitimate and effective alternative within juvenile justice systems.

This study aims to examine the normative gaps in the regulation of personality development for children in Indonesia and to compare them with the approaches adopted in other Asian countries, namely Malaysia, the Philippines, and Thailand. Through a comparative legal analysis, the research seeks to formulate a model of juvenile

³⁰ I Wayan Putu Sucana Aryana, "The Reformulation of Restitution Concept in Juvenile Cases (A Comparative Study with Philippines and Thailand)," *Padjadjaran Jurnal Ilmu Hukum (Journal of Law)* 7, no. 3 (2020): 400-420, <https://doi.org/https://doi.org/10.22304/pjih.v7n3.a6>.

³¹ Eddy O.S. Hiariej, *Prinsip-Prinsip Hukum Pidana (Edisi Revisi)* (Yogyakarta: Cahaya Atma Pustaka, 2016).

³² United Nations Economic and Social Council, "Basic Principles on the Use of Restorative Justice Programmes in Criminal Matters," Pub. L. No. 7, 35 (2000), <https://ecosoc.un.org/en/documents/resolutions/year/2000>.

personality development that is humanistic, participatory, and grounded in restorative justice, to serve as a renewed normative foundation for juvenile correctional systems in Asia.

The study relies on secondary data, comprising primary, secondary, and tertiary legal materials. Data were collected through library-based research, drawing on legal literature, academic journals, books, and relevant legal documents related to the subject matter³³. The data are analyzed using a descriptive-analytical method, which involves interpreting applicable legal norms and identifying existing normative gaps in the regulation of juvenile personality development. This analysis is followed by a comparative assessment of the legal systems of the selected jurisdictions to identify similarities, differences, and best practices that may inform future policy development in Indonesia.

NORMATIVE GAPS IN THE REGULATION OF JUVENILE PERSONALITY DEVELOPMENT IN INDONESIA

Indonesia's legal system has established a juridical foundation for child protection through Law No. 11 of 2012 on the Juvenile Criminal Justice System (the SPPA Law). Substantively, however, this regulatory framework still reveals a normative gap in relation to the personality development of juveniles in correctional settings. Article 82(1) of the SPPA Law limits the scope of measures imposed on children to forms such as return to parents or guardians, placement under the supervision of authorized persons, treatment in mental health institutions or social welfare institutions, compulsory

³³ Sidi Ahyar Wiraguna, "Metode Normatif Dan Empiris Dalam Penelitian Hukum : Studi Eksploratif Di Indonesia," *Jurnal Sosial Politik, Pemerintahan Dan Hukum* 3, no. 3 (2024), <https://doi.org/10.59818/jps.v3i3.1390>.

participation in formal education, and restitution for the consequences of criminal acts. Notably absent, however, are clear benchmarks concerning the dimensions of personality, spirituality, and morality that should constitute the core objects of rehabilitation³⁴.

From the perspective of correctional law, an overly formalistic approach that prioritizes legal certainty alone risks producing injustice. Personality development is the essence of the resocialization process, aimed at restoring legal awareness and social responsibility among juvenile offenders³⁵. This normative vacuum generates legal uncertainty for practitioners within Juvenile Correctional Institutions (*Lembaga Pembinaan Khusus Anak – LPKA*), resulting in rehabilitation practices that tend to be administrative rather than genuinely transformative.

Moreover, restorative practices are often narrowly interpreted as compensation-based mechanisms of reparation. Government Regulation No. 44 of 2008 appears to reinforce this narrow reading by confining compensation to victims of gross human rights violations, thereby excluding victims classified outside this category³⁶. Such an interpretation implicitly suggests that only violations involving state power or governing entities warrant reparative measures, a view that is historically problematic³⁷.

