

# THE DIGITAL PSYCHOSOCIAL COMMUNICATION INTERVENTION ON THE SOCIAL READINESS OF CHILDREN AFTER JUVENILE CORRECTIONAL INSTITUTION (LPKA) RELEASE: A NEEDS ASSESSMENT STUDY FOR DEVELOPING A DIGITAL RESILIENCE MODULE

Danu Rifki Septiyan Dwi Prasetyo<sup>1</sup>, Fajaria Menur Widowati<sup>2</sup>, Sri Widayati<sup>3</sup>  
{danu.prasetyo@unmer.ac.id<sup>1</sup>, fajariamenur@unmer.ac.id<sup>2</sup>, sri.widayati@unmer.ac.id<sup>3\*</sup>}

Department of Communication Science, Univeristas Merdeka Malang, Jalan Terusan Raya Dieng 62-64  
Malang, Jawa Timur 65146 <sup>1,2,3</sup>

**Abstract.** The transition period preceding the release of Juvenile Offenders (ABH) from the Juvenile Detention Facility (LPKA) represents a critical juncture for strengthening resilience and enhancing social readiness. Nevertheless, the absence of sustained post-release support remains a significant factor contributing to recidivism. Addressing this gap, the present study underscores the necessity of designing a digital psychosocial communication module that functions as a sustainable medium for resilience-building and social reintegration. This research aims to identify the specific needs of Juvenile Offenders systematically and to assess the strategic importance of developing a digital module tailored to their psychosocial and communicative requirements during the reintegration process. Employing a descriptive qualitative design, data were collected through Focus Group Discussions (FGDs) and in-depth interviews. The participants consisted of 15 CICLs scheduled for release within three months, five correctional officers, and five family members. Data analysis was conducted using thematic analysis to derive key patterns and insights. The findings reveal three principal domains of need: (1) access to a safe and confidential platform for sharing experiences and articulating concerns, (2) availability of practical and reusable learning resources, such as curriculum vitae preparation and coping strategies for stigma, and (3) establishment of a sustainable support system that connects CICL with mentors and successful alumni before their reintegration into society. The study concludes that a user-centered digital module is both vital and strategic for reinforcing resilience and ensuring continuity of support. Integrating such a module within the final rehabilitation stage of LPKA programs offers significant potential to minimize reintegration failure and reduce the risk of recidivism.

**Keywords:** Digital Module, Resilience, Social Readiness, Children in Conflict with the Law, Needs Assessment, Juvenile Correctional Institution.

## INTRODUCTION

The transitional phase just before the release of children in conflict with the law (ABH) from a Child Special Development Institution (LPKA) is a highly critical period in re-shaping self-identity and their social readiness. In this phase, the children need to rebuild self-confidence, establish positive social relationships, and develop adaptive mechanisms for community life. However, this process is often hampered by social stigma, environmental rejection, and the absence of sustained psychosocial support after leaving the institution. These conditions increase the risk of failed social reintegration and potential recidivism (Bouffard, 2008). Rehabilitation programs in LPKA generally focus on moral education and vocational skills training. Although important, these approaches remain limited to the institutional phase and rarely address the post-release stage (Kemenkumham, 2022). Consequently, many incarcerated adolescents experience significant social anxiety as their release approaches, impacting their readiness for independent living and often leading to feelings of fear and abandonment (Mulyati et al, 2020) (Tamil Chelvam et al., 2021).

Many ABH after release experience what is called the “post-institutional void”, namely the period when the support structure stops suddenly, while adaptive capacities have not yet been strongly formed (Uggen & Wakefield, 2008). Consequently, they often struggle to reconnect with family,

