



I'm a Good Mom: Enhancing Self-Esteem, Self-Efficacy, and Parenting Capacity of Incarcerated Mothers through Parenting Stress Coping Strategies at Jakarta Women's Correctional Facility

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Abstract: *Parenting stress represents a significant concern for incarcerated mothers. The Jakarta Women's Correctional Facility implements general rehabilitation, but lacks a dedicated parenting program. I'm a Good Mom addresses this gap by improving self-esteem, parental self-efficacy, and parenting capacity through stress coping strategies. The program utilized the Parenting Inside Out alongside an Active, Innovative, Creative, Effective, and Fun Learning approach, conducted over 17 offline sessions from July to September 2023. Preparation involved interviews and observations, as well as module developments, followed by execution and evaluation, utilizing pre-tests, post-tests, testimonials, and journaling. It employed quantitative instruments, specifically Rosenberg Self-Esteem Scale, Brief Parental Self-Efficacy Scale, and Parenting Stress Scale. The findings indicated 87.5% increase in self-esteem, 28.5% improvement in self-efficacy, 66% and 126% enhancement in communication and problem-solving skills, and 225% reduction in parenting stress. The program's structured methodology and collaborative framework demonstrated effectiveness and replicability for other women's correctional facilities in Indonesia.*



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Introduction

The number of female inmates in Indonesia has steadily increased since 2000. By 2023, Indonesia was one of the top 100 countries with the largest proportion of female inmates worldwide. There were 12,731 female inmates, accounting for 4.8% of all prisoners¹. Under the Law of the Republic of Indonesia (UU RI) Number 22 of 2022 about Corrections, female inmates need to complete their incarcerations and undergo rehabilitation in correctional institutions². However, Indonesia's 32 overcrowded women's correctional facilities has increased the danger of stress among female inmates, due to disrupted living conditions³.

In terms of national family development, women's incarceration has serious consequences for their roles as mothers. When a mother is incarcerated, her critical role in raising her children is jeopardized⁴. Children lose their mother role as a protector, caregiver, and educator⁵. If this issue is not addressed, it will harm the function of Indonesian families, lowering the life quality for future generations⁶.

Incarceration is one of the most stressful experiences for female inmates for a variety of reasons, including personal (separate from family), economic (loss of income), and environmental (lack of privacy in correctional institutions)⁷. Among 69 female inmates surveyed in one of Indonesia's women's correctional facilities, 97.01% said that separation from their children and families was the most difficult part of their imprisonment⁸. Concerns about their children's well-being, as well as feeling of guilt for not being able to take care of them, caused 59.06% respondents feeling stressed⁹. This

¹ *World Prison Brief*, "Female Prison Population: Trend," accessed September 30, 2023, <https://www.prisonstudies.org/country/indonesia>.

² Government of Indonesia, *Law No. 22 of 2022 on Corrections*, State Gazette of the Republic of Indonesia of 2022, No. 165 (Jakarta: State Secretariat, 2022)

³ Pandu Purnama Subagyo, "Sudah Saatnya Kebijakan Lapas Ramah Perempuan," *Direktorat Jenderal Pemasyarakatan*, accessed November 10, 2023, <https://www.ditjenpas.go.id/sudah-saatnya-kebijakan-lapas-ramah-perempuan>.

⁴ Umi Hani, Arief Setiawan, and Puspita Fitriyani, "Persepsi Warga Binaan Pemasyarakatan Perempuan terhadap Peran sebagai Ibu: Studi Fenomenologi," *Jurnal Smart Keperawatan* 7, no. 1 (2020): 8–17.

⁵ Bambang Surahman, "Peran Ibu terhadap Masa Depan Anak," *Jurnal Hawa: Studi Pengarusutamaan Gender dan Anak* 1, no. 2 (2019): 201–208.

⁶ Katherine Philips and Kyung Kwon, "The Impact of Parenting Class of Incarcerated Mothers," *Journal of Prison Education and Reentry* 7, no. 3 (2022): 230–245, <https://doi.org/10.15845/jper.v7i3.1295>.

⁷ Jennifer Griffith and Andrew Steptoe, "Prison," dalam *Encyclopedia of Stress*, ed. George Fink, vol. III (San Diego: Academic Press, 2000).

⁸ Dhini Andriani, Elmira N. Sumintardja, and Muniroh Abdurachman, "Parenting Stress dan Parenting Alliance pada Ibu yang Menjadi Warga Binaan Pemasyarakatan," *Jurnal Psikologi Sains dan Profesi* 3, no. 3 (2019): 161–166, <https://doi.org/10.24198/jpsp.v3i3.23773>.

⁹ Christopher Wildeman, Alyssa Goldman, and Kristin Turney, "Parental Incarceration and Child Health in the United States," *Epidemiologic Reviews* 40 (2018): 146–156, <https://doi.org/10.1093/epirev/mxx013>.

condition known as parenting stress, a psychological response experienced by parents who are unable to fulfil their parenting obligations as expected by themselves or others¹⁰.

Parenting stress not only causes unhappiness and loneliness, but also psychological and mental degradation, which can have an impact on female inmates' physical health¹¹. Long-term parenting stress can even impair an incarcerated mothers' ability to continue her role in the family after serving her sentence¹². In many cases, parenting stress often influence inmates' behaviors¹³. Negative actions such as manipulation, rule infractions, and conflicts among prisoners frequently reflect inmates' guilt over their roles as mothers¹⁴.

Prior research and programs in Indonesia have predominantly neglected this particular type of stress experienced by female inmates. Rehabilitation programs for female inmates are equated with male inmates, which are only focus on promoting hard skill training. In many cases, previous parenting programs in correctional facilities have only focused on theoretical short-term parenting instruction, and have failed to measure real changes in incarcerated mothers' both psychologically and behaviorally¹⁵. Moreover, personal rehabilitation activities—like counselling, which are critical for female inmates—are viewed as suboptimal¹⁶. Correctional staff frequently feel unconfident in responding inmates' consultations due to the lack of educational background in family or psychology studies.

The Jakarta Class IIA Women's Correctional Facility reflects these challenges. Despite having a capacity of only 208, the facility currently houses 287 inmates, making it overcrowded. The vast majority of inmates, 90%, are confined for drug-related offences, with the remaining 10% incarcerated for embezzlement, fraud, murder, and terrorism. Three difficulties were found as signs of parenting stress among the incarcerated mothers during the preparation stage on February, 2023. First, incarcerated mothers often have low self-esteem as a result of regret and humiliation about their

¹⁰ Lauren E. Holly et al., "Evidence-Base Update for Parenting Stress Measures in Clinical Samples," *Journal of Clinical Child & Adolescent Psychology* 48, no. 5 (2019): 685–705, <https://doi.org/10.1080/15374416.2019.1639515>.

