



Andragogy-Based Psychosocial Intervention and *Funiculi Funicula* Bibliotherapy to Strengthen the Meaning of Life Among Incarcerated Mothers at Class IIB Women's Prison Manado

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Abstract

Background: Incarcerated mothers in Indonesia face severe psychological challenges, including loss of maternal identity, depression, and disrupted mother-child relationships during imprisonment. With 13,976 female inmates nationally and significant mental health needs, targeted psychosocial interventions are critically needed; however, they remain underrepresented in correctional rehabilitation programs.

Objective: The Strengthening Life Meaning of Parenting for Incarcerated Mothers Program at the Class IIB Women's Correctional Facility in Manado aims to enhance the psychological well-being of incarcerated mothers through the application of andragogy principles and the *Funiculi Funicula* novel series as a stress-coping mechanism.

Methods: Activities were carried out using a group-based psychosocial development approach, including counseling, diary writing, creativity training, outbound experiential activities, and art exhibitions. The *Funiculi Funicula* novel series served as a medium for reflection and motivation, helping participants accept their past experiences and build renewed hope.

Results: This program was evaluated using the Satisfaction With Life Scale (SWLS), showing an increase in mean "meaning in life" scores from 15.2 (slightly dissatisfied category) to 28.1 (satisfied category). As a result, participants experienced significant improvements in mental well-being, self-confidence, strengthening of the maternal role, and readiness for social reintegration.

Conclusion: This model is expected to become a relevant correctional intervention for incarcerated mothers and may be applicable to other women's correctional facilities.

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INTRODUCTION

The increase in the number of female prisoners in Indonesia has become an increasingly complex social issue, particularly when associated with the psychological condition of mothers who must undergo detention separated from their children. Based on World Prison Brief (2025) data, there are 13,976 female inmates in all Indonesian correctional institutions, with an 8% increase in the female inmate population from 2018-2025, mainly related to narcotics violations and domestic violence cases. This condition highlights the urgency of rehabilitation programs that focus on the specific needs of women as mothers.

Incarcerated mothers often face loss of custody of their children following judicial decisions, while strict visitation policies and complex bureaucracy hinder children's access to

emotional support as well as basic education and health services. Empirical studies show that the majority of female inmates have 1–3 children (about 63–65%), and their main psychological burden is anxiety over children left behind during their sentences (Aulia & Astriska, 2022). This separation creates a dual psychological crisis: for children, it may result in attachment disorders, increased anxiety, depressive symptoms, and difficulties in socio-emotional development (Li et al., 2024; Milozzi, 2025).

An study Development (2021) noted a strong link between loss of emotional contact with parents, especially mothers, and a significant decline in academic achievement as well as an increase in behavioral problems among adolescents. For incarcerated mothers, separation due to prison regulations and feelings of shame contributes to a reduced sense of life meaning, depression, and loss of existential purpose (Vanhooren et al., 2017). A study by Mengesha (2023) reports that the proportion of female inmates experiencing depression ranges from 14% to more than 50% across different countries. This psychological distress directly affects maternal identity, an essential component of women's psychological well-being, as mothers may feel disconnected from their primary role, leading to depression, feelings of emptiness, and even suicidal ideation (Baker, 2021; Hadaro & Tena, 2025).

The Class IIB Manado Women's Prison serves as a special correctional facility in the North Sulawesi region. According to official administrative records obtained during field observations conducted in 2024, the facility currently accommodates 103 female inmates. This figure was verified through direct consultation with prison management and internal documentation, ensuring accuracy in establishing the research context. Nearly all inmates are mothers, but only 23 inmates who are separated from their children were identified through purposive sampling and were committed to participating in the psychosocial coaching program. This condition encouraged the Open University (UT) Manado team to design an innovative Community Service (PkM) program oriented toward restoring the meaning of life.