adapt to social demands, and manage emotions in the context of free life. Digital technology developments open up new opportunities to provide sustained psychosocial support. Various studies show that digital communication-based interventions can promote self-expression, strengthen social connections, and maintain continuity of learning and rehabilitation (Livingstone et al., 2019). In this context, a digital communication resilience module has the potential to become a continuous medium that not only provides sources of information and practical life skills, but also strengthens emotional regulation and social relationships through a digital mentoring system. However, the effectiveness of digital interventions heavily depends on contextual relevance and a user-needs-based approach. Prior studies emphasize that interventions are effective if developed based on real experiences, communication habits, and cultural sensitivity of the target (Barak et al., 2008; McAdams, 2001). For ABH, digital resilience means not only the technical ability to use technology, but also the capacity to communicate safely, manage emotions adaptively, and build positive social relationships through digital spaces. This highlights the imperative to develop digital literacy that transcends mere proficiency with devices, integrating competencies in empathetic communication and emotional regulation. While digital technologies offer substantial advantages in fostering psychological well-being—particularly among adolescents—they concurrently pose distinct challenges related to content exposure, interpersonal contact, and conduct, thereby necessitating the cultivation of digital resilience. The use of interactive digital media has been proven to increase the effectiveness and motivation of student learning, which is an important foundation for optimizing digital-based guidance services in society (Yefterson et al., 2025). Although the global discourse on digital rehabilitation is increasingly growing, empirical research on its application in the Indonesian juvenile justice system context remains very limited. Most existing programs focus on education and vocational training, while the psychosocial communication and emotional readiness aspects of post-institutional life are rarely touched.

Therefore, this research is undertaken to systematically identify the psychosocial communication needs of ABH as a basis for developing a digital communication resilience module relevant to their social reintegration context. Specifically, this study aims to:

1. Identify the communication and psychosocial needs of children nearing release from LPKA; and
2. Assess the urgency and feasibility of developing a digital communication resilience module that can strengthen their resilience and social readiness.
3. Using a descriptive qualitative research design, this study contributes both theoretically and practically. Theoretically, the research expands the understanding of resilience from originally an individual-oriented attribute to a socio-digital process mediated by communication. Practically, the results of this study can form the basis for developing a digital intervention that bridges institutional rehabilitation with social reintegration processes for ABH in Indonesia.

### **1.1 Theoretical Framework and Research Positioning**

This study is grounded in the view that the social reintegration process of children in conflict with the law (ABH) after release from a special youth development institution (LPKA) is not merely a matter of behavioural adaptation, but a complex communication process among the individual, family, institution, and society. Communication functions as the primary means to reconstruct self-meaning, negotiate social identity, and bridge the relationship between the institutional world and the broader social world. Therefore, communication-based interventions—especially psychosocial communication—are vitally important in strengthening the resilience of children post-institutionalisation.

#### **1.1.1 The Concept of Psychosocial Communication**

Psychosocial communication is understood as a process of message exchange that supports the emotional, social, and mental balance of an individual in interaction with their environment. In the context of ABH, psychosocial communication includes the ability to express feelings, understand others' emotions, and build mutually supportive positive relationships (Barak et al., 2008). This approach combines psychological aspects (such as emotional regulation and self-confidence) with social aspects (such as self-acceptance and social support). Thus, communication functions not only as a message transmitter but also as a therapeutic tool that strengthens the adaptive capacity of the child.

#### 1.1.2 Resilience as a Socio-Digital Process

In this study, resilience is understood as the ability of children to rise from difficult experiences and adjust to the demands of a new life after institutional release (Masten, 2014). However, in the digital era, resilience is influenced not only by internal factors but also by the ability of the child to utilise digital spaces as sources of support and learning (Livingstone et al., 2019). The concept of digital resilience encompasses three dimensions: (1) the ability to manage risk in digital spaces, (2) the ability to seek and use social support online, and (3) the ability to interpret digital experiences positively for self-growth.

In the context of ABH, the digital space may become a new safe space to express oneself, seek positive role models, and obtain practical learning that supports independence. However, this is only possible if the child has equitable access, a sense of safety, and continuous guidance in managing their digital interactions.

#### 1.1.3 Social Support Theory in Rehabilitation

Previous findings indicate that success in social reintegration is strongly determined by the existence of a robust social support system (Cohen & Wills, 1985). Social support can take the form of emotional, informational, or instrumental assistance given by family, peers, and rehabilitation institutions. In the digital context, social support can be mediated by technology through online mentoring, peer-experience sharing forums, or direct communication features with a mentor. Therefore, the design of an effective digital module needs to accommodate the principle of continuity of care, namely the continuity of psychosocial support from the rehabilitative phase through to post-release.