¹¹ Suci Anggraini and M. Fauzan Asi, "Hubungan Parenting Stress dengan Perilaku Kekerasan pada Anak," *Jurnal Inovasi Penelitian* 2, no. 8 (2022): 2747–2754.

¹² Katherine Philips and Kyung Kwon, "The Impact of Parenting Class of Incarcerated Mothers," *Journal of Prison Education and Reentry* 7, no. 3 (2022): 230–245, <https://doi.org/10.15845/jper.v7i3.1295>.

¹³ Brittne Aiello and Krista McQueeney, "How Can You Live Without Your Kids?: Distancing from and Embracing the Stigma of 'Incarcerated Mother'," *Journal of Prison Education and Reentry* 3, no. 1 (2016): 32–49, <https://doi.org/10.15845/jper.v3i1.982>.

¹⁴ G. Coll, J. Surrey, P. Buccio-Notaro, and B. Moua, *Incarcerated Mothers: Crimes and Punishments* (New York: Guilford, 1998).

¹⁵ Dyah Puspitasari, Lina Handayani, and Ria Novianti, "The Effectiveness of Parenting Programs for Incarcerated Mothers in Indonesia," *Journal of Correctional Education* 72, no. 1 (2021): 34–50.

¹⁶ Pandu Purnama Subagyo, "Sudah Saatnya Kebijakan Lapas Ramah Perempuan," *Direktorat Jenderal Pemasyarakatan*, accessed November 10, 2023, <https://www.ditjenpas.go.id/sudah-saatnya-kebijakan-lapas-ramah-perempuan>.

previous misdeeds¹⁷. Second, they have a low parental self-efficacy due to incompetent feeling at parenting and satisfying their children's needs¹⁸. Third, their parenting capacity is constrained since they do not have access to developing parenting skills that meet their children's needs outside of the facility. These findings highlight the urgency of correctional facilities to adjust rehabilitation programs that fully meet the needs of female inmates¹⁹. They require a specific rehabilitation program that focusses on their emotional development²⁰.

I'm a Good Mom was developed in response to these specific gaps. Unlike previous interventions, this program is based on two approaches: Parenting Inside Out by Siegel and Hartzell's²¹—which promotes self-development by parenting reflection—and the Active, Innovative, Creative, Effective, and Fun Learning method, which emphasizes more learner-centered experiences. The combination of these methods addresses the psychological foundation (self-esteem and parental self-efficacy) before focusing on parenting skills and behavioral improvements. Quantitative measurement was also conducted to monitor changes in these aspects over time.

The program is designed to be both sustainable and replicable, particularly since it targets the audience's current situation, who are isolated from the outside world. By focusing on coping strategies from parenting stress, this strategy directly responds to emotional development needs outlined in literatures and field observations. Furthermore, it promotes the Sustainable Development Goal (SDG) No. 3, Good Health and Well-Being, Target 3.4, which emphasizes inclusive mental health promotion for vulnerable populations, including incarcerated mothers.

This community engagement aims to boost incarcerated mothers' self-esteem, strengthen mother parental-self efficacy, and improve their parenting capacities through alternative parenting rehabilitation approach. For facility staff, it offers a structured and easily implementable program for delivering parenting rehabilitation. By reducing parenting stress among female inmates, the program promotes a more favorable social environment and potentially lower recidivism rates among inmates. In the future, the government can apply this program to other facilities through the ideas. Meanwhile for society, this initiative holds the potential to establish a safer environment with better family resources in the future. In the end, the sustainability of I'm a Good Mom program can be developed through The Quadruple Helix framework, which incorporates

¹⁷ Brittnie Aiello and Krista McQueeney, "How Can You Live Without Your Kids?: Distancing from and Embracing the Stigma of 'Incarcerated Mother'," *Journal of Prison Education and Reentry* 3, no. 1 (2016): 32–49, <https://doi.org/10.15845/jper.v3i1.982>.

¹⁸ G. Coll, J. Surrey, P. Buccio-Notaro, and B. Moua, *Incarcerated Mothers: Crimes and Punishments* (New York: Guilford, 1998).

¹⁹ Ibid.

²⁰ Jorge Garcia, "Understanding the Lives of Mothers after Incarceration: Moving beyond Socially Constructed Definitions of Motherhood," *Sociology Compass* 10 (2016): 3–11.

²¹ Daniel J. Siegel and Mary Hartzell, *Parenting from the Inside Out* (New York: Penguin Putnam Inc., 2003).

academics, business, government, and community to promote the larger empowerment ecosystem for incarcerated mothers and their families in Indonesia²².

Method

This program addressed the partner's challenges through three stages: preparation, implementation, and evaluation. Preparation included discussions with the partner, preliminary in-depth interviews, and field observations of incarcerated mothers and the facility environment. Discussions with the team were also held to develop program guidelines, instruments, and supporting materials. The initial survey results provided the basis for collaborative discussions with partners to establish the framework for the I'm a Good Mom program. The Head of Jakarta Women's Correctional Facility and essential staff members, notably the facility doctor and the Head Division of Inmates Rehabilitation Division, actively supervised the process and contributed to the design of the parenting curriculum from its inception to completion. During the program, data was collected via pre-tests, post-tests, in-depth interviews or testimonials, and observations. The statistics were then scored, verified, and displayed. Problem structuring of the program displayed by Figure 1.

The program's implementation took two methods. First, Parenting Inside Out, a method that fosters self-development-based parenting by enabling parents to recall memories of their past experiences²³. Due to limited communication within the correctional facility, this strategy was suitable to support a rehabilitation system with minimal interaction from children. It was also effective, because incarcerated mothers' past concern needs to be accepted and solved²⁴. Therefore, based on the problem formulation, incarcerated mothers needed to focus on their individual self-esteem, maternal parental self-efficacy, and parenting capacity. The second method was the Active, Innovative, Creative, Effective, and Fun Learning, or Pembelajaran Aktif, Inovatif, Kreatif, Efektif, dan Menyenangkan (PAIKEM). PAIKEM promotes a learning approach centered on incarcerated mothers, aimed to gaining capacities, long-term development, and adaptability while being fun to implement²⁵. This strategy was found appropriate for addressing the needs of female inmates, as individuals who live in solitude due to the stresses of imprisonment. Program's concept is depicted in Figure 2.

