



**COMMUNICATION PATTERNS OF COUNSELING FROM PRISON
OFFICERS TO COMMUNITY INMATES IN CLASS II A ADULT WOMEN'S
PRISON IN TANGERANG CITY CASE STUDY OF COMMUNITY INMATES
IN DRUG CASES**

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Abstract

The Class IIA Women's Correctional Facility in Tangerang City is the only women's prison in the city and the largest of its kind in Indonesia, with the capacity to accommodate the highest number of female inmates. This study aims to explore the communication patterns employed by correctional officers in guiding and rehabilitating inmates, with a specific focus on those convicted of drug-related offenses. Employing a qualitative research method and an ethnographic approach, the study enables direct observation of the interactions between correctional staff and inmates. The research is grounded in DeVito's Interpersonal Communication Theory. The subjects of this study are correctional officers at the Class IIA Women's Correctional Facility in Tangerang City. Data were collected through literature review, documentation, observation, and interviews. The findings reveal two primary categories of communication-based rehabilitation patterns: (1) personality development and (2) skill development. Communication flows within the facility occur in three directions: upward, downward, and horizontal. The study also identifies several communication barriers, categorized as internal (infrastructure limitations, inmate behavior, attitudes, and language) and external (societal stigma).

Keywords: Women's Correctional Facility, Correctional Officers, Communication Patterns, Drug Offense Inmates.

Abstrak

Lapas wanita dewasa kelas 2A Kota Tangerang sebagai satu-satunya lapas wanita yang berada di Kota Tangerang, merupakan lapas terbesar di Indonesia yang dapat menampung warga binaan wanita terbanyak. Studi ini ingin menjawab "bagaimana pola komunikasi pembinaan petugas lapas kepada warga binaan pemasyarakatan di lapas wanita dewasa kelas II A Kota Tangerang pada studi kasus warga binaan pemasyarakatan kasus narkoba". Metode yang digunakan pada penelitian ini adalah metode kualitatif. Selain itu penelitian ini menggunakan pendekatan etnografi yang memungkinkan peneliti mengamati secara langsung proses interaksi antara petugas dan warga binaan. Sedangkan teori yang digunakan pada penelitian ini yaitu Teori Komunikasi Interpersonal DeVito. Subjek penelitian ini adalah petugas lapas wanita kelas 2A Kota Tangerang, pengumpulan data yang dilakukan peneliti melalui studi pustaka, dokumentasi, observasi dan wawancara. Hasil penelitian menunjukkan bahwa pola komunikasi pembinaan yang terjadi di dalam lapas wanita dewasa kelas 2A Kota Tangerang terhadap warga binaan, terutama yang terlibat dalam kasus narkoba, terbagi dalam dua kategori utama: (1) pembinaan kepribadian dan (2) pembinaan keterampilan. Sedangkan, arah aliran komunikasi pembinaan yang digunakan di lapas wanita dewasa kelas 2A yaitu arah aliran keatas, arah aliran kebawah dan arah aliran horizontal. Selain itu ditemukan



hambatan yang terjadi didalam pola komunikasi pembinaan yaitu hambatan internal (sarana dan prasarana, warga binaan, sikap, dan bahasa), dan hambatan eksternal (stigma masyarakat).

Kata kunci : Lapas Wanita Dewasa, Petugas Lapas, Pola Komunikasi, Warga Binaan Kasus Narkoba.

I. INTRODUCTION

Correctional Institutions (LP) are technical implementation units under the Directorate General of Corrections, Ministry of Law and Human Rights. Correctional Institutions are places for people experiencing legal problems, commonly referred to as correctional institutions, where inmates and protégés, or those referred to as "prosecutor's custody," are individuals who have legal problems but have not yet received a court decision and are still undergoing trial.

Inmates in prisons generally belong to several groups with varying backgrounds and ideologies. Negative assumptions from the general public, such as disobedience to the law, are still widely accepted by inmates. Meanwhile, observational data shows that many factors underlie criminal acts committed by inmates, including economic, social, and educational factors. These negative assumptions can lead to various internal conflicts such as mental disorders, feelings of fear, regret, shame, and so on.

