

Rehabilitative Education as an Effort to Strengthen Moral Development and Civic Disposition among Children in Conflict with the Law: A Case Study at Yayasan Bina Sejahtera Bandung

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Abstract. Children in Conflict with the Law require rehabilitation that is educational, relational, and developmentally appropriate rather than narrowly punitive. This study examines rehabilitative education as an effort to strengthen moral development and civic disposition among children in conflict with the law at Yayasan Bina Sejahtera Bandung. Using a qualitative case-study design, data were generated through in-depth interviews, participant observation, and documentation involving 21 children aged 12-17 years, social mentors, and foundation management. Data were analyzed through an interactive cycle of data condensation, data display, conclusion drawing, and verification, with source, technique, and time triangulation as well as member checking used to strengthen credibility. The findings show that participants entered rehabilitation with heterogeneous legal cases and complex psychosocial vulnerabilities, particularly family dysfunction, weak self-regulation, risky peer environments, and disrupted experiences of social support. The foundation's rehabilitative practices - structured daily routines, religious habituation, psychosocial counseling, personal mentoring, reflective film discussion, deep-talk sessions, games, and a hope-tree activity - created repeated opportunities to practice discipline, responsibility, empathy, respectful interaction, reflection, and future orientation. A monthly home-return program sought to restore family attachment, but its contribution varied because some families remained rejecting or insufficiently supportive. The study argues that rehabilitation becomes educational when behavioral structure is combined with safe relationships, moral reflection, family engagement, and opportunities for agency. The findings do not establish causal or long-term recidivism effects; rather, they provide a context-rich account of observable moral and civic development within one community-based setting.

Keywords: *Case study; Children in conflict with the law; Civic disposition; Moral development; Rehabilitative education*

INTRODUCTION

Children in conflict with the law should be understood within the developmental conditions of adolescence rather than through an adult-centered model of culpability. Adolescence remains a period of substantial plasticity in judgment, self-regulation, identity, and sensitivity to social contexts [1]. Justice-involved adolescents also show high levels of trauma and mental-health need [2], [3], while system-wide evidence documents frequent trauma histories and suicidality among youth entering juvenile justice [4]. Substance-use problems may further intersect with legal involvement and require coordinated treatment rather than discipline alone [5]. These findings support rehabilitation that recognizes risk while preserving young people's capacity for change.

A rehabilitative orientation is consistent with restorative approaches that combine accountability, repair, reintegration, and constructive participation. A systematic review and meta-analysis reports promising juvenile restorative-justice outcomes, while noting substantial variation in program design [6]. Experimental evidence also shows that restorative conferencing can reduce subsequent offending in a defined youth population [7], while community-led restorative diversion has been evaluated as a developmentally oriented alternative capable of reducing re-arrest among youth [8]. Indonesian scholarship similarly emphasizes

restorative formulations in the juvenile justice system [9] and the contextualization of restorative justice through diversion mechanisms [10].

From a civic-education perspective, rehabilitation matters when it develops dispositions for responsible social participation. Civic learning includes responsibility, social commitment, ethical judgment, and orientation to the common good [11]. Recent developmental research links moral self-concept with civic competencies and civic purpose in early adolescence [12]. Indonesian studies likewise frame civic disposition as citizenship character expressed through attitudes, identity, responsibility, and participation [13], while calls to revitalize civic education emphasize values, behavior, and meaningful social contexts [14]. Character-education research further indicates that repeated practices and institutional culture can reinforce citizenship character [15].

The moral-civic dimension is also supported by research on prosocial development. Among young offenders, parenting, emotional stability, empathy, and prosocial reasoning relate to constructive behavior [16]. In adolescent offenders, empathy and rational decision-making are associated with prosocial behavior [17], while longitudinal evidence links emotional self-regulation with prosocial development [18]. Attachment research further connects supportive relationships with moral emotions such as empathy, sympathy, and guilt [19]. Strengthening civic disposition among children in conflict with the law therefore requires more than compliance: children need opportunities to regulate emotion, understand others, reflect on consequences, and practice responsible action.

