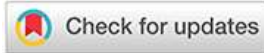


ANALYSIS OF THE IMPLEMENTATION OF THE ASSIMILATION AND EDUCATION FACILITIES PROGRAM IN AN EFFORT TO IMPROVE THE SKILLS OF PRISONERS IN CLASS IIB KAYU AGUNG PRISON



^{1*}Muhammad Donny Damara, ²Wido Cepaka Warih

^{1,2}Program Studi Teknik Pemasyarakatan, Politeknik Ilmu Pemasyarakatan - Indonesia

e-mail:

^{1*}muhammaddonnydamara12@gmail.com (*corresponding author*)

²wido.cepaka@gmail.com

ABSTRACT

This study aims to analyze the implementation of the Sarana Assimilasi dan Edukasi (SAE) Program in an effort to improve the skills of prisoners at Class IIB Kayu Agung Correctional Facility. Using qualitative research methods, this study explores the various obstacles faced in implementing the program, focusing on aspects of policy standards, resources, inter-organizational communication, characteristics of implementing agents, economic, social, and political conditions, and attitudes of policy implementers. The results show that there are significant obstacles such as inadequate facilities, lack of trained human resources, and ineffective communication between implementers and prisoners. In addition, unsupportive economic and social conditions as well as less motivating attitudes of implementers also affect the effectiveness of the program. This research is expected to provide insights for the improvement of policies and practices in the implementation of prisoner development programs.

Keywords: *Assimilation and Education Facilities (SAE) Program; Skills; Prisoners*



©2025 Copyright : Authors

Published by : Program Studi Manajemen, Universitas Nusa Cendana, Kupang – Indonesia

This is an open access article under license :

CC BY (<https://creativecommons.org/licenses/by/4.0/>)

INTRODUCTION

The nature of the conception of punishment in the prison system emphasizes the aspect of deterrence or revenge, therefore it is necessary to develop a new concept related to punishment in Indonesia. The rigid and regimented perspective of prison culture has given way to a more dynamic concept that emphasizes the role of individuals and situational settings. Prison culture is no longer simply used to describe the rules set or instilled by prison facilities; rather, it is increasingly applied as a code of behavior tailored to the demands and interests of inmates in specific settings. In other words, prison culture is no longer viewed as a strict and restrictive set of rules, but rather as one that is more adaptable and open to personal interpretations of circumstances (Runturambi, 2014).

The correctional system is a system that organizes the structure and determines the direction, concepts, and methods that can be given to prisoners who are carried out with integrity between officers, prisoners, and society. The role of the correctional system is an important element in the sequence of legal processes in Indonesia, which has a close relationship regarding the concept of punishment. Corrections is a system related to the context of its relationship (In Context) both in essence and substance, as well as its implementation (In Action). In essence, the correctional background of Pancasila serves as a guideline for the life of the Indonesian people sourced from Pancasila itself where this philosophy animates the concept of correctional in terms of goals, patterns of guidance, and treatment of prisoners. Thus, the correctional is the implementation of Pancasila values in the development of prisoners in Indonesia (Soegondo, 2004).

Law No. 22 of 2022 and related regulations stipulate that correctional institutions (Lapas) are responsible for inmate development programs, which include skills training and personality development. The program is designed to prepare prisoners to be able to re-socialize and contribute positively in society after their sentence. Government Regulations No. 31/1999 and 32/1999 regulate the implementation of fostering independence, including the provision of educational facilities and employment opportunities in prisons. Decrees of the Minister of Law and Human Rights and Decrees of the Director General of Corrections emphasize the importance of assimilation and education facilities, such as skills training and productive work, to improve the capabilities of prisoners. The program aims to facilitate the integration of prisoners into society and ensure they acquire skills that can be used to be economically and socially independent upon returning to society (Dewi & Wibowo, 2023).

