



Communication Barriers Of Community Counselors (PK) To Child Clients: A Study At The Class I Correctional Center Office In Bengkulu

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Abstract. This study aims to explore the communication barriers experienced by Community Counselors (PK) in their interactions with child clients at the Class I Correctional Center Office in Bengkulu. Employing a qualitative descriptive approach, data were collected through interviews, observation, and documentation involving six informants (three key informants and three supporting informants). The study adopts Fajar's (2009) theory, which categorizes communication barriers into four types: sender-related, encoding and symbols, media, and receiver-related obstacles. The findings reveal that sender-related barriers are still prevalent, particularly influenced by the psychological and emotional conditions of the child clients. Despite efforts to simplify messages, one counselor reported difficulties due to the complex backgrounds of some children. However, encoding and symbolic barriers were not found, as all counselors used simple and clear language, supported by concrete examples to ensure comprehension. Media-related barriers were also minimal since all communication was conducted face-to-face without reliance on electronic media. From the client's perspective, most child clients demonstrated an adequate understanding of the messages delivered, citing the clarity of language and a comfortable counseling atmosphere as key factors. Nevertheless, some clients expressed confusion due to the use of unfamiliar terms or fast-paced explanations. This research emphasizes the importance of adaptive communication strategies in child rehabilitation settings and suggests training interventions to enhance the interpersonal communication skills of PK staff when dealing with diverse child client profiles.

Keywords: *Communication Barriers, Community Counselor, Child Client, Correctional Center, Interpersonal Communication*

INTRODUCTION

The correctional system plays a crucial role in the Indonesian justice system, particularly through the function of community guidance services (Pembimbing Masyarakat/PK) administered at Correctional Centers (Balai Masyarakat/BAPAS). These institutions are responsible not only for supervising individuals in conflict with the law but also for assisting in their rehabilitation and reintegration into society (Undang-Undang Nomor 12 Tahun 1995 tentang Masyarakat). A special attention is given to children in conflict with the law—referred to as “child clients”—who require distinct and sensitive approaches in communication and guidance to ensure their recovery and reformation.

The duties of Community Counselors (PK) involve direct communication with clients to provide social guidance, education, legal awareness, and psychological support. However, in practice, effective communication between PK and child clients is often hindered by various factors such as emotional instability, social trauma, and limited language comprehension on the part of the children. According to Chaney and Martin (as cited in Riofita, 2016), communication barriers are defined as all factors that impede the success of a message being received or

interpreted as intended. These can stem from the communicator, the message encoding, the communication medium, or the receiver.

Understanding the dynamics of such communication is especially important in child client cases due to their vulnerability. Research has shown that failure in communication can lead to misunderstandings, emotional withdrawal, and ineffectiveness in rehabilitation programs (Hidayah, 2019). In the context of Balai Pemasyarakatan Kelas I Bengkulu, communication becomes the foundation for the counselor–client relationship, especially when dealing with children who are undergoing probation, conditional release (PB), or temporary leave (CB). As the data from 2024 shows, the highest number of child cases handled involved theft, with 128 cases recorded from January to November (BAPAS Bengkulu, 2024). These statistics indicate not only the prevalence of juvenile delinquency but also the pressing need for effective rehabilitation mechanisms, one of which is communication.

In this regard, the study uses Fajar's (2009) theory on communication barriers, which categorizes four types of obstacles: (1) sender-related barriers, (2) encoding and symbol-related barriers, (3) media-related barriers, and (4) receiver-related barriers. Fajar (2009) argues that effective communication should consider both the clarity of the message and the readiness of the receiver. When children are the recipients, these aspects become even more sensitive due to developmental and psychological factors.

The findings from the preliminary interview with one of the counselors (Rezie) at BAPAS Bengkulu revealed the emotional and psychological complexity of child clients, which often disrupts the flow of communication (Interview, April 2025). These include feelings of guilt, fear, shame, and trauma, which serve as internal barriers that obstruct message interpretation. For instance, a counselor may give moral instruction using analogies or examples, but the child may misinterpret or completely block the message due to emotional shutdown. This aligns with Weaver's theory of interpersonal communication, which emphasizes the need for emotional attunement, feedback, and mutual understanding in effective dialogue (Budyatna & Leila, 2011).