²² Hanny Hudani and Wawan Dhewanto, "Quadruple Helix Mapping Collaboration for Fashion Small Medium Enterprise Development in Bandung," *Journal of Business & Management* 4, no. 3 (2015): 394-406.

²³ Daniel J. Siegel dan Mary Hartzell, *Parenting from the Inside Out* (New York: Penguin Putnam Inc., 2003).

²⁴ Brittnie Aiello dan Krista McQueeney, "How Can You Live Without Your Kids?: Distancing from and Embracing the Stigma of 'Incarcerated Mother'," *Journal of Prison Education and Reentry* 3, no. 1 (2016): 32-49, <https://doi.org/10.15845/jper.v3i1.982>.

²⁵ Siti Asari et al., "PAIKEM (Pembelajaran Aktif, Inovatif, Kreatif, Efektif dan Menyenangkan)," *Journal of Community Service* 3, no. 4 (2021): 1139-1148.

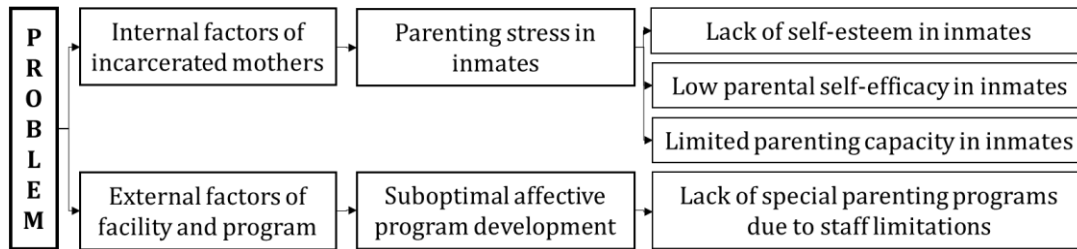


Figure 1. Program's Problem Structuring

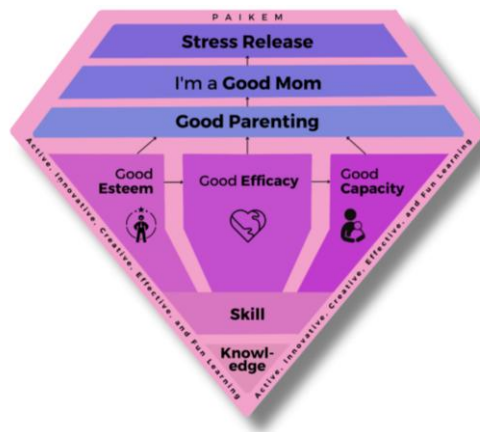


Figure 2. Program's Concept

The program's execution began with a Pre-event to introduce and profile the program participants. The activities comprised socialization, Training of Trainer (ToT), group internalization, and pre-test. The main subprograms consisted of Good Esteem: Individual Understanding, Good Efficacy: Parental Understanding, and Good Capacity: Effective Approach. The knowledge learned was then applied during the Good Mom's Day: Actualization. Each main subprogram included 3-6 activities aimed to gradually improve the self-development aspects needed by incarcerated mothers.

The program's foundation used reflection techniques to encourage incarcerated mothers to discover their inherent value as an individual human and a mother. Participants were encouraged to reflect on their experiences, identify them, and transform them into lessons for self-improvement. Following that, various interactive approaches were implemented, such as journaling, painting, watching movies, role-playing, lectures, sharing sessions, presentations, and homework. These activities encouraged participants to be more active, creative, and open to new experiences. According to Philips and Kwon, the I'm a Good Mom curriculum is qualified as a high-quality parenting class, since it designed to builds participants' parenting capacity simultaneously²⁶. Meanwhile to assure the program's sustainability, facilitators, which is

²⁶ Katherine Philips and Kyung Kwon, "The Impact of Parenting Class of Incarcerated Mothers," *Journal of Prison Education and Reentry* 7, no. 3 (2022): 230-245, <https://doi.org/10.15845/jper.v7i3.1295>.

correctional facility staff were trained through ToT.

Monitoring was carried out by observing each activity and Journaling Chapter 1: Self-Intensive. Participants were requested to fill out their pocketbooks (Mom's Diary) weekly for one month, allowing program team to monitor participants' psychological and mental health during the program. Meanwhile, assessments were conducted for each activity through the achievement of Key Performance Indicators (KPIs), and at the program's closing via post-tests and testimonials. The instruments used for pre-tests and post-tests included the Rosenberg Self-Esteem Scale (RSES) by Rosenberg to measure changes in self-esteem²⁷, the Brief Parental Self-Efficacy Scale (BPSES) modified by Midgley et al. to measure changes in maternal role confidence²⁸, tests on effective parenting knowledge and skills to measure changes in parenting capacity, and the Parenting Stress Scale (PSS) by Berry and Jones modified to measure changes in parenting stress level²⁹.

The I'm a Good Mom program was implemented offline between July 4 and September 6, 2023, for a total of 17 sessions. The training took place at the Class IIA Women's Correctional Facility in Jakarta, which is located in Pondok Bambu Village, Duren Sawit District, East Jakarta, DKI Jakarta. The program's implementation received formal authorization via the signing of a "Statement of Willingness to Collaborate" by the Head of the Jakarta Class IIA Women's Correctional Facility.

Furthermore, the program targeted 20 female inmates who met the following inclusion criteria: (1) being a mother; (2) serving a sentence until at least October 17, 2023, allowing them to participate in the program to the end; and (3) having children aged 0 to 18 years old outside the correctional facility. The sample of 20 incarcerated mothers was entirely assigned to the doctor and inmates guardian, utilizing the counseling records previously established. The facility staff identified the selected participants as facing challenges in communication, having strained relationships with their children, or expressing concerns regarding their children's well-being. These issues were identified as potential precursors to elevated parenting stress, thereby justifying their inclusion in the program. Before implementation, all selected participants signed an "Informed Consent" form and were allowed to withdraw from the program before it started. Providentially, all 20 inmates consented to participate, acknowledging the program's significance for their personal well-being.

The program's tools and media were tailored to each activity, specifically Good

²⁷ Morris Rosenberg, *Society and the Adolescent Self-Image* (Princeton, NJ: Princeton University Press, 1965).