The class IIB Kayu Agung prison has quite complete facilities and infrastructure, such as housing, plantation fields, livestock, and other facilities made to support coaching facilities, these facilities are also utilized as educational attractions that are routinely opened to the public every weekend. The assimilation facilities in the agung wood prison itself have become an attraction by the surrounding community, with the SAE program which has a variety of activities that attract people to learn more about these facilities and programs.

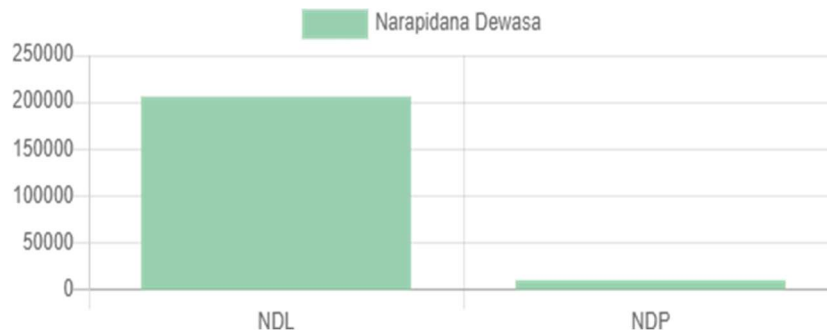


Source: www.rri.co.id, 2024

Figure 1
Class IIB Kayu Agung Correctional Facility Becomes Educational Tourism

Quoted from rri.co.id news published on February 2, 2024, this news contains information about introducing agricultural activities directly, PAUD Dua Permata Bunda Children Visit the plantation, which is part of the Assimilation & Education Facilities program. A total of 40 children from PAUD Dua Permata Bunda were invited to be actively involved in gardening activities, such as planting and caring for plants. Through this real-life experience, they were able to gain a better understanding of the concept of agriculture. The Head of Lapas Kayu Agung, Jepri Ginting, welcomed the enthusiasm of the visiting participants from PAUD Dua Permata Bunda. He emphasized that the activity is an effort by the prison to make a positive contribution to the surrounding community, especially in instilling positive values to the younger generation.

Assimilation and education facilities are one of the important topics that must be researched because assimilation facilities have a very vital and influential role in the process of uniting Indonesian society, which has a variety of cultures. With adequate facilities, the process can run effectively, thus creating a sense of understanding between people and preventing social conflict. In addition, assimilation and education facilities also have an important role in improving the quality of human resources, with good facilities, individuals will be able to develop the right knowledge, skills, and attitudes so that they can adapt actively and productively in nation building. The availability of good assimilation and education facilities can assist the government in disseminating development policies and programs to the community. Therefore, the process of assimilation and education must be optimized, so that it can provide benefits for the development of society and the nation as a whole.



Source: www.sdppublik.ditjenpas.go.id, 2024

Figure 2
Number of Adult Prisoners

Based on the figure above, considering the increasing number of prisoners in Indonesia, assimilation efforts through coaching programs are a crucial aspect that needs to be optimized where the aim is to rebuild the confidence of prisoners so that they can recognize themselves as part of society that has the potential to contribute to national development and provide skills that can improve the hard and soft skills of prisoners. With a large number of prisoners, strengthening the program by means of this kind of educational assimilation is important to prepare prisoners for reintegration into society productively after serving their sentence.

From this problem, researchers have an interest in conducting research by raising the title "Analysis of the Implementation of the Sae Program in Efforts to Improve Prisoners' Skills at Class IIB Correctional Institution in Kayu Agung".

LITERATURE REVIEW

Policy Implementation Theory

The implementation of public policy is a process that takes place sequentially, starting from the policy formulation stage, policy implementation by implementers, to the achievement of the results/performance of the policy. The success of policy implementation is highly dependent on the smoothness and success of each stage. If one of the stages fails, for example, unclear policy formulation or poor implementor performance, then the overall policy implementation will also fail to achieve its goals.