One of the methods applied is the principle of andragogy, which emphasizes the needs, experiences, and autonomy of adult learners (Lewis & Bryan, 2021; Stavyska et al., 2022). This approach is combined with the use of Toshikazu Kawaguchi's *Funiculi Funicula* novel series as a medium for psychological reflection and bibliotherapy. The novelty of this intervention lies in the integration of three complementary elements: (1) the application of andragogy principles as an adult learning framework specifically adapted to the prison context; (2) the utilization of *Funiculi Funicula* narratives as a bibliotherapy tool, a novel application in Indonesian correctional settings, where the characters' journeys of self-forgiveness and meaning reconstruction closely mirror the psychological needs of incarcerated mothers; and (3) the incorporation of reflective practices (such as diary writing and semiotic analysis through visual expression) to deepen the internalization of therapeutic insights. The novel portrays characters who struggle to come to terms with the past, learn to forgive themselves, and cultivate new hope, a narrative highly relevant to the psychological condition of incarcerated mothers. This integrated approach distinguishes it from conventional psychosocial programs that typically rely on standard counseling or therapy without the synergistic use of literary narratives and collaborative adult learning methodologies.

Based on these issues, this article aims to: (1) describe a psychosocial intervention model based on the principles of andragogy and the *Funiculi Funicula* novel; (2) measure improvements in the meaning of life among incarcerated mothers using the Satisfaction With Life Scale (SWLS) instrument; and (3) discuss the implications of the findings for the development of intervention models in other women's correctional institutions.

Literature Review

The Meaning of Life and Psychological Well-Being of Female Prisoners

The meaning of life is a psychological construct that refers to an individual's perception of the purpose, value, and significance of his or her existence (Martela & Steger, 2016; Wang & Ma, 2021). According to Viktor Frankl's theory of logotherapy, the search for meaning in life is the primary motivation of humans, and the absence of meaning (existential vacuum) can lead to depression, aggression, and self-destructive behavior. In the context of female prisoners, separation from children and family is a major source of loss of meaning in life that needs to be

addressed systematically.

The study by Baker (2021) confirms that maternal identity is a central aspect of women's mental health. When women are incarcerated and separated from their children, their identities are threatened, often leading to emotional and behavioral disturbances. On the other hand, programs that successfully strengthen the role of motherhood have been shown to increase psychological resilience and reduce the risk of recidivism.

Principles of Andragogy as an Adult Learning Approach

The principles of andragogy were first introduced in 1833 by Alexander Kapp (1833) and later comprehensively developed by Malcolm Knowles in the 20th century as the art and science of helping adults learn. These principles emphasize that adult learning is fundamentally different from children's learning because adults (1) need to know, (2) have an independent self-concept, (3) bring rich life experiences as a learning resource, (4) have a readiness to learn, (5) are problem-centered and oriented toward relevance and direct application, and (6) are internally motivated.

In the context of prisoner rehabilitation, the andragogical approach positions the life experiences of incarcerated mothers as the primary learning capital. The facilitator acts as a companion who encourages participants to reflect on their life histories, identify personal strengths and limitations, and formulate strategies to face daily challenges without stigma or external judgment.

***Funiculi Funicula* Novel Series as a Biblical Therapy Media**

The novel *Funiculi Funicula* is a work by Toshikazu Kawaguchi, first published in 2015 under the original title *Kohi ga Samenai Uchi ni* (Before the Coffee Gets Cold). The novel centers on an old café in Tokyo that allows its visitors to travel back in time to the past or future, on the condition that they return before the coffee gets cold. Semiotic analysis suggests that the novel contains strong symbols related to three important phases of life: letting go of the past, living in the present, and preparing for the future.

Bibliotherapy, the use of reading materials as a psychological intervention, has been shown to be effective across a wide range of clinical populations (Glavin & Montgomery, 2017; Gualano et al., 2017). Reading and discussing fictional stories helps individuals identify emotions, reflect on their own experiences, and develop new perspectives through characters and narrative structures. Characters in the novel such as Fumiko, Kotake, Hirai, and Kei reflect human struggles to make peace with the past, an experience that resonates strongly with the psychological conditions of incarcerated mothers.