In addition, the study notes that most PKs in BAPAS Bengkulu prefer to use simple and clear language to minimize misunderstanding. However, even with simplified language, communication can still fail when the child client is not emotionally or mentally present. Lasswell's model of communication underlines the importance of the context and the psychological state of both the communicator and the recipient as crucial determinants in message delivery (Mulyana, 2011). This suggests that effective communication is not only about the message itself but also about how and when it is delivered.

The absence of encoding/symbol barriers in this study is a positive indication that the PKs have adapted their methods to the needs of child clients. They avoid using legal jargon or complex language and instead offer relatable analogies. Nonetheless, receiver-related barriers persist due to internal factors within the child clients such as attention span, trauma, or cognitive overload (Fajar, 2009). This highlights the asymmetry in the communication process, where the sender is clear but the receiver is not in the right state to absorb the message.

Furthermore, the use of face-to-face communication in BAPAS Bengkulu eliminates technological barriers, which is a common issue in other settings, especially during the COVID-19 pandemic (Rohman, 2022). In this case, the traditional approach of physical meetings proves to be beneficial for child clients who require emotional support and human presence to feel secure. However, physical presence alone does not ensure understanding, particularly if the child's psychological readiness is not assessed beforehand.

Previous research has confirmed the effectiveness of personalized communication strategies in child rehabilitation. Jalil (2019), in his study at BAPAS Makassar, emphasized the role of PKs not only as supervisors but also as mediators and mentors. He found that trust-based communication leads to better rehabilitation outcomes. Similarly, Hidayah (2019) noted that communication barriers in educational contexts among adolescents led to decreased

academic performance and increased resistance to guidance. These findings reinforce the argument that communication is not just a tool, but a critical component of intervention.

Therefore, the purpose of this study is to explore and identify the communication barriers encountered by Community Counselors (PK) in delivering messages to child clients at BAPAS Bengkulu. This research seeks to contribute both theoretically and practically. Theoretically, it enriches the literature on interpersonal communication in institutional and rehabilitative settings. Practically, it serves as an evaluation tool for correctional institutions to improve training programs for PKs in the domain of child-centered communication.

Moreover, this research is relevant not only to academic circles but also to policymakers and practitioners in the field of correctional rehabilitation. As the government pushes for restorative justice and diversion programs for juvenile offenders, communication emerges as a pillar in the successful execution of these programs (UU No. 11 Tahun 2012 tentang Sistem Peradilan Pidana Anak). Without effective communication, these well-intentioned policies may fail to achieve their intended social impact.

In conclusion, this study underscores the critical role of communication in the rehabilitative efforts of community counselors toward child clients. By identifying specific barriers and their root causes, it is expected that better strategies can be developed to improve counselor–client interactions, foster trust, and ultimately support the successful reintegration of juvenile offenders into society. Through this lens, communication is not merely a process, but a bridge to transformation—one that must be built carefully, compassionately, and consciously.

LITERATURE REVIEW

Interpersonal Communication in Correctional Settings

Interpersonal communication refers to the exchange of messages between individuals and is critical in environments requiring trust, empathy, and behavior change—such as correctional rehabilitation. According to Weaver (in Budyatna & Leila, 2011), interpersonal communication is characterized by feedback, mutual understanding, and emotional influence. In correctional settings, especially those involving juveniles, interpersonal communication is not merely functional but rehabilitative. The way messages are delivered—tone, language, body language—can significantly influence whether a child client perceives the counselor as supportive or threatening.

Lasswell's communication model, often cited in communication studies, emphasizes five components: who (communicator), says what (message), in which channel (medium), to whom (receiver), and with what effect (Mulyana, 2011). This linear model is still relevant in analyzing counselor-client relationships, particularly in identifying where breakdowns may occur—whether from the sender's encoding, the clarity of the message, the medium used, or the psychological state of the child receiving the message.

Fajar's Theory of Communication Barriers

The theoretical framework used in this study is based on Fajar (2009), who categorized communication barriers into four main types: (1) barriers from the sender, (2) encoding and symbolic barriers, (3) media barriers, and (4) receiver barriers. Sender-related issues often arise from unclear or emotionally charged messages. Encoding barriers occur when language or symbols used by the sender are ambiguous or too technical. Media barriers refer to interference caused by the medium of delivery (e.g., poor internet in virtual communication), while receiver barriers are associated with the cognitive or emotional state of the recipient.