#### 1.1.4 Research Positioning

On the basis of the foregoing review, this research is positioned at the intersection of communication for social change, digital intervention, and post-institutional child rehabilitation. The study aims not only to understand the subjective experiences of children nearing release, but also to assess how those needs can be translated into a practical and sustainable digital intervention module. In other words, this research is need-based and constructive: it begins with mapping the real needs of ABH, then proceeds to developing a digital communication resilience module as an innovative solution to strengthen their resilience and social readiness.

Through this approach, the study contributes in two ways. First, theoretically it extends the concept of resilience—originally focused on the individual—to a socio-digital process mediated by communication. Second, practically it provides an empirical basis for the development of a contextual digital rehabilitation programme suited to the condition of children in Indonesia.

## RESEARCH METHOD

### 2.1 Research Design

This study employed a descriptive qualitative approach aiming to obtain an in-depth understanding of the psychosocial communication needs of children in conflict with the law (ABH) who are approaching release from the Juvenile Special Development Institution (LPKA). This approach was chosen because it enables the exploration of subjective experiences, perceptions, and contextual meanings constructed by ABH regarding their social readiness and resilience.

The descriptive qualitative design is also relevant to address exploratory research questions, specifically to identify the needs and expectations that form the basis for developing a digital communication resilience module. Rather than testing hypotheses, this study seeks to discover patterns and key themes that represent the psychosocial realities experienced by the children during their transition period toward community reintegration.

### 2.2 Research Participants

Participants in this study consisted of three main groups:

- 1.2.1 Children in Conflict with the Law (ABH) — five participants currently undergoing the final stage of rehabilitation in LPKA and scheduled for release within the next three months;

Danu Rifki Septiyan D.S<sup>1</sup> Fajaria Menur Widowati<sup>2</sup> Sri Widayati<sup>3</sup>  
The Digital Psychosocial Communication Intervention on the Social Readiness of  
Children After Juvenile Correctional Institution (LPKA) Release: A Needs Assessment  
Study for Developing a Digital Resilience Module

- 1.2.2 Correctional Officers and Social Guidance Staff — two participants who are responsible for supporting the rehabilitation and mentoring process inside the institution; and
- 1.2.3 Family Members of ABH — two participants who play a vital role in the social reintegration of the children after release.

A purposive sampling strategy was implemented to ensure that each group represented unique yet complementary perspectives on the psychosocial needs of children during the transition from institutional settings to community life.

**Table 1.** Informant Identity

| Informant  | Age | Gender | Status/ Case                                      |
|------------|-----|--------|---------------------------------------------------|
| Informan 1 | 16  | Male   | Juvenile Detaine/ Murder                          |
| Informan 2 | 17  | Female | Juvenile Detaine/ Drugs and Theft                 |
| Informan 3 | 15  | Male   | Juvenile Detaine/ Child Protection(Mobbing)       |
| Informan 4 | 17  | Male   | Juvenile Detaine/ Child Protection(Sexual Abuse)  |
| Informan 5 | 17  | Male   | Juvenile Detaine / Child Protection(Sexual Abuse) |
| Informan 6 | 42  | Male   | Parent                                            |
| Informan 7 | 48  | Male   | Parent                                            |
| Informan 8 | 38  | Female | Officer                                           |
| Informan 9 | 50  | Male   | Officer                                           |

Source: LPKA I Blitar, Jawa Timur Data

### 2.3 Data Collection Techniques

Data were collected using two primary techniques:

#### 2.3.1 Focus Group Discussions (FGDs)

FGDs were conducted with five ABH participants to map their communication needs, expectations, and challenges as they approach release. Each discussion was facilitated by the researcher and a field assistant using a semi-structured guide. Topics included experiences during institutionalization, readiness to re-enter community life, and perspectives regarding the use of digital technology as a medium for psychosocial support.

#### 2.3.2 In-Depth Interviews

In-depth interviews were conducted with two correctional officers and two family members to obtain complementary perspectives from institutional and social environments. The interviews focused on their perceptions of the children's needs, available support systems, and the potential role of digital media as a continuous communication and mentoring platform after release.

All data collection activities were carried out face-to-face while adhering to research ethics in social sciences, including obtaining informed consent, guaranteeing confidentiality and anonymity of participants, and ensuring the right to withdraw from the study at any time without consequences.

