



Youth Empowerment Through the Use of Prison Libraries: Case Studies of the Tangerang Juvenile Detention Center Library and the Salemba Detention Center Library in Indonesia

Rahmi, Patrick Lo

1. Introduction

Young people are always considered the most important aspect for the development of a nation. They are the buds that will grow into the next generation. They have a heavy responsibility, because they have to advance the state of the whole nation, or at least to continue the 'advancing' process. No wonder preparing them is one of the main focuses of a country. Being in prison does not mean that the right to receive a proper education, health care, have a social life and access to information, should be denied – especially to these young inmates. In fact, education is one of the most important rights for young people. Good education creates a human resource that has high competence in responding to the globalization era. According to Indonesian Law, every person has the right to receive a basic education. This law implies that the country of Indonesia is obliged to fulfill the educational needs of



every single citizen without exception; regardless of their gender, ethnicity, race, religion, age, and even social and economic circumstances, etc. Under this law, every single child and teenager in Indonesia are entitled to receive basic education and the right to develop themselves freely. Unfortunately, in Indonesia, education was not made mandatory in juvenile detention centers until 1947 (Dini 2011).

This paper aims to examine the situations and practices undertaken in two different prison libraries in Indonesia, and their roles in addressing the various, social, recreational, educational, and psychological issues amongst juvenile delinquents. This paper is of interest to practicing special library managers, prison staff, social workers and educators who need to work with juvenile delinquents, etc.

2. Correctional institutions in Indonesia

2.1 Why correctional libraries?

Parallel to what Prytherch (2005) said, a correctional library is a library that is part of the operational units built inside a prison or a detention center. Its services and functions are designed to provide the inmates access to information and opportunities for self-learning since many of them are cut off from the outside world. The prison or detention center library also functions as a social place - i.e., a place for the inmates to interact with the prison staff and meet with their family members. According to Marshall (2011), prisoners are cut-off from the outside world, and meaningful access to information is therefore vital to them. For this reason, prison libraries can play an important role in providing them with information and thereby enabling them to acquire the necessary livelihood and other practical skills – skills that these inmates would depend greatly upon when transitioning back into society one released. According to Clark and MacCreaigh (2006, 2), “We think the reasons libraries in prisons and

jails are important are the same reasons that educational, spiritual, and life-enriching programs in prisons and jails are important”, because prison libraries could provide positive influence on inmates’ lives. In other words, the prison and detention center libraries do not only provide facilities for carrying out correctional or other related educational activities, but also have other social and recreational functions to serve. It is a safe place that acts as a ‘haven’ for the inmates, allowing them to escape from the harsh realities of prison.

3. Research method

For this study, two prison librarians in Indonesia were invited to take part in this interview research:

- (1) Mr. Adi at the Tangerang Juvenile Detention Center, located in Tangerang City in the Banten Province in Indonesia.
- (2) Mr. Budi at the Salemba Detention Center, located in the capital city, Jakarta in Indonesia.

The research interviews with the above two prison librarians were carried out via Skype in October and November 2013. I chose the qualitative (informational interview) approach as it presented a valuable opportunity for these two practicing detention center librarians to describe their own experiences and actual situations, as they perceive them. The interview answers reflect the participants’ own viewpoints, not my own. I deliberately allowed the interviewees to take full control of the flow of the entire conversation, as I specifically did not want to influence or interfere with the answers to my open-ended questions – thereby allowing the participants total freedom to respond in their own words, based on their interpretations of the questions. Such a natural and free conversational approach also enabled maximum flexibility for more open, spontaneous, and instant exchanges of ideas, without any preconceived expectations on my part.

