


Adaptive Partnership between SKB Randong and Ruteng Class II B Prison in Integrating Nonformal Education Programs

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A B S T R A C T

This study aims to analyze the adaptive partnership model between SKB Randong and Ruteng Class II B Prison in implementing nonformal education programs. Employing a qualitative case study design the research explores the mechanisms of planning, implementation, and evaluation encompassing four key activities such as Yoga, Communication Psychology, Barbershop, and Make-up Training. Data were collected through document analysis, participant observation, and in-depth interviews, analyzed using Miles and Huberman's interactive model. Findings indicate that the adaptive partnership is structured around three main pillars. The pillars are collaborative coordination, implementation flexibility and reflective evaluation. Adaptiveness ensures program sustainability by allowing both institutions to adjust policies and resources in response to contextual dynamics. The integration of psychoeducational and vocational programs enhances emotional well-being, practical competence and a more humanistic institutional image. Theoretically, the study posits adaptive partnership as a mechanism for diffusing social innovation in nonformal education, offering a replicable model of cross-institutional collaboration applicable to other correctional settings.

Keywords: *Adaptive Partnership, Nonformal Education, Inmates, SKB Randong, Ruteng Prison*

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INTRODUCTION

Context of Nonformal Education in Correctional Institutions

Nonformal education is pivotal in expanding lifelong learning access for marginalized groups including prison inmates. Education is not merely rehabilitative within correctional settings but transformative that it enhances emotional regulation, self-awareness, and reintegration readiness (Behan, 2021; Rosmilawati, 2020). Indonesian Law No. 22 of 2022 on Corrections affirms inmates' right to education and vocational training as part of their rehabilitation process. Yet, implementation remains inconsistent due to resource constraints and limited institutional collaboration (Prayitno R.; Barkhuizen, J., 2023).

Since 2023 the Community Learning Activity Center (SKB) Randong has collaborated with Ruteng Class II B Prison to design integrated nonformal education programs combining psychoeducational (Yoga and Communication Psychology) and vocational (Barbershop and Make-up) activities. This initiative represents an adaptive partnership mode which emphasizing mutual trust, shared goals and flexibility in responding to contextual change (Wijaya D., 2023; Zhang, 2022).

The Role of Nonformal Education in Rehabilitation

Nonformal education in prisons reconstructs human dignity and prepares inmates for social reintegration by developing practical and psychosocial competencies (Aspin, Chapman and Evans, 2022; Ismail, 2023). Behan (2021) highlights that education in prison fosters reflection and transformation enabling individuals to reinterpret their life trajectories. In Indonesia, successful programs often rely on cooperation among SKBs, NGOs, and local governments that making partnership a key determinant of effectiveness (Suryono and Sunaryo, 2020).

Programs typically include literacy, vocational, religious and psychoeducational components that promote behavioral and emotional growth (Mustangin, 2021). Such efforts align with the broader principle of lifelong learning for all that positioning inmates as active learners rather than passive subjects of control.

Integration of Psychoeducational and Vocational Programs

Integrating psychoeducational and vocational activities creates a holistic rehabilitation framework. Yoga and meditation have been shown to improve emotional balance, concentration and impulse control (Nitschke, 2024; Saharan A.; Singh, P., 2025), while communication psychology fosters empathy and interpersonal competence (Hidayat A., 2022).

Vocational training complements these by equipping inmates with employability skills that increasing confidence and reducing recidivism (McNeeley, 2023; Setiawan S.; Yusuf, A., 2022). Grounded in Human Capital Theory (Becker, 1993) such integration enhances productivity and economic independence while strengthening inmates' self-worth. Within correctional contexts rehabilitation success is thus measured not only by technical proficiency but also by psychological resilience and behavioral change (Santos P., 2021).

Adaptive Partnership as a Framework for Collaboration

The SKB Randong–Ruteng 2B Prison partnership demonstrates how adaptive collaboration sustains program relevance amid institutional limitations. Morse L., (2023) describes adaptive partnerships as dynamic processes involving negotiation of shared objectives, flexible role division and collective reflection. This approach promotes institutional learning and responsiveness to contextual needs.

In Indonesia's *Merdeka Belajar* framework adaptive partnerships reflect intersectoral collaboration for inclusive education (Kemendikbudristek, 2023). The SKB Randong–Ruteng Prison partnership model shows how cross-institutional cooperation allows adjustment of curricula, management, and evaluation mechanisms to maintain program continuity and impact.

Theoretical Lens: Diffusion of Social Innovation

This initiative also aligns with Rogers (2003) Diffusion of Innovation Theory which highlights communication, perceived benefits, and institutional readiness as determinants of innovation adoption. The adaptive partnership facilitates social innovation diffusion by integrating emotional well-being with vocational empowerment in correctional education.

Such collaboration reflects a learning ecosystem where institutions co-create new mechanisms for teaching and rehabilitation despite structural constraints. Adaptive partnership thus operates as both a practical and theoretical framework for innovation in nonformal education, emphasizing dialogue, flexibility and mutual adaptation (Triyono R., 2022).