Importantly, these developmental capacities are not fostered through isolated moral instruction alone. Evidence on juvenile interventions indicates that protective factors are distributed across the child's relationships and everyday environments, requiring coordinated attention to family, peers, school, and community [20]. In this sense, rehabilitative education is best conceptualized as an ecological learning process: rules, mentoring, reflection, emotional support, and opportunities for participation become mutually reinforcing contexts in which youth can rehearse responsibility. This framing is especially relevant for children in conflict with the law because relational safety and developmental functioning may be meaningful outcomes alongside the prevention of reoffending [21]-[22].

Family and social ecology remain central. A systematic review identifies family, school, peer, and community factors as important targets in reducing juvenile delinquency [20], and caregiver monitoring can function as a protective factor among justice-involved youth [23]. Trauma-informed youth-justice literature supports safe, responsive environments but cautions against assuming that trauma-sensitive practice automatically reduces reoffending [21], [24]. Relational-health scholarship similarly argues that success should include connection, trust, and developmental functioning, not recidivism alone [22]. Against this background, this study examines how a community-based Indonesian foundation translates rehabilitation into everyday moral and civic education. It aims to describe rehabilitative education at Yayasan Bina Sejahtera Bandung, analyze moral-value and civic-disposition internalization, and identify factors that support or inhibit the process.

METHODS

Study area and research design

The study was conducted at Yayasan Bina Sejahtera Bandung, a community-based rehabilitation setting for children in conflict with the law. A qualitative case-study design was used because the study sought to understand moral development and civic disposition within the actual social context of rehabilitation. The case was treated as a bounded institutional setting in which formal programs, interpersonal relations, daily routines, and family contact interact in the rehabilitation process.

Participants and data sources

Participants were selected purposively according to their direct involvement in rehabilitation. The source study reports 21 child participants aged 12-17 years, together with social mentors or supervisors and foundation management as key informants. Primary data came from interviews and participant observation. Secondary data consisted of program documents, rehabilitation records, activity documentation, photographs, field notes, and other institutional materials available during the study.

Data collection procedures

Data were generated through three complementary techniques. First, in-depth interviews explored participants' experiences of rehabilitation, family relationships, moral learning, self-control, and changes in social behavior. Interviews with the children were conducted interactively and informally to reduce distance and encourage openness. Second, participant observation documented daily routines, interpersonal interactions, religious habituation, group activities, reflective sessions, and children's responses during the

research process. Third, documentation was used to compare interview and observational accounts with institutional records, field notes, photographs, and activity evidence.

Data analysis and trustworthiness

Data analysis followed an interactive qualitative process of data condensation, data display, conclusion drawing, and verification. Interview, observation, and documentary material was first organized by topic and then compared across emerging categories related to rehabilitation practices, moral values, civic disposition, family support, and barriers to reintegration. Trustworthiness was strengthened through triangulation of sources, techniques, and times. Member checking was also used to confirm that key interpretations were consistent with informants' understanding of their experiences.

Analytical focus

The analysis distinguished between program activities and the moral-civic capacities observable within those activities. Discipline and responsibility were examined through participation in routines and shared rules; empathy and social concern through interpersonal conduct and reflective discussion; self-regulation through children's management of behavior and emotion; and future-oriented responsibility through their aspirations and narratives of change. This analytical focus did not treat short-term behavioral compliance as equivalent to permanent character change. Instead, the study interpreted repeated, contextually observed behaviors as indications of an ongoing educational process whose durability requires further longitudinal assessment.

RESULTS AND DISCUSSION

Participant backgrounds and rehabilitation needs

The 21 child participants represented heterogeneous legal-case backgrounds, including theft, sexual violence, drug use or distribution, fighting and stabbing, and homicide. Their ages ranged from 12 to 17 years. Interviews with institutional stakeholders repeatedly connected children's difficulties with unstable family conditions, inadequate supervision, weakened emotional support, and difficulties in self-control. Risky peer environments were also described as important influences. Several children reported feeling safer and more accepted in the foundation than at home, particularly when family relationships had been marked by neglect, conflict, rejection, or violence.

