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## Implementation of Education For Female Inmates From A Policy Perspective: A Systematic Literature Review

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ABSTRACT	ARTICLE INFO
<p>This study aims to analyze the implementation of education for female inmates from a policy perspective in correctional institutions through the Systematic Literature Review (SLR) approach. The study was conducted on 14 articles obtained from Google Scholar, Garuda, and ERIC and a database of accredited national journals with inclusion criteria in the form of research articles discussing education, education policies, and the development of inmates in correctional institutions published in the 2020–2025 period. The results of the study show that formal, non-formal, and informal education plays an important role in fulfilling the rights to education, rehabilitation, empowerment, and improving the social and psychological abilities of female inmates. However, the implementation of education policy still faces obstacles in the form of limited human resources, infrastructure, and coordination between institutions. The novelty of this research lies in the synthesis of literature that specifically examines the implementation of education for female assisted citizens from a policy perspective, which is still relatively limited in previous research. The findings of the study confirm the importance of strengthening policies and cross-sectoral collaboration to improve the quality of education in correctional institutions.</p> <p>© 2025 Educational Technology UPI</p>	<p><b>Article History:</b> Submitted/Received 12 April 2025 First Revised 26 Mei 2026 Accepted 15 June 2026 First Available online 30 June 2026 Publication Date 30 June 2026</p> <p><b>Keyword:</b> <i>Education Policy, Education in prisons, Rehabilitation, Systematic Literature Review, Female Assisted Residents</i></p>

## 1. INTRODUCTION

The implementation of education in correctional institutions is an integral part of correctional policies that aim to ensure the fulfillment of the right to education while supporting the rehabilitation and social reintegration process of inmates. Education in prisons is not only understood as a knowledge transfer activity, but also as a means of developing skills, building character, and improving the quality of life of inmates (Harahap, 2022; Mufti & Riyanto, 2023). From a human rights perspective, access to education remains inherent to every individual, including those who are serving sentences. Various studies show that education in correctional institutions contributes to improving competence, strengthening positive identity, and reducing the risk of recidivism after release (Davis et al., 2013; Armstrong & Ludlow, 2016).

For female inmates, education has a more complex role because it deals with different psychological, social, and economic needs than male inmates. Equality education programs, skills training, and religious coaching have been proven to help increase the learning motivation, resilience, and empowerment of female inmates (Ayu et al., 2025; Iswandi, 2026). However, the implementation of education policies in prisons still faces various obstacles, such as limited educators, inadequate facilities and infrastructure, and weak coordination between institutions (Asril et al., 2021). This condition shows that the success of education in prisons is not only determined by the availability of programs, but also by the effectiveness of policies that support its implementation.

Although studies on education in correctional institutions continue to develop, most research still focuses on the implementation of educational programs, the fulfillment of educational rights, or the learning experiences of inmates in the context of specific institutions. Research that specifically examines education for female inmates from a policy perspective is still relatively limited. In addition, there is not much research that presents a comprehensive synthesis of the implementation patterns, challenges, and direction of education policy development for women assisted residents through the Systematic Literature Review (SLR) approach. This gap is the research gap in this study.

The use of the SLR method is important because it allows for the integration and critical evaluation of various research results that were previously scattered and partial (Qudratuddarsi et al., 2024). Through this approach, the research not only summarizes past findings, but also identifies thematic trends, weaknesses of previous research, and opportunities for future policy and research development. Thus, SLR provides a stronger foundation for understanding the effectiveness of education policies for female assisted citizens than a single case study that is limited to a specific context.

Based on this description, this study aims to analyze and synthesize various research results regarding the implementation of education for female inmates from a policy perspective in correctional institutions. In particular, this study identifies the form of education implementation, the challenges of policy implementation, the impact of education on female assisted citizens, and the direction of developing more effective, inclusive, and sustainable education policies. The novelty of this research lies in the presentation of a systematic synthesis that specifically focuses attention on the relationship between education, correctional policies, and female assisted citizens, which until now has been relatively rarely studied in a single integrated analytical framework.