Historically, human rights emerged from societal struggles against repressive authority to secure recognition of inherent and inalienable rights. In this context, the state is not merely obliged to

³⁴ Republik Indonesia, “Undang-Undang (UU) Nomor 11 Tahun 2012 Tentang Sistem Peradilan Pidana Anak,” Pub. L. No. 153 (2012), <https://peraturan.bpk.go.id/Details/39061/uu-no-11-tahun-2012>.

³⁵ Achmad Budi Waskito, “Implementasi Sistem Peradilan Pidana Dalam Perspektif Integrasi,” *Jurnal Daulat Hukum* 1, no. 1 (2018): 287–304, <https://media.neliti.com/media/publications/324168-implementasi-sistem-peradilan-pidana-dal-a974da81.pdf>.

³⁶ Republik Indonesia, “PERATURAN PEMERINTAH REPUBLIK INDONESIA NOMOR 44 TAHUN 2008 TENTANG PEMBERIAN KOMPENSASI, RESTITUSI, DAN BANTUAN KEPADA SAKSI DAN KORBAN,” Pub. L. No. Pasal 2-3 (2008), <https://peraturan.bpk.go.id/Details/4858>.

³⁷ Edy O.S Hiariej and Dani Krisnawati, *Bunga Rampai Hukum Pidana Khusus*, 1st ed. (Jakarta: Pena Pundi Aksara, 2006).

restrain its power but also bears an affirmative responsibility to ensure protection and recovery for vulnerable groups. Accordingly, although Government Regulation No. 44 of 2008 formally limits compensation to victims of serious human rights violations, the values it embodies—particularly those of rehabilitation and restoration—may serve as a normative foundation for shaping policies on juvenile personality development within LPKA.

Such an approach would align correctional practice with the principles of human dignity and social reintegration, thereby addressing the existing normative gap in a manner consistent with the broader philosophy of human rights protection.

Every individual right is inherently attached to the person concerned. It is therefore conceptually inaccurate to assume that rights must conform to the law; rather, the law must be capable of adapting to and safeguarding those rights. The realization of balanced protection for both victims and offenders serves as a key indicator of an integrated criminal justice system. This perspective resonates with Margarita Zernova's analysis in *Restorative Justice: Ideals and Reality*, which envisions the restorative movement as an effort to repair harm and to restore peace and social harmony in the aftermath of criminal conduct³⁸.

Empirical findings by the Directorate General of Corrections reveal that approximately 72% of rehabilitation programs within Juvenile Correctional Institutions (LPKA) continue to prioritize job training and technical skill development through vocational education. By contrast, structured programs addressing the psychological needs of juveniles have yet to be systematically integrated, resulting in limited and uneven outcomes from both physical and spiritual rehabilitation initiatives³⁹.

³⁸ Hafrida, "RESTORATIVE JUSTICE IN JUVENILE JUSTICE TO FORMULATE INTEGRATED CHILD CRIMINAL COURT," *Jurnal Hukum Dan Peradilan* 8, no. 3 (2019): 439-57, <https://doi.org/10.25216/JHP.8.3.2019.439-457>.

³⁹ Direktorat Jenderal Pemasyarakatan, "Laporan Tahunan Pembinaan Anak Di LPKA Tahun 2022," 2022, <https://www.ditjenpas.go.id/laporan-tahunan-2022>.

This condition reflects a structural bias between the rehabilitative objectives mandated by law and implementation practices that remain predominantly oriented toward social control rather than holistic personality development.

COMPARATIVE MODELS OF JUVENILE PERSONALITY DEVELOPMENT

Comparative analysis reveals significant cross-national variation in the regulation of personality development for children in conflict with the law. Examining comparable systems within the selected jurisdictions makes it possible to delineate the principal differences among countries in terms of their legal frameworks, institutional designs, and rehabilitative orientations.