Satisfaction With Life Scale (SWLS) as a Measurement Instrument

The Satisfaction with Life Scale (SWLS) was developed by Diener (1985) as an instrument for measuring the cognitive component of subjective well-being. The SWLS consists of five items rated on a 7-point Likert scale, with total scores ranging from 5 to 35. Score interpretation is as follows: 31–35 (very satisfied), 26–30 (satisfied), 21–25 (moderately satisfied), 15–20 (slightly dissatisfied), 10–14 (dissatisfied), and 5–9 (very dissatisfied). The SWLS has been validated across cultures, including Asian populations, and has been proven to be valid and reliable for measuring life satisfaction in various groups, including vulnerable populations.

METHOD

Location and Activity Partners

The PkM activity was carried out at the Manado Class IIB Women's Prison, a correctional institution located in Tomohon City, North Sulawesi, 19 kilometers (travel time ±44 minutes) from the UT Manado office. This prison specifically fostered female inmates, with the majority coming from middle to lower economic-class households. According to official data obtained from the prison's administrative records during field observations conducted in 2024, the facility accommodated 103 female inmates. Among these, 23 inmates who were separated from their children and met the inclusion criteria were enrolled as active program participants. However, only 10 of these 23 participants were selected for the pre-test and post-test SWLS measurement

using purposive sampling based on strict inclusion criteria.

Program Design

The program was designed with three main phases that reflected the psychological journey from self-acceptance to readiness for social reintegration:

(1) *"I Will Be A Good Mom"* — a phase of deepening character and psychological awareness. The mothers were guided to explore their deepest feelings, recognize their trauma, and strengthen motivation in their maternal role amid limitations. Mentoring was conducted using an andragogical approach that positioned life experience as the main learning capital, integrated with the values in the novel *Funiculi Funicula*.

(2) *"I'm Ready To Be A Good Mom"* — a phase of life-meaning skills development. Creative activities such as writing letters to children, storytelling, and drawing/painting were used as expressive media to reinforce positive values, self-confidence, and resilience.

(3) *"I'm A Good Mom"* — a phase of appreciation and reinforcement of achievements. Exhibitions of artwork, letters, and personal reflections were conducted, complemented by experiential outbound learning activities to foster togetherness and mentally prepare participants for social reintegration.

Intervention Methods and Data Collection

The program integrated six intervention methods: (1) Focus Group Discussion (FGD) as program socialization; (2) Mother's Diary as a reflection and monitoring tool; (3) Life Story Workshop using reflection card-based group counseling; (4) Creativity assistance through drawing and painting; (5) experiential learning-based outbound activities; and (6) exhibition of works as a celebration of achievements.

Participant Selection and Sample Specification:

While all 23 incarcerated mothers who met the basic inclusion criteria participated in the six intervention activities (FGD, diary, life story workshop, creativity sessions, outbound activities, and exhibition), only 10 participants were selected for the quantitative pre-test and post-test evaluation using the SWLS instrument. This distinction between the total program participants ($n = 23$) and the SWLS measurement participants ($n = 10$) was necessary to clarify the research design and sampling procedure. All 23 participants engaged in the complete six-intervention program and provided qualitative data through diaries, group counseling reflections, artwork analysis, and observation records. 10 participants (purposive sample) underwent rigorous pre-test and post-test SWLS measurement as the primary quantitative evaluation metric.

Inclusion criteria for SWLS measurement ($n=10$): 1) Status as an inmate mother with a minimum detention period of six months (ensuring stability and familiarity with prison environment). 2) Willingness to complete all program activities without interruption. 3) Cognitive and emotional capacity to respond accurately to SWLS items (assessed through initial counseling sessions). 4) Openness to self-disclosure during pre-test and post-test assessments. 5) Commitment to participate in all six intervention activities from May to July 2025.