Fajar's model is particularly relevant in the correctional context, where the counselor (PK) acts as the sender and the child client is the receiver. Given the complex emotional and psychological backgrounds of juvenile clients, the risk of barriers in all four components is high.

Fajar (2009) emphasizes that effective communication must be tailored not only to the message but also to the recipient's readiness and capacity to receive it.

Communication with Child Clients

Communicating with children, particularly those in conflict with the law, requires an understanding of developmental psychology. Children aged 12–18 are at a transitional stage, often struggling with authority, identity, and trauma (UNICEF, 2022). According to Piaget's theory of cognitive development, children in this age range are entering the formal operational stage, where abstract thinking begins to emerge but emotional regulation remains fragile. This makes clear, direct, and empathetic communication vital (Santrock, 2016).

In Indonesia, child clients in BAPAS are often undergoing conditional release programs (CB or PB) and may come from backgrounds involving neglect, poverty, or abuse. Communication with them must therefore not only be informational but also therapeutic. As Hidayah (2019) found in a study on communication in religious-based schools, children respond more positively to guidance when the communication is dialogical and emotionally safe.

Previous Studies on Communication Barriers in Social Institutions

Several studies have explored communication barriers in both educational and correctional settings. Jalil (2019) examined the role of PK in BAPAS Makassar and found that counselors often act as mediators and mentors rather than mere supervisors. The study highlighted the importance of clear, empathetic communication in building trust with child clients.

Hidayah (2019) investigated communication barriers in an educational context and found that failure to adjust language and provide emotional safety led to misunderstandings and reduced student performance. Although the setting was different, the implication is transferable: any communication process involving young people requires adjustments in language, empathy, and patience.

Meanwhile, Rohman (2022) analyzed organizational communication during the COVID-19 pandemic in PT Tunggal Mitra Menggala 2, identifying technical media barriers, misinterpretation of symbols, and emotional distractions. Although the context was corporate, similar patterns—especially around media and encoding—can be found in institutionalized environments like BAPAS, particularly when communication happens in formal or intimidating settings.

Balai Pemasyarakatan and the Role of PK

Balai Pemasyarakatan (BAPAS) is a specialized institution under the Indonesian Ministry of Law and Human Rights that facilitates community-based correctional programs. According to the Correctional Law (UU No. 12/1995 and revised UU No. 22/2022), BAPAS is tasked with mentoring, supervising, and guiding both adult and juvenile clients outside the prison system.

Community Counselors (PK) are civil servants trained to assist clients in legal, psychological, and social aspects. Their role involves not only ensuring the client complies with judicial rulings but also helping them reintegrate into society. This dual role makes communication a cornerstone of their function (Direktorat Jenderal Pemasyarakatan, 2022). Without effective interpersonal communication, the guidance provided risks being misunderstood, ignored, or even triggering further resistance from clients.

METHODS

This research employed a qualitative descriptive approach aimed at exploring the communication barriers between Community Counselors (Pembimbing Kemasyarakatan/PK) and child clients at the Class I Correctional Center Office in Bengkulu. The qualitative method was chosen to capture the depth and complexity of interpersonal communication processes that

cannot be quantified through statistical analysis (Moleong, 2010). The descriptive nature of the research allowed the researcher to portray the phenomenon as it occurs in its natural context, focusing on how communication flows between PKs and their clients, what obstacles emerge, and how these are navigated in practice.

The informants were selected using a purposive sampling technique, which is commonly used in qualitative research to deliberately select individuals who have experience and insights relevant to the research topic (Sugiyono, 2012). The participants included six individuals—three key informants (PKs directly involved in child counseling) and three supporting informants (child clients who have undergone the counseling process). The key informants were selected based on their professional roles, years of experience, and frequency of interaction with child clients. The supporting informants were selected based on specific criteria, including age (between 12 and 18 years), participation in conditional release or probation programs, and their willingness and ability to communicate openly.

To obtain rich and accurate data, the researcher utilized three data collection techniques: interviews, observation, and documentation. The semi-structured interviews were conducted face-to-face and focused on how PKs deliver messages, what barriers they encounter, and how child clients respond to the communication. The interviews were audio-recorded with permission and later transcribed for analysis. Observations were conducted during counseling sessions and within the general environment of the BAPAS office to capture nonverbal cues, spatial dynamics, and communication flow. Documentation, including counseling schedules, client records, and institutional reports, was used to triangulate and validate interview data.