The case study in this research is a female inmate with a drug case at the Class IIA Women's Correctional Institution in Tangerang City. The primary focus of this research is the interpersonal communication processes and patterns used by officers with inmates. This prison was selected based on the high number of women involved in drug cases in Indonesia. This indicates a significant increase in drug cases against women in recent years.

Data obtained by researchers to support the research process at the Correctional Institution included information on the number of inmates, the number of officers, and the types of cases handled. The total number of inmates (WBP) was recorded at 414, while the number of prison officers reached 88. Furthermore, based on an interview conducted on May 8, 2017, inmates were classified into several categories: BI (sentences over 1 year), BIIA (sentences of 1–3 years), BIIB (sentences of 1–5 months), BIIIS (sentences with fines), SH (life sentences), and PID (death sentences).

The role of prison officers in mentoring inmates is crucial for preparing them for their return to society. The coaching communication patterns implemented by correctional officers serve as an essential social integration process. This process is crucial in social interactions

because it ensures the existence of individuals and groups. Through coaching communication, mindsets can be transformed toward a more positive direction, thereby benefiting both individuals and others.

This study aims to analyze the coaching communication patterns of correctional officers with inmates at the Class IIA adult women's prison in Tangerang City, using a case study of inmates involved in drug cases.

II. RESEARCH METHODS

This research uses a case study method with a qualitative approach. The subjects were officers at the Class 2A women's prison in Tangerang City. Data collection techniques used by the researcher included literature review, documentation, observation, and interviews. According to Emzir (2010:38), observation is focused attention on a phenomenon, event, or situation. Bungin (2011:121) defines observation as the process of selecting, modifying, recording, and coding a series of behaviors and situations related to an organization, in accordance with empirical objectives. The object of observation is the Class 2A women's prison in Tangerang City. Documentation materials that can serve as research data include documents, photographs, letters, notes, flash drives, and data stored on websites. The data collected using documentation techniques is intended to determine the organizational communication patterns of the Class 2A women's prison in Tangerang City.

To support and strengthen this research, the researcher collected written data, theories, opinions, and research findings deemed relevant to this study. These sources can be obtained through various sources, including books, journals, articles, and trusted web sources. Through literature review, researchers can compare the results obtained in the field with information references obtained in previous research or expert observations.

III. RESEARCH RESULTS

Correctional Officers' Communication Patterns

Devito (2019) in his book, "The Interpersonal Communication Book," explains that interpersonal communication is a transactional process in which two or more people exchange messages, construct shared meaning, and manage their relationships. The communication context significantly influences the content of the message, how it is delivered, and how it is interpreted. This context encompasses physical, socio-psychological, temporal, cultural, and relational aspects between communicators.

The results of this study indicate that the communication patterns applied by officers at the Class II A Women's Correctional Institution in Tangerang City to inmates, particularly those involved in drug cases, fall into two main categories: (1) personality development and (2) skills development. Personality development includes spiritual activities, health counseling, and self-development training. Skills development includes cooking, sewing, and handicraft training.

The communication patterns between officers and inmates tend to be interpersonal, prioritizing direct interaction, both individually and in small groups. These interactions demonstrate that correctional officers play an active role as primary communicators, conveying developmental values to inmates.

When linked to Devito's interpersonal communication theory, the pattern formed in this prison embodies the elements of openness, empathy, and support. Officers not only convey messages but also create an educational and supportive interaction environment, allowing inmates to internalize the values of the correctional system.

Direction of Communication Flow in Guidance

According to Mulyana's (2013) concept, the direction of communication within an organization includes downward, upward, and horizontal communication. These three models are found in the guidance communication system in prisons:

- Downward communication: Officers convey directions, regulations, and guidance materials to inmates.
- Upward communication: Inmates have limited channels to convey input, criticism, or complaints through forms or direct communication during counseling sessions.
- Horizontal communication: Occurs between officers and inmates. Officers coordinate activities, while inmates collaborate on tasks or joint training sessions.

These three models demonstrate that prisons are not only spaces of control but also spaces for dialogue, despite still facing structural limitations.

Effectiveness of Interpersonal Communication

“Interpersonal communication is effective when it is purposeful, transactional, irreversible, and unrepeatable.” (DeVito, 2019)

Referring to indicators of interpersonal communication effectiveness according to DeVito, it was found that:

- Openness: Officers provide space for inmates to express their opinions in group activities.