These accounts indicate that the rehabilitative need of children in conflict with the law cannot be reduced to rule enforcement. Participants needed an environment able to combine boundaries with emotional safety, consistent adult support, opportunities for reflection, and renewed experiences of belonging. The foundation therefore functioned simultaneously as a place of supervision, social learning, and psychosocial support. This contextual finding became the basis for interpreting the daily program as rehabilitative education rather than as custodial control alone.

Rehabilitative education as a structured moral learning environment

Observation showed that rehabilitation was embedded in structured daily routines and repeated relational interaction. Children participated in congregational prayer, orderly shared meals, leading prayers, group activities, counseling, and routine communication with mentors. These practices created concrete situations in which discipline, responsibility, respect, cooperation, and self-control had to be enacted rather than merely discussed. Children generally followed routines with visible order and demonstrated politeness in interaction with researchers and mentors.

The educational significance of these routines lies in repetition and social feedback. A rule was not only a restriction but also a recurring opportunity to practice self-management in the presence of others. Likewise, religious habituation was experienced not only as ritual activity but as a structured time for reflection, order, and shared responsibility. The study does not claim that these observations demonstrate permanent moral transformation; however, the consistency across activities suggests that the foundation provided a stable practice environment for positive behavioral adaptation.

Reflective, relational, and future-oriented activities

Reflective activities deepened the program beyond external discipline. During a film about regret and life change, children responded seriously and were able to connect the story with their own experiences during subsequent deep-talk discussion. The research team also used games, informal sharing, and a hope-tree activity through which children wrote aspirations for the future. Their aspirations included religious hopes, the wish to build a harmonious family, and the desire for recognition and support from parents.

These activities made children's future orientation visible and opened space for moral narration: participants could identify past mistakes, describe what they valued, and imagine a more constructive future.

The prominence of family acceptance in the hope-tree responses also showed that future goals were strongly relational. The findings suggest that moral development in rehabilitation was supported when children were invited to interpret their own experiences rather than only receive instructions about correct behavior.

Table 1. Rehabilitative education practices and observed moral-civic indicators

Practice	Educational function	Observed indicators	Moral-civic dimension
Religious habituation and daily routines	Provide predictable structure and repeated practice	Congregational prayer, orderly meals, leading prayers, polite interaction	Discipline; responsibility; respect
Psychosocial counseling and personal mentoring	Create emotional safety and individualized guidance	Openness in conversation, adaptive interaction, willingness to reflect	Self-regulation; empathy; trust
Reflective film and deep-talk sessions	Connect experience with consequences and moral meaning	Serious reflection and links to personal experience	Moral awareness; perspective taking
Hope-tree, games, and informal sharing	Support agency, aspiration, and safe self-expression	Positive aspirations and desire for family acceptance	Future orientation; agency; social concern
Monthly home-return program	Rebuild family attachment and reintegration support	Potential emotional reconnection, but uneven results when families reject or cannot support the child	Belonging; relational responsibility; reintegration

Family reintegration as a supporting and inhibiting factor

A distinctive component of the rehabilitation model was the monthly home-return program. The program was intended to restore children's sense of belonging, rebuild emotional closeness, and allow family support to operate alongside institutional mentoring. When families were receptive, the program created a pathway between change within the foundation and the social environment to which the child would return.

Its implementation, however, revealed a central barrier: some families were not ready to receive the child or remained rejecting and emotionally distant. In such cases, home return could expose the child again to the same relational insecurity that had contributed to vulnerability. The finding demonstrates that reintegration cannot be treated as a final administrative step. It is an educational and relational process requiring preparation of both the child and the family.

Triangulated evidence of behavioral adaptation

Interview, observation, and documentary evidence showed a high degree of consistency. Field photographs, activity records, observation notes, and discussion-session documentation supported interview accounts of children's active participation, orderly behavior, reflective engagement, and positive aspirations. This convergence strengthens confidence that the described behaviors were not based on a single data source. At the same time, the study's limited observation period and single-site design mean that the findings should be interpreted as evidence of change processes and observed adaptation, not as proof of long-term behavioral permanence or reduced recidivism.



Figure 1. Interview, observation, and documentation activities at Yayasan Bina Sejahtera Bandung (2025).