## 2. LITERATURE REVIEW

### 2.1 Education Policy in Correctional Institutions

Education policies in the current correctional system have placed the right to learn as a crucial foundation for the rehabilitation of prisoners (Sari & Pranoto, 2025). Juridically, this mandate is affirmed in Law Number 22 of 2022 concerning Corrections, which guarantees the right of prisoners to access education and teaching as an integral part of the process of self-improvement (Azhari, 2025). In this perspective, education is no longer viewed narrowly as a mere transfer of cognitive knowledge, but is transformed into a strategic instrument to build character, morality, and practical independence (Ihlas et al., 2025). This aims to ensure that the inmates have adequate mental readiness and skills when they undergo the reintegration process into the community.

Operationally, the policy is translated through the diversification of programs that include equality education (Packages A, B, and C), fostering spiritual values, and opening access to higher education through synergy with external academic institutions (Aminuddin, 2025). The shift in the function of the prison from a punitive paradigm to a capacity development center (*human development*) shows a commitment to humanize the inmates through education (Eryansyah, 2021). However, various literature reviews indicate that the implementation of these programs is often not inclusive, where the distribution of access to education is not even and has not been fully able to accommodate the specific needs and initial educational background of each inmate's (Putri et al., 2025).

The optimization of education policies in prisons is still hampered by various complex structural challenges (Mawardi, 2025). Classic obstacles such as limited physical infrastructure, the lack of certified professional educators, and fluctuations in the commitment of external partner institutions become a wall of separation between normative regulations and reality in the field (Danutirta, 2025). As a result, the essence of education as a rehabilitation motor often has not achieved maximum results. Therefore, a more comprehensive policy revitalization is needed—not only legally strong, but also supported by the right allocation of resources, strengthening cross-sectoral collaboration, and evaluation mechanisms based on the *outcomes* of the success of the inmates in living a post-free social life (Hotib, 2025).

### 2.2 Education Programs in Correctional Institutions

Education programs in correctional institutions are an integral part of the coaching system regulated in various national policies (Siregar, 2025). In Law Number 22 of 2022 concerning Corrections, it is emphasized that prisoners have the right to receive education, teaching, and opportunities to develop their potential as part of the coaching process (Article 9 letter c). In addition, the active involvement of the inmates in the coaching program is an important requirement in obtaining advanced rights (Harpinsyah & Arpani, 2021), so that education is not only positioned as a right, but also as an obligation that must be followed in an orderly manner (Articles 7, 9, and 14). Furthermore, the provisions of Article 50 paragraph (1) and Article 83 paragraph (2) affirm that the implementation of coaching, including education, is the responsibility of correctional institutions which are carried out in a structured and sustainable manner (Wulan & Sasmita, 2022).

This policy was strengthened through Government Regulation Number 31 of 1999 concerning the Development and Guidance of Correctional Assisted Citizens. In Article 22, it is emphasized that the development of assisted citizens, especially children, is emphasized on education as the main means of self-development. Furthermore, Article 23 paragraph (4) stipulates that coaching is carried out gradually and continuously, while Articles 24 and 25 emphasize the importance of providing facilities and implementing systematic coaching programs to support the success of the educational process in prisons (Shaffa, 2025). This shows that education is not just an additional activity, but the core of the coaching process designed to shape the personality and independence of the inmates (Rorandi et al., 2025).

Furthermore, Government Regulation Number 32 of 1999 concerning Terms and Procedures for the Implementation of the Rights of Correctional Assisted Citizens explicitly regulates the implementation of education in prisons. Articles 10–12 affirm that each prison is obliged to organize education and teaching, provide educators (Khotimah et al., 2025), and open opportunities for cooperation with educational institutions and the community. Education is carried out based on a curriculum equivalent to formal education, and can be carried out both inside and outside the prison according to the needs of the inmates (Sofyan & Gunardi, 2020). In addition, inmates who complete their education are entitled to formal recognition in the form of a diploma from the authorized agency (Buana et al.).

Based on this policy framework, education programs in prisons include formal, nonformal, and informal education directed at the development of intellectuals, skills, and character formation of inmates (Sari & Equatora, 2024). Thus, education in prisons not only functions as a fulfillment of rights, but also as a rehabilitation strategy that aims to improve the quality of life and support the process of social reintegration of inmates after serving their sentences (Sianturi & Wibowo, 2025).

### **2.3 Learning Experience of Assisted Residents**

The learning experience of the inmates shows that education in correctional institutions does not only take place through formal learning activities, but also through informal learning processes formed from social interactions, discipline, and the environment of daily life. Achmad (2023) found that informal learning contributes to the formation of attitudes, behaviors, and adaptability of inmates even though access to formal education is still limited. This finding is in line with Syaparuddin and Elihami (2020) who emphasized that moral values and character are more effectively instilled through habituation, rules, and learning environments than through material transfer alone.

However, there is a difference in focus in the results of previous research. Achmad (2023) emphasizes the function of informal learning as a means of social adaptation for inmates, while Buana et al. (2025) highlight education as an instrument for fulfilling the right to education through Package A, B, and C programs. These differences show that the learning experiences of the inmates are influenced by a combination of individual factors, the learning environment, and the support of education policies.

Overall, various studies show that the experience of learning in prisons provides benefits that are not only academic, but also psychological and social. Education plays a role in increasing motivation, building life skills, strengthening moral values, and helping inmates prepare themselves to return to society (Achmad, 2023; Buana et al., 2025; Syaparuddin & Elihami, 2020). Thus, the learning

experience of inmates can be understood as a process of self-formation that takes place through the interaction between formal, non-formal, and informal education in the correctional environment.

## 2.4 Challenges and Obstacles to the Implementation of Education in Prisons

Various studies show that the implementation of education in correctional institutions still faces relatively similar obstacles, namely limited facilities, human resources, and institutional support. Setiawan and Subroto (2023) stated that access to education for inmates is still hampered by conditions of detention, social stigma, and limited learning facilities. This finding is strengthened by Ramadhina (2025) who found that limited infrastructure, lack of access to educational materials, and lack of stakeholder involvement are the main obstacles in the implementation of coaching programs in prisons.

Despite having different research focuses, the results of previous studies show a consistent pattern. Nugraha and Subroto (2024) highlight the weak quality of education coaching due to the limited number of educators and inter-institutional coordination, while Sari and Usman (2025) found that limited human resources, facilities, and external cooperation are obstacles in the implementation of coaching programs for female assisted residents. The similarity of these findings indicates that education problems in prisons are structural and occur in various types of correctional institutions.

On the other hand, research also shows that education still has a positive impact even though it is carried out under limited conditions. Subroto and Nugroho (2024) emphasized that formal, non-formal, and informal education functions as a rehabilitation instrument that is able to develop the skills, moral values, and social competence of the inmates. Thus, the synthesis of various studies shows that the main challenge of education in prisons lies in the aspect of policy implementation, not in the relevance of the program itself. Therefore, it is necessary to strengthen facilities, increase the capacity of educators, and collaborate across sectors so that the goal of rehabilitation through education can be achieved optimally.

**Table 1.** Summary of Previous Research Related to the Education of Assisted Citizens

Source	Research Focus/Methods	Key Findings
Syaparuddin & Elham (2020)	Qualitative research on nonformal education and moral education	Non-formal education is effective in instilling moral values through habituation, discipline, and a learning environment, not limited to academic aspects.
S&P Basyarudin (2024)	Qualitative research on inmate independence development	Prisons play an important role in building inmate independence as a provision for social reintegration.
Buana, Toni, & Augustine (2025)	Empirical juridical research on the fulfillment of the educational rights of fostered children	The right to formal education is not optimal; Non-formal education Packages A, B, and C as well as informal education are solutions for fulfilling the right to education.

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Ardiana et al. (2021)	Policy study on prisoners' right to education	Prisoners have the right to receive formal and non-formal education, but their implementation is constrained by facilities and institutional cooperation.
Achmad (2023)	Qualitative case study of informal learning of inmates	Informal learning through social interaction, discipline, and habituation shapes the attitudes and behaviors of the inmates.
Setiawan & Subroto (2023)	Qualitative literature study child prisoner education	Education plays an important role in rehabilitation, socialon emotional development, and prevention of recidivism.
Subroto & Nugroho (2024)	Qualitative research on moral values, critical thinking, and social competence of education as rehabilitation	Formal, non-formal, and informal education shapes the inmates.

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### 3. METHODS

This study uses the Systematic Literature Review (SLR) method which discusses the implementation of education for female inmates from a policy perspective in correctional institutions. According to Kitchenham and Charters (2007) in Luluk Latifah and Iskandar Ritonga (2020:66), SLR is a systematic process to identify, evaluate, and interpret all relevant research evidence to answer certain research questions (Akmal et al., 2025). The data sources used are secondary data obtained through searches on Google Scholar, Garuda, and ERIC, as well as various scientific journals relevant to the topic of education in prisons and correctional policies. The collected data were then selected and analyzed systematically in accordance with the research objectives (Van Dinter et al., 2021). The results of the discussion and conclusions in this study are a synthesis of various scientific sources that examine the implementation of education policies, the form of education programs, and the challenges of implementing education for female inmates in correctional institutions.

#### 3.1 Research Question (RQ)

This research is designed to answer the following questions:

RQ1: How is the implementation of education policies for female assisted citizens in correctional facilities?

RQ2: What educational programs are organized for the inmates Women in Correctional Institutions?

RQ3: What are the challenges and obstacles in the implementation of education for citizens fostered by women?

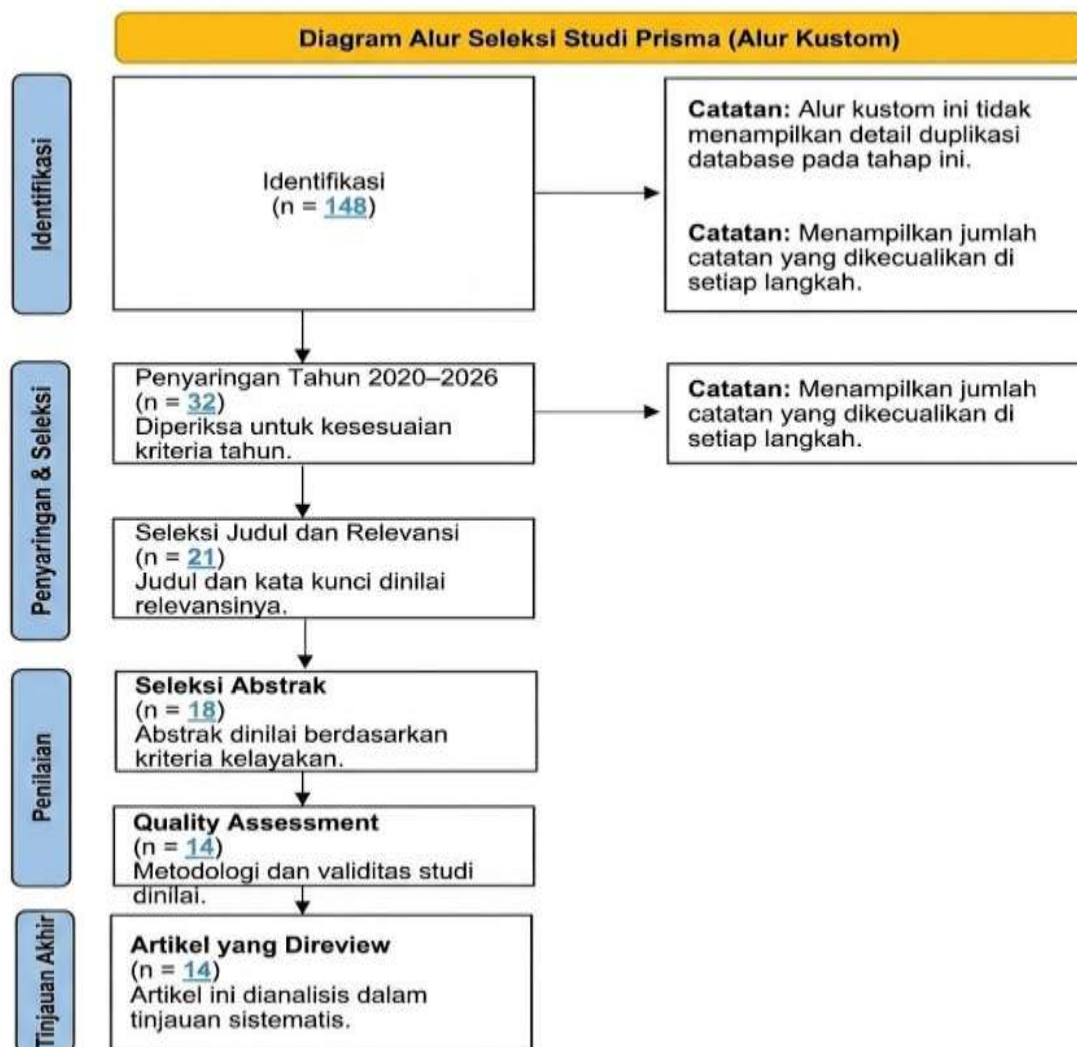
RQ4: How does education impact the rehabilitation and empowerment of citizens fostered by women?

### 3.2 Literature Search Strategy

Article searches were conducted in March 2026 using the following keywords:

- "Education of Female Assisted Citizens"
- "Education in Correctional Institutions"
- "education in prison"
- "Women prisoners education"
- "Correctional Education Policy"
- "Prisoners' Right to Education"
- "Equality Education in Prisons"
- "Correctional Education Policy"

The Boolean operators used include: "education" OR "education" AND "women prisoners" OR "female inmates" AND "policy" OR "policy"



Prism Diagram

### 3.3 Inclusion and Exclusion Criteria

Criteria	Inclusions	Exclusion
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<b>Year of Publication</b>	2020–2026	Before 2020
<b>Document Type</b>	Scientific journal articles	Thesis, thesis, proceedings, opinion
<b>Language</b>	Indonesia and the UK	Languages other than Indonesian and English
<b>Topics</b>	Education, education policy, corrections, female assisted citizens	Not related to education in prisons
<b>Article Access</b>	Full text available	Full text not available

### 3.4 Quality Assessment (QA)

Code	Questions
QA1	Are the objectives of the research clearly explained?
QA2	Are the research methods described in detail?
QA3	Are the research results relevant to the focus of the study?

Ratings are given by category:

Yes = 1, Partial = 0.5 No = 0

Only articles that obtained a minimum score of 2.0 were used in the analysis.

### 4. STRATEGY SEARCH Table 2. Article Filtering

Phase	Number of Articles	Information
Initial search results	148	Retrieved from Google Scholar, Garuda, and ERIC with related keywords
Article of the last 5 years	32	Filtered by publication time range (2020–2026)
Relevance selection	21	Articles are selected based on the suitability of the research topic
Abstract selection	3	Articles that pass based on abstract analysis
Reviewed articles	14	Thoroughly analyzed articles

The literature search will be carried out comprehensively in March 2026 with a focus on research related to the implementation of education for female inmates in policy perspectives in correctional institutions. The search was limited to scientific journal articles published in the range of 2020–2025. To ensure the completeness of the data, the researcher

also searched the bibliography of the selected articles manually. Furthermore, articles are filtered based on access criteria, year of publication, topic relevance, and abstract analysis.

This process resulted in 30 relevant articles, then further selected until 14 articles were obtained that met the criteria for in-depth analysis.

## 5. RESULTS AND DISCUSSION

### 5.1 Findings

The selected results answer the formulation of problems about the influence of leadership, work culture and performance assessment in improving the quality of education; The SLR literature review is as follows:

<b>Yes</b>	<b>Author (Year)</b>	<b>Research Focus</b>	<b>Method</b>	<b>Key Findings</b>
1	Syaparuddin & Elihami (2020)	Non-formal education	Qualitative	Non-formal education shapes the character and morals of the inmates.
2	Ferdiawan et al. (2020)	Educational rights of child inmates	Literature studies	Education is a basic right of all prisoners, including children.
3	Fijianto et al. (2021)	Coping strategy	Correlation	Education is related to improving the inmate coping strategy.
4	Nugraha & Subroto (2022)	Education Implementation	Qualitative	The quality of education is influenced by human resources and coordination between institutions.
5	Wijaya & Wibowo (2023)	Skills program	Qualitative	Skills training increases the motivation of the inmates.
6	Achmad (2023)	Informal learning	Case study	Informal learning shapes positive adaptation and behavior.
7	Setiawan & Subroto (2023)	Education of child inmates	Literature study	Education supports rehabilitation and prevents recidivism.
8	Qudsiyah & Soleh (2024)	Phenomenology	Literature studies	Phenomenology emphasizes the meaning of individual experiences.
9	Subroto & Nugroho (2024)	Rehabilitative education	Qualitative	Education strengthens the morals and social competence of prisoners.
10	Buana et al. (2025)	Educational rights of foster children	Empirical juridical	The equality program is a solution to the limitations of formal education.

<b>11</b>	Sari & Usman (2025)	Women's resilience	Empirical	Coaching improves mental and social resilience.
<b>12</b>	Ramadan (2025)	Educational Constraints	Qualitative	Limited human resources and facilities are the main obstacles.
<b>13</b>	Purbalingga & Simanjuntak (2025)	Evaluation of equality education	Qualitative	The program is running well but is still constrained by learning facilities and motivation.
<b>14</b>	Fitra & Basyarudin (2024)	Self-reliance building	Qualitative	Education development supports the independence of the inmates.

Table 3. Synthesis of Reviewed Research Results (n = 14)

## 5.2 Research Distribution

Aspects		Results
Number of articles	14	
Year range	2020–2025	
Dominant method	Qualitative (9 articles)	
Literature Studies	3 articles	
Correlation	1 article	
Empirical juridical	1 article	
Main focus	Right to education, equality education, informal education, rehabilitation, coaching, resilience, education policy	

Table 4. Distribution of Articles Based on Research Characteristics

Theme	Article	Synthesis of Findings
<b>Right to Education</b>	Ferdiawan et al. (2020); Buana et al. (2025)	All inmates have the right to obtain education as part of the coaching process.
<b>Educational Programs</b>	Syaparuddin & Elihami (2020); Achmad (2023); Wijaya & Wibowo (2023); Purbalingga & Simanjuntak (2025)	Formal, non-formal, informal education and skills programs improve character, motivation, and readiness for social reintegration.

<b>Rehabilitation and Empowerment</b>	Fijianto et al. (2021); Subroto & Nugroho (2024); Sari & Usman (2025)	Education improves the coping skills, resilience, morals, and social competence of the inmates.
<b>Implementation Challenges</b>	Nugraha & Subroto (2022); Ramadan (2025)	The implementation of education is still constrained by human resources, facilities, coordination, and institutional support.

Table 5. Thematic Grouping of SLR Results

#### 5.4 Pattern Analysis

A synthesis of 14 articles shows several key patterns.

First, most studies place education as an instrument of rehabilitation, not just the fulfillment of the rights of inmates. Education is seen as able to shape character, improve life skills, strengthen resilience, and prepare for the process of social reintegration.

Second, the research is dominated by a qualitative approach that seeks to describe the implementation of educational programs in correctional institutions. This shows that studies on education in prisons are still more oriented towards experiential exploration and program evaluation than quantitative measurement.

Third, research trends in the 2024–2025 period are starting to shift from discussions about the right to education to the effectiveness of policy implementation, evaluation of equality programs, resilience development, and empowerment of female assisted citizens. This shift shows an increasing focus on the quality of education implementation rather than just the regulatory aspect.

Fourth, almost all studies identified relatively similar patterns of obstacles, namely the limitation of educators, the lack of learning facilities, the low coordination between agencies, and the limitation of operational policy support. The findings indicate that there is a gap between normative policies and the implementation of education in correctional institutions.

#### 5.2 Discussion

The fulfillment of the right to education for female inmates is an important part of the modern correctional system that places education as an instrument of rehabilitation, empowerment, and social reintegration. Various national policies have guaranteed this right, but their implementation still shows the gap between regulation and practice on the ground. The results of national research show that education in correctional institutions has not been fully running optimally due to the limitations of educators, learning facilities, and weak coordination between agencies (Yuliah, 2020; Herlina et al., 2025). These findings are in line with international research that states that the success of education in prisons is not only determined by the existence of policies, but also influenced by institutional support, learning environment, and access to educational resources (Davis et al., 2013; Warner, 2018).

Previous studies have consistently shown that education has a positive impact on behavior change, improvement of life skills, psychological resilience, and a reduction in the risk of recidivism in prisoners (Setiawan & Subroto, 2023; Warner, 2018). However, most of the research still focuses on the evaluation of education programs, the educational rights of child inmates, or the effectiveness of coaching

in general, while studies that specifically synthesize the implementation of education for female inmates from a policy perspective are still relatively limited. In addition, previous research tended to discuss the implementation aspect partially without integrating various findings to produce a comprehensive picture of policy direction, implementation patterns, and challenges faced in the implementation of education in correctional institutions.

Based on the synthesis of the 14 articles reviewed, three main patterns were found. First, all research places education as a basic right as well as a rehabilitation instrument for inmates. Second, the implementation of education policy still faces recurring obstacles, including limited human resources, lack of learning facilities, low tutor capacity, and suboptimal collaboration with external educational institutions (Ramadhina, 2025; Nugraha & Subroto, 2022). Third, equality education, non-formal education, and skills training have been proven to contribute to increasing learning motivation, resilience, social skills, and readiness for reintegration of female assisted citizens (Purbalingga & Simanjuntak, 2025; Sari & Usman, 2025). However, these studies still produce findings that are scattered and have not provided a comprehensive synthesis of the relationship between education policy and program implementation in women's correctional institutions.

Based on these conditions, this study uses the Systematic Literature Review (SLR) approach to integrate and critically evaluate various research results regarding the implementation of education for female assisted citizens from a policy perspective. In contrast to previous research that generally examined one program or one correctional institution, this study presents a comprehensive synthesis of research trends, policy implementation patterns, challenges faced, and their implications for the development of correctional education policies. The results of this research are expected to be a scientific basis for the formulation of more inclusive, effective, and sustainable education policies for female assisted citizens.

## 6. CONCLUSION

Based on the results of the Systematic Literature Review (SLR) of 14 articles, it can be concluded that education for female assisted citizens is a strategic instrument in realizing the fulfillment of the right to education while supporting the process of rehabilitation, empowerment, and social reintegration. A synthesis of various studies shows that education policies in correctional institutions have provided a fairly strong normative basis through the implementation of formal, non-formal, and informal education. However, its implementation still faces a gap between regulation and practice, which is characterized by limited educators, lack of learning facilities, low coordination between institutions, and lack of optimal policy support in the implementation aspect.

The findings of SLR also show that education in correctional institutions not only contributes to improving academic competence, but also plays a role in building learning motivation, psychological resilience, life skills, and readiness of female inmates to return to society. Thus, the effectiveness of education is not only determined by the existence of policies, but also by the quality of implementation, cross-sectoral collaboration, and the sustainability of coaching programs.

Theoretically, this study enriches the study of education policies in the correctional system by presenting a comprehensive synthesis of the relationship between policies, program implementation, and coaching outcomes for female

inmates. Practically, the results of this research can be the basis for policymakers, correctional institution managers, and educational institutions to strengthen the capacity of educators, improve learning facilities, and expand partnerships with the government and educational institutions to improve the quality of educational services in prisons.

Further research is suggested to use empirical approaches, such as longitudinal studies or mixed methods, to evaluate the effectiveness of education policy implementation on behavior change, the success of social reintegration, and the quality of life of female inmates after release. In addition, comparative research between correctional institutions or between countries is also needed to produce a more adaptive, inclusive, and sustainable correctional education policy model.

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