Exclusion criteria: 1) Inmates with acute psychiatric symptoms requiring immediate psychiatric intervention. 2) Inmates scheduled for early release during the program period. 3) Inmates with language comprehension difficulties that would affect SWLS validity. 4) Inmates with documented resistance to psychological assessment

The rationale for this two-tiered sampling approach was methodologically sound: the qualitative participation of 23 mothers provided rich contextual data and maximized the program's therapeutic reach, while the focused SWLS measurement with 10 carefully selected participants ensured data quality, internal validity, and reliable measurement of changes in life satisfaction. This mixed-methods approach balanced the breadth of intervention delivery with the depth of quantitative evaluation.

Data Collection Methods:

1. Quantitative data: Pre-test and post-test SWLS instruments administered to the 10 selected participants on May 1, 2025 (baseline) and July 22, 2025 (endpoint)
2. Qualitative data from all 23 participants: a) Mother's Diary recordings (weekly entries over

- 8 weeks). b) Group counseling session notes with reflection cards. c) Semiotic analysis of participant artwork (n=23 paintings). d) Participatory observation during all intervention activities. e) Follow-up focus group discussions
- 3. Behavioral observation data: Attendance records, engagement levels, and qualitative changes in behavior during program activities

Data Analysis

Quantitative data in the form of SWLS scores were analyzed using mean calculations to compare changes in pre-test and post-test scores. Qualitative data in the form of observation results, counseling notes, and semiotic analysis of paintings were analyzed in an interpretive descriptive manner with the support of consultations with the Chair of the Clinical Psychological Association of North Sulawesi Province.

RESULTS AND DISCUSSION

Results

Improving the Meaning of Life: An Analysis of the SWLS Score

The evaluation of program achievements was carried out using SWLS instruments given at the beginning (pre-test, May 1, 2025) and the end of the program (post-test, July 22, 2025). Table 1 presents a comparison of pre-test and post-test results from 10 selected respondents.

Table 1. Comparison of SWLS Pre-test and Post-test Scores

No.	SWLS Statement	Pre Average	Average Post	Δ
1	My life is almost as I expected it to be	3,1	6,1	+3,0
2	My living conditions are very good	2,9	5,6	+2,7
3	I'm satisfied with my life	2,7	5,5	+2,8
4	I've gotten the important things I want in life	3,0	5,8	+2,8
5	There is almost nothing I want to change if I repeat life	3,6	5,4	+1,8
AVERAGE TOTAL SCORE		15,2	28,1	+12,9
Categories		<i>Somewhat (15-20)</i>	<i>Dissatisfied</i>	<i>Satisfied (26-30)</i>

Source: Primary data processed by the author (2025); Classification of scores based on (Diener et al., 1985)

The measurement results showed a very significant increase in the SWLS score, from an average of 15.2 (somewhat dissatisfied category) to 28.1 (satisfied category), with a difference of 12.9 points. This increase is not only reflected in the statistics, but also supported by the changes in the quality of emotions and behaviors observed during the program. Many participants reported feelings of relief, growth in confidence, and optimism in carrying out the role of mother despite being physically and socially limited.

It should be noted that the 5th item shows a comparatively smaller increase (+1.8 points) than the other items. This indicates that full acceptance of past life choices is the most difficult aspect to change over the intervention timeframe, but still shows significant positive progress.

Reflections on Mother's Diary

The Mother's Diary is designed with two main components: (1) a Daily Table for 8 weeks to record daily activities, and (2) a 'Gratitude Glass and Sorrow Sheet' as a medium for expressing feelings. The participation rate of diary filling is presented in Table 2.