The data analysis process followed the interactive model proposed by Miles and Huberman (1994), which includes data reduction, data display, and conclusion drawing. During data reduction, the researcher organized and condensed the raw data into themes related to the four communication barrier components outlined by Fajar (2009): sender barriers, encoding and symbol barriers, media barriers, and receiver barriers. The data display involved the systematic presentation of information in matrices and narrative form to allow patterns and relationships to emerge. Finally, conclusions were drawn through interpretation of the data while constantly comparing with existing literature and theories to enhance the validity and credibility of the findings.

To ensure the trustworthiness of the data, the researcher applied several strategies: credibility was maintained through triangulation of data sources (interviews, observation, documents), prolonged engagement in the field, and peer debriefing. Transferability was supported by providing thick descriptions of the context and informants. Dependability and confirmability were strengthened by maintaining an audit trail and reflective notes throughout the research process.

In conclusion, the chosen method and design provided a suitable framework for uncovering the intricate communication dynamics between PKs and child clients. By focusing on real-life experiences and narratives, this study offers valuable insights into the challenges and opportunities faced by counselors in delivering effective and empathetic communication within a correctional setting.

RESULTS

This study aimed to explore the communication barriers experienced by Community Counselors (PK) in delivering messages to child clients at the Class I Correctional Center (BAPAS) in Bengkulu. The analysis was guided by the framework of Fajar (2009), which identifies four main components of communication barriers: (1) barriers from the sender, (2) encoding and symbolic barriers, (3) media-related barriers, and (4) barriers from the receiver. Through interviews with three PKs and three child clients, as well as observations and

documentation, the researcher discovered both structural and psychological dimensions to these barriers.

Barriers from the Sender

The first type of barrier emerged from the sender of the message—the Community Counselor. Counselor Deram reported that although he prepared messages with care, the emotional state of the child often disrupted the clarity of the message he intended to convey. He noted that the presence or absence of parental involvement also played a significant role in the child’s receptiveness. This aligns with Fajar’s (2009) theory that the sender’s emotions and assumptions can interfere with the communication process.

Interestingly, Counselor Pepiliya and Counselor Wagimin did not face similar issues. They emphasized the importance of using simple, straightforward language and real-life examples. Pepiliya shared that she explained ethical behavior using familiar analogies like not picking fruit from someone else’s tree. This strategy helped bridge the cognitive gap between adult legal concepts and the lived experience of the child. Their respective clients confirmed the effectiveness of this approach, reporting that they understood the messages clearly and appreciated the way they were delivered.

Encoding and Symbolic Barriers

The second category of barriers—those related to encoding and symbolic meaning—were not prominently observed in this study. All three PKs stated they deliberately avoided legal jargon, slang, or complex metaphors. Instead, they used concrete, everyday language that the children could easily understand. For example, PKs often used direct phrases such as “don’t steal sandals” instead of discussing abstract concepts like “property rights.” This strategy proved effective in simplifying complex moral and legal expectations.

Furthermore, the counselors emphasized environmental context as part of effective encoding. Counselor Pepiliya often chose private, comfortable spaces for counseling sessions to ensure the child felt safe, relaxed, and open to receiving the message. In the words of Counselor Deram, “If the child looks confused, I repeat or explain with examples.” This approach demonstrates awareness of both linguistic clarity and emotional intelligence in encoding.

Client responses supported these findings. Pranata, a client of Counselor Deram, acknowledged that while he sometimes felt confused, the use of repetition and examples helped him understand better. Tupu and Dimas, clients of the other two counselors, reported no confusion at all and felt the messages were delivered clearly and respectfully.

Media Barriers

Unlike in many institutional or educational settings, where communication relies heavily on technology, BAPAS Bengkulu conducted all counseling sessions face-to-face. This eliminated typical media barriers such as poor audio quality, delayed responses, or technological distractions. According to Counselor Wagimin, in-person interaction allowed him to read body language, adjust tone, and provide immediate feedback, which is crucial when dealing with emotionally sensitive subjects.

The use of physical presence also added a human element often missing from digital communication. Counselors could offer comfort, establish eye contact, and use gestures to enhance verbal messages. These non-verbal cues played a critical role in reinforcing trust and understanding—particularly important in rehabilitative settings involving minors.

