

## ABSTRAK

**Rizka Amalia. *Pemberdayaan Anak Didik Pemasarakatan melalui Pembinaan Keterampilan di Lembaga Pembinaan Khusus Anak Kelas II Jakarta*. Skripsi. Jakarta: Program Studi Pendidikan Pancasila dan Kewarganegaraan, Fakultas Ilmu Sosial, Universitas Negeri Jakarta, 2019.**

Penelitian ini bertujuan untuk mendapatkan gambaran dan informasi berdasarkan data dan fakta mengenai pelaksanaan pemberdayaan Anak Didik Pemasarakatan melalui pembinaan keterampilan di Lembaga Pembinaan Khusus Anak Kelas II Jakarta.

Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif dengan subjek penelitian yaitu Kepala Subseksi bidang Pendidikan dan Bimbingan Kemasyarakatan, Petugas Pembinaan, Pembina Teknis, dan 10 (sepuluh) Anak Didik Pemasarakatan di Lembaga Pembinaan Khusus Anak Kelas II Jakarta. Proses pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Uji keabsahan data dilakukan dengan triangulasi, *expert opinion*, dan menggunakan bahan referensi. Teknik analisis data dilakukan dengan reduksi data, penyajian data, dan penarikan kesimpulan atau verifikasi.

Hasil penelitian ini menunjukkan bahwa pelaksanaan pemberdayaan melalui pembinaan keterampilan dilakukan melalui tiga tahap, yaitu tahap penyadaran dan perencanaan, tahap pemberdayaan, serta tahap penilaian dan pendampingan. Faktor penghambat dalam pelaksanaan pemberdayaan melalui pembinaan keterampilan masih kurangnya anggaran dana, sarana dan prasarana, serta tenaga pengajar yang terampil, dan jadwal pembinaan keterampilan yang bentrok dengan jadwal kunjungan. Adapun faktor pendukungnya yaitu, adanya bantuan dari pihak luar, tingginya partisipasi Anak Didik Pemasarakatan untuk terlibat dalam kegiatan pembinaan keterampilan, serta perlakuan pembina yang ramah dan sangat sabar dalam memberikan pembinaan keterampilan. Dampak kegiatan pemberdayaan melalui pembinaan keterampilan yakni adanya peningkatan pengetahuan dan keterampilan, serta adanya perubahan perilaku yang positif pada Anak Didik Pemasarakatan.

Berdasarkan hasil penelitian dapat ditarik kesimpulan bahwa pelaksanaan pemberdayaan Anak Didik Pemasarakatan melalui pembinaan keterampilan di Lembaga Pembinaan Khusus Anak Kelas II Jakarta belum berjalan dengan baik. Hal ini dikarenakan masih terkendala dari segi sarana dan prasarana, anggaran dana, serta Sumber Daya Manusia.

**Kata kunci: Pemberdayaan, Anak Didik Pemasarakatan, Pembinaan Keterampilan**

## ABSTRACT

**Rizka Amalia. *Empowerment of Correctional Students Through Skills Coaching in The Institution of Special Guidance for Children Class II Jakarta*. Thesis. Jakarta: Study Program of Pancasila and Civic Education, Faculty of Social Science, Universitas Negeri Jakarta, 2019.**

This research aims to find out an overview and information based on data and facts regarding the implementation of the empowerment of correctional students through skills coaching at the Institution of Special Guidance for Children Class II Jakarta.

This research uses a descriptive method with a qualitative approach with research subjects, namely the Subsection Head of Community Education and Guidance, Coaching Officers, Technical Guidance, and 10 (ten) Correctional Students in the Institution of Special Guidance for Children Class II Jakarta. The process of collecting data is done through interviews, observation, and documentation. The validity test of the data is done by triangulation, expert opinion, and using reference materials. Data analysis techniques are done by data reduction, data presentation, and conclusion or verification.

The results of this research indicate that the implementation of empowerment through skills coaching is carried out through three stages, namely the awareness and planning stage, the empowerment stage, and the stages of assessment and assistance. The inhibiting factors in implementing empowerment through skill coaching and infrastructure, as well as skilled teaching staff, and a schedule of skills development that clashes with the schedule of visits. The supporting factors are, there is assistance from outside parties, the high participation of correctional students to be involved in skills coaching activities, as well as friendly and very patient coaches in providing skills training. Impact of empowerment activities through skills coaching, namely an increase in knowledge and skills, as well as positive behavioral changes in correctional students.

Based on the results of this research, it can be concluded that the implementation of empowerment of correctional students through skill development at the Institution of Special Guidance for Children Class II Jakarta has not gone well. This is because it is still limited in terms of facilities and infrastructure, budget funds, and Human Resources.

**Keywords: Empowerment, Correctional Students, Skills Coaching**