Table 2. Distribution of Participation Rate of Mother's Diary Filling (n=23)

Charge Rate	Quantity (n)	Percentage (%)
Filling up to week 8 (complete)	10	43,48%
Filling up to week 4 (half)	6	26,09%
Filling only the 1st and 2nd weeks	4	17,39%

Not filling at all	3	13,04%
Total	23	100%

Source: Processed by the author (2025)

A total of 43.48% of participants managed to complete the diary in full up to week 8, showing a fairly high level of consistency and engagement. Analysis of the contents of the diary showed the evolution of emotional patterns from week to week: in the first week, the recorded feelings varied between sad, happy, feeling nothing, and happy. In week 4, the feelings that arise are dominated by gratitude, happiness, and joy. In the 8th week, it was found that there was a steadfastness of a positive routine and a more consistent expression of gratitude.

The 'Gratitude Glass and Sorrow Sheet' component was filled by 100% of the participants (23 inmate mothers). The findings showed that most participants experienced quite intense emotional fluctuations, feelings of joy and sadness were present in almost balanced portions. This condition indicates the need for ongoing psychological support so that participants can develop healthier and more stable emotional regulation.

Semiotic Analysis of Prisoner's Mother's Painting

The UT Manado PkM team conducted a discussion on the semiotic analysis of paintings with the Chairman of the North Sulawesi Provincial Clinical Psychological Association, Mrs. Hanna Monareh, M.Psi., Psychologist. This analysis reveals the complexity of the psychological condition of the inmate's mother through visual expression. A summary of the findings is presented in Table 3.

Table 3. Semiotic Analysis of Prisoner's Mother's Painting

Painting Title	Dominant Visual Elements	Psychological Interpretation
I'm missing you, son	Two mountains, a rainbow, the NIRVANA symbol with an 'x' eye, a black road splitting the image	Longing in the child is accompanied by feelings of loss and deep frustration; Ambivalence between hope and sorrow
I Will Die	A figure on a bridge, the inscription 'I WILL DIE!', a calm contrasting natural background	Indications of severe depression, isolation, and loss of hope; Inner burden as a prisoner's mother who is far from family
My Son's Faces	Four smiling faces without a body, no background, uniform expressions	Longing for family warmth; Forced smiles signify alienation and loss of maternal identity
Bloody Tears	Large eyes with red tears, dominant blank space, faint scratches	Inner wounds and emotional suffering are intense; Feelings of loss, regret, and psychological distress due to separation
The Prayer	Woman kneeling praying in the meadow, black bird in the sky, motivational quotes	Simultaneous resignation and expectation; A hard struggle to survive and grow meaning in the midst of a stressful situation

Source: Analysis with Hanna Monareh, M.Psi., Psychologist (North Sulawesi Clinical Psychological Association, 2025)

The overall semiotic findings confirm the complexity of incarcerated mothers' psychological conditions, involving a spectrum of emotions ranging from longing and depression to hope. Most concerning was the painting titled "I Will Die," which explicitly expressed suicidal ideation—this finding was consistent with group counseling data indicating that 7 out of 23 participants had attempted suicide, and 100% of participants reported engaging in self-harm. These findings confirm that mental health-based coaching programs and meaning-in-life interventions are not merely complementary but constitute a critical need for this population.

Discussion

The Dynamics of Group Counseling: A Life Story Workshop

Group counseling sessions were conducted intensively in a single three-hour session, involving five small groups (3–4 incarcerated mothers each) and facilitated by professional counselors. The method used was a reflection card-based counseling approach consisting of 30 in-depth questions addressing mother–child relationships, the meaning of life, and self-identity.

The observation results indicated a significant change in participants' openness. Many first-time participants recounted past traumas, longing for their children, and hopes for the future during the sessions. The final discussion with the counselors yielded several key findings: (1) almost all incarcerated mothers carried deep emotional burdens from the past and experienced difficulty in letting go of painful experiences; (2) all participants expressed strong longing for their children, although 14 mothers chose to conceal their incarceration status from them; (3) 9 mothers admitted that they had not fully accepted the fact that they were incarcerated; (4) 7 mothers had attempted suicide; (5) 100% of participants reported engaging in self-harm as an emotional release.