Conceptual Synthesis

Adaptive partnership in nonformal education represents a strategic model for empowering inmates through integrated psychoeducational and vocational learning. By combining flexibility, shared responsibility and reflective evaluation the collaboration between SKB Randong and Ruteng Prison contributes to sustainable rehabilitation practices. It demonstrates how localized educational innovation can humanize correctional systems and advance Indonesia's vision of lifelong learning and social inclusion.

Drawing on the conceptual framework of Adaptive Partnership and Social Innovation Diffusion this study aims to explore how cross-sectoral collaboration between SKB Randong and Ruteng Class II B Prison operates adaptively in planning, implementing and sustaining psychoeducational and vocational programs.

METHOD

This study employed a qualitative case study approach to explore the dynamics of adaptive partnership between SKB Randong and Ruteng Class II B Prison in implementing integrated nonformal education programs. The case study design was chosen because it allows an in-depth understanding of collaboration patterns, contextual challenges and innovation

processes within a real-life educational setting. The focus was on how psychoeducational and vocational components were jointly managed and adapted to support inmate rehabilitation. The research procedure used data collection, data validation, analysis and interpretation as the main stages.

Respondents

Respondents were selected using purposive sampling to capture diverse perspectives relevant to the research focus. Eight key informants participated in the study consisting of the head of SKB Randong, two nonformal education tutors, one prison education coordinator, two correctional officers, and two inmate participants who had completed both the Yoga (Communication Psychology) and vocational programs. Additional insights were obtained from program facilitators and administrative staff to enrich contextual understanding. All participants provided informed consent, and ethical considerations were upheld throughout the research process in accordance with nonformal education research ethics.

Instruments

Three main instruments were used to gather qualitative data:

Interview Guide

Comprising semi-structured questions exploring partnership formation, implementation processes and adaptive mechanisms in managing educational programs.

Observation Sheet

Documenting teaching-learning interactions, behavioral responses and participation levels during psychoeducational and vocational sessions.

Document Review Checklist

It is used to analyze memoranda of understanding (MoUs), meeting minutes and program evaluation reports to trace evidence of institutional collaboration.

The instruments were validated by two senior experts in nonformal education and refined through a pilot interview conducted with one nonparticipant tutor to ensure clarity and reliability.

Procedures

The fieldwork was conducted over three months (June–August 2024) in four systematic phases: (1) Preliminary Coordination with both institutions to establish access and research permits; (2) Data Collection through in-depth interviews, direct observation and document retrieval; (3) Verification and Documentation of findings through triangulation; and (4) Member Checking with key informants to confirm the accuracy of interpretations. Reflexive notes were maintained to ensure the researcher's objectivity and to capture contextual nuances during field engagement.

Data Analysis

Data were analyzed using the interactive model of Miles and Huberman (2014), encompassing data reduction, data display and conclusion drawing. Thematic coding was applied to categorize information related to partnership strategies, program adaptation and perceived impacts on inmates. Data triangulation among interviews, observations and documents ensured analytical validity. Findings were then interpreted through the lenses of adaptive partnership theory and Rogers' diffusion of innovation, emphasizing flexibility, institutional learning and the sustainability of nonformal education in correctional environments.

FINDINGS AND DISCUSSION

Collaborative Coordination in Adaptive Partnership

The empirical findings reaffirm the conceptual framework introduced earlier where collaborative coordination serves as the first dimension of the adaptive partnership model between SKB Randong and Ruteng Class II B Prison. This dimension emphasizes the establishment of equitable relations and joint decision-making among institutional actors in

reflecting the theoretical proposition of Zhang (2022) that adaptive partnerships thrive when collaboration transcends bureaucratic boundaries.

In the field, planning began with mutual identification of problems which limited rehabilitation opportunities and the absence of structured educational activities. Through a series of dialogic meetings SKB Randong and prison management co-designed an integrated program combining psychoeducational and vocational learning. Monthly coordination meetings and informal communication channels allowed each institution to maintain operational harmony despite regulatory differences. This process exemplified the cross-sectoral learning mechanism mentioned in the conceptual framework where actors continuously adjust roles based on feedback and situational needs (Morse L., 2023).

The flexibility of coordination was evident in the shared responsibility structure. SKB educators contributed pedagogical expertise while correctional officers ensured discipline and logistical support. Decision-making was participatory like revisions to session schedules or materials were made collectively that indicating the presence of reflective dialogue. Hence, the coordination process itself became an arena of mutual learning which is an embodiment of Rogers (2003) social diffusion of innovation in which collaboration fosters continuous refinement of practices.

Flexibility and Responsiveness in Program Implementation

The second dimension of the conceptual model is flexibility of implementation that was vividly manifested in how the psychoeducational and vocational components were integrated. The adaptive mechanism allowed program facilitators to modify materials, methods and pacing according to participants' psychological readiness and prison constraints.