Discussion

The participant narratives are consistent with a broader evidence base showing that justice-involved youth often carry overlapping histories of adversity rather than a single isolated risk. Polyvictimization is associated with substantial psychosocial burden among trauma-exposed justice-involved youth [25], while residential-care research demonstrates the overlap between child-welfare needs, mental-health problems, and later justice outcomes [26]. Recent work also cautions that trauma can help explain pathways into justice involvement without functioning as a simple or deterministic predictor of recidivism [27]. Dual-system

research further shows that child-welfare and juvenile-justice pathways are heterogeneous [28], and first-time justice-involved youth may face dynamic risks associated with peers and substance use [29]. These findings strengthen the interpretation that rehabilitation should begin with an ecological understanding of the child rather than a moral label attached to the offense.

From this perspective, the foundation's combination of structured routines and relational support can be interpreted through a trauma-responsive lens. Research on adverse childhood experiences among justice-involved youth shows that protective factors can moderate negative outcomes, supporting interventions that build strengths alongside risk reduction [30]. A positive-experiences framework similarly argues that systems should not only reduce adversity but actively build supportive relationships, engagement, emotional growth, and opportunities for participation [31]. Evidence from juvenile residential programs further suggests that trauma-responsive organizational environments require attention to staff practice, safety, trust, and youth voice [32], while trauma-informed skills interventions in secure detention have been evaluated for their effects on violence-related incidents [33]. Co-production literature also stresses that trauma-informed youth justice should involve young people as participants in service design rather than as passive recipients [34]. Together, these perspectives help explain why routines at Yayasan Bina Sejahtera were more educationally meaningful when accompanied by relational safety, mentoring, and opportunities for reflection.

The observed development of discipline, reflection, empathy, and self-control can also be situated within research on moral and prosocial learning. Educational work on moral emotions and empathy shows that social-emotional competencies can be deliberately cultivated through structured learning experiences [35]. Family emotional climate matters as well; parental strain can affect adolescent prosocial behavior partly through empathic processes [36]. Qualitative research with early adolescents shows that practicing empathy and prosocial behavior involves both opportunities and social challenges, underscoring the value of guided reflection [37]. Contemporary developmental perspectives therefore recommend culturally adaptive approaches to empathy that are sensitive to local norms and socialization practices [38]. Research on empathy, moral identity, and prosocial behavior further suggests that moral self-understanding can help translate concern for others into action [39]. Importantly for justice-involved youth, preliminary evidence links prosocial attributes with lower recidivism risk [40]. The Bandung findings do not test this causal pathway, but they show how daily rehabilitation may create the micro-contexts in which such attributes can be practiced.

Family reintegration emerged as the most visible tension between institutional progress and the child's wider ecology. Research with court-involved youth confirms that family functioning and parenting practices are materially related to youth outcomes [41]. Youth and parents also experience diversion programming through family relationships, meaning that family engagement influences how interventions are understood and sustained [42]. A cohort study of first-time justice-involved youth likewise identifies family factors, including parental monitoring and communication, as relevant to cannabis-use risk and prevention [43]. Family-based court interventions therefore remain important because rehabilitation gains may be difficult to maintain if a young person returns to an environment with weak supervision, inconsistent support, unresolved conflict, or limited educational opportunity [44]. Recent research also suggests that hostile or criminogenic family processes can amplify risk, underscoring the importance of strengthening rather than merely involving families [45]. The monthly home-return program observed in this case is therefore best understood not simply as leave from the institution, but as an informal test of whether moral and behavioral gains can travel across settings.

Personal mentoring and future-oriented activities represent another mechanism through which rehabilitation can become educational. A pilot career-mentoring study with court-ordered juveniles illustrates the relevance of linking guidance with future work and developmental goals [46]. Among at-risk youth, mentoring is associated with future orientation through relational resources [47], and mentoring relationship quality has been linked to youth mental-health outcomes [48]. For systems-involved youth, youth-initiated mentoring research highlights both the promise and implementation complexity of mobilizing trusted adults from young people's own networks [49]. A recent scoping review of therapeutic mentoring likewise emphasizes the developmental value of empathic, goal-oriented relationships for youth facing adversity [50]. Education itself remains a protective developmental domain: school engagement can mediate pathways associated with recidivism among adolescents receiving community-based juvenile-justice services [51]. Procedural fairness and supportive parenting are also related to youths' perceptions of success while on probation [52]. Together, this literature suggests that hope-tree aspirations in the present study should not be treated as decorative outputs; they may be used as starting points for individualized education, mentoring, school reconnection, skills development, and realistic reintegration planning.