²⁸ Nick Midgley et al., "Adopting Minds – A Mentalization-Based Therapy for Families in a Post-Adoption Support Service: Preliminary Evaluation and Service User Experience," *Adoption & Fostering* 42, no. 1 (2018): 22–37, <https://doi.org/10.1177/0308575917751072>.

²⁹ James O. Berry and W. H. Jones, "The Parental Stress Scale: Initial Psychometric Evidence," *Journal of Social and Personal Relationships* 12, no. 3 (1995): 463–472.

Esteem with Mom's Diary, pens, painting tools, plain tote bags, Instagram photo booth; Good Efficacy with Mom's Diary, pens, projector, parenting films, cardboard paper and drawing tools; Good Capacity with Mom's Diary and pens; and Good Mom's Day with exhibition decorations and performances. A projector was also used in the knowledge distribution.

Result

The Improvement of Self-Esteem

Incarcerated mothers with low self-esteem are marked by reduced self-confidence, feelings of worthlessness, and a sense of being unnecessary³⁰. This pressure induces stress among inmates during incarceration. Therefore, I'm a Good Mom program seeks to enhance the target's self-esteem. The intervention focusses on enhancing the five components of self-esteem identified by Rosenberg, including self-worth (personal value), self-competence (evaluation of abilities and skills), self-liking (self-love), self-acceptance (acceptance of oneself), and self-responsibility (accountability for one's actions)³¹. The components were developed through seven activities, with the achievement results, minimum achievement for the successfulness based on KPIs, and associated self-esteem components outlined in Table 1.

Table 1. Activities that Enhance the Self-Esteem of Participants

| No | Activity | Achievement Results |
|---|------------------------|---|
| Good Esteem: Individual Understanding Subprogram | | |
| 1 | I'm Proud and OK Games | 95% (min. 70%) participants acknowledged and valued the positive behaviors they exhibited, and can subsequently shared with fellow inmates (<i>self-worth</i>). |
| 2 | I'm Positive Writing | 90% (min. 70%) participants demonstrated the ability to recognize and articulate their strengths (<i>self-worth</i>). |
| 3 | Frutitude Painting | 75% (min. 70%) participants were able to symbolically describe their characteristics through the fruit painted (<i>self-competence</i>). |
| 4 | Brief Advertisement | 4/4 (min. 3) groups effectively produced self-branding videos (<i>self-liking</i>). |
| 5 | Forgiving Time | 100% (min. 70%) participants engaged in reflection and derived insights on the importance of self-forgiveness (<i>self-acceptance</i>). |
| 6 | Journaling Chapter 1 | 70% (min. 70%) participants completed the initial section of the journal comprehensively (<i>self-responsibility</i>). |

³⁰ Yuliana Triwahyuningsih, "Kajian Meta-Analisis Hubungan antara Self-Esteem dan Kesejahteraan Psikologis," *Buletin Psikologi* 25, no. 1 (2017): 26–35.

³¹ Morris Rosenberg, *Society and the Adolescent Self-Image* (Princeton, NJ: Princeton University Press, 1965).

Good Mom's Day: Actualization Subprogram

| | | |
|---|--------------------------|---|
| 7 | Mother's Love Exhibition | 70% (min. 70%) participants engaged in the preparation of exhibition to display their creations (<i>self-responsibility</i>). |
|---|--------------------------|---|

The program successfully achieved all target indicators as outlined by the KPIs. In addition to quantitative achievements, the program's effectiveness was further assessed to evaluate changes in the self-esteem levels of participants. This psychological assessment utilized a pre-test and post-test design, employing the validated 10-item RSES (Figure 3)³². The comparative analysis of pre and post-test results revealed significant improvements, highlighting program's effect on inmates' psychological well-being.

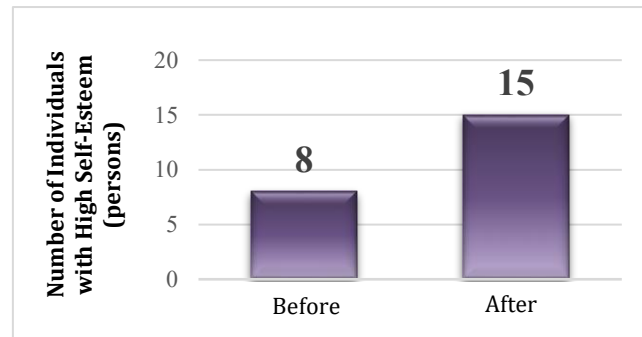


Figure 3. Increase in the Number of Inmates with High Self-Esteem

Figure 3 illustrates that the number of female inmates exhibiting high self-esteem rose from 8 to 15 participants following program completion, indicating an 87.5% increase. Bandi and Soetjningsih defined self-esteem as an individual's assessment of their own worth³³. This suggests that fifteen incarcerated mothers have exhibited a positive sense of control regarding their self-evaluation after participating in the program. Furthermore, Juliano and Suyasa said that healthy self-control is a crucial element in lowering stress levels in incarcerated mothers³⁴, aligning with the program's observed psychological benefits.

Consistent with Rosenberg's research, individuals with high self-esteem demonstrate increased confidence, thereby enhancing motivation³⁵. During the program, inmates who were previously shy and reserved exhibited increased confidence in sharing

³² Morris Rosenberg, *Society and the Adolescent Self-Image* (Princeton, NJ: Princeton University Press, 1965).

³³ Eka Fitria Hapsari Bandi and C. H. Soetjningsih, "Dukungan Sosial Keluarga dengan Self Esteem pada Narapidana Narkoba yang Direhabilitasi di Lapas Narkotika Yogyakarta," *Jurnal Psikologi Konseling* 16, no. 1 (2020): 652-664.

³⁴ Luh Juliano dan Putu Tri Yudha Suyasa, "Peran Self-Esteem dalam Mencegah Emotional Distress: Locus of Control sebagai Antecedent," *Jurnal Muara Ilmu Sosial, Humaniora, dan Seni* 4, no. 1 (2020): 224-233.