A. Thailand

In an effort to reduce the risk of recidivism, Thailand has developed Child Observation and Protection Centers (COPC) through cooperation between UNICEF Thailand and the Juvenile Observation and Protection Department (DJOP), aimed at fulfilling children's basic rights through the provision of legal status⁴⁰. This initiative operates under the mandate of the *Juvenile and Family Court and Juvenile and Family Case Procedure Act B.E. 2553 (2010)*⁴¹.

In line with United Nations Office on Drugs and Crime (UNODC) standards, Thailand's rehabilitation framework integrates psychosocial, educational, and religious dimensions through a Therapeutic Justice Model, under which each child undergoes a

⁴⁰ Nattha Keenapan, "Every Child Must Have Legal Status," Unicef.org, 2024, <https://www.unicef.org/thailand/blog/every-child-must-have-legal-status>.

⁴¹ Thailand, "Juvenile and Family Court and Juvenile and Family Case Procedure," Pub. L. No. Section 45 (2010).

comprehensive personality assessment prior to entering a rehabilitation program⁴².

Program effectiveness is evaluated by measuring changes in the child's moral awareness and empathy. In principle, this model encompasses sustainable court management, the involvement of multidisciplinary judicial teams, collaborative engagement between participants and community service personnel, and the provision of services by the state⁴³. In addition to regulating the care of children in custody, the framework affirms that a child may be required to undergo judicial procedures for a specified period until guilt is legally established⁴⁴. Within this process, law enforcement officials, including judges, are expected to refrain from undue intervention against the child, even when the child is presumed guilty.

Regarding the effectiveness of the Therapeutic Justice Model, several empirical studies conducted by resident researchers demonstrate positive rehabilitation outcomes for offenders involved in methamphetamine abuse, implemented over periods of 30 days and six months. Survey mechanisms employed included coercive and cognitive dissonance methods, testing, public assemblies, group therapy, and individual counseling.

The findings indicate that rehabilitation outcomes were more significant in mandatory prison-based programs and hybrid models combining mandatory and voluntary participation⁴⁵. This suggests the relative effectiveness of correctional institutions as sites for offender rehabilitation.

⁴² United United Nations Economic and Social Council Nations, "Basic Principles on the Use of Restorative Justice Programmes in Criminal Matters," Pub. L. No. 20 (2000).

⁴³ Jill A. Howieson, "A Framework for the Evidence-Based Practice of Therapeutic Jurisprudence: A Legal Therapeutic Alliance," *International Journal of Law and Psychiatry* 89 (2023), <https://doi.org/https://doi.org/10.1016/j.ijlp.2023.101906>.

⁴⁴ Suwana Khundiloknattawasa, Chiengtawan Yoddamnoen, and Aekkalak Nakphoung, "Regulation and Guideline for Juvenile Justice in Thailand : A Case Study of Drug-Related Offenses" 17, no. 2 (2022): 252-72, <https://doi.org/10.5281/zenodo.4756123>.

⁴⁵ Knowlton W Johnson et al., "Evaluation of the Therapeutic Community Treatment Model in Thailand: Policy Implications for Compulsory and Prison-Based Treatment," *Substance Use & Misuse* 47, no. 8-9 (2012): 889-909, <https://doi.org/https://doi.org/10.3109/10826084.2012.663279>.

Furthermore, to achieve effective educational rehabilitation, the Department of Juvenile Observation and Protection (DJOP) has established partnerships with KFC Thailand and the Infinite Intelligence Foundation to design educational curricula for children within the juvenile justice system through the “Thailand Zero Dropout” initiative. This program addresses school dropout issues and provides pathways for youth to pursue higher education and obtain formal educational certification⁴⁶. Such measures constitute a concrete manifestation of equitable access to opportunities for human resource development beyond conventional educational institutions.

The evidentiary system under the amendment to the Thai Criminal Code (*Act Amending the Criminal Code (No. 29), B.E. 2565 [2022]*) is set out in Article 75⁴⁷. This provision adopts the principle of intime conviction, under which the assessment of proof is vested entirely in the judge’s inner conviction, arising from conscience and judicial wisdom, without strict subordination to predetermined forms of evidence⁴⁸.

The recognition of a criminal justice framework that is not confined solely to the rigidity of positive law constitutes an important pathway toward substantive justice. In this regard, the author concurs with Muladi’s view that law enforcement oriented exclusively toward statutory compliance and legal certainty risks generating injustice rather than preventing it⁴⁹.

⁴⁶ Equitable Education Fund, “KFC Collaborates with EEF and Networks in Ubon Ratchathani Province to Initiate Dialogue and Foster Cooperation for ‘Developing Educational Curriculum for Youth in the Justice System,’ Aiming to Facilitate Flexible Learning and Support Credit Transfer,” en.eef.or, 2024, <https://en.eef.or.th/2024/06/24/kfc-collaborates-with-eef/>.

⁴⁷ Thailand, “Phra Ratcha Banyat Kaekhaiphoemtoem Pramuan Kotmai Aya (Chabap Thi Yisip Kao) Phoso Song Phan Ha Roi Hoksip Ha” [Act Amending the Penal Code (No. 29), 2565 BE.] (2022), [https://en.wikisource.org/wiki/Translation:Act_Amending_the_Penal_Code_\(No._29\),_2565_BE](https://en.wikisource.org/wiki/Translation:Act_Amending_the_Penal_Code_(No._29),_2565_BE).

⁴⁸ Eddy O.S. Hiarij, *Teori Dan Hukum Pembuktian*, 1st ed. (Jakarta: Erlangga, 2012).

⁴⁹ Muladi, *Lembaga Pemasyarakatan Dalam Perspektif Sistem Peradilan Pidana* (Bandung, 1995).

In practice, restorative justice in Thailand is also implemented through educational initiatives. One example is a program involving students of the Saint Gabriel Foundation, which applies problem-based learning methods to enable students to develop conflict management skills. Empirical findings indicate that this approach encourages active student participation, enhances self-exploration, fosters openness to opposing perspectives, and promotes a more comprehensive and constructive understanding of conflict resolution⁵⁰.

B. Philipines

In the Philippines, the *Juvenile Justice and Welfare Act of 2006* mandates that child rehabilitation institutions formulate an Individualized Intervention Program (IIP) in collaboration with relevant government agencies, non-governmental organizations, and youth organizations, particularly the National Youth Commission (NYC). These interventions are structured across primary, secondary, and tertiary levels and place strong emphasis on the moral, spiritual, and social dimensions of the child's development⁵¹. The approach is grounded in restorative justice principles and is implemented under the supervision of the Juvenile Justice and Welfare Council (JJWC)⁵².

Material support aimed at preventing recidivism is assessed through indicators of stability and well-being, including equitable access to education, employment opportunities, and social enrichment⁵³. This strategy is intended to ensure that individual

⁵⁰ Titikarn Assatarakul and Linda Yeh, "The Effectiveness of Restorative Justice Youth Camp in Thailand: A Study of Independent Sample t -Test," *Kasetsart Journal of Social Sciences* 46 (2025): 1-12, <https://so04.tci-thaijo.org/index.php/kjss/article/view/279076>.

⁵¹ Republic of the Philippines, "Juvenile Justice and Welfare Act of 2006," Pub. L. No. Sction 19 (2006).

⁵² Randy Myers, Tim Goddard, and Jennifer Davidtz, "Reconnecting Youth: Beyond Individualized Programs and Risks," *Sage Journals* 21, no. 1 (2020): 55-70, <https://doi.org/https://doi.org/10.1177/1473225420932>.

⁵³ Republic of Kenya, "CENTRE FOR MINORITY RIGHTS DEVELOPMENT (KENYA) AND MINORITY RIGHTS GROUP INTERNATIONAL ON BEHALF OF ENDOROIS WELFARE COUNCIL" (2009), <https://africanlii.org/en/akn/aa-au/judgment/achpr/2009/102/eng@2009-11-25>.

interventions produce sustainable, long-term outcomes and generate broader social benefits for children in conflict with the law.

Conceptually, welfare councils, in a universal sense, function as mechanisms for protecting what are understood as group-based rights or claims. A comparative illustration can be found in Kenya, where the Endorois community asserted collective land rights over Lake Bogoria, encompassing communal ownership. The forced displacement of the Endorois people and inadequate compensation resulted in loss of property and violations of religious practices, which were deemed contrary to Article 14 of the African Charter⁵⁴. Implicitly, child welfare councils operate on a similar normative foundation, seeking to safeguard children's rights when they are confronted with the criminal justice system.

Within the field of psychology, counter-trolling has emerged as an intervention-oriented method that operates by eliciting individual feedback in response to suppressed emotional expressions. When integrated with insights derived from these responses, the approach is particularly effective in strengthening preventive services, as it enables the adaptation of context-specific and individualized intervention strategies that may also be transferable to other settings⁵⁵.

Beyond the individual level, family-based interventions are equally essential, given the family's central role in shaping a child's character. Motivational interviewing techniques are frequently employed to examine intra-family perceptions and relational dynamics. A family's capacity to cope with adverse events is largely determined by its available resources, interpretive frameworks, and

⁵⁴ Organization of African Unity, "African Charter on Human and Peoples' Rights," Pub. L. No. 14 (1986), <https://au.int/en/treaties/african-charter-human-and-peoples-rights>.

⁵⁵ Kurt C Stange et al., "Sustainability of a Practice-Individualized Preventive Service Delivery Intervention" 25, no. 4 (2003): 296-300, [https://doi.org/10.1016/S0749-3797\(03\)00219-8](https://doi.org/10.1016/S0749-3797(03)00219-8).

subjective perceptions, which often differ among family members⁵⁶. Empirical studies indicate that incorporating motivational strategies into intervention frameworks can significantly reduce the likelihood of domestic conflict⁵⁷.

Conversely, unaddressed trauma may lead to cognitive impairment in children, including persistent memory disturbances associated with emotional distress. Accordingly, the urgency of implementing interventions at the smallest social unit the family constitutes a primary strategy for preventing the long-term traumatic impact on children within their immediate environment⁵⁸.

From a legal perspective, the *Juvenile Justice and Welfare Act of 2006* in the Philippines explicitly recognizes the principle of *rechterlijk pardon*. Article 31(4) authorizes judges to grant a written judicial pardon by considering the offender's personal circumstances⁵⁹, behavior at the time of the offense, and the gravity of the act, or by using humanitarian considerations to determine whether a criminal sanction should be imposed⁶⁰. In contrast, Indonesia formally adopts this principle under Article 54(2) of the new National Criminal Code, which is scheduled to come into force in 2026.

The recognition of children's rights in the Philippines is not incorporated directly into national legislation; rather, it is reflected through judicial interpretation by adopting principles of international

⁵⁶ Donald B. Bailey, Rune J. Simeonsson R, and James M. Helm, "Family-Focused Intervention: A Functional Model for Planning, Implementing, and Evaluating Individualized Family Services in Early Intervention," *Journal of Early Intervention* 10, no. 2 (1986), <https://doi.org/https://doi.org/10.1177/105381518601000207>.

⁵⁷ Faraj A. Santirso et al., "Motivational Strategies in Interventions for Intimate Partner Violence Offenders: A Systematic Review and Meta-Analysis of Randomized Controlled Trials," *Psychosocial Intervention* 29, no. 3 (2020): 175–90, <https://doi.org/https://doi.org/10.5093/pi2020a13>.

⁵⁸ Daniela Holle et al., "Individualized Formulation-Led Interventions for Analyzing and Managing Challenging Behavior of People with Dementia – an Integrative Review," *Aging & Mental Health* 21, no. 12 (2016): 1229–47, <https://doi.org/https://doi.org/10.1080/13607863.2016.1247429>.

⁵⁹ *Ibid*, Article 31 Part A, Paragraph 4

⁶⁰ Republik Indonesia, "Undang-Undang (UU) Nomor 1 Tahun 2023 Tentang Kitab Undang-Undang Hukum Pidana" (2023), <https://peraturan.bpk.go.id/Details/234935/uu-no-1-tahun-2023>.

law⁶¹. In this sense, treaties guaranteeing child welfare and care while considering the rights and obligations of parents, guardians, or other legally responsible individuals as articulated in the Convention on the Rights of the Child (CRC)⁶² are implicitly acknowledged as integral principles within the Philippine legal system.

C. Malaysia

This legal mandate is explicitly stipulated in Act 611, particularly Chapter 5⁶³. In Malaysia, the Henry Gurney School System regulates juvenile rehabilitation through *Rehabilitation and Moral Education Modules* endorsed by the Ministry of Women, Family and Community Development⁶⁴. This policy responds to the *Concluding Observations* (CO), which emphasize the need to ensure equal access to quality education for all children and to address school dropout rates⁶⁵.

The modules prioritize character education grounded in Islamic values, positive psychology, and life skills through an integrative approach combining formal education and personality-based therapeutic interventions delivered by qualified professionals, including psychologists and counselors. This policy represents a

⁶¹ Mary Grace C. Agcaoili, "Best Interests of the Child in Juvenile Justice: Analysis of Malaysia, Philippines, and Thailand," *Asia-Pacific Social Science Review* 24, no. 2 (2024), <https://doi.org/https://doi.org/10.59588/2350-8329.1533>.

⁶² United Nations, "Convention on the Rights of the Child, 20 November 1989" (1989), https://ihl-databases.icrc.org/en/ihl-treaties/crc-1989?gad_source=1&gad_campaignid=22787781333&gbraid=0AAAAADq16wUozN7sARXcl9U4x9QulwHyJ&gclid=CjwKCAiAoNbIBhB5EiwAZFbYGGG0FHx3DIUQivseMJ1kUgIWRnflNzIfISLqzSQqma3FTs9hhZ8hFRoCQ4gQAvD_BwE.

⁶³ Malaysia Pesuruhjaya Penyemak Undang-Undang, "Undang-Undang Malaysia Cetakan Semula Akta 611 Akta Kanak-Kanak 2001" (2023), [https://ms.wikisource.org/wiki/Laman:Akta_Kanak-Kanak_2001_\(Akta_611\).pdf/1](https://ms.wikisource.org/wiki/Laman:Akta_Kanak-Kanak_2001_(Akta_611).pdf/1).

⁶⁴ Kementerian Pembangunan Wanita, "COMBINED SECOND TO FIFTH PERIODIC REPORTS MALAYSIA 2008-2018" (n.d.), https://www.kpwkm.gov.my/uploads/content-downloads/file_20250105195619.pdf.

⁶⁵ United Nations, "CRC/C/MYS/CO/1: Concluding Observations" (Malaysia, 2007), <https://www.ohchr.org/en/documents/concluding-observations/crcmysco1-concluding-observations>.

significant innovation compared to earlier modules that were limited to basic literacy and numeracy training (*Module Putra*)⁶⁶.

The philosophical underpinnings of this system are influenced by John Gurney's concept of the *brave community*, which highlights the potential for profound social transformation through the interaction of religion, politics, and economic structures, as reflected in the English social reform movement⁶⁷. Gurney's loyalty to Queen Elizabeth I further shaped his literary and moral outlook, reinforcing his belief that moral values are deeply rooted in religious principles an influence that continues to inform the rehabilitative orientation of correctional education⁶⁸.

Structurally, the Henry Gurney School System comprises four main educational streams: academic education, sports, religious instruction, and vocational as well as cultural skills development. Active involvement of correctional institutions is essential in assessing and aligning children's interests and talents with their individual potentials⁶⁹. Compared to the approaches adopted in Malaysia, the Philippines, and Thailand, these systems demonstrate the existence of explicit normative frameworks that regulate personality development in a measurable and evaluative manner. This stands in contrast to Indonesia, which has yet to establish a specific legal framework governing the personality development of juveniles within Special Child Development Institutions (LPKA).

⁶⁶ Azura Abdul Raof, Haslinda Hasan, and Mohd Kasri Saidon, "The History of Education Development at Henry Gurney School, Malaysian Prison Department," *Pakistan Journal of Life and Social Sciences* 22 (2024): 257–68, <https://doi.org/https://doi.org/10.57239/PJLSS-2024-22.2.0019>.

⁶⁷ Henk Looijesteijn, "John Gurney. Brave Community: The Digger Movement in the English Revolution. [Politics, Culture and Society in Early Modern Britain.]," *Manchester University Press* 55, no. 1 (2010): 135–37, <https://doi.org/10.1017/S0020859010000088>.

⁶⁸ Steven W. May, "Henry Gurney, A Norfolk Farmer, Reads Spenser and Others," *Spenser Studies A Renaissance Poetry Annual* 20 (2005): 183–209, <https://doi.org/10.1086/SPSv20p183>.

⁶⁹ Mualimin Mochammad Sahid et al., "Hak Terhadap Pendidikan Bagi Pesalah Kanak-Kanak: Kajian Di Sekolah Henry Gurney, Melaka," *Malaysian Journal of Syariah and Law* 12, no. 3 (2024): 609–19, <https://doi.org/https://doi.org/10.33102/mjssl.vol12no3.447>.

COMPARATIVE ANALYSIS: NORMATIVE FRAMEWORK AND IMPLEMENTATION

The foregoing comparison indicates that the effectiveness of personality development models rests on three interrelated elements: the presence of a clear and enforceable normative foundation, the availability of measurable mechanisms for assessing personality development, and sustained cross-sectoral collaboration among correctional institutions, families, and the wider community.

In the Indonesian context, however, the correctional framework established under Law Number 22 of 2022 on Corrections has yet to articulate a precise definition of personality development for children. Article 3 of the Law merely refers to “personality and self-reliance development” without providing operational indicators or concrete standards of implementation⁷⁰. As a result, personality development programs in Juvenile Correctional Institutions (Lembaga Pembinaan Khusus Anak/LPKA) tend to be administrative and procedural in nature, rather than substantive and transformative.

By contrast, the psychology-law approach known as therapeutic jurisprudence, as applied in jurisdictions such as the United States and Australia, has shifted the orientation of juvenile correctional institutions away from punitive control toward a model of developmental justice. Within this framework, law functions not merely as a mechanism of punishment, but as an instrument for preventing recidivism and facilitating cognitive and behavioral change, enabling young offenders to recognize, manage, and ultimately reduce the risk of future offending⁷¹. Wexler underscores that legal systems which fail to incorporate therapeutic principles are

⁷⁰ Republik Indonesia, “Undang-Undang (UU) Nomor 22 Tahun 2022 Tentang Pemasarakatan,” Pub. L. No. Pasal 3 (2022), <https://peraturan.bpk.go.id/Details/218804/uu-no-22-tahun-2022>.

⁷¹ David B. Wexler, “Therapeutic Jurisprudence and Its Application to Criminal Justice Research and Development,” *Irish Probation Journal* 7 (2010): 94, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1628804.

prone to producing forms of adjudication narrowly focused on indictments and procedural outcomes, while insufficiently safeguarding the substantive rights and rehabilitative needs of defendants⁷².

