Politeia : Journal of Public Administration and Political Science and International Relations

IDSCIPUB
Indonesian Scientific Publication

Use of Technology in Human Resource Management in the Digital Era "Case Study at the Class II Special Child Development Institution (LPKA) Palangka Raya"

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ABSTRACT: This study examines the implementation of technology in HRM at the Class II Special Child Development Institute (LPKA) Palangka Raya, focusing on its role in rehabilitating and developing children in conflict with the law. This research uses a qualitative descriptive approach to explore how LPKA Class II Palangka Raya navigates digital transformation while addressing institutional challenges. This study inidicate that technology enhances administrative efficiency, facilitates structured rehabilitation planning, and improves employee training programs. However, the institution faces significant challenges, including limited technological infrastructure, frequent staff rotations that disrupt program continuity, and financial constraints restricting access to advanced digital tools and training. Given these obstacles, this study underscores the need for strengthened technological infrastructure, enhanced digital literacy among staff and juveniles, and a more structured HRM strategy to optimize rehabilitation outcomes. By integrating appropriate technological solutions, LPKA Class II Palangka Raya can enhance the quality of rehabilitation programs, accelerate reintegration processes, and better equip juveniles for social reintegration. This research highlights the broader significance of digital adaptation in correctional institutions, emphasizing its potential to create more efficient and rehabilitative environments for juvenile offenders.

Keywords: LPKA, Technology, Human Resource Management, Child Development, Digitalization Era.

INTRODUCTION

In the era of digitalization and globalization, information and communication technology have become an essential part of human life, influencing almost all aspects, including the world of work. Rapidly developing technology makes work easier, increases productivity, and opens up new opportunities for government agencies to build faster. Effective use of technology can provide a

competitive advantage for government agencies (UNDP, 2023). Therefore, Human Resources Management (HRM) in the digital era has significantly impacted how government agencies recruit, train, and motivate employees (GAO, 2021). This is also relevant for the Special Child Development Institution (LPKA), which functions as an institution where children serve their criminal term. Following Article 3 of the Minister of Law & Human Rights Regulation No. 18 of 2015, LPKA is tasked with developing correctional students(*Ministry of Law and Human Rights of the Republic of Indonesia*, 2020). In the digitalisation era, LPKA faces challenges and great opportunities to increase effectiveness in its functions, namely developing and rehabilitating children in conflict with the law. Digitalization has brought significant changes in various aspects, including the government sector, especially in managing institutions such as LPKA.

The Special Children's Development Institute (LPKA) is a place for children who are undergoing punishment for violations the law he did. The juvenile justice system is regulated in UU no. 11 of 2012 concerning the Juvenile Criminal Justice System, which states that the place of detention for children is not "children's prison" but LPKA. Placement at LPKA is based on factors such as age, gender, type of crime, and other criteria related to coaching (UU No. 11 of 2012 and Permenkumham No. 18/2015). LPKA must also fulfill children's rights following statutory regulations, with education and development programs supervised by the Correctional Center (BAPAS). Children and adolescents are a period of unstable mental development, so they are vulnerable to being influenced by the environment, both positively and negatively. Several factors cause juvenile delinquency, including the use of free time, social interactions with peers, a less harmonious family environment and difficult economic conditions, which also contribute (Afrita & Yusri, 2022; Enteding, 2021; Ferdiawan et al., 2020).

LPKA Class II Palangka Raya is located on Jalan Tjilik Riwut Km 2.5, Palangka Raya Class IIA Prison Complex, and is the only LPKA in this city officially formed on December 4 2018. Based on data from Public Relations of LPKA Class II Palangka Raya (2024), The number of assisted children in LPKA Class II Palangka Raya is 39 people. LPKA Class II Palangka Raya implements various programs, including equality education (Packages A, B, C), mental and spiritual development, skills training, physical health education, citizenship education, and entrepreneurship programs. These various programs are stated in the official regulations governing LPKA activities, namely Regulation of the ("Ministry of Law and Human Rights of the Republic of Indonesia," 2015)No. 18 concerning the Organization and Work Procedures of Special Child Development Institutions (LPKA), which regulates various development activities, including education and training provided to students in LPKA.

Some of the obstacles faced by LPKAs, including Palangka Raya Class II LPKAs, include limited facilities and infrastructure, as well as limited apparatus and financing resources (Aprianto et al., 2021). The minimal availability of facilities affects the quality of service, even though LPKA strives to provide optimal services by utilizing resources effectively and efficiently. According to Sasmita et al. (2021) and Wirawan and Dwimawanti (2019), facilities and infrastructure at LPKA need to be improved so that the guidance received by children runs optimally according to their interests and talents (Sasmita et al., 2021; Wirawan & Dwimawanti, 2019). Constraints in financing and human resources are also challenges (Ramadhan et al., 2019). Still, to overcome this, LPKA

implements a policy of improving the quality of resources through education and training for officials. To achieve optimal service quality, it is necessary to apply technology in human resource management in the digital era, especially at the Class II Special Child Development Institute (LPKA) Palangka Raya. According to Suryani and Agus (2022), technology can make it easier to manage data, plan training, and monitor the performance of apparatus to ensure better services for assisted children(Suryani & Agus, 2022).

In the era of digitalization, the Class II Special Child Development Institute (LPKA) face significant challenges and opportunities to enhance the effectiveness of guidance and rehabilitation for children in conflict with the law. Previous studies have primarily focused on the experiences of juvenile offenders in LPKA (Prihati et al., 2022; Refansyah & Yovani, 2023), while research on human resource management, particularly concerning LPKA employees, remains limited. Optimizing employee performance is crucial for improving service quality in the digital era, so a more comprehensive investigation is necessary. Furthermore, while studies on technology adoption in correctional institutions have been conducted (Hafifa & Wibowo, 2023; Sulasno et al., 2023), research specifically addressing the implementation of digital technologies in LPKA is still scarce. No study has examined technology integration in human resource management at LPKA Class II Palangka Raya. This gap highlights the need to explore how digital transformation affects institutional management and service delivery in juvenile rehabilitation. This study aims to address this research gap by investigating the role of LPKA Class II Palangka Raya in managing human resources in the digital era, identifying challenges posed by technological advancements, and exploring strategies to enhance employee performance. By fostering a workforce capable of adapting to digital transformation, LPKA can optimize institutional efficiency, improve rehabilitation services, and ultimately contribute to the successful reintegration of juveniles into society. The findings of this research are expected to provide valuable insights for policymakers and practitioners in designing effective human resource management strategies within juvenile detention centres.

METHOD

This research uses descriptive qualitative methods to provide a comprehensive picture of the analysis of the use of technology in human resource management in the digital era. It conducted a case study at the Palangka Raya Class II Special Child Development Institute (LPKA). Qualitative methods were chosen because the phenomena studied are complex and dynamic, so researchers can describe data found in the field to analyze and summarize various conditions (Creswell, 2014).

This research involved several informants with in-depth knowledge and understanding of the problem under study. The key informants in this research consisted of the Head of Registration and Classification, the Head of the Registration Sub-Section, the Head of Development, and the staff, totalling four people. Meanwhile, the primary informants were three children assisted by LPKA Class II Palangka Raya. Thus, the total number of informants in this study was seven people.

The research location is at the Palangka Raya Class II Special Child Development Institute (LPKA), where a child is serving a criminal term because of an unlawful act he committed. LPKA Class II Palangka Raya is located on Jalan Tjilik Riwut Km 2.5, in the Class IIA Palangka Raya prison complex.

This research uses semi-structured interviews, a data collection method in qualitative research that involves a series of questions prepared in advance. Still, it allows the interviewer to ask additional questions or adjust based on the interviewee's responses. This approach allows the interviewer to dig deeper into information or clarification about the topic being discussed while maintaining a clear direction and purpose of the interview. Semi-structured interviews are often used to obtain more profound and richer data regarding interviewees' views, experiences and perspectives and provide space for them to express ideas or thoughts that may not have been previously expected.

Regarding data collection in this research, researchers used field study techniques (field research), a data collection and analysis technique carried out by researchers going directly to the field where the research is conducted. According to Creswell (2014), the steps taken to collect data are:

1. Observation is a data collection method Where The researcher directly observes the phenomenon being studied. Researchers can carry out participatory observations (directly involved in the observed activity) or non-participatory (only observing without involvement). Observation is a common data collection technique in qualitative research methods which aims to obtain factual and objective data in the field;
2. Interviews with research informants were carried out through direct question and answer between researchers and informants to obtain the necessary information based on questions asked to all parties involved in collecting primary data;
3. Documentation involves collecting data from existing written or archival sources, such as reports, recordings, photos, or other documents relevant to the research topic. This data supports findings from observations and interviews or provides more concrete evidence regarding the use of technology in management resource humans in the digital era with a case study at LPKA Class II Palangka Raya.

The data in this research was collected from various sources. Data sources are differentiated into primary and secondary sources. Primary data is obtained directly from the first source, informants, or objects studied through data collection techniques such as interviews. Secondary data is data obtained from existing sources or previously collected by other parties, such as research reports, books, articles, journals, or data that has been published. Secondary data is used to support or enrich primary data collected in research.

Data analysis in this research was conducted by compiling data systematically through observation, interviews and audio/video documentation techniques. The qualitative analysis process consists of four stages: data collection, data reduction, data presentation, and conclusion drawing and verification. The research results are presented in tables and diagrams to facilitate understanding, accompanied by detailed descriptions to explain the findings obtained. This presentation aims to provide a clear picture and make it easier for readers to understand the results of data analysis.

RESULT AND DISCUSSION

1. Analysis of the Role of the Palangka Raya Class II Special Child Development Institute (LPKA) in Managing Human Resources in the Digital Era

The Special Children's Development Institute (LPKA) strategically develops and rehabilitates children in conflict with the law (ABH). The institution's effectiveness in carrying out this mandate is closely linked to its ability to manage human resources in a digital era. LPKA was formed to guide correctional students to grow into individuals aware of their mistakes and can improve themselves (Angkoso, 2020; Kusumawardani et al., 2020; Tampubolon, 2017). In this way, it is hoped that these children will not repeat criminal acts, be accepted back into society, play an active role in development, and live as good and responsible citizens.

In the era of digitalization, the role of LPKA Class II Palangka Raya is required to adapt to technological changes to increase the efficiency and effectiveness of human resource (HR) management. The main focus of development includes internal human resources (employees) and assisted children. The main target of LPKA Class II Palangka Raya is to manage human resources adaptively to face the challenges and opportunities of the digital era. A survey conducted on 52 employees of LPKA Class II Palangka Raya indicates that 78% of staff believe technology adoption has the potential to improve their work efficiency. However, only 46% have received formal digital training in the past two years. This highlights the pressing need for technology-based capacity-building programs to enhance employee skills. This is in line with Nugroho and Novianto (2018), who stated that improving officers' performance is a form of legal protection and the rights of correctional students(Nugroho & Novianto, 2018).
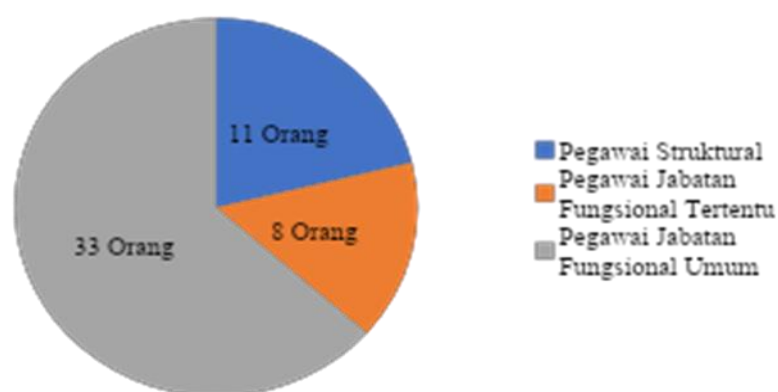

Figure 1. Number of Employees in LPKA Class II Palangka Raya
(LPKA Class II Palangka Raya Archives, 2024)

The main target of LPKA Class II Palangka Raya is how to manage human resources in the era of digitalization and what steps are good to take to face these challenges. Dessler (2017) states that effective human resource development must include technology-based training to increase organizational competitiveness. This is relevant for LPKA, which must ensure that its human resources can adapt to digital demands. Some of the uses of technology that LPKA Class II

Palangka Raya must carry out in human resource management in the current digital era are as follows :

a. **Use of information technology in administration**
   LPKA has introduced digital data management systems for recording and tracking the progress of assisted children. However, only 62% of employees reported being proficient in using these systems, indicating a knowledge gap that needs to be addressed through targeted training programs. Compared to similar institutions that have successfully implemented management information systems (MIS), LPKA Class II Palangka Raya still faces infrastructure limitations. For example, Sulasno et al. (2023) found that correctional facilities with fully integrated MIS systems reported a 30% improvement in administrative efficiency. Investing in such systems can significantly reduce paperwork and streamline operations at LPKA.

b. **Employee Management Information System (SIM):** Using SIM to manage employee data, including job history, training and employee performance, will make it easier to monitor and manage HR efficiently and transparently.

c. **Technology-Based Training:** Utilize e-learning platforms to provide technology-based digital skills and data management training to employees, helping them keep up with technological developments and improve service quality.

d. **Coaching Program Management Application**: Utilization of software to design, monitor and evaluate technology-based coaching programs, including monitoring child development and implementing rehabilitation activities.

e. **Digital Data Security**: Implementing cyber security technology to protect sensitive data of assisted children from leakage or misuse and ensuring that the information systems used comply with applicable security standards.

f. **Virtual Collaboration and Professional Networking**: Use digital communication tools and collaboration platforms to connect employees, educational institutions, and other organizations, broadening horizons, supporting training programs, and strengthening HR capacity.

By optimizing this technology, LPKA Class II Palangka Raya can increase the effectiveness of human resource management, improve the quality of coaching, and speed up the rehabilitation and reintegration process of children in conflict with the law. Based on the results of interviews, all staff are open to implementing technology in this digital era to improve services at LPKA Class II Palangka Raya.

'The use of an application-based system has made it easier to record the identity and history of foster children.' – (interviewed, 2025)

This statement shows that the application of technology in managing data on foster children positively impacts administrative efficiency. In information management theory, application-based systems can improve data accuracy, speed, and security, which is very important in correctional institutions. LPKA managers can easily access and analyse data with this system, enabling more targeted policy-making. In addition, technology also supports transparency and accountability, which is an important part of managing a modern organisation. Furthermore, she state that:

'Technology has been applied in various aspects of coaching, including the planning, implementation, and supervision of rehabilitation programmes.' – (interviewed, 2025)

This is in line with e-governance, which emphasises digitalisation in governance, including in the management of correctional institutions. Programmes such as the Andikpas Internet Service (LAIS) and the Free Integrated Online Service (LOTUS) prove that technology can improve the quality of guidance and communication between foster children and their families. With these technology-based programmes, prisoners have greater access to learning and communication with their families, which may have previously been limited due to geographical or administrative constraints(Programme, 2023).

2. Challenges in Implementing Technology in Class II Special Child Development Institutions (LPKA) Palangka Raya

The Palangka Raya Class II Special Child Development Institute (LPKA) has made significant efforts in managing human resources in the digital era. However, several obstacles remain, particularly in terms of facilities, infrastructure, and employee rotation. Frequent staffing changes often result in shortages in key areas, disrupting smooth operations. Furthermore, training all employees on digital competencies is challenging due to budget constraints, limiting the institution's ability to fully integrate technology into its processes.

A significant challenge LPKA faces is its employees' varying levels of digital literacy. Some staff members struggle with data management and report preparation, especially for social media and official documentation. This creates dependence on a few technologically proficient employees, who face excessive workloads when government visits or special events require detailed documentation. As highlighted by the Head of Registration and Classification:

"There are challenges in training employees to be familiar with this system. In addition, sometimes technical problems such as slow network connections to facilities are still inadequate." (interviewed, 2025)

The main obstacles to technology adoption in public institutions often stem from human resource readiness and infrastructure limitations. Rogers (2003), in the Diffusion of Innovations theory, explains that resistance to change and a lack of digital skills are critical factors hindering technology implementation. To address this, LPKA must conduct intensive training programs to enhance employees' digital competencies. Furthermore, technical barriers persist, as described by another informant:

"Sometimes, an unstable internet connection can hinder the monitoring and use of applications." (interviewed, 2025)

The instability of technological infrastructure directly affects the effectiveness of monitoring assisted children. According to the Technology Acceptance Model (TAM), the availability of reliable digital infrastructure is a determining factor in the successful adoption of technology in an organization. Thus, in addition to HR training, investing in a stable digital infrastructure is essential to maximizing the benefits of technological integration in LPKA.

Like other child development institutions in Indonesia, LPKA Class II Palangka Raya faces various challenges in executing its functions(Indonesia, 2012). One primary issue is the limited technological infrastructure, which hampers the implementation of digital-based programs. Unstable internet access in several areas of Palangka Raya obstructs smooth digital operations, while the lack of adequate hardware and network stability further complicates the institution's digitalization process. Human resource readiness is another challenge, as employees and assisted children have varying levels of digital literacy. Intensive training programs are required to ensure all stakeholders can effectively use technological tools. However, resistance to change among some employees, who are more accustomed to manual processes, remains an obstacle.

Limited funding is a significant constraint in implementing technology at LPKA Class II Palangka Raya. A substantial initial investment is necessary to acquire equipment, develop management information systems, and train employees. Additionally, continuous costs for maintenance, software updates, and system improvements pose ongoing financial challenges. Purwaningsih and Bhudiman (2021) emphasize that inadequate funding for maintaining rehabilitation programs leads to suboptimal implementation(Purwaningsih & Bhudiman, 2021).

Data security is another crucial issue, as LPKA handles sensitive information regarding assisted children. The risk of data leaks or cyber threats is high without adequate protection. Secure data management systems must be a priority to maintain the integrity and confidentiality of institutional information. Finally, fostering a technology-driven culture at LPKA requires procedural adjustments and long-term commitment. Transitioning from manual to digital systems demands time, training, and policy coordination to ensure smooth implementation. Without clear guidelines, the digital transformation process may be slow and inefficient, affecting the institution's overall effectiveness in fulfilling its rehabilitation mission

3. Recommendations for Improving Human Resources in Facing the Digital Era in Class II Special Development Institute for Children (LPKA) Palangka Raya

Considering the challenges faced by LPKA Class II Palangka Raya, it is crucial to develop strategies that enhance human resource capacity, improve infrastructure, and ensure adequate budget allocation to support digitalization and technology-based training. These efforts are essential to improving the quality of guidance for children in conflict with the law, expediting their rehabilitation process, and facilitating their reintegration into society. While much focus has been placed on staff readiness, the perception of assisted children regarding the use of technology is equally important in determining the success of digital transformation efforts. One of the assisted children expressed a positive experience:

"Using computers in learning provides new experiences I have never had before. "Sometimes the internet signal is unstable, so I have difficulty accessing the materials." (interviewed, 2025)

This statement supports digital learning theory, emphasising that technology access enhances learning quality and prepares individuals for the digital workforce. Providing access to technological devices assists children gain opportunities to develop skills beneficial for their future. However, challenges remain, as not all children experience seamless access to technology.

These challenges underline the necessity of improving infrastructure to ensure that technological access is available and optimally functional. Addressing this requires strengthening the internet network and increasing the devices available for assisted children in online learning environments.

To overcome digitalisation's various challenges, strategic recommendations are needed to optimize LPKA's role in fostering children requiring protection and rehabilitation. Several steps can be taken to address these challenges effectively:

First, improving employee training and education is essential. Structured training programs should focus on child rehabilitation techniques and technological skills such as administrative software, data management, cybersecurity, and management information systems (MIS). According to Robbins and Judge (2018), continuous training enhances individual competencies and improves organizational productivity(Robbins & Judge, 2018). Encouraging employees to pursue digital certifications, such as Microsoft Office Specialist or Certified Data Analyst, while providing incentives for certification attainment, can further motivate competency development(Office, 2021).

Second, employee rotation strategies should be planned carefully to minimize disruptions in workflow. Orientation and mentoring programs for new employees should be implemented to shorten adaptation periods and increase overall effectiveness. Gunawan et al. (2021) and Fitriani (2023) emphasize that the role of juvenile correctional officers is crucial in ensuring that each rehabilitation stage aligns with institutional objectives(Fitriani, 2023; Gunawan et al., 2021).

Third, collaboration with external stakeholders can address employee turnover and HR shortages. Partnerships with educational institutions, NGOs, and technology companies can facilitate employee training and internship programs. Inviting technology practitioners for seminars and workshops will expand employee knowledge of technological advancements. LPKA can leverage corporate social responsibility (CSR) programs to fund digital training initiatives and acquire donated technology devices. Previous collaborations, including those with KPAI, Lentera Anak Foundation, and BNN, have successfully provided training on child rehabilitation and digital skill development for employees.

Fourth, incorporating technology into the rehabilitation process can significantly enhance program effectiveness. Digital education platforms such as Coursera and Khan Academy offer courses in programming, graphic design, and other vocational skills, equipping assisted children with valuable knowledge for future employment (Fardian & Santoso, 2020; Haryaningsih & Hariyati, 2020; Wardiansyah & Nurjannah, 2022). In collaboration with technology institutions, establishing a digital laboratory with computer and internet facilities will further enrich children's digital skills and prepare them for a technology-driven world. Tapscott (2009) argues that children of the digital generation possess immense potential to learn rapidly through technology, provided they receive proper guidance(Tapscott, 2009).

Fifth, strengthening the technological infrastructure at LPKA is imperative to support administrative efficiency and child development programs. This includes procuring modern equipment such as computers, tablets, and projectors and ensuring a stable internet network.

Additionally, an integrated Management Information System (MIS) is necessary to streamline administrative tasks and monitor the progress of assisted children more effectively.

Lastly, increasing digital literacy among assisted children should be prioritized through mentorship programs and digital competitions. Guidance from successful professionals in the digital field can help children better understand technology. At the same time, competitions in educational video production, graphic design, and application development can stimulate interest, foster creativity, and hone their digital skills for future career opportunities.

By implementing these strategic steps, LPKA Class II Palangka Raya can optimize its digital transformation efforts and ensure that both staff and assisted children are equipped to navigate the evolving technological landscape effectively.

In line with these objectives, several strategic steps have been identified. These include conducting structured employee training, promoting digital certifications, and introducing innovative technological solutions in rehabilitation. Strengthening infrastructure and leveraging partnerships through CSR programs will ensure sustainable improvements in the institution's operations. The following table presents a detailed outline of the recommended strategies, accompanied by specific activities designed to address these challenges comprehensively:

Table 1. Recommended strategies that must be implemented in LPKA Class II Palangka Raya

No.	Strategy Recommendations	Activities/Efforts
1.	Increasing Employee Digital Competence	1. Periodic Training • Provide regular training on information and communication technology, such as administration software, data analysis, and management information systems (MIS). • The training program covers technical and non-technical skills like cybersecurity and data management. 2. Digital Skills Certification • Encourage employees to take national or international certifications in the technology field, such as Microsoft Office Specialist or Certified Data Analyst. • Provide incentives for employees who successfully obtain certification to increase motivation.
2.	Utilization of Technology in the Development of Assisted Children	1. Digital Based Education Program • Provide access to online learning platforms such as Coursera, Khan Academy, or relevant local platforms. • Introduce technology skills such as basic programming, graphic design, or digital marketing. 2. Digital Laboratory • Establish a special room with computer and internet facilities for training assisted children. • Build partnerships with technology institutions to provide free tools and training.

3.	Strengthening Technology Infrastructure	1. Procurement of Modern Equipment • Providing a stable internet network for information access. • Ensure the availability of hardware such as computers, tablets and projectors to support training. 2. Management Information System (MIS) • Develop and implement an integrated SIM to support administration and coaching efficiently.
4.	Collaboration with External Partners	1. Collaboration with Educational Institutions and Industry • Collaborating with universities, polytechnics and technology companies to organize training and internship programs. • Invite technology practitioners to be speakers in seminars and training. 2. Program CSR (Corporate Social Responsibility) • Collaborating with local or national companies to fund digital training programs through CSR programs. • Obtain donations of technology devices from companies
5.	Improving Digital Literacy of Children	1. Special Assistance • Provide mentors or tutors who accompany mentees in understanding technology. • Involving trained alumni who are successful in the digital field to share experiences. 2. Digital Competition • Hold competitions such as making educational videos, graphic design, or developing simple applications to increase the interest and creativity of the target children.

Source: Primary Data (Processing interview results)

By implementing the recommended strategies outlined above, LPKA Class II Palangka Raya can enhance its capacity to adapt to technological advancements and improve its operational efficiency. These measures aim to optimize the rehabilitation process for assisted children and ensure that employees and children are well-equipped to navigate the digital era. Ultimately, these efforts will contribute to fostering a more inclusive, effective, and technology-driven correctional environment that supports the successful reintegration of children into society.

CONCLUSION

The Palangka Raya Class II Special Child Development Institute (LPKA) plays a crucial role in rehabilitating and developing children in conflict with the law, particularly in adapting to the challenges of the digitalization era. Effective human resource (HR) management requires LPKA to integrate information technology into administrative and coaching processes while providing technology-based training to enhance employee skills. Collaboration with external stakeholders—such as educational institutions, NGOs, and the private sector—can help alleviate challenges related to employee rotation and HR shortages. However, LPKA faces significant obstacles, including limited infrastructure, frequent staff turnover that disrupts program continuity, and constraints in funding and access to technology-based training.

This study has limitations, particularly in its scope, primarily focusing on internal management and technological adaptation within LPKA. It does not comprehensively examine the perspectives of assisted children or the long-term impact of digital interventions on their rehabilitation process. Further research should explore the effectiveness of specific technology-based programs in child rehabilitation, the socio-psychological impact of digitalization on assisted children, and comparative studies with similar institutions that have successfully implemented digital solutions. Addressing these gaps would provide a more holistic understanding of how digital transformation can optimize the rehabilitation and reintegration of children in conflict with the law.

To achieve this, several key strategies must be implemented. First, improving infrastructure by enhancing internet connectivity and increasing the number of digital devices is essential to support administrative needs and digital learning. Second, continuous training programs for staff are necessary to ensure they are proficient in operating digital systems. Third, expanding technology-based programs, such as online learning and digital communication, will further enhance the effectiveness of rehabilitation efforts. Strengthening technological infrastructure, enhancing digital literacy among assisted children, and implementing a structured HR development strategy will enable LPKA Class II Palangka Raya to improve the quality of guidance, accelerate rehabilitation, and ensure a smoother reintegration process into society. Moreover, enhancing technological capacity within LPKA will contribute to greater transparency and efficiency in institutional governance.

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