³⁵ Morris Rosenberg, *Society and the Adolescent Self-Image* (Princeton, NJ: Princeton University Press, 1965).

their stories and opinions during group discussions. Participants also demonstrated heightened motivation, evidenced by their initiative in independently preparing for Good Mom’s Day Subprogram. Several inmates reported a reduction in their crying frequency following participation in the program. Additionally, numerous participants recognized their interests and talents through the Frutitude Painting activity. Participant 11 stated, "After joining the program, I feel happier, more motivated, and more confident. It is essential to extend this program to enable other mothers to discover renewed hope, cultivate positive thinking, and enhance their motivation in a manner similar to my own experience". Figure 4 illustrates all activities that contribute to the attainment of Result 1, with inmate identities obscured to ensure privacy protection.

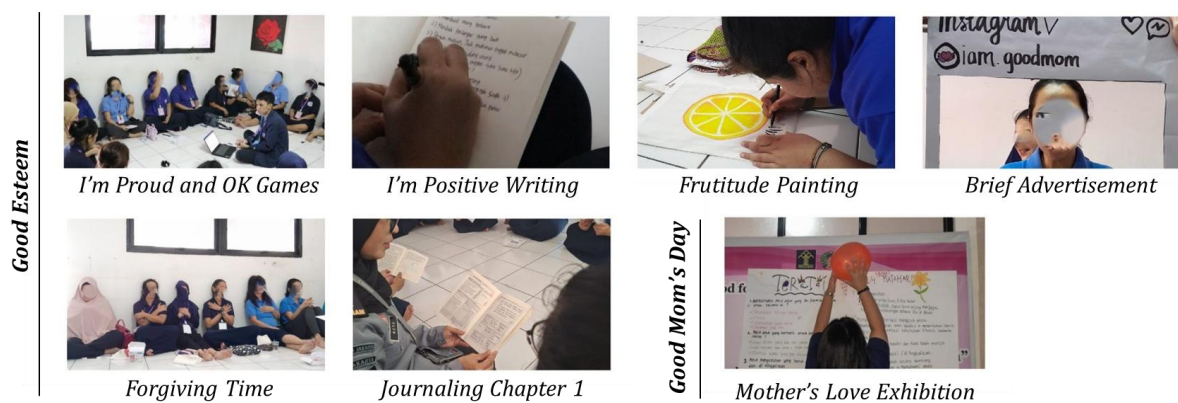


Figure 4. Activities that Enhance the Self-Esteem of Participants

The Improvement of Parental Self-Efficacy

Incarcerated mothers with low parental self-efficacy encounter substantial obstacles in attaining their parenting satisfaction, potentially resulting in heightened depressive symptoms³⁶. Therefore, the I’m a Good Mom intervention is essential for them. Coleman posits that parental self-efficacy is influenced by vicarious experience (observing others), direct experience (personal experience), verbal persuasion (feedback from others), and emotional state³⁷. The development of these four indicators was achieved through the execution of six activities, with the resultant outcomes detailed in Table 2.

³⁶ Hannah Dowling, "Parental Self-Efficacy in Early Years Parenting" (Disertasi, University of Manchester, 2014).

³⁷ Peggy K. Coleman, "Maternal Self-Efficacy Beliefs as Predictors of Parenting Competence and Toddlers’ Emotional, Social, and Cognitive Development" (Dissertation, West Virginia University, 1998).

Table 2. Activities that Enhance the Parental Self-Efficacy of Participants

| No | Activity | Achievement Results |
|---|---------------------------------------|--|
| Good Efficacy: Parental Understanding Subprogram | | |
| 1 | Movie Screening: <i>Harmony</i> | 100% (min. 70%) participants were able to acquire parenting insights through films (<i>vicarious experience</i>). |
| 2 | Reflection on My Childhood | 95% (min. 70%) participants were able to reflect on parenting moments experienced during their childhood by their parents (<i>vicarious experiences</i>). |
| 3 | Discussion I Want to Be a Good Mother | 4/4 (min. 3) groups comprehended and effectively articulated the outcomes of discussions pertaining to successful parenting practices (<i>direct experience</i>). |
| 4 | Peer Talk | 75% (min. 70%) participants collaborated in active discussions and offered feedback concerning deficiencies in their parenting practices (<i>direct experience and verbal persuasion</i>). |
| 5 | Journaling Chapter 2 | 100% (min. 70%) participants had the opportunity to compose love letters to their children (<i>emotional states</i>). |
| Good Mom's Day: Actualization Subprogram | | |
| 6 | A Mother's Love Performance | 70% (min. 70%) participants engaged in a special stage performance for their children (<i>emotional state</i>). |

The data presented in Table 2 indicate that participants achieved the success indicators established for each activity. Correspondingly, quantitative assessments were performed at the end of the program to evaluate alterations in the confidence of incarcerated mothers regarding their maternal responsibilities. The revised BPSES was employed for both pre-test and post-test evaluations, comprising a total of five questions developed by Midgley et al.³⁸ (Figure 5).

Figure 5 illustrates that the number of incarcerated mothers exhibiting high parental self-efficacy rose from 14 to 18, indicating an overall 28.5% increase. Coleman and Karraker characterize parental self-efficacy as the conviction a parent holds regarding their capability to nurture their child³⁹. Hence, 18 incarcerated mothers have developed a robust belief in their parenting capabilities subsequent to the program. Dowling added that these participants attained adequate levels of parenting competence despite the limitations imposed by prison life⁴⁰. Consequently, incarcerated mothers with

³⁸ Nick Midgley et al., "Adopting Minds – A Mentalization-Based Therapy for Families in a Post-Adoption Support Service: Preliminary Evaluation and Service User Experience," *Adoption & Fostering* 42, no. 1 (2018): 22–37, <https://doi.org/10.1177/0308575917751072>.

³⁹ Priscilla K. Coleman dan Katherine H. Karraker, "Maternal Self-Efficacy Beliefs, Competence in Parenting, and Toddlers' Behavior and Developmental Status," *Infant Mental Health Journal* 24, no. 2 (2003): 126–148, <https://doi.org/10.1002/imhj.10048>.

⁴⁰ Hannah Dowling, "Parental Self-Efficacy in Early Years Parenting" (Disertasi, University of Manchester, 2014).

higher parental self-efficacy possess an enhanced capacity for stress management.