3.1 Prison Librarians & Professional Qualifications

In North America, the UK, Commonwealth Countries (Canada, Australia) and in many former British colonies (e.g., Singapore, Hong Kong), for most library and information science (LIS) managerial positions, individuals are required to have an ALA¹-accredited MLIS (Master of Library and Information Science) degree, which means that LIS students must obtain a bachelor's degree. However, there is no preferred undergraduate major. In order to understand what kind of professional training and qualifications are required for working as a prison librarian in Indonesia, I began the interview by asking:

“Could we begin this interview by introducing your professional training and background, and your major roles and duties at the Detention Centre Library?”

Mr. Budi [Salemba Detention Center]: “I graduated from the Department of Islamic Studies, Syarif Hidayatullah State Islamic University in Jakarta. When I first began my career as a librarian, I did not know much about libraries and their operations. Prior to working as a librarian, I first worked as a clerk at a local Indonesian bank. I then undertook the Probationary Civil Servant Exam in Indonesia. After passing the exam, I got to choose where I wanted to work. And I chose the Salemba Detention Center under the Ministry of Justice and Human Rights Department. I chose the Salemba Detention Center, because the Center was really close to where I lived, and the salary was reasonable. I have been working as the Librarian at the Salemba Detention Center since January 2013. Because there are only a few staff members working at the Salemba Detention Center Library, in addition to the daily operations of the Library, I also need to manage the financial reports of the whole Center. In fact, all staff members at the Salemba Detention Center

¹ American Library Association Accredited Programs.
<http://www.ala.org/accreditedprograms/home/>
JLIS.it. Vol. 6, n. 1 (January 2015). Art. #10082 p. 186

Library are expected to multi-task. For example, as well as their core duties, other Center staff members also need to oversee the operations of the Detention Center's Church, the Center's Mosque and the Vihara [the Buddhist monastery], etc."

Mr. Adi [Tangerang Juvenile Detention Center]: [Due to personal and administrative reasons, information regarding Mr. Budi's professional qualifications and on-job training could not be obtained during the Skype interview.]

Interview results indicated that, unlike many other Western countries, professional qualifications (e.g., an MLIS degree) are not a requirement for employment at prison libraries in Indonesia. In other words, newly appointed prison librarians in Indonesia would have to acquire their professional skills and knowledge from on-the-job training, or learn on the job; rather than undertaking any academic programs at a community college or university. Interview results also revealed that prison librarians in Indonesia are also expected to multi-task, due to their understaffing situations – a situation that is common throughout prison libraries in many countries (Greenway 2007). For example, on top of overseeing the daily operations of the Detention Centre Library, Mr. Adi is also expected to undertake other 'side' duties, e.g., managing the Center's Mosque.

3.2 Values & Functions of a Juvenile Detention Center Library in Indonesia

In order to understand the values and functions of the prison libraries in Indonesia, I asked the librarians to provide brief information about the history and missions of these two detention center libraries:

"Could you tell me about the history of your Detention Center and what roles the Center Library plays in terms of

supporting the whole Detention Center in carrying out its missions?"

Mr. Adi [Tangerang Juvenile Detention Center]: "The Tangerang Juvenile Detention Center was built in 1925 by the former Dutch Colonial Government, with an occupancy capacity of 220 prisoners. Finally, Indonesia became independent in 1949, and the management of the Tangerang Juvenile Detention Center was transferred to the Directorate General of Corrections in 1964, and the name was changed to Tangerang Juvenile Detention Center. With reference to the Tangerang Juvenile Detention Center's services and missions, it endeavors to provide services, protections and correctional education for the inmates; its missions can be summarized as follows:

1. create a system that fosters a creative, comfortable and child-friendly environment for these young inmates;
2. provide education and other coaching/correctional services and programs for the best interests of these young inmates;
3. strengthen moral characters amongst the young inmates by developing a positive attitude towards life, i.e., including diligence, devotion, honesty and sense of belongings, etc.;
4. advocate for the fulfillment of children's rights.

"In addition, the Tangerang Juvenile Detention Center's services are designed to protect and to serve the inmates' best interests with values built upon the following principles:

- being fair to others;
- being polite and friendly and caring for others;
- being socially responsible, etc.