Barriers from the Receiver

The final and most prominent barrier identified in the study was related to the receiver—the child client. Even when counselors employed appropriate language and emotional support, some children struggled to fully understand or accept the messages being conveyed. Pranata, for example, expressed hesitancy to ask questions or express confusion during sessions, fearing he might be judged or labeled as inattentive. His silence, therefore, became a barrier in itself—preventing feedback and mutual understanding.

Fajar (2009) notes that receiver barriers often involve emotional readiness, focus, and the ability to interpret symbols. In this study, emotional trauma, low confidence, and prior negative experiences with authority figures appeared to contribute to these barriers. Conversely, clients like Tupu and Dimas reflected positively on their counseling experiences. They felt respected, supported, and safe—factors which facilitated open dialogue and increased comprehension.

It is important to note that these differing experiences among child clients suggest that the counselor's communication technique must be adapted to each individual's emotional and cognitive state. A one-size-fits-all approach is insufficient when working with a population that has experienced social marginalization or trauma.

Synthesis and Patterns

The cumulative findings of this study suggest that communication between PKs and child clients at BAPAS Bengkulu is relatively effective when certain strategies are in place—namely, the use of simple language, real-world examples, a supportive environment, and consistent non-verbal communication. However, the greatest challenge remains on the receiving end. While PKs have adapted their methods, children's emotional readiness remains a critical variable in determining communication success.

Furthermore, it was found that PKs who established a rapport and emotional connection early in the counseling process experienced fewer communication breakdowns. This underscores the relational nature of communication in rehabilitative settings. Communication in such contexts is not purely transactional—it is deeply tied to empathy, trust-building, and perceived psychological safety.

Implications

These findings have important implications for both policy and practice. First, training for Community Counselors should include modules on trauma-informed communication and child psychology. Second, institutional support must be provided to create private and comfortable spaces for counseling. Third, it is essential to develop feedback mechanisms that allow child clients to express confusion or emotional discomfort without fear of judgment.

Lastly, since this study focused on a single institution, future research is needed to compare findings across different correctional centers in Indonesia. Longitudinal studies may also be useful in assessing how communication strategies evolve over time and their impact on the rehabilitation process.

DISCUSSION

The results of this study reveal complex and layered dynamics in the communication process between Community Counselors (PK) and child clients at the Class I Correctional Center (BAPAS) in Bengkulu. Guided by Fajar's (2009) theoretical framework on communication barriers, the discussion explores how interpersonal factors, emotional readiness, and institutional context influence the effectiveness of message delivery and reception in a rehabilitative environment. One of the key findings in this study is the relatively minimal presence of barriers from the sender and in the encoding process. Counselors were observed and reported to be consistently using simple, direct language, avoiding technical legal

jargon, and providing relatable examples. This indicates a conscious effort by PKs to tailor their messages according to the developmental and cognitive capacity of the child clients, aligning with the principles of effective communication outlined by Fajar (2009) and supported by Lasswell's model (Mulyana, 2011). However, while the structural clarity of communication was ensured, emotional and psychological factors on the receiver's end posed notable challenges.

Child clients who had experienced trauma or who lacked confidence, such as informant Pranata, often found themselves unable to fully grasp or engage with the messages delivered. This highlights the core issue: communication barriers from the receiver are not a matter of comprehension alone, but are deeply intertwined with emotional readiness, trust, and perceived psychological safety. Clients who felt insecure, anxious, or ashamed were reluctant to ask questions or express confusion, resulting in passive communication breakdowns. This aligns with research by Hidayah (2019), who found that emotionally vulnerable individuals often mask their confusion with silence or agreement to avoid perceived judgment. On the other hand, clients such as Tupu and Dimas reflected positive interactions, underscoring how comfort, respect, and environmental calmness significantly enhance message reception.

The absence of symbolic and media-related barriers in this context is worth noting. Since all counseling was conducted face-to-face, common technological issues such as signal delays, tone misinterpretation, or digital distractions did not arise. Nonverbal cues like tone of voice, facial expression, and body language played a substantial role in reinforcing meaning and building rapport, thus supporting the argument by Fajar (2009) that the medium of communication must suit the emotional and physical context of the receiver. Counselors who were attentive to these details—such as choosing private, quiet rooms for sessions—succeeded in creating a space where clients could feel safe and heard. These practices reflect the relational nature of effective communication, especially in correctional and rehabilitative settings.