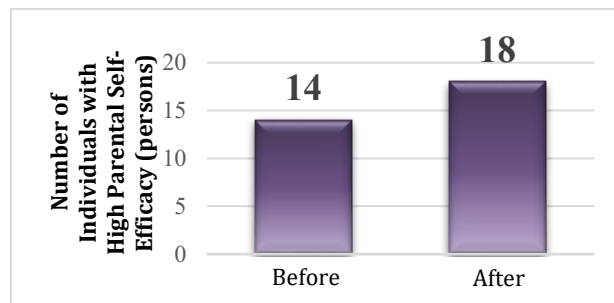


Figure 5. Increase in the Number of Inmates with High Parental Self-Efficacy

Additionally, the enhancement of inmates’ parental self-efficacy was evidenced by its significant correlation with constructive parenting behaviors⁴¹. A number of participants indicated that upon completion of the program, they gained knowledges into the strengths and weaknesses inherent in their parenting styles. Participants expressed an increased sense of optimism and confidence regarding the continuation of their parental responsibilities, even while incarcerated, following a recognition of their significant role as mothers. Participant 1 expressed, *"This program has provided me with renewed hope in my role as a mother. This resource proves to be invaluable for parents who have experienced a sudden separation from their children, and may have lost hope at the time"*. All activities that support the achievement of Result 2 are shown in Figure 6.



Figure 6. Activities that Enhance the Parental Self-Efficacy of Participants

The Improvement of Parenting Capacity

Communication limitations inside the facility environment profoundly affect incarcerated mothers' knowledge and reactivity to their children's traits. Restricted access to parenting development programs may impede their capacity to properly manage challenges related to their children beyond the prison setting⁴². This presents a

⁴¹ Peggy K. Coleman dan Karen H. Karraker, "Self-Efficacy and Parenting Quality: Findings and Future Applications," *Developmental Review* 18, no. 1 (1998): 47-85, <https://doi.org/10.1006/drev.1997.0449>.

⁴² Widyastuti, Zahrotun N. Fahmawati, dan Muhammad Budi Utomo Arifin, "Increasing Parenting

possible danger for problems in the mother-child bond, potentially resulting in increased stress levels among inmates.

Enhancing parenting capacity necessitates the cultivation of proficient parenting skills. The intervention program was developed to meet the specific needs of incarcerated mothers by enhancing their effective parenting skills while in prison. As noted in Parenting Inside Out, it is essential for incarcerated women to cultivate knowledge and skills related to effective communication and problem-solving⁴³. The implementation of these aspects was carried out through six activities as detailed in Table 3.

Table 3. Activities that Enhance the Parenting Capacity of Participants

| No | Activity | Achievement Results |
|---|------------------------|---|
| Good Capacity: Effective Approach Subprogram | | |
| 1 | Parenting Talk | 70% (min. 70%) participants acquired valuable insights into the domains of <i>effective communication</i> and <i>problem-solving</i> . |
| 2 | Focus Group Discussion | 80% (min. 70%) participants demonstrated the ability to articulate the responsibilities associated with the roles of parents and children (<i>effective communication</i>). |
| 3 | Role Play | 4/4 (min. 3) groups engaged in role-play activities and demonstrated a clear understanding of the concepts related to communication (<i>effective communication</i>). |
| 4 | Homecoming Plan | 100% (min. 70%) participants formulated post-incarceration parenting plans (<i>effective problem-solving</i>). |
| 5 | Journaling Chapter 3 | 100% (min. 70%) participants developed comprehensive parenting plans that outlined rules, rewards, and consequences (<i>effective problem-solving</i>). |
| Good Mom's Day: Actualization Subprogram | | |
| 6 | Family Time | 75% (min. 70%) participants demonstrated proficiency in <i>effective communication</i> and <i>problem-solving skills</i> . |

The data presented in Table 3 indicate that participants have effectively achieved the KPIs of each activity. The program underwent evaluation via pre-test and post-test conducted to assess the advancements in knowledge and skills related to two effective parenting approach, with each assessment comprising ten questions (Figure 7).

Capacity for Caregivers at the 'Aisyiyah Sidoarjo Orphanage: Peningkatan Kapasitas Pengasuhan pada Pengasuh di Pantu Asuhan Yatim 'Aisyiyah Sidoarjo,' *Procedia of Social Sciences and Humanities* 3 (2022): 1482-1487.

⁴³ *Parenting Inside Out*, "Curriculum," accessed September 30, 2023, <http://www.parentinginsideout.org/curriculum/>.

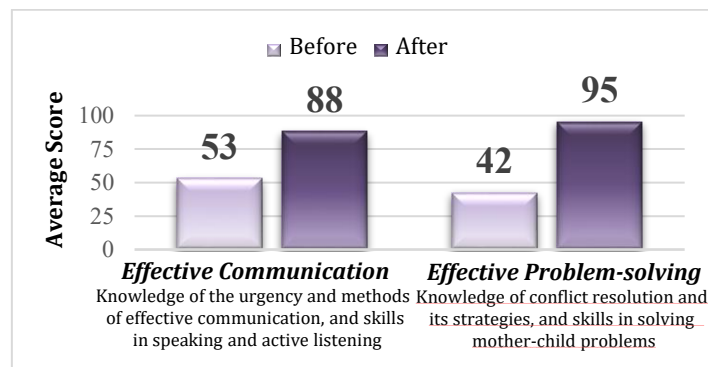


Figure 7. Increase in Effective Parenting Approach Knowledge and Skill

Figure 7 illustrates that inmates demonstrated significant enhancements in their knowledge and skills related to effective communication and problem-solving, with increases of 66% (from 53 to 88) and 126% (from 42 to 95), respectively. The final average score of the test exceeding 80, signifies the achievement of the Minimum Competency Criteria, or “Kriteria Ketuntasan Minimal (KKM)”⁴⁴. Thus, upon the program completion, findings reveal that a substantial percentage of incarcerated mothers gained the requisite knowledge and skills needed to comprehend their children's traits and adeptly navigate mother-child conflicts.

The enhancement of parenting capacity also evidenced after the testimonial interview. In alignment with the test results, incarcerated mothers indicated that the training experiences facilitated enhancements in both the quantity and quality of their communication with their children, notwithstanding the existing limitations. Their approach was adapted in accordance with the varying ages and characteristics of their children. Participant 17 reported, “Initially, I could only make brief phone calls. Now, I possess the confidence to engage in more frequent communication, thereby enhancing the relationship with my child. I am able to pose more nuanced inquiries, thereby rendering them more expansive”. All activities that contribute to Result 3 are shown in Figure 8.