### 2.4 Data Analysis Technique

Data were analyzed using thematic analysis as proposed by Braun and Clarke (2006). The analysis process involved several stages:

- 2.4.1 Transcription and initial familiarization with all FGD and interview data to gain an overall understanding of the emerging narratives;
- 2.4.2 Coding of meaningful units related to communication needs, social support, and digital engagement;
- 2.4.3 Identifying key themes, defined as recurring and interconnected clusters of meaning across participants; and
- 2.4.4 Interpreting and constructing thematic narratives, linking the findings to the theoretical framework and research context.

The analysis process was iterative, employing triangulation across data sources (children, officers, and family members) to ensure validity, trustworthiness, and consistency of the results.



**Fig 1.** Doing the interview

## 2.5 Ethical Considerations

This study received formal approval from the LPKA authority where the research was conducted, along with informed consent from all participants involved. To ensure confidentiality, the identities of children and other informants were anonymized. Throughout all FGD and interviews, the researchers ensured a conducive and non-discriminatory environment so that participants felt safe in sharing their personal experiences.

The ethical procedures in this research adhered to the principles of justice, confidentiality, and child protection, following established guidelines for social research involving vulnerable groups. All collected data were securely stored and used solely for academic purposes.

## RESULT AND ANALYSIS

### 3.1 Main Research Findings

Based on the thematic analysis of data gathered from Focus Group Discussions (FGD) and in-depth interviews, four major themes were identified which describe the psychosocial communication needs of children in conflict with the law (ABH) during the transition period prior to release, as well as directions for the development of a digital resilience communication module.

#### 3.1.1 The Need for Empowering Information

Most participants highlighted their need for practical and applicable information, rather than moral theories or general motivational advice. They expressed the desire for concrete guidance on essential life competencies such as writing a curriculum vitae, preparing for job interviews, managing personal finances, and coping with stress and social pressures after release.

As one participant stated:

*"We need to know how to apply for a job, what to answer during interviews, and how to manage money so we don't end up taking the wrong path again."*

This finding demonstrates that social resilience cannot be built solely through behavioral rehabilitation within the institution. Instead, life skills mastery becomes a crucial form of communication that empowers children and strengthens their *sense of agency* regarding their future. Access to empowering information thus plays a central role in helping them navigate post-institutional life more confidently and independently.

#### 3.1.2 The Need for Connection and Positive Role Models

The second theme reflects the children's desire to have a mentor or older brother/sister figure who can serve as a successful role model after release. These mentors are perceived not merely as technical guides, but also as sources of emotional encouragement and living proof that positive change and success are attainable.

As expressed by one participant:

*"I want to have a mentor I can contact anytime, so there is someone who can give me real guidance and encouragement."*

This finding reinforces that resilience is not solely an individual capacity but also relational in nature. Social support through role models plays a significant psychological function in reinforcing children's motivation and self-confidence as they transition into society.

### 3.1.3 The Need for Continuity of Support from LPKA

Most participants expressed concerns about losing the structured support system they have depended on after leaving the institution. They fear being disconnected from an environment that has provided security and guidance. A digital module is therefore perceived as a vital bridge of communication that ensures ongoing mentoring after release.

As one participant explained:

*"If there is a module, it feels like we won't be completely alone after we get out."*

This indicates the importance of the continuity of care principle—ensuring psychosocial support remains intact from the institutional phase through the adaptation phase in society. A digital communication resilience module is viewed as a mechanism to extend institutional guidance even once children are no longer under direct supervision.

### 3.1.4 Concerns Regarding Digital Access and Privacy

Although many children are familiar with smartphones and social media, they still express anxiety about privacy issues, limited internet access, and fear of being judged when sharing personal experiences online.

One participant stated:

*"I am afraid that if I share things online, I'll be judged or my personal information might be exposed."*

These concerns signal the necessity for the digital module to incorporate security, anonymity, and accessibility features (including offline modes). For institutions, this means integrating digital ethics and personal data protection into system design to ensure children feel safe to participate without stigma or risk.

## 3.2 Theoretical Discussion

The findings above indicate that strengthening the resilience of children post-institutionalization is not solely a matter of moral education but rather a continuous psychosocial communication process mediated by digital technology.