According to Laswel and Kaplan (in Maulana, 2019), describe that public policy is a program or steps designed and implemented by the government to achieve certain desired goals. Public policies usually have certain ideals and ideal values to be realized. Then to realize these ideals and values, public policy is formulated in the form of more directed and operational action programs, which contain various specific objectives to be achieved, as well as behavioral steps or actions that are predicted to be able to lead to the achievement of program objectives.

Designed through the preparation of clear operational goals and targets, public policy is a government program that contains certain ideals and values, and directs government actions to realize the desired ideals (in Kasmad, 2019). In this policy implementation theory there are 6 dimensions that make up the interaction between policy and performance, components that can affect the successful implementation of a policy include:

- Policy Standards and Objectives
- Policy Resources
- Interorganizational Communication and Enforcement Activities

- d. The Characteristic of the Implementing Agencies
- e. Economic, Social, And Political Conditions
- f. The Disposition of Implementors.

Prabawati et al., (2020) identified several challenges, such as the lack of motivation of inmates, difficulties in finding third-party collaborators, and ineffective supervision. To overcome these challenges, researchers suggested increasing inmate motivation, collaboration with foundations, and improving supervision and security standards during the assimilation program.

Furthermore, research by Hanif and Subroto (2022) discusses the effect of prisoner assimilation on the level of community unrest. This research shows that the assimilation program based on the principles of humanity and justice aims to reduce the risk of spreading COVID-19 in prisons. However, community acceptance of this program is not entirely positive, as concerns about the quality of the coaching provided and the difficult economic conditions of prisoners can trigger them to re-offend.

Finally, Afifah's research (2022) examines the implementation of the Assimilation and Education Facilities (SAE) Program to improve the skills of prisoners at the Probolinggo Class IIB Correctional Institution. This program aims to develop the skills of prisoners so that they can support life after leaving the correctional institution. Through this program, prisoners are trained in various fields of skills, such as carpentry and computer skills, which are expected to benefit them after serving their sentences and returning to society.

METHOD

This research method uses a qualitative approach aimed at understanding phenomena in depth and contextually. This study emphasizes understanding the perceptions, meanings, and social contexts surrounding the experiences of individuals or groups. A descriptive qualitative design was chosen to explore the deep meanings of complex experiences, with data collection methods including interviews with eight informants, observations, and direct documentation at the Kayu Agung Class IIB Correctional Institution. Data collection techniques include semi-structured interviews and observations, which allow the researcher to directly observe the situations and conditions that occur.

The data sources in this research consist of primary and secondary data. Primary data were obtained from relevant officials, staff, third parties, and inmates who participated in the activities, providing original and relevant information. Meanwhile, secondary data come from documents and reports that support the analysis and interpretation of primary data. The use of recorders and notebooks in interviews ensures data accuracy, while observations provide detailed insights into the behavior of inmates and the physical environment of the institution, enriching the researchers' understanding of the phenomenon being studied.

RESULTS AND DISCUSSION

Implementation of the SAE Program Implementation in Improving Prisoners' Skills in Class IIB Correctional Facility Kayu Agung

The Sarana Assimilasi dan Edukasi (SAE) program at Class IIB Kayu Agung Correctional Facility demonstrates the importance of clarity of policy standards and objectives in effective policy implementation, as described by Van Meter and Van Horn's theory. The program is not only successful in providing skills to prisoners, but also facilitates their rehabilitation and social reintegration. The success of the program is demonstrated

through recognition from the local government and tangible skill attainment by the prisoners, which further contributes to positive changes in the correctional system that focuses more on empowerment and stigma reduction. Thus, it is clear that measurable standards and effective communication between policy implementers are essential to achieve the desired policy objectives.

The availability of adequate facilities, such as classrooms, training equipment, and learning materials, greatly influences the success of the program. Adequate facilities not only support prisoners in developing skills for reintegration into society, but also facilitate officers in running the program effectively. When these facilities are lacking, the quality of learning can suffer, which in turn can reduce prisoners' motivation to participate. Effective resource management, including planning, maintenance, and distribution of facilities, is key to ensuring that SAE programs can be implemented smoothly and deliver optimal results.