The Reduction in Parenting Stress Levels

Upon finishing the comprehensive series of training sessions, each addressing various facets of self-development, the program effectiveness as a coping mechanism was evaluated with 16 questions of PSS devised by Berry and Jones⁴⁵. Figure 9 demonstrates that following enhancements in self-esteem, parental self-efficacy, and parenting capacity, the number of participants encountering low parenting stress escalated from 4 to 13, signifying a 225% increase. This threefold increase signifies that 13 incarcerated

⁴⁴ Edi Nurbiyanto, “Implementasi Problem Based Learning untuk Meningkatkan Hasil Belajar Siswa Kelas XI Jurusan TKR SMK Negeri 2 Yogyakarta,” *Jurnal Pendidikan Vokasi Otomotif* 2, no. 1 (2019): 115–126.

⁴⁵ James O. Berry and W. H. Jones, “The Parental Stress Scale: Initial Psychometric Evidence,” *Journal of Social and Personal Relationships* 12, no. 3 (1995): 463–472.

mothers successfully developed adaptive stress-management capacities regarding their maternal roles. Moreover, during the testimonials, Participant 13 remarked, “Now, I can regulate my emotions more efficiently. I formerly encountered difficulties in articulating my emotions and often repressed them. I may now express my emotions in Mom’s Diary”. Participant 15 also stated, “The program has facilitated a sense of calm and resilience in confronting the reality of separation from my child”.

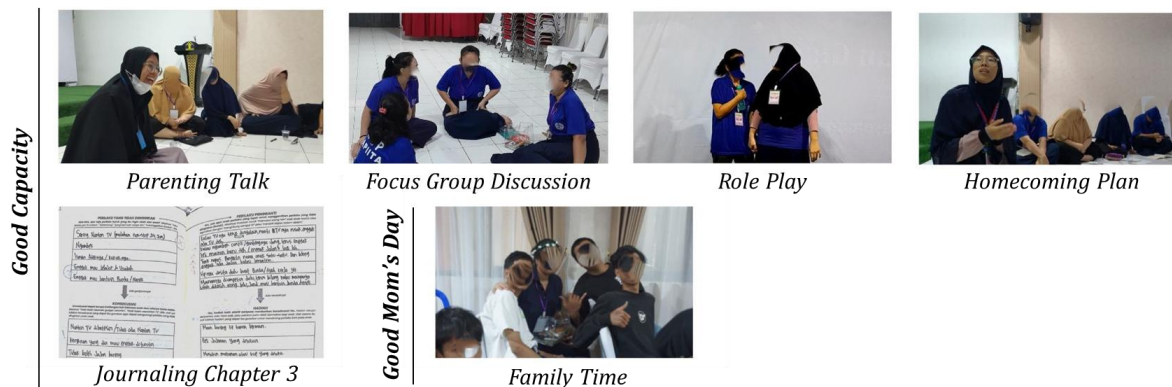


Figure 8. Activities that Enhance the Parenting Capacity of Participants

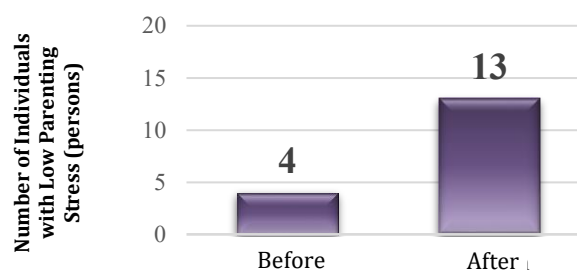


Figure 9. Increase in the Number of Inmates with Low Parenting Stress

Overall findings indicate that measurable enhancements in all designated areas have effectively meeting participants' requirements through empirical psychological models and visible behavioral modifications. This signifies a notable improvement compared to earlier implementations at the Jakarta Class IIA Women's Correctional Facility, which were deficient in standardized measurement tools and a cohesive strategy. Since previous interventions not include a systematic evaluation, I’m a Good Mom approach effectively sets explicit success benchmarks through a thorough methodology.

On the other hand, methodological constraints, including small sample sizes, restrict traditional statistical comparisons between treatment groups. However, the program's validity is supported by multiple converging lines of evidence. Standardized instruments (RSES, BPSES, PSS) consistently aligned with intervention objectives, while field observations confirmed that KPIs were achieved or surpassed. The quantitative findings were further substantiated by participant narratives, including testimonials and journal writings. This method underscores the program's practical relevance as an

effective rehabilitation model, illustrating a significant impact for incarcerated mothers despite the limitations of correctional environments.

Discussion

The Opportunities: Applicable Parenting Program, Prospect, and Sustainability

The I'm a Good Mom program provided a practical coping strategy for addressing parenting stress in correctional facilities by improving three essential aspects of self-development. Additionally, various supplementary products were developed to improve the implementation of the program. Figure 10 demonstrates that the program is supported by three comprehensive tools: (1) the program guidebook, which encompasses the curriculum and guidelines for program implementation; (2) Mom's Diary, a pocketbook created for participants that also acts as a journaling platform for incarcerated mothers; and (3) Mom's Monitoring, a pocketbook designed for facilitators, serving as a practical resource for monitoring participants. During the Journaling Chapter 2 activity, an anthology titled "A Love Letter to My Child from Prison" was produced, featuring the writings of inmate participants. A policy brief addressing the critical need for advancements in parenting development was developed and presented as well.



Figure 10. Program's Products

Furthermore, Figure 11 illustrates a notable difference between I'm a Good Mom and previous parenting training programs in correctional facilities: the implementation of Good Mom's Day: Actualization. The agenda aimed to facilitate emotional reunions between incarcerated mothers and their children, featuring activities such as the Mother's Love Performance and Family Time. The program elicited significant emotional responses, with numerous mothers and children visibly moved to tears. In alignment with Lestari's findings, it is proposed that crying may aid in self-recovery during stressful periods⁴⁶. The knowledge that their children were prospering then alleviated the worries

⁴⁶ Rini Lestari, "Studi: Menangis Dapat Mengurangi Stres," *Medcom.id*, accessed November 20, 2023, <https://www.medcom.id/rona/kesehatan/nN9wwjEk-studi-menjabarkan-kalau-menangis-mengurangi-stres>.

of inmates during their incarceration⁴⁷. A decrease in parenting stress is associated with an increase in parental sensitivity towards children⁴⁸.



The touching atmosphere
of Good Mom's Day

A Mother's Love
Performance Activity

Family Time
Activity

Figure 11. Program's Uniqueness through the Good Mom's Day Subprogram

In the long term, this effort may result in reduced recidivism rates, particularly concerning the re-incarceration of women, by highlighting the significance of parenting. This supported by Participant (7) that stated, *"Upon joining the program, I developed a greater openness and awareness of my mistakes, which will lead me to exercise more caution in the future, particularly for the benefit of my child"*. The I'm a Good Mom program also achieved a satisfaction rate of 87.64%, indicating its relevance, enjoyment, and effectiveness in addressing participant challenges.