### 3.2.1 Communication as a Process of Identity Reconstruction

The children's need for practical information can be explained through Narrative Identity Theory (McAdams, 2001), which posits that individuals construct life meaning through narratives and experiences that reaffirm their identity. In this context, equipping children with practical life skills is not merely technical instruction—it becomes a form of communication that enables them to rewrite their life story from being former juvenile offenders into productive and independent individuals. Therefore, communication acts as a medium for self-reconstruction and psychological empowerment.

### 3.2.2 Social Support as the Foundation of Resilience

The theme of mentorship aligns strongly with Social Support Theory (Cohen & Wills, 1985), which emphasizes that emotional and informational support from trusted individuals can reduce stress and enhance resilience. In digital settings, this mentoring process may be facilitated through online forums, video testimonies, or structured digital mentoring systems that allow safe and guided

interactions. Accordingly, the digital environment becomes a new arena for establishing constructive social support networks

### 3.2.3 Continuity Principles in Digital Rehabilitation

Children's need for ongoing guidance after release is in line with the continuum of care concept in rehabilitation (Travis, 2005). A digital module can serve as a bridge connecting two distinct worlds: the highly structured institutional environment and the socially demanding community environment. When integrated during the pre-release phase, such a module can extend the impact of institutional rehabilitation into children's real-world adaptation.

### 3.2.4 Ethic and Security in Digital Communication

Concerns about digital privacy highlight the importance of ethical dimensions in designing digital interventions. Previous studies (Barak et al., 2008) assert that the effectiveness of online psychosocial interventions heavily depends on users' perceptions of safety and confidentiality. Therefore, a digital communication module for ABH must incorporate multi-layered security, anonymity options, and offline accessibility, ensuring that users feel protected and respected while participating in the system.

## 3.3 Synthesis of Findings

Based on the four themes identified, it can be concluded that a digital communication resilience module should be designed as a learning and mentoring ecosystem that balances educational, relational, and protective aspects.

An ideal module should include:

- 3.3.1 Short and Interactive video content delivering practical life skills;
- 3.3.2 Inspirational testimonials from mentors or positive role models;
- 3.3.3 Online mentoring features with secure data protection systems; and
- 3.3.4 Offline accessibility to ensure inclusion for children with limited connectivity.

Thus, this module is not merely a digital educational tool, but a form of continuous communication support that facilitates identity reconstruction, resilience enhancement, and strengthened social connectedness after release from the institution.

## CONCLUSION

### 4.1 Conclusion

This study confirms that the process of social reintegration for children in conflict with the law (ABH) is a critical phase that determines the sustainability of their rehabilitation outcomes. The transition period post-release requires not only social adaptation skills but also emotional readiness and communication competencies that support the construction of new identities.

The findings identify four key needs among children nearing release:

- 4.1.1 The need for empowering information, including practical life skills such as financial management, workplace communication, and stigma-coping strategies;
- 4.1.2 The need for connections and role models who can provide continuous emotional encouragement and inspiration;
- 4.1.3 The need for continuity of institutional support that does not abruptly terminate after release from LPKA; and
- 4.1.4 Concerns over digital access and privacy, requiring technology-based support systems with secure data protection and accessible features.

These four themes highlight the central role of communication in building resilience. Through integrating psychosocial communication into digital media, institutional rehabilitation can be extended into a more inclusive social space. Accordingly, a digital communication resilience module

is positioned as a sustainable support ecosystem that nurtures self-confidence, independence, and social connectedness among children post-release.

## **4.2 Practical Implication**

Based on the findings, several practical implications can serve as a foundation for policy and program development:

### **4.2.1 Integration of Digital Modules into LPKA Rehabilitation Curriculum**

The digital communication resilience module can be integrated into the pre-release rehabilitation program at LPKA. This ensures that children become familiar with the content, mentoring mechanisms, and digital ethics before full release, allowing learning and support to continue smoothly from institutional to community settings.

### **4.2.2 Development of a Prototype Module Responding to Children's Needs**

An initial module prototype should be developed in a simple and interactive format, incorporating three core components:

4.2.2.1 short videos delivering practical life skills;

4.2.2.2 inspirational testimonials from formerly detained youth who have successfully reintegrated; and

4.2.2.3 journal or reflective spaces accessible offline and anonymously. This prototype can be piloted with a limited number of users to gather feedback prior to broader implementation.