In addition, aspects of information availability and division of authority in the SAE program at Class IIB Kayu Agung prison emphasize the importance of clear communication and structured task management to support effective program implementation. Complete and accurate information ensures that all parties, both officers and prisoners, understand the objectives and procedures of the program, which is important for building motivation and active participation. On the other hand, a clear division of tasks assists officers in carrying out their responsibilities without overlapping, which supports coordination and efficiency of program implementation. Overall, good management of information and authority can improve the effectiveness of SAE programs and contribute to the achievement of inmates' rehabilitation goals.

The characteristics of implementing agents are crucial factors in the successful implementation of the assimilation and education (SAE) program at Class IIB Kayu Agung Correctional Facility. Van Meter and Van Horn's theory emphasizes the importance of implementing staff competence in carrying out policies effectively. Competent implementing staff must not only understand program objectives, but also have the necessary communication and technical skills. A clear bureaucratic structure and organizational norms and culture that support cooperation, transparency and accountability are essential. At Class IIB Kayu Agung prison, the success of the SAE program largely depends on the staff's ability to adapt to change and their positive attitude towards the program's objectives.

The commitment of leaders and staff is also a key aspect of implementing agent characteristics that influence program implementation. Leaders must have a clear vision and be able to communicate it effectively to staff, while implementing staff must demonstrate high dedication and adequate skills and knowledge. Good coordination between leaders, staff, and external parties is essential to ensure that the SAE program can run cohesively and effectively. Periodic evaluation of the organizational structure and staff competencies is necessary to ensure that the program can adapt to changes and emerging challenges.

The economic, social and political environment also affects support for the SAE program. Good community support, such as through educational visits and social acceptance of ex-prisoners, can increase the success of the program. The educational tour program at Class IIB Kayu Agung prison has shown how economic, social and political support can build an environment conducive to rehabilitation. Active community participation and transparency in the program also contribute to increased public support and program success. Continued evaluation and development of the program can increase its effectiveness and achieve optimal rehabilitation goals.

The tendencies of implementers in the assimilation and education facilities program at Class IIB Kayu Agung Correctional Facility show that the attitudes and perceptions of implementers - including prison leaders, officers and prisoners - strongly influence the effectiveness of the program implementation. Prison leaders who have positive attitudes towards the program are likely to provide greater support, resource allocation and innovation, while negative attitudes can hinder the success of the program. Prison officers who understand the benefits of the program will be more proactive and creative, while those who lack support may minimally implement the program. Prisoners' participation is also crucial; they will be more active if they feel the program is relevant and useful. In addition, positive interactions between leaders, officers, and inmates create a supportive environment, whereas attitudinal mismatches can be a barrier. Continuous evaluation and communication are needed to adjust and improve positive attitudes towards the program, so that its success can be maintained and improved.

The implementation of the Assimilation and Education Facilities (SAE) Program at the Class IIB Kayu Agung Correctional Facility reflects the importance of clear policy standards and objectives, as outlined in the theory of policy implementation by Van Meter and Van Horn. Clear standards minimize different interpretations among program implementers, which in this case are prison officers and prisoners. With specific objectives, the SAE program can be translated into more measurable and operational activities, allowing prisoners to acquire skills that can assist them in the rehabilitation and social reintegration process. This clarity of standards also facilitates monitoring and evaluation of performance, so that each stage of implementation can be adjusted to the needs and challenges that arise in the field.

Adequate resources are a key element in the successful implementation of public policies, including in the SAE program at Class IIB Correctional Facility Kayu Agung. In accordance with Van Meter and Van Horn's theory, resources include budget, facilities, and competent labor. At Kayu Agung Prison, the availability of classrooms, training equipment, and learning materials plays an important role in supporting prisoners to develop their skills. In addition, human resources, namely well-trained and dedicated prison officers, are also crucial. When all these resources are available and well-managed, program implementation can run smoothly, which in turn increases prisoners' motivation and participation in the program.