- Empathy: This is evident in the personal approach used by officers when dealing with emotional issues or internal conflicts among inmates.
- Supportiveness: This is conveyed through praise for work and motivation during coaching sessions.
- Positive Attitude and Equality: Although the prison structure is hierarchical, coaching involves a humanistic educational process, leading to equal relationships within the learning context.

However, this effectiveness is still hampered by the limited number of officers compared to the number of inmates.

Communication Barriers

In their book, "Contemporary Issues in Interpersonal Communication: Making Choices in a Changing World," Orbe & Bruess emphasize the importance of awareness of diverse social and cultural identities, particularly in intercultural and cross-group communication. They developed a co-cultural communication framework, which suggests that individuals from subordinate groups in society often face greater structural and symbolic communication barriers. Based on Orbe & Bruess' theory, communication barriers in this context are divided into:

- Internal barriers: Lack of training facilities (such as practice rooms or training materials), linguistic barriers (different dialects), and psychological barriers such as inmates' closed attitudes or lack of self-confidence.
- External barriers: The stigma surrounding former prisoners in society, as well as limited support from external partners (NGOs, companies, etc.) that could support training or reintegration programs.

These barriers demonstrate that communication is not solely determined by the good intentions of the implementer, but also by the systems that support the interaction.

Analysis Based on Symbolic Interaction Theory

From the perspective of Symbolic Interaction (Mead & Blumer), communication is the process of constructing meaning through symbols. In prisons, these symbols are present in the form of language, rules, rituals (morning roll call, religious sessions), and developmental activities. According to Blumer (1969), symbolic interaction is based on the assumption that humans act toward things based on the meanings they construct through social interaction. These meanings are not fixed, but are subjectively interpreted by individuals based on the

context of their experiences and social relationships. In the prison environment, inmates and correctional officers continuously engage in meaningful interactions—through verbal messages (advice, warnings, instructions), nonverbal (gestures, expressions), and institutional symbols (uniforms, isolation rooms, activity schedules).

Officers become agents who instill new meaning in inmates. Inmates who previously had negative identities are gradually, through symbolic communication, shaped into individuals with new social identities: as productive, moral, and accepted individuals. This idea is reinforced by the thinking of George Herbert Mead (1934), who stated that self-awareness is formed through social processes, particularly as individuals learn to see themselves from the perspective of others. During the correctional process, inmates gradually develop a new understanding of their identity through the responses and treatment of staff. In other words, correctional guidance is not simply an administrative activity, but a process of transforming inmates' sense of self through consistent symbolic social interactions.

Ethnographic Reflection

In an ethnographic approach, the researcher's direct involvement in the participants' social lives is a crucial aspect of data collection. Hammersley and Atkinson (2019) explain that an ethnographer “engages, either overtly or covertly, in people's daily lives over a substantial period of time, observing what happens, listening to what is said, asking questions—in short, gathering all available data to shed light on the issues being researched.” The ethnographic approach in this study allowed researchers to directly observe the interactions between staff and inmates. They found that coaching communication is not only formal but also involves strong emotional and relational dimensions.

Personal relationships between staff and inmates are an important foundation for coaching effectiveness. For example, when staff remember inmates' names and backgrounds, inmates feel more valued and tend to be more cooperative. Furthermore, the researchers noted that informal communication (such as casual chats after training sessions) plays a crucial role in building trust and opening up space for more honest and reflective dialogue.

IV. CONCLUSION

1. The communication pattern between prison officers and inmates in the development of personality and skills is divided into personality and skills development, with an interpersonal communication approach as the primary medium.

2. The direction of communication in prisons includes downward communication (dominated by officers to inmates), upward communication (limited responses from inmates to officers), and horizontal communication (between inmates and officers).
3. The effectiveness of interpersonal communication, measured by openness, empathy, support, and equality, is present in many development practices, but is constrained by the number of officers and training time.
4. Communication barriers stem from internal factors (facilities, psychology, language) and external factors (social stigma and lack of external support).
5. The communication process in prisons is a space for symbolic interaction, capable of reconstructing inmates' identities and instilling new values through symbols, language, and interaction routines.
6. Communication is not merely a tool for conveying information, but a transformational force in the development and social reintegration of inmates.

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