The psychoeducational activities like Yoga and Communication Psychology were not implemented as fixed curricula but as evolving practices. For instance, Yoga sessions were adjusted from static meditation to light stretching after observing the inmates' physical limitations. Likewise, Communication Psychology classes evolved from theoretical discussions into interactive role-playing after participants showed enthusiasm for expressive activities. This iterative adjustment aligns with the reinvention phase in Rogers (2003) diffusion theory where innovation sustains itself through contextual adaptation.

Similarly, vocational programs like Barbershop and Make-up demonstrated flexibility by incorporating local resources and peer mentoring. When professional tools were unavailable participants creatively repurposed common materials guided by tutors. Such improvisation did not hinder learning but enhanced engagement, fostering a sense of agency among learners. This dynamic reflects the argument that adaptive partnerships succeed when flexibility becomes a shared institutional value rather than an individual initiative.

Flexibility was also observed in tutor reflection logs where instructors documented weekly observations and adjusted lesson designs accordingly. The ability to respond to emergent needs such as stress management or interpersonal conflicts strengthened the program's relevance and emotional impact. As suggested in the conceptual framework this dimension operationalizes adaptivity at the pedagogical level ensuring that learning remains human-centered and situationally grounded.

Reflective Evaluation and Sustainability

Reflective evaluation as the third dimension forms the sustaining core of the adaptive partnership model. Both institutions institutionalized monthly review meetings which functioned not merely as administrative monitoring but as collective reflection sessions. During these sessions facilitators and correctional officers discussed participant progress, behavioral changes and logistical challenges.

This continuous feedback loop corresponds to what Argyris and Schön (1978) term double-loop learning in which actors not only correct operational errors but also reconsider underlying assumptions guiding their actions. The evaluation process thus became transformative that encouraging institutional self-assessment and strategic adaptation. For example, the inclusion of a short self-reflection session after every program cycle emerged from evaluative insights highlighting the need for emotional closure.

Furthermore, the partnership's sustainability was reinforced through institutional integration as SKB Randong documented the program as part of its annual innovation report to the District Education Office. While the prison administration acknowledged it within its rehabilitation documentation. Such formal recognition strengthened legitimacy and ensured continuity.

From participants' perspectives the reflective evaluation dimension nurtured a growing sense of belonging and self-efficacy. Inmates expressed that they no longer perceived the learning space as coercive but as liberating. This perception echoes the model's proposition that adaptive partnerships can generate multidimensional impacts for example emotional well-being, life-skill enhancement and social reintegration readiness. The empirical outcomes thus validate the theoretical linkage between adaptive collaboration and social innovation diffusion in constrained environments.

Synthesis of Findings and Conceptual Integration

The integration of psychoeducational (Yoga and Communication Psychology) and vocational (Barbershop and Make-up) programs generated a multidimensional transformation. Emotionally, participants exhibited improved focus, reduced anxiety and greater interpersonal empathy. Practically, they gained employable skills and confidence to pursue economic independence after release. Institutionally, both SKB Randong and the prison strengthened their capacity for adaptive management and cross-sectoral collaboration.

These findings reaffirm the argument of Zhang (2022) and Morse (2023) that adaptive partnership is not a static framework but a dynamic process of co-evolution. When supported by reflective evaluation and mutual learning such partnerships can convert educational innovation into sustained social change. In alignment with diffusion of innovation theory the program illustrates how new practices gain legitimacy and durability through ongoing adaptation and stakeholder participation.

Therefore, the Model of Adaptive Partnership SKB Randong–Ruteng Prison (Figure 1) can be interpreted as both a conceptual and empirical contribution to the field of nonformal education. It offers a replicable framework for cross-institutional collaboration that promotes emotional resilience, skill empowerment and social transformation among marginalized populations.



Figure 1. Model of Adaptive Partnership between SKB Randong and Ruteng Class II B Prison Showing the Interrelation between Adaptive Mechanism, Program Types and Multidimensional Outcomes of Collaboration

CONCLUSIONS

The study demonstrates that the adaptive partnership model between SKB Randong and Ruteng Class II B Prison serves as an innovative framework for nonformal education within correctional institutions. By integrating psychoeducational and vocational programs this collaboration embodies three essential dimensions of adaptivity which are collaborative coordination, implementation flexibility and reflective evaluation. These dimensions enable continuous learning, adjustment and mutual empowerment among institutional actors. The partnership's psychoeducational component (yoga and communication psychology) promotes emotional regulation and interpersonal growth, while the vocational programs (barbershop and make-up artistry) enhance participants' employability and sense of agency.

Together, these programs foster multidimensional impacts particularly in improving emotional well-being, developing life skills and facilitating social reintegration of inmates. The adaptive partnership model illustrates how educational innovation can emerge through cross-sector collaboration that is context-sensitive, reflective and sustainable. The findings reinforce the theoretical synthesis of Adaptive Partnership Theory and Social Innovation Diffusion which emphasizing that adaptability and reflexivity are key to maintaining the relevance and transformative power of nonformal education in constrained environments such as prisons.

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