Since these young inmates here are cut-off from the rest of the world in terms of their access to information, the Tangerang Juvenile Detention Center Library plays a very important role in fulfilling their learning, recreational and social needs."

Mr. Budi [Tangerang Juvenile Detention Center]: “The Salemba Detention Center was established by the Ministry of Justice and Human Rights in Indonesia in 2007. The Center’s missions can be summarized as follows:

1. build moral characters and develop a positive attitude of devotion, courtesy and honesty, etc.
2. implement various prison teachings or correctional initiatives for inmates who will leave prison, that they may become a good citizen;
3. implement humane treatment systems that provide safety, comfort and justice;
4. provide care, protection and fulfillment of the rights of inmates and family or other community members who visit the prison.

The Salemba Detention Center Library is essential for supporting educational, spiritual, and life-enriching programs carried out at the Center.”

The interview results indicated that the Tangerang Juvenile Detention Center was established by the former Dutch Colonial Government. We do not know to what extent the former Colonial Government has influenced the current establishments and the practices within these two Detention Centers; but it is apparent that both centers put a strong emphasis on moral and character development amongst these young inmates. They also recognize that the Detention Centers have the responsibility to ensure that human rights are upheld during the implementation of their correctional education or services. Both libraries play an important role in supporting the detention centers in carrying out its missions and objectives. Details regarding the center’s library practices and operations are discussed in the subsequent sections.

3.3 Informational, Educational & Recreational Needs amongst the Young Inmates

People in prison are generally cut-off from the world, access to information is therefore vital (Marshall 2011, 24). In fact, Marshall's research shows a correlation between education and reduced recidivism, and libraries play an important role in supporting education (Marshall 2011). In order to understand the library users' backgrounds and their informational needs, I needed to find out who these inmates are. The following two questions were hence administered to the librarians:

"Could you give me a general profile of the inmates committed at your Centre?"

"Who are the majority of your Library users? In addition to the young inmates, are the prison guards, officers and other administrative staff working at your Detention Center also regular users of your Library?"

Mr. Adi: "The Tangerang Juvenile Detention Center offices consist of a total of 107 full-time/part-time staff, i.e., including 36 security personnel, 2 dentists, 5 medical nurses, and one full-time psychologist. This Center can accommodate for a total of 220 children and teenagers, between the ages 12 to 18 years old. As of 2012, there are a total of 206 inmates occupying this Center."

Mr. Budi: Answers: "All data regarding the total number of inmates and human resources in our Detention Center can be obtained directly from the online information system on correctional services and institutes in Indonesia.² The Salemba Detention Center has a total of 193 full- and part-time staff. There are currently 572

² Online Database System on Correctional Services and Institutes in Indonesia <http://smslap.ditjenpas.go.id/>.

inmates occupying our Center; out of which 30 are only “boys” between the ages of 12 to 18 years old.”

Mr. Adi and Mr. Budi [both provided similar answers]: “The criminal offenses committed by these inmates include: drug abuse, murder, physical violence, theft, reckless driving, as well as other small-scale criminal offenses, etc. In fact, quite a large number of teenagers are committed here, because they drove a car or a motorbike without a license, and without their parents’ knowledge.... At the same time, there are others who have been sentenced and committed to this Detention Center for more serious crimes, e.g., drug trafficking, sexual assault, drug abuse, etc. A majority of their problems are caused by poverty.”

Mr. Adi and Mr. Budi [both provided similar answers]: “Our Library users here include both inmates and prison officers. Both are entitled to use our Library’s services and resources. But most of our library resources (especially printed books) are meant for in-house use only – in order to avoid unnecessary loss and damages. We have cases where inmates would tear off pages from a book, and used them for wrapping tobacco for smoking – something that we definitely want to avoid.”