The program's sustainability has been established through strategic partnerships and supportive structures. A ToT framework was developed, including standardized supporting materials and a policy brief that presents evidence-based recommendations for parenting programs in correctional settings. The establishment of Good Mom's Inventory functions as a specialized resource hub, with facility staff trained to sustain program facilitation. The program implemented the Quadruple Helix framework to establish a strong empowerment ecosystem for female inmates, emphasizing multi-sectoral collaboration through four essential partnerships⁴⁹.

First, an academic collaboration with Faculty of Human Ecology, IPB University facilitates continuous professional development for facilitators via ongoing ToT programs. Secondly, collaboration with LAZISMU (Muhammadiyah's Zakat Institution) targets educational vulnerabilities among the children of inmates. This intervention is crucial, as research indicates that many incarcerated mothers face role inadequacy due to their children's lack of supervision. Third, the Abhipraya Insan Cendekia Foundation (YAICI) implements LAZISMU's support by establishing the Good Family LAPIITA

⁴⁷ Christopher Wildeman, Alyssa Goldman, and Kristin Turney, "Parental Incarceration and Child Health in the United States," *Epidemiologic Reviews* 40 (2018): 146–156, <https://doi.org/10.1093/epirev/mxx013>.

⁴⁸ Kaitlin P. Ward and Shawna J. Lee, "Mothers' and Fathers' Parenting Stress, Responsiveness, and Child Wellbeing among Low-Income Families," *Children and Youth Services Review* 116 (2020): 1–9, <https://doi.org/10.1016/j.chilyouth.2020.105218>.

⁴⁹ Hanny Hudani and Wawan Dhewanto, "Quadruple Helix Mapping Collaboration for Fashion Small Medium Enterprise Development in Bandung," *Journal of Business & Management* 4, no. 3 (2015): 394–406.

Community, thereby creating an external support network for the families of inmates. Subsequently, after formal acknowledgment by Jakarta's Regional Office of the Ministry of Law and Human Rights, the program has been classified as a flagship initiative and a non-technological innovation, with intentions for nationwide expansion via the *YouTube* of Directorate General of Corrections by the Head of Jakarta Women's Correctional Facility. These interconnected components establish a sustainable model that effectively addresses institutional capacity building alongside the complex psychosocial needs of incarcerated mothers and their families.

The Threats: Limitations and Challenges

I'm a Good Mom faced several contextual challenges during implementation, despite robust institutional support from the program partner. The initial sessions required sensitive facilitation due to participants' emotional vulnerability, necessitating trauma-informed approaches to prevent the reactivation of psychological wounds. The operational challenges also highlighted the need for adaptive program designs that can balance structured interventions with the rigid realities of correctional systems. During implementation, as the program had not yet been established as a mandatory rehabilitation activity, participant attendance varied significantly due to conflicting obligations, such as remission processes or other institutional routines. This necessitated the I'm a Good Mom team to conduct supplementary sessions for those who missed earlier meetings.

Field observations indicated that the program's effectiveness was contingent upon two essential facilitating conditions: the provision of sufficient physical infrastructure, including designated program spaces, and robust collaborative relationships with facility staff, such as medical personnel and inmate guardians. This dependence indicates that replicating programs in other facilities may face significant challenges without similar institutional support, especially considering the differences in physical resources throughout Indonesia's correctional system and possible variations in staff engagement that could greatly affect program fidelity.

Therefore, three essential considerations arise for future scaling initiatives. To begin with, facility-specific adaptations are necessary to address differing schedules and resource limitations. Secondly, a systematic focus on facilitator competency via standardized ToT programs is essential to guarantee consistent and empathetic delivery across various locations. Third, long-term sustainability requires the establishment of institutional mechanisms, such as the proposed "Prison Parenting School" model, to implement this parenting program as a national-scale program. Efforts should be supported by policies that formally incorporate the program into national correctional rehabilitation frameworks.

Finally, the program's impact transcends incarceration durations and relies on the

provision of ongoing post-release support. Creating community-based support networks for formerly incarcerated mothers, along with focused psychosocial mentoring for their children, responds to significant findings in the field regarding the severe economic hardship faced by many inmates' children, who frequently assume the role of primary breadwinners during their mothers' incarceration. This group of children is notably vulnerable and does not fall within the 15 state-protected child categories outlined in Government Regulation (PP RI) Number 78 of 2021 regarding Special Child Protection, even though they meet the criteria for neglected children⁵⁰. Thus, integrating social services at the policy level is crucial for maintaining educational continuity for at-risk youth and may help break intergenerational cycles of trauma and involvement with the criminal justice system.

Conclusion

The initiative of I'm a Good Mom program has effectively fulfilled its goals by delivering parenting development programs that address the needs of correctional facilities. The program effectively enhanced self-esteem, parental self-efficacy, and parenting capacity among incarcerated mothers, resulting in increased confidence in their maternal roles, improved effective parenting skills, and a recorded 225% decrease in parenting stress levels. The program further developed the competencies of facility staff as facilitators in effectively guiding inmates during the implementation of ToT and in the provision of supportive materials. Therefore, the partner institutions have reached a consensus regarding the sustainability of the program. Moreover, the establishment of a quadruple helix collaboration involving correctional facilities, academic institutions, civil society organizations, and government agencies illustrates that the I'm a Good Mom program offers a replicable framework for nationwide implementation.

To achieve optimal scaling, it is advisable to formally adopt the program via a Directorate General of Corrections regulation, thereby integrating it into standard rehabilitation services. Additionally, the development of national implementation guidelines is necessary to address facilitator certification standards and resource-adapted modules. Expanding cross-sector support is essential for long-term success, particularly for child protection initiatives and corporate partnerships that address the educational needs of inmates' children. This approach, which integrates facility-based intervention with policy-level institutionalization and community support mechanisms, provides a sustainable method for enhancing correctional rehabilitation for incarcerated mothers within Indonesia's penal system.

⁵⁰ Government of Indonesia, *Government Regulation No. 78 of 2021 on Special Protection for Children*, State Gazette of the Republic of Indonesia of 2021, No. 183 (Jakarta: State Secretariat, 2021).

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