Inter-organizational communication and implementing activities in the SAE program at Class IIB Kayu Agung Correctional Facility show how important effective coordination is between the various parties involved. According to Van Meter and Van Horn's theory, good communication between policy implementing agents is one of the factors that determine the success of policy implementation. At Lapas Kayu Agung, clear and transparent communication between officers, prisoners, and external parties, such as the local government, ensures that all parties understand the objectives and procedures of the program. This not only improves implementation efficiency, but also helps in overcoming obstacles that may arise during the implementation process.

The characteristics of the implementing agents, particularly staff competence and commitment, play a central role in the success of the SAE program at Class IIB Kayu Agung Correctional Facility. Van Meter and Van Horn emphasize that implementing agents must have sufficient capacity to implement policies. At Lapas Kayu Agung, staff who are competent and have a good understanding of the program's objectives show high adaptability to change as well as dedication in carrying out their tasks. A supportive bureaucratic structure, with norms that emphasize cooperation, transparency and

accountability, also ensures that each stage of program implementation runs well and in accordance with predetermined standards.

A supportive economic, social and political environment is also an important factor in the success of the SAE program at Class IIB Kayu Agung Correctional Facility. Van Meter and Van Horn point out that external conditions such as economic and social support greatly influence policy implementation. In the context of Kayu Agung Prison, support from the surrounding community and local government through the educational tourism visit program has helped create an environment conducive to the rehabilitation of prisoners. In addition, the social acceptance of former prisoners after they complete the program is also an indicator of the success of the SAE program in preparing prisoners for reintegration into society.

The tendencies of the SAE program implementers, including the attitudes of prison leaders, officers, and prisoners, greatly affect the effectiveness of the program implementation. According to Van Meter and Van Horn, the goodwill of implementers is an important prerequisite for the success of public policy. At Lapas Kayu Agung, leaders who have a positive attitude towards the SAE program tend to be more proactive in providing the necessary resources and innovations. Officers who understand the benefits of the program are also more motivated to perform their duties well, while the active participation of prisoners shows that they see the value and relevance of the program for their future. Continuous evaluation and communication is needed to ensure that these positive attitudes can be maintained and improved, so that the SAE program can continue to provide maximum benefits for all parties involved.

Obstacles in the Implementation of the SAE Program in Improving Prisoners' Skills at Class IIB Correctional Institution Kayu Agung

The Sarana Assimilasi dan Edukasi (SAE) program at Class IIB Kayu Agung prison faces serious challenges in its implementation. First, there are significant constraints related to policy standards and objectives, which affect the effectiveness of the program. Inadequate facilities and limited resources, both in terms of equipment and human support, mean that the program cannot optimally meet its objectives. These limitations result in low quality training and difficulties in preparing prisoners for reintegration into society. In addition, a lack of clarity in policy standards and ineffective communication are also inhibiting factors that reduce the success of the program.

The shortage of human resources, especially trained officers, exacerbates this problem. The limited number of officers negatively impacts the interactions necessary for effective learning, as well as causing inequities in program access for prisoners. It also has the potential to cause stress and burnout in officers, which further reduces the quality of guidance and training. To address these issues, it is important to increase the number of officers, provide continuous training, and improve communication between all parties involved. This comprehensive approach is expected to increase the effectiveness of the SAE program and provide greater benefits to prisoners, as well as better prepare them for reintegration into society.

The analysis of inter-organizational communication and implementing activities in the Sarana Asimilasi dan Edukasi (SAE) program at Class IIB Kayu Agung Correctional Facility also shows that effective policy implementation is highly dependent on the quality of communication and implementing activities. Poor communication can hinder program implementation by resulting in misunderstandings and a lack of coordination between officers and prisoners. Inadequate feedback evaluation from officers to prisoners exacerbates this situation, as without regular and constructive feedback,

prisoners may not obtain the necessary guidance to optimize the outcomes of the program. To improve the effectiveness of program implementation, there needs to be a more systematic communication strategy and continuous training for staff, as well as the development of better evaluation mechanisms.