Although the young people being committed to these Centers are labeled as “prisoners”, their educational and psychological needs are no different from other children – especially when they have been taken away from their families, and normal schooling opportunities have been denied to them. In addition to providing the standard correctional services, one of the core functions of the Detention Center is to provide these young inmates with an environment, in which these youths can feel safe and cared for - so that they could continue their education and social lives as normal.

3.4 Prison Libraries' Role in Supporting the Educational and Recreational Needs

In order to identify the educational and recreational potentials of these two prison libraries, I asked the two librarians the following:

“In addition to providing regular library services, does your Center’s Library also serve as a venue for hosting other activities or programs for the young inmates, for educational and recreational purposes? Or do you, as the Prison Librarian, need to take up the role of recreational activity organizer for the Detention Center?”

Mr. Adi: “At the Tangerang Juvenile Detention Center, there are many programs catered especially for youth development, such as: boy scout programs, workshops for journalism, cinematography, computer skills, graphic design, sewing, welding, farming, fishing, motor mechanic, screen printing, coconut shell crafts, catfish farming, motorcycle steam, reflexology [foot massage], hand-phone service training, etc. We try to be as comprehensive as possible in terms of building a library collection that covers all the subjects related to our recreational activities. Having said that, however, we are currently and constantly facing financial difficulties, e.g., catfish farming is a very popular hobby amongst our young inmates, but unfortunately, due to our limited book budget, we are unable to fill the collection gap in this area.”

Mr. Budi: “At the Salemba Detention Center, although the library building itself is not used for hosting any sports or other recreational activities, the Prison Librarian and the other supporting staff at the Library are required to take part in conducting these activities. I could give you a list of sports and other recreational activities organized by our Library staff:

1. Sports: badminton, volleyball, chess, table tennis, football, gymnastics, Sepak Takraw [Indonesia-style volleyball], and Futsal [Indonesia-style football], etc.

2. Performing arts: drama club, poetry reading, music band, Nasyid [Indonesia-style vocal music], creative music performance, and marawis (dhol) [Arabic-Indonesian-style percussion music], etc.
3. Social activities: family visits, social visits from outsiders, community service etc.”

As you can see, at the Salemba Detention Center, I have multiple roles to play. In addition to my regular duties as the Detention Center Librarian, I also have to serve as an “extra-curricular activity officer”, i.e., to co-host a series of recreational activities for our young inmates.

The interview results indicated that prison librarians are expected to multi-task, and have multiple roles to play, i.e., in addition to overseeing the daily operations at the library, they are also required to co-host other recreational activities for the young inmates. The advantages however, are that it would allow the librarians to be “more involved” in these young inmates’ lives, rather than just being viewed by them as a ‘glorified filing clerks’.

3.5 Prison Libraries & their Future Development

In order to identify the future opportunities for learning amongst these inmates, as well as to find out if the prison libraries are equipped with adequate resources for supporting their information and education needs – which is becoming increasingly diverse and also rapidly changing, I asked the two librarians the following:

“Do you have any strategic plans in place for developing your Library over the next five to ten years?”

Mr. Adi: “In the near future, firstly we would like to strengthen and expand our library collection. Secondly, our Detention Center is planning to provide counseling services to our young inmates with special psychological needs – and our Library is

planning to build a collection to support their services in this regard. Finally, we would like to provide more computer stations and online databases inside our Detention Center Library, with the aim of facilitating our guidance services, as well as building an online community for our inmates for educational purposes.”

Mr. Budi: “The Library at the Salemba Detention Center is relatively new, because it was established in January 2013. So we are less than one year old. We wanted to equip the whole Library with all brand new facilities. So far, with the help of other inmates, we [library staff] have just finished painting the walls inside the Library. For the benefit of our users as well as to sustain their interests, we need to expand our Library collection by adding more printed books to our collection. In the future, we aim to provide more online audio-books to our youths, because nowadays, young people simply prefer anything in digital format rather than the traditional printed books. Moreover, we want to provide more PCs or iPads to our users – the major advantage being that it would allow our young users to watch videos (e.g., Youtube) over the Internet, as well as enable them to share their personal stories with other inmates of the same age under the digital environment – and hopefully, via this virtual communication platform / community, they will be able to learn from others; or even encourage and support each other in a positive way.”