These findings underscore the importance of a meaning-centered approach to life and continuous psychosocial support. Programs integrating bibliotherapy (*Funiculi Funicula*), group counseling, and an andragogy approach have been shown to create safe spaces for participants to express and process their emotions, which is an essential prerequisite for psychological recovery.

The Effectiveness of Outbound as Experiential Learning

The outbound activity involved 23 incarcerated mothers divided into three groups, facilitated by five facilitators from the UT Manado Student Organization (Ormawa). The four interactive games were designed to build confidence, improve cooperation and communication, and foster an understanding that the incarcerated mothers are supported by multiple parties and are not alone in the recovery process.

The observation results indicated that 100% of participants were able to complete the entire series of outbound activities with positive expressions. The atmosphere was carefree and filled with laughter, contrasting sharply with the typically somber prison environment. This condition reflects David Kolb's theory of experiential learning, which posits that effective learning occurs when participants are actively engaged in meaningful, experiential social interactions. The success of this outbound program has made a tangible contribution to improving SWLS scores, particularly in the dimensions of life satisfaction and meaning in life.

Implications of the Model on Coaching Practice

The overall results of the program demonstrated that an integrative approach combining the principles of andragogy, bibliotherapy (*Funiculi Funicula* novel series), group counseling, creative activities, and experiential learning produced significant and measurable psychological impacts. The SWLS score increased by 85%, from a mean of 15.2 (somewhat dissatisfied category) to 28.1 (satisfied category) within approximately three months of intervention. This magnitude of improvement substantially exceeds the minimal clinically important difference typically observed in psychosocial intervention studies targeting incarcerated populations, which commonly report score gains of 20–40% over comparable timeframes (Gualtieri et al., 2020; Mengesha et al., 2023). The result provides strong empirical support for the effectiveness of this model and positions it as a promising evidence-based practice in correctional social welfare programming.

The novelty of this model lies in its three-dimensional holistic architecture, which simultaneously addresses cognitive, emotional, and social dimensions within a single integrated framework—a design not found in existing correctional rehabilitation programs in Indonesia. The cognitive dimension is addressed through reflective diary writing and structured group counseling; the emotional dimension through artistic expression, exhibitions, and bibliotherapy; and the social dimension through outbound experiential learning and cooperative group processes. This tripartite design is consistent with Kolb's (2014) experiential learning cycle, which posits that transformative learning requires the integration of concrete experience, reflective observation, abstract conceptualization, and active experimentation.

The andragogy approach, which positions participants as active agents rather than passive recipients, further amplifies this effect by fostering a sense of psychological ownership over the recovery process, consistent with Knowles's (1980) principle of adult learner autonomy. Baker (2021) similarly affirmed that programs that actively reinforce the maternal role identity of incarcerated women are associated with improved mental resilience and reduced recidivism risk, a finding that aligns with the observed gains in SWLS scores, particularly in items relating to self-satisfaction and perceived meaning in life.

The use of the *Funiculi Funicula* novel series as a bibliotherapy medium represents a methodological innovation that distinguishes this program from conventional prison rehabilitation schemes, which predominantly rely on cognitive-behavioral therapy (CBT) modules or vocational training without narrative-based psychological components. The effectiveness of this approach is grounded in established bibliotherapy theory: reading and collectively discussing fictional narratives facilitates processes of identification, projection, and catharsis that allow participants to safely externalize internal conflicts and reconstruct personal meaning (Gualtieri et al., 2020).

The novel's central themes, reconciliation with the past, full presence in the current moment, and cultivation of future hope, are isomorphic with the logotherapeutic principles articulated by Viktor Frankl, who argued that the search for existential meaning constitutes the primary motivational force in human psychology. For inmate mothers, whose sense of purpose is systematically eroded by separation from their children and social stigma, the novel's narrative offers a culturally resonant framework for meaning reconstruction. This finding supports the growing evidence base for narrative-based psychological interventions in correctional settings Chung (2022) and suggests that bibliotherapy material selection should be guided not only by narrative quality but also by thematic resonance with the lived experiences of the target population. The adaptation of this approach to other women's correctional facilities should therefore prioritize locally relevant literary materials that reflect participants' socio-cultural contexts.

However, findings regarding the prevalence of self-harm (100%) and suicidal ideation (30.4%) among participants represent one of the most critical and sobering dimensions of this study. These rates are alarmingly higher than those reported in general female prison populations, where self-harm prevalence typically ranges from 20–40% and suicidal ideation from 15–30% (Mengesha et al., 2023). The finding that every participant in the sample had engaged in self-harm behavior confirms that inmate mothers, particularly those separated from their children, constitute an exceptionally high-risk group for severe psychiatric distress. This is consistent with Baker's (2021) conceptual model, which identifies maternal identity disruption as a proximal driver of depressive episodes, feelings of existential emptiness, and suicidal ideation in incarcerated women. The semiotic evidence from the painting analysis further corroborates this: the work titled "I Will Die" provides visual confirmation of active suicidal ideation, underscoring that these are not merely statistical abstractions but urgent clinical realities within the program context.

These findings have direct implications for correctional policy and service design. Psychosocial group programs, however effective in improving life satisfaction scores, cannot substitute for individualized clinical mental health care. Correctional facilities housing mothers must therefore integrate: (1) systematic suicide risk screening upon admission and at regular intervals; (2) access to individual psychotherapy and psychiatric services; (3) crisis intervention protocols specifically designed for the prison environment; and (4) structured post-release mental health follow-up (aftercare) to prevent recurrence of psychological crises upon reintegration into society. The present model, which produced an 85% improvement in SWLS scores, can serve as a foundational complementary intervention within such a comprehensive mental health system; however, it must be embedded within, not offered in place of, evidence-based clinical care frameworks.

CONCLUSION

The program for strengthening the meaning of life and parenting among inmate mothers at Class IIB Manado Women's Prison has significantly improved psychological well-being and life

meaning. This is evidenced by an increase in the Satisfaction with Life Scale (SWLS) score from an average of 15.2 (somewhat dissatisfied category) to 28.1 (satisfied category), representing a gain of 12.9 points or approximately 85%. Through the integration of six intervention components—FGDs, reflective diaries, life story workshops, creativity mentoring, outbound activities, and work exhibitions—the program not only strengthens mental resilience and self-confidence among inmate mothers but also enhances psychological bonding with their children, encourages self-acceptance, and develops relevant parenting skills for social reintegration. This integrative approach, combining the principles of andragogy with *Funiculi Funicula* serial bibliotherapy, provides an effective framework for addressing cognitive, emotional, and social dimensions simultaneously, an advantage not typically found in conventional correctional coaching approaches.

Based on the results and discussion, several recommendations are proposed: (1) this integrative coaching model should be replicated in other women's prisons, with bibliotherapy materials adapted to local cultural contexts; (2) structured post-release follow-up programs (aftercare) are needed to ensure the sustainability of psychological gains achieved during incarceration; (3) government and relevant institutions should strengthen mental health services in women's prisons, considering the high prevalence of self-harm and suicidal ideation identified; (4) further research using a pre-post control group design is needed to more rigorously validate the effectiveness of the model; and (5) partnerships among universities, correctional institutions, and professional psychology organizations should be institutionalized as a sustainable collaboration framework.

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AUTHOR CONTRIBUTION STATEMENT

Cynthia Maria Siwi contributed to the conceptualization, program design, data collection, and drafting of the manuscript. Ronald Jolly Pongantung contributed to the implementation of the intervention, facilitation of outbound and group counseling activities, and data analysis. Dian Ratu Ayu Uswatun Khasanah contributed to the literature review, semiotic analysis of participants' paintings, and critical revision of the manuscript. All authors read and approved the final version of the manuscript.

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