Another critical point from this study is the need to personalize communication strategies. While all PKs applied general principles of clarity and empathy, the varied responses among clients showed that one-size-fits-all communication is inadequate. Counselors need to assess not only the linguistic ability of their clients but also their psychological state and past experiences with authority figures. This supports the concept of trauma-informed communication, which is widely recommended in juvenile justice and child protection fields (UNICEF, 2022). In cases where children have experienced prior neglect, abuse, or systemic discrimination, counselors must demonstrate patience, consistency, and non-judgmental listening to slowly rebuild trust and engagement.

From an institutional perspective, the findings suggest a positive baseline of communication practice among the PKs at BAPAS Bengkulu. However, improvements can still be made. While most PKs demonstrated awareness of communication strategies, formal training in trauma-informed care, adolescent psychology, and advanced listening techniques could further enhance their efficacy. Institutions should also invest in structural support, such as soundproof counseling rooms, flexible time allocations for sessions, and mechanisms for client feedback. These measures can help ensure that communication is not only effective but also sustainable and equitable.

Theoretically, this study affirms the relevance of Fajar's (2009) communication barrier framework but also suggests the need to evolve it further. While the model's four components—sender, encoding, media, and receiver—remain accurate, the study reveals how these components are not isolated. They are deeply interconnected and influenced by emotional context. For instance, even when the sender is clear and the message is simple, the receiver's unresolved trauma may render the communication ineffective. Therefore, future models should consider feedback loops and emotional context as core elements in communication analysis.

In conclusion, this study demonstrates that effective communication in rehabilitative correctional settings involves more than just linguistic clarity. It requires emotional sensitivity, personalized strategies, and a safe environment. While the PKs in this study have laid a strong foundation, ongoing development in emotional intelligence and trauma-informed practices is essential to overcome the nuanced barriers that still hinder full mutual understanding. Communication in such contexts is not a linear transfer of knowledge—it is a co-created process that depends on empathy, trust, and psychological connection.

CONCLUSION

This study has demonstrated that communication between Community Counselors (PK) and child clients within the Class I Correctional Center (BAPAS) in Bengkulu is a complex interplay of message clarity, emotional readiness, and interpersonal dynamics. While most counselors have successfully minimized technical and linguistic barriers by using simple, direct language and culturally relevant examples, emotional and psychological factors from the clients' side continue to pose substantial challenges. The findings suggest that the most persistent barrier lies not in the structure of communication but in the reception—particularly when child clients are emotionally vulnerable, reluctant to speak, or burdened by trauma.

The research also highlights the positive impact of face-to-face interaction, which eliminates media-related issues and enhances communication through nonverbal cues such as tone, posture, and eye contact. Furthermore, the study confirms that when PKs approach counseling with empathy, patience, and adaptability, clients are more likely to engage meaningfully and absorb the intended messages. These outcomes reinforce the need to treat communication not as a one-way transfer of information, but as a relational, context-sensitive process—especially in correctional settings involving minors.

In essence, successful communication in this context depends not only on what is said, but on how it is said, when it is said, and to whom it is said. The emotional atmosphere, the counselor's sensitivity, and the client's psychological safety must all be aligned. The research contributes to both theoretical discourse and practical reform, urging institutions to embed trauma-informed communication practices in counselor training and organizational procedures. Only by addressing both structural and emotional barriers can we ensure that the rehabilitative goals of juvenile correctional programs are met effectively.

LIMITATION

Despite providing valuable insights, this study is not without limitations. First, the scope was restricted to a single institution—BAPAS Class I Bengkulu—which may not fully represent the diversity of practices and challenges in other correctional centers across Indonesia. The cultural, administrative, and operational differences in other regions may result in different communication patterns and barriers.

Second, the sample size was limited to six informants (three counselors and three clients), which, although sufficient for in-depth qualitative analysis, limits the generalizability of the findings. Larger studies involving more counselors and a wider variety of child clients—across gender, age, and offense type—would provide a broader understanding of communication dynamics in this context.

Third, the research relied primarily on interviews and direct observation, without incorporating longitudinal follow-up to evaluate the long-term effects of communication on client rehabilitation outcomes. Future studies could benefit from integrating psychological assessments or tracking behavioral changes over time to better understand how communication impacts reintegration success.

Finally, due to ethical considerations, the study did not include audio or video recordings of sessions, which may have offered more detailed insights into nonverbal cues, emotional tone,

and communication rhythms. Thus, while the findings are valid and grounded, they remain interpretative in nature and should be expanded upon in further research.

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