Interview results indicated that, since these young inmates are cut-off from the outside world, the Center’s Libraries are providing vital resources enabling the inmates to create an online community amongst themselves for sharing, and for other social communication purposes. Unlike other ‘normal’ young people, these young inmates are unable to go to a public library to enjoy its services. However, their needs and interests are very much the same as other young users of public libraries. For these reasons, this online community, which the Prison Librarians helped create, could serve

as a convenient means for the inmates to explore what is actually happening outside the Detention Center.

At Salemba Detention Center, the building is new, and with the help of inmates, the librarian staff were able to paint the library walls. As indicated by the Prison Librarian, involving these young inmates in painting the library enabled a safe environment under which students could learn to:

- contribute to the community without expecting anything in return;
- respect public property;
- take social responsibility;
- accept guidance from Detention Center staff;
- maintain cooperative and effective working relationships with others;
- observe health and safety regulations; and
- work both independently and as a member of a team.

3.6 Funding Situations & Collection Size

In order to find out the funding situations of the two prison libraries – as a way to examine whether the libraries had enough resources to support the educational and recreational needs amongst the inmates, I asked the librarians the following:

“How do you normally spend your library budget? For example, what percentage of your library budget is actually spent on books, i.e., both printed and electronic books? How much is spent on other furniture, computer hardware and equipment?”

Mr. Budi [Salemba Detention Center]: “It is very hard to say. But I could tell you that having a reasonable budget is the key to providing basic, quality services, regardless of whether it is a school,

a public library or a prison library. Although the funding comes directly from the Indonesian Government, our Library is only one of the many functional units inside the Detention Center, hence, it does not always have a large amount of money to operate on. According to the Indonesian law, government organizations are not allowed to receive any donations in cash or cheque form. Instead, we may only accept donations of printed books and other library materials.”

“In addition, at the Salemba Detention Center Library, we [library staff] also need to work as fundraisers – in order to ensure that the Library has enough budget to operate on. Because we are constantly facing financial constraints, we have no other choice but to come up with innovative ways to seek external funding from outside donors. Self-fundraising is considered an effective way to address our funding problems. Since we are not allowed to accept cash donations, we often receive large collections of printed books as donations instead.”

Mr. Adi [Tangerang Juvenile Detention Center]: [Due to various administrative reasons, information regarding the funding situations at Tangerang Juvenile Detention Center Library could not be obtained during the Skype interview.]

In order to discover more about the two prison libraries’ collections – to examine whether the libraries have a large enough collection to support the educational and recreational needs of the inmates, I asked the librarians the following:

“Could you tell me about the collection size of your Library?”

Mr. Adi: “The Tangerang Juvenile Detention Center Library collections contain 12,056 volumes of books (as of November, 2013), encompassing a broad spectrum of subjects ranging from general genre to books related to religion, self-motivation, creativity, physical and mental wellness, etc. Most book subjects found in this

library are related to education, history, autobiographies, and general studies, etc."

Mr. Budi: "The Salemba Detention Center Library has a collection size of over 2,000 books. Most of our book titles are on religious studies, general knowledge, vocational skills, etc. The collection is rather small."

3.7 Prison Libraries & Promotional Activities

In order to find out how active the prison libraries are in terms of marketing or promoting their services and resources amongst the users, I asked the two librarians:

"How do you promote new services or newly acquired book titles at your Library to attract users?"