On the other hand, the characteristics of implementing agents, such as limited competent human resources and constraining bureaucratic structures, also contribute to the challenges in implementing the SAE program. Limited technical expertise and a rigid bureaucracy can reduce program effectiveness by inhibiting inmate participation and disrupting the management of activities. To address these issues, more intensive training, changes in organizational culture that support innovation, and cooperation with external parties are needed. These efforts are expected to improve the capacity and quality of the program, enabling the Class IIB Kayu Agung Correctional Facility to achieve its coaching and rehabilitation goals more effectively, as well as providing greater benefits to prisoners and society.

The Sarana Asimilasi dan Edukasi (SAE) program in Class IIB Kayu Agung prison also faces several challenges that can affect its success, especially in terms of marketing cultivation products and community support. Based on Van Meter and Van Horn's policy implementation theory, the economic, social and political conditions around the Class IIB Kayu Agung prison play an important role in hindering the effectiveness of the program. Limited access to markets and lack of marketing infrastructure, as well as the lack of community interest in cultivation products, reflect the impact of unfavorable economic conditions. In addition, the lack of community support, including acts of theft and lack of awareness about the benefits of the SAE program, exacerbates the situation. Therefore, better marketing strategies and community education, as well as policy support from the government, are urgently needed to overcome these barriers and improve the success of the program.

Another problem is the attitude of policy implementers in prisons, which affects inmate participation and cooperation with third parties. The lack of motivation of officers in attracting prisoners' interest and the lack of understanding of the importance of skill certification worsen the program's results. According to Van Meter and Van Horn's theory, the attitude of policy implementers determines the success of program implementation. To improve the effectiveness of the SAE program, officers need to obtain additional training that focuses on communication and motivation skills. In addition, collaborating with external institutions to provide certificates of expertise to prisoners can have a long-term positive impact on them. With a more proactive and collaborative approach, Class IIB Kayu Agung Correctional Facility can rectify these issues and achieve better coaching outcomes.

Law No. 22 of 2022 and related regulations stipulate that correctional institutions (Lapas) are responsible for inmate development programs, which include skills training and personality development. The program is designed to prepare prisoners to be able to re-socialize and contribute positively in society after their sentence. Government Regulations No. 31/1999 and 32/1999 regulate the implementation of fostering independence, including the provision of educational facilities and employment opportunities in prisons. The Decree of the Minister of Law and Human Rights and the Decree of the Director General of Corrections emphasize the importance of assimilation and education facilities, such as skills training and productive work, to improve the capabilities of prisoners. The program aims to facilitate the integration of prisoners into society and ensure they acquire skills that can be used to be economically and socially independent upon return to society.

The Assimilation and Education Facilities (SAE) program at Class IIB Kayu Agung Correctional Facility faces various significant obstacles in its implementation, especially related to policy standards and objectives. The theory of policy implementation put forward by Van Meter and Van Horn emphasizes the importance of clear policy standards and objectives for successful implementation. However, in the case of the SAE Program, poorly defined standards and less specific objectives caused confusion among implementers and prisoners. For example, the lack of clarity regarding program performance indicators makes it difficult for implementers to measure program achievements and effectiveness. As a result, prisoners do not receive optimal training, potentially reducing the effectiveness of the program in preparing them for reintegration into society. This research shows that clarifying policy standards and objectives is crucial to improving the effectiveness of SAE Program implementation.

Limited resources, both in terms of facilities and manpower, are also a major obstacle in the implementation of the SAE Program. Van Meter and Van Horn mentioned that adequate resources, including budget, facilities, and manpower, are important factors in policy implementation. In the case of the SAE Program, limited training facilities and a shortage of trained personnel hindered the effective learning process. For example, cramped training rooms and inadequate equipment limit the number of inmates that can be trained at once, and reduce the quality of training. These limitations suggest that the provision of sufficient and quality resources is necessