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Medan, North Sumatra - Indonesia



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Rundown of The 4th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2019
Garuda Plaza Hotel, Medan, 23 – 24 September 2019

1st day (Monday, September 23, 2019)

Time	Activities	PIC
15.00 – 20.00	Registration in Garuda Plaza Hotel	committee

2nd day (Tuesday, September 24, 2019)

Time	Activities	PIC/Moderator
07.00 – 08.30	Poster Sessions 1	Section Poster 1
08.30 - 09.00	Opening Ceremony 1. MC Speech 2. Traditional Welcome Dance 3. Indonesian National Anthem 4. Pray 5. Chairperson Report 6. MoU signing between Unimed and PSU - Thailand 7. Welcoming speech of Director of Postgraduate School 8. Welcoming speech and official opening of Rector of State University of Medan	MC
09.00 – 09.40	Plenary Lecture 1: Prof. Dr. Syawal Gultom, M.Pd (State University of Medan– Indonesia)	Moderator Section
09.40 – 10.25	Plenari Lecture 2 Prof. W. L. Quint Oga-Baldwin (Department of Education, Faculty of education and Integrated Art and Sciences, Waseda University - Japan)	Prof. Amrin Saragih, PhD (Panel)
10.30 – 11.15	Plenari Lecture 3 Prof. Dr. Wu-Yuin Hwang (Graduate Institute of Network Learning Technology National Central University, NCU - Taiwan)	
11.15 – 12.00	Plenari Lecture 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD (Panel)
12.00 – 12.45	Plenari Lecture 5 Asst. Prof. Patcharin Panjaburee, Ph.D. (Mahidol University – Thailand)	
12.45 – 13.30	Lunch Break/ Poster Sessions 2	Section Poster 2
13.30 – 15.30	Parallel Session 1	
15.30 – 16.00	Break/ Poster Sessions 3	Section Poster 3

15.50 – 18.00	Parallel Session 2	Moderator/Operator
18.00 – 19.00	Break/ Prayer	
19.00 – End	Banquet (Gala Dinner) - Announce of Best Presenter - Announce of Best Poster	Consumption Section

Proceedings of the 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)

Preface

The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) was held in Garuda Plaza Hotel, Medan City-Indonesia on 23-24 September 2019. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Education, Learning and Leadership Innovation.”

The plenary speakers coming from various provinces in Indonesia have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

The fourth AISTEEL presents a keynote speaker and 4 distinguished invited speakers from Indonesia, Japan, Taiwan, and Thailand. In addition, presenters come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination.

There are 310 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 172 of them were accepted for published by Atlantis Press indexed by International Indexation and 96 papers are published by digital library indexed by google scholar.

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) for their outstanding contributions. Thanks also given to publisher for producing this volume.

The Editors

Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk

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Uswatun Hasanah

Understanding of Female Prisoners Character Education Through Formal Socialization at Labuhan Ruku Penitentiary

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Abstract-The lack of socio-economic conditions and the potential for a thin faith will easily carry out actions that deviate from religious norms, so it is necessary to understand Character Education for female prisoners through Formal Socialization conducted by the Labuhan ruku Penitentiary. The purpose of this study was to find out and get a picture of the lives of women prisoners in Labuhan ruku Penitentiary. In this research is descriptive qualitative using an ethnographic approach. Data collection was carried out by means of in-depth interviews with participant observation. Then the data analysis technique is done by conducting interviews and documentation. The results of this study can be seen that the Female Prisoners in Labuhan ruku Penitentiary are motivated by the development and progress of the current era seems to be increasingly complex with various kinds of criminal actions or behavior, character education for female prisoners through formal socialization in Penitentiary Labuhan ruku can change the actions and behavior of female prisoners for the better and there are profound changes to the mental and psychological aspects of the Women's Prisoners at the Institute

Keywords: Character Education, Women Prisoners

I. INTRODUCTION

Indonesia is a country of law. The law is regulating and binding. At present, the law is sensitive. In Indonesia, all aspects of life are subject to the law. Laws issued by the Indonesian government can serve as guidelines for action for the community. People who commit criminal acts of law will get punishment and legal treatment according to the crime they have committed as well

in accordance with what has been determined by the State

Indonesian society consists of various tribes, races, languages and cultures. Society is a person who has choices, freedom and responsibility in determining his future. Indonesian society as the successor of the nation must be able to realize Indonesia's national goals. In realizing national goals, people who are moral, superior and of good quality are needed. Social phenomena that often occur around the community show there are indications that women's "dignity

and dignity" are much influenced by their socio-economic abilities and human behavior. The lack of socio-economic conditions and the potential for a thin faith will easily carry out actions that deviate from religious norms and existing norms

Criminal acts committed by female prisoners invite concern from a number of parties including the government. Various regulations are also made in state laws which are expected to minimize crime. The institution Correctional facilities are places of detention of people who violate violations or commit crimes as well as a place for providing personality guidance. But what if a woman is the perpetrator of a crime or a crime and how her life in prison.

Criminal acts are also often referred to as community ills or in scientific language social pathology. Social pathology is the study of social symptoms that are considered "sick" caused by social factors or often referred to as the science of "people's ills." Then the community disease is all human behavior that is considered inappropriate, violates general norms and customs, or is not integrated with public behavior) for example according to Kartini Kartono, evil behavior or crime / delinquency / delinquency of young people which is a symptom social illness (pathology) in children and adolescents caused by a form of social neglect, so that they develop a form of neglect of deviant behavior

In the prison system the view of prisoners is not the same as those who pay for sins. The treatment given to prisoners is beyond humanitarian limits. This is reflected in the condition of prison buildings, the condition of rooms (cells), special places of prisoners who violate prison regulations, lack of food, health care and so on.

Many women are involved in various matters related to the problem. The fact is many women are involved in the world of crime such as theft, murder, fraud, narcotics users or dealers, and many other cases involving it.

II. RESEARCH METHODS

In research using descriptive qualitative research types using the ethnographic method approach. According to Spradley (1997: 12) explains that Ethnography is a culture that studies other cultures which is a building of knowledge that includes techniques research techniques and various cultural descriptions as well as building a systematic understanding of all human cultures from the perspective of people who have studied the culture The collection of data in this study through direct observation and in-depth interviews with informants.

III. RESULTS AND DISCUSSION

Education is one important human need that must not be ignored. Education is not only implemented in school institutions, but can be obtained at non-formal institutions. Education can take the form of training in soft skills, skills, ethics, development of interests and other talents. Education is the right of every citizen without exception. In pursuing knowledge, do not consider that person has committed a crime or not, a good person, a rich person and a poor person. Therefore, prisoners who are in correctional institutions are entitled to education.

According to PP No. 31 of 1999 concerning fostering and guiding prisoners, education is an effort to prepare prisoners and correctional students through school or outside school. A different definition is stated in PP RI Number 32 of 1999 article 1 which states that education and teaching are conscious efforts to prepare the community-assisted citizens through guidance or training activities for their role in the future. Education provided to prisoners is in the form of coaching and mentoring.

Character is a form of character, character, character inherent in a person's personality which is formed from the results of internalization which is used as a basis for thinking and behaving so as to cause a characteristic to the individual. Individual character will develop well, if you get the right reinforcement in the form of education. Character education is obtained not only from the school environment, but can be obtained from family, community environment and even in the prison environment. The form of character education in every Penitentiary is character education based on socialization. Socialization-based character education requires collaboration between Prisoners' families and Correctional Institutions in order to achieve the desired goals.

The objectives of character education are three (3) ways, namely:

- First, Facilitating Strengthening and Developing Values
Strengthening and development is a process that brings individuals to understand and reflect on how a value becomes important to be implemented in everyday life. Strengthening leads to a process of habituation that is accompanied by logic and reflection. Reinforcement means that there is a relationship between strengthening behavior through a habituation.

- Second, Correcting Individual Behavior that Is Not In Accordance with Rules

This objective means that character education has a goal to align deviant individual behavior into good behavior. The straightening process is defined as a pedagogical process, not to force but to correct individual behavior. The pedagogical process of correcting negative behavior is directed at the mindset of the individual and then accompanied by the exemplary process of the individual's environment both home and educational institutions. If it is drawn, it will form a picture like this

Fig. 1. Exemplary processes of individual

Negative / negative behavior (-) Positive behavior / positive leads (+)

- Correction of mindset / mindset / paradigm
 - Strengthening the mindset / mindset / paradigm
 - Exemplary from the environment
 - Exemplary from the environment
- Third, Building Harmony in Relationship with Family and Community in Playing the Responsibilities of Character Education Together.

The implementation of character education in Labuhan Ruku Penitentiary there are three (3):

- ❖ First, the character education planning at Labuhan Penitentiary is done during the beginning of the training process
- ❖ Second, the implementation of character education is done face-to-face, which is when the socialization takes place. This activity is carried out through three (3) character values.
 - Implementation of religious values, by praying in congregational prayer and following the recitation
 - Implementation of tolerance by respecting friends with different religions
 - Implementation of the value of caring for the environment by planting flowers in the environment of correctional institutions and disposing of waste according to the type of waste
- ❖ Third, evaluation of the implementation of character education is carried out by directly evaluating and observing. Direct assessment is done by incorporating elements of character education in activities of daily life.

IV. CONCLUSION

The conclusion of this journal is that the character education carried out at the correctional facility went well as evidenced by the data showing that the ex-convict did not make the same mistake.

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