The case also contributes to Indonesian civic-education discourse by locating civic disposition in a rehabilitation setting. Recent SINTA-2 research on Pancasila-based character development in a juvenile correctional setting in Bandung shows that rehabilitation can be connected explicitly with value formation,

formal and nonformal education, and responsible social conduct [53]. Broader values-education research emphasizes that moral and character learning is strengthened through intentional educational environments, role modelling, reflection, and opportunities for prosocial participation [54]. Indonesian scholarship on Pancasila education likewise positions civic disposition as a learned integration of values, responsibility, and citizenship character rather than as abstract knowledge alone [55]. In this study, civic disposition was visible in small, repeated practices: respecting shared rules, regulating speech and emotion, accepting responsibility, cooperating with peers, reflecting on consequences, maintaining hope, and preparing to participate constructively in family and community life. These practices suggest that rehabilitative education can be conceptualized as citizenship learning under conditions of vulnerability.

This interpretation should remain proportionate to the study design. The data are qualitative, originate from one foundation, and capture a limited period of observation. They cannot determine whether observed changes persist after discharge, whether the program reduces recidivism, or which component produces the strongest effect. Future research should therefore combine longitudinal follow-up with repeated measures of self-regulation, empathy, moral reasoning, civic disposition, family functioning, educational engagement, and post-program justice outcomes. Comparative studies across community-based foundations and formal juvenile institutions would also clarify which practices are context-specific and which may be transferable. Such work would allow rehabilitative education to be evaluated not only by compliance during placement, but by sustained relational health, educational participation, lawful behavior, and responsible civic functioning after reintegration.

Table 2. Interpretive framework for strengthening rehabilitative education

Program domain	Developmental target	Evidence from this case	Strengthening direction
Daily structure	Self-regulation and responsibility	Orderly routines, prayer, meals, shared rules	Use explicit reflection after routines so compliance is connected to reasons and consequences
Relational mentoring	Trust, empathy, agency	Interactive conversations, counseling, emotional openness	Link each child to a consistent mentor and individualized developmental goals
Reflective learning	Moral reasoning and perspective taking	Film discussion, deep talk, interpretation of past actions	Use structured questions on harm, responsibility, repair, and alternative choices
Future orientation	Hope, identity, civic purpose	Hope-tree aspirations and constructive future goals	Connect aspirations to schooling, skills, family plans, and community participation
Family reintegration	Belonging and sustainable support	Monthly home return with uneven family readiness	Assess family readiness, prepare caregivers, and provide follow-up before and after home contact

CONCLUSION

This study positions rehabilitative education as a process of moral and civic learning for children in conflict with the law. At Yayasan Bina Sejahtera Bandung, structured routines, religious habituation, psychosocial counseling, personal mentoring, reflective activities, informal dialogue, and future-oriented exercises created repeated opportunities for children to practice discipline, self-regulation, empathy, responsibility, reflection, and constructive aspiration. The monthly home-return program extended rehabilitation toward family reintegration, but the uneven readiness of families showed that institutional progress can be fragile when children return to rejecting or unstable environments. The study therefore supports a model in which behavioral structure is combined with relational safety, moral reflection, youth agency, family preparation, and educational continuity. Its contribution is conceptual and context-rich rather than causal: short-term observed adaptation should not be equated with permanent character transformation or reduced recidivism. For practice, foundations and juvenile-justice partners should document individual developmental goals, strengthen consistent mentoring, prepare families for reintegration, and maintain links to schooling or skills development. Future research should follow children longitudinally after discharge and assess moral, civic, psychosocial, educational, family, and justice outcomes together. In this way, rehabilitation can be evaluated as an educational pathway toward responsible social participation rather than merely as successful compliance during placement.

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