Addressing the normative vacuum in the regulation of personality development for children in conflict with the law in Indonesia therefore requires a comprehensive legal reconstruction oriented toward holistic character formation. Such reform may begin with the formulation of explicit norms within the Juvenile Criminal Justice System Law (UU SPPA) or its implementing regulations, clearly defining the concept of personality development and establishing indicators of success across spiritual, moral, social, and psychological dimensions. Normative clarity of this kind is essential to provide direction, benchmarks, and evaluative standards for assessing the effectiveness of personality development programs implemented in LPKA, and to ensure that rehabilitative objectives are meaningfully realized in practice.

Furthermore, the establishment of National Standards for the Personality Development of Juvenile Offenders (Standar Nasional Pembinaan Kepribadian Anak Binaan/SNPKA) is necessary as a nationwide operational guideline. These standards should be grounded in international instruments such as the Beijing Rules, which prioritize educational and rehabilitative approaches over purely punitive measures, while also drawing on best practices from jurisdictions such as Malaysia and the Philippines that have successfully integrated psychosocial and religious dimensions into their juvenile justice systems.

Ultimately, the effectiveness of personality development programs cannot be separated from multi-actor collaboration. Legal reconstruction should therefore encourage the active involvement of families, schools, and the broader community during the post-institutional phase to ensure sustainable social reintegration. In this

⁷² David B. Wexler, *Ibid*, Page 14

sense, the personality development of juvenile offenders should not be confined to institutional settings but conceived as a continuous process that fosters moral awareness, social responsibility, and the capacity of children to return to society as productive and dignified individuals.

Such normative reform is consistent with the rehabilitative justice approach and with the constitutional commitment to child protection enshrined in Article 28B paragraph (2) of the 1945 Constitution of the Republic of Indonesia. Accordingly, the legal reconstruction of personality development for children in conflict with the law is not merely a matter of policy preference, but a juridical necessity for the realization of a humane and effective juvenile justice system.

CONCLUSION

Based on the comparative analysis and normative review presented above, it can be concluded that the system of personality development for juveniles in Indonesian Special Child Development Institutions (Lembaga Pembinaan Khusus Anak/LPKA) continues to suffer from a substantive normative vacuum. This gap arises from the absence of regulations that explicitly define the concept, objectives, indicators of success, and evaluation mechanisms of personality development. Both the Juvenile Criminal Justice System Law (UU SPPA) and the Corrections Law provide only a general framework, without articulating operational norms capable of ensuring consistency between rehabilitative principles and their practical implementation. Implicitly, this approach reflects the logic of therapeutic neuroscience, which recognizes that juvenile rehabilitation must be aligned with children's neurological, psychological, and psychosocial development.

By contrast, several Asian jurisdictions—most notably Thailand, the Philippines, and Malaysia—have adopted more advanced legal approaches through the formulation of explicit and

evaluative normative frameworks. Thailand's Therapeutic Justice Model, the Philippines' Individualized Intervention Program (IIP), and Malaysia's Moral Rehabilitation Module each establish clear legal guidelines and measurable indicators for personality development. These comparative experiences demonstrate that the effectiveness of juvenile rehabilitation systems depends not merely on institutional capacity, but fundamentally on the clarity and precision of the legal norms governing personality development itself.

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Author Biography



Rila Kusumaningsih

Rila Kusumaningsih, S.H., M.H is a Doctoral student in in Faculty of Law, Universitas Brawijaya, Malang, Indonesia. Her research focuses on adminstrative law.



Nurini Aprilianda

Prof. Dr. Nurini Aprilianda, S.H., M.Hum serves as Law Professor in Faculty of Law, Universitas Brawijaya.



Muktiono

Assoc Prof. Dr. Muktiono, S.H., M.Phil serves as Law Professor in Faculty of Law, Universitas Brawijaya.



Nur Chanifah Rila

Assoc Prof. Dr. Nur Chanifah, S.Pd.I., M.Pd.I serves as Law Professor in Faculty of Law, Universitas Brawijaya.