Mr. Budi: "Given the limited library staff resources available, we usually don't have any programs or activities for promoting our Library resources amongst our users. Our Library is located at the center of the whole Detention Center building and right next to the basketball field – since the location is very convenient, we just rely on them to come to the Library voluntarily and regularly. Having said that, we make an effort to let our inmates know every new and existing service available at the Library. For example, whenever we receive a new collection, we will put up a list of the newly -arrived book titles in their cell blocks, as a way to promote our new Library collection amongst our inmate users."

Mr. Adi: "As a cost-free and yet effective way for promoting our new books, we [library staff] sometimes write a list of new books and put that list onto the "Wall Magazine" in every prison block – as a quick and easy way for promoting our newly arrived book titles."

Zybert (2011) also highlighted that one could promote a prison's library services by displaying a new book and promote it through the media in prisons. The media promotion in prison libraries could mean putting new notices on the prison's walls.

Given the limited resources available, putting up a list of newly arrived book titles is a feasible and yet effective way of promoting the library's collection.

4. Discussions

Prisons for children and youths are also referred to as juvenile detention centers. Libraries, to a large degree, are a reflection of the communities or organizations they serve. The libraries set up inside these detention centers are designed to support the parent organizations in achieving their goals, i.e., to provide access to information, as well as to fulfill the educational, recreational and social needs of these young inmates, as they are cut-off from the outside world. Standards for the human rights of children in Asia could be very different in comparison to other Western countries. The amount of facilities and resources available inside detention libraries can be used as an indicator for reflecting their perceptions and their expected standards on human rights of children in Asia.

The interview results also indicated that prison librarians are expected to multi-task, i.e., in addition to managing the library's daily operations, they are also expected to perform several non-library-related duties/roles, like recreational activity organizers, i.e., actively taking part in designing and co-hosting various cultural and arts activities, sports activities, etc. Prison librarians are also expected to serve as fundraisers, i.e., to develop effective strategies and take part in campaigns for attracting outside donors to donate books or other materials for enriching the library collection and services. In order to fulfill these roles effectively, one must possess the following skills and character traits:

- (1) be an effective communicator, i.e., being able to understand the needs of a person or situation, enabling librarian to resolve differences, build trust and respect, and create environments in which the young inmates can interact with each other;

- (2) be flexible and able to adapt – to work with other prison staff – to develop a library collection and to co-host activities. Close collaboration between the library staff and the prison staff is needed to build the library collections and to launch other library activities;
- (3) be outgoing. Prison librarians also serve as fundraisers and have to approach donors and ask for funds in order to ensure that the library has enough budget to operate on. They also need to be active promoters of library resources to keep up with the changing information needs and reading interests of the inmates.

4.1 Challenges

According to Keyes (Keyes 1995), one major issue faced by many special libraries (corporate libraries in particular) is the difficulty of putting a 'dollar value' on the intangible services, which the library provides to its parent company. As explained by Edgar (2007), the value of services provided by such corporate and special libraries cannot be easily measured, as no one can determine precisely if and how the knowledge is useful, immediately, or at any unspecified time in the future; and to what extent such acquired knowledge can actually be applied. There is no doubt that many special libraries are facing similar situations. For this reason, librarians often become the first victims of budget cuts.

4.2 Educational Needs

These young inmates are cut off from the outside world; opportunities for a normal education are also denied. In this sense, the Detention Libraries play a very important role in providing the resources and services necessary to fulfill the information and educational needs amongst these young inmates. Hopefully, they would become self-motivated readers and independent learners. Having basic literacy skills is absolutely vital for their survival in the real world, once they leave prison, and there is no exception for a

developing country like Indonesia. Libraries and education always go hand in hand. Making quality library services available inside the detention center would no doubt allow these young inmates to obtain other practical livelihood skills they need to transition back into society once they are released. For this reason, the detention libraries have an important role to play in this regard.

In addition to educational opportunities, prison libraries can also help prisoners develop positive and meaningful relationships with their family members, as the prison or detention center library serves as a social place; a place for interacting with prison staff and meeting with family members.

4.3 Recreational Needs

In addition to merely providing printed books, interview results indicated that these young inmates were involved in redecorating (painting) and renovating the detention center library. This is a good example of fulfilling the recreational needs of these young inmates in a 'fun', 'creative' and 'recreational' manner. Doing so not only helps them build a sense of belonging, team spirit, and mutual respect amongst peers, but it also teaches them to love and respect public property. In addition to supporting their educational needs, another core function of the detention library is to provide reading materials that support recreational activities. According to the American Association for Leisure and Education about Correctional Recreation (*Correctional Recreation. ALLReporter* 1986, 6), the goals and benefits of providing recreational activities at a correctional institute are as follows:

1. provide structured and positive alternatives which can be used to fill leisure time;
2. provide opportunities for inmates to channel and vent negative feelings, tension and anxiety into positive productive attitudes;
3. relieve institutional stress (staff and inmates);

4. improve self-esteem;
5. improve health and fitness levels;
6. improve individual creativity (mental and physical);
7. improve positive socialization skills;
8. keep inmates occupied and reduce idleness;
9. improve athletic and artistic skill levels;
10. educate inmates on various game and sports rules and strategies.

4.4 Psychological Needs

Based on Maslow's hierarchy of needs (Maslow 1954), I would like to highlight several points regarding detention center libraries' effects on the psychological needs of young inmates. They can be summarized as follows:

1. Love & Belonging Level (friendship) – with functions similar to a public library, young inmates are able to use the detention center library as a social place for building friendships with others. Unlike sports, prisoners could gather together in a non-competitive, cultural and calm environment conducive to meeting friends and building social networks. They need to feel a sense of belonging and acceptance in their social groups in prison, regardless of whether these groups are large or small.
2. Self-Esteem Level – Abraham Maslow in his hierarchy of human needs (Maslow 1954), describes the “need for esteem”. This need is divided into two aspects: (1) esteem in terms of self-love, self-confidence, skill, aptitude, and respect received from other people's recognition, success, etc. In this context, the Detention Center Library's services could help these young inmates build and improve their academic abilities and literacy skills/level and thereby enhance their self-esteem. (2) The other way of building

self-esteem amongst these young inmates is to engage them in a variety of recreational activities via the Center's Library, e.g., acquiring practical skills through taking part in various Boy Scout programs, workshops for journalism cinematography, coconut shell crafts, catfish farming, etc.

3. Self-Actualization – “What a man can be, he must be” is the basis of the perceived need for self-actualization. This research shows that one of the library roles is to help these young inmates fully develop individual talents and skills, e.g., improving their talents through various recreational activities, such as drama club, poetry reading, and creative music performances, etc.

The convenience of the Internet, as vehicle for delivering information, has indeed altered the way people use archives and libraries. Over the past decades, many scholars and stakeholders have been debating about how the importance of libraries, as a physical space, is diminishing. Despite digital services being the most important part of recent developments, the interview results no doubt serve as evidence for convincing misguided administrators that librarians, as well as library buildings themselves, are still very much needed; and virtual libraries or Google can never completely replace them.

5. Conclusion

This study adds to the emerging body of knowledge on plans and practices of prison libraries in Indonesia, in the new era. It also highlights areas for potential, further research into the area of prison libraries and librarians, in regard to their roles, functions and services. Furthermore, this study provides library planners and practitioners with information on how new prison library buildings and functions are being designed; and more importantly, on how they are and should be used. It suggests that consideration should be given to the desired balance of education and recreation of the future image of prison libraries.

Despite limitations and other constraints, the interview results indicated that prison librarians play a crucial role in implementing activities (both inside and outside of the prison library) conducive to meeting the educational needs and recreational interests of young inmates – a role that is very much similar to that of a public or school librarian. Fulfilling the information and education needs of these delinquent youths is essential in assisting them with their moral development, consequential thinking, as well as awareness of social responsibilities, and becoming competent and able to succeed.

References

- Clark, Sheila, and Erica MacCreaigh. 2006. *Library Services to the Incarcerated: Applying the Public Library Model in Correctional Facility Libraries*. Westport, Conn: Libraries Unlimited.
- Correctional Recreation. ALLReporter*. 1986. Reston, VA: American Association for Leisure and Education about Correctional Recreation.
- Dini. 2011. "Sejarah Perpustakaan Penjara Di Indonesia Periode 1917-1964". Depok: Universitas Indonesia. <http://lib.ui.ac.id/file?file=digital/20293163-S1489-Sejarah%20perpustakaan.pdf>.
- Edgar, William B. 2007. "Corporate Library Resource Selection: Exploring Its Support for Corporate Core Competencies." *Library Quarterly* 77 (4): 385–408. doi:10.1086/520996.
- Greenway, Sandra. 2007. "Library Services Behind Bars." *Bookmobiles and Outreach Services* 10: 43–63.
- Keyes, Alison M. 1995. "The Value of the Special Library: Review and Analysis." *Special Libraries* 86 (3): 172–87.
- Marshall, A. M. J. 2011. "Library Services in Correctional Settings." *Information Outlook* 15 (1): 24–26.
- Maslow, Abraham H. 1954. *Motivation and Personality, 3rd Edition*. Edited by Robert Frager, James Fadiman, Cynthia McReynolds, and Ruth Cox. New York: Harper.
- Prytherch, Ray. 2005. *Harrod's Librarians' Glossary And Reference Book*. 10 edition. Aldershot, Hants, England ; Burlington, VT: Ashgate Pub Ltd.
- Zybert, Elżbieta Barbara. 2011. "Prison Libraries in Poland: Partners in Rehabilitation, Culture, and Education." *Library Trends* 59 (3): 409–26. doi:10.1353/lib.2011.0004.

RAHMI RAHMI, Master's Program Candidate, Graduate School of Library, Information and Media Studies, University of Tsukuba. rahmi.ami@gmail.com

PATRICK LO, Associate Professor, Graduate School of Library, Information and Media Studies, University of Tsukuba. plo@slis.tsukuba.ac.jp

Rahmi, R. and Patrick. Lo. "Youth Empowerment Through the Use of Prison Libraries: Case Studies of the Tangerang Juvenile Detention Center Library and the Salemba Detention Center Library in Indonesia". *JLIS.it* 6, 1 (January 2015): Art. #10082. doi: [10.4403/jlis.it-10082](https://doi.org/10.4403/jlis.it-10082).

ABSTRACT: It is widely acknowledged that libraries play a positive and important role in the lives of prisoners, just as they do with other people. They do not only provide resources to support various educational, recreational and welfare programs, but they also create opportunities for prisoners to acquire new skills, skills that they may need once they leave prison. According to the Ministry of Law and Human Rights of Indonesia, as of 2013, there are 4,622 children in 16 different prisons in Indonesia. Such statistics show that there is a great need for well-resourced and well-staffed libraries inside these prisons in order to support the educational, recreational, and psychological needs of imprisoned children. The purpose of this study is to examine the practical, social, recreational, educational, psychological, and spiritual needs of detained juvenile delinquents in regards to using the collections, facilities and services at the Tangerang Juvenile Detention Center Library and the Salemba Detention Center Library.

ACKNOWLEDGEMENT: The authors would like to thank Mr. Adi at the Tangerang Juvenile Detention Center and Mr. Budi at the Salemba Detention Center for giving us their valuable time to take part in this interview research - sharing with us their inspiring

stories and insights into their careers as the prison librarians in Indonesia.

KEYWORDS: Youth Empowerment; Library Collection; Prisons; Human Rights.

Submitted: 2014-05-20

Accepted: 2014-09-10

Published: 2015-01-15