### **4.2.3 Capacity Building for Facilitators and LPKA Staff**

The effectiveness of the digital module depends heavily on the preparedness of on-site facilitators. Therefore, training in digital literacy and psychosocial communication for rehabilitation staff is essential so that they can serve not only as supervisors but also as digital facilitators who guide safe and meaningful media usage.

### **4.2.4 Multi-Stakeholder Collaboration**

The development and implementation of the module requires collaboration across multiple sectors, including academics, communication practitioners, psychologists, correctional institutions, and child protection agencies. Such cross-sector partnerships ensure that the intervention remains comprehensive, contextually relevant, and sustainable.

### **4.2.5 Data Protection and Digital Ethics**

Every module design must prioritize personal data security, including anonymity features, restricted access permissions, and encrypted data storage. Ethical digital practices must be integrated into all program stages to ensure children feel safe and free from misuse or stigmatization when participating.

## **4.3 Recommendations for Future Research**

This study opens opportunities for further research focused on the implementation and evaluation stages of the digital module. Future studies may test the prototype of the digital communication resilience module using a participatory design approach, involving ABH, families, and facilitators from the design phase to pilot trials. In addition, comparative research across different regions can be conducted to identify variations in needs based on social, cultural, and digital infrastructure contexts in various LPKA environments throughout Indonesia.

## **4.4 Closing Remarks**

Overall, this study emphasizes the crucial role of psychosocial communication as a bridge between institutional rehabilitation and children's social reintegration. By utilizing digital technology in an ethical and inclusive manner, the rehabilitation process does not stop at the physical boundaries of the institution but continues as adaptive, safe, and humane support. Innovation through a digital communication resilience module is expected to serve as an initial step toward a more modern,

Danu Rifki Septiyan D.S<sup>1</sup> Fajaria Menur Widowati<sup>2</sup> Sri Widayati<sup>3</sup>  
The Digital Psychosocial Communication Intervention on the Social Readiness of  
Children After Juvenile Correctional Institution (LPKA) Release: A Needs Assessment  
Study for Developing a Digital Resilience Module

participatory, and sustainable child rehabilitation system—one that prioritizes the long-term well-being and social continuity of children in conflict with the law.

## References

- Barak, A., Hen, L., Boniel-Nissim, M., & Shapira, N. (2008). A comprehensive review and a meta-analysis of the effectiveness of Internet-based psychotherapeutic interventions. *Journal of Technology in Human Services*, 26(2/4), 109-160. DOI: 10.1080/15228830802094429
- Bouffard, J. A., & Bergseth, K. J. (2008). The impact of reentry services on juvenile offenders' recidivism. *Youth Violence and Juvenile Justice*, 6(3), 295-318.
- Jardine, J., Bowman, R., & Doherty, G. (2022). Digital interventions to enhance readiness for psychological therapy: a scoping review. *Journal of Medical Internet Research*, 24(8), e37851. DOI: 10.2196/37851.
- Livingstone, S., et al. (2014). Annual research review: Harms experienced by child users of online and mobile technologies: the nature, prevalence and management of sexual and aggressive risks in the digital age. *Journal of Child Psychology and Psychiatry*, 55(6), 635-654. DOI: 10.1111/jcpp.12262.
- Masten, A. S. (2014). Global perspectives on resilience in children and youth. *Child Development*, 85(1), 6-20. DOI: 10.1111/cdev.12205
- Qamaria, R. S., Kuswandi, D., Setiyowati, N., & Bahodirovna, A. M. (2025). Digital resilience in adolescence: A systematic review of models, methods and theoretical perspectives [Review of *Digital resilience in adolescence: A systematic review of models, methods and theoretical perspectives*]. *Multidisciplinary Reviews*, 8(9), 2025287. <https://doi.org/10.31893/multirev.2025287>
- Yefterson, R. B., Putri, T. H., Nofitri, V., Umaira, N., Hanum, W., & Putra, A. F. (2025). Optimalisasi Layanan Les Berbasis Digital Untuk Meningkatkan Pendidikan Melalui Program Kkn Unp Di Nagari Lubuk Besar. *Community Jurnal Pengabdian Kepada Masyarakat*, 5(1), 297. <https://doi.org/10.51878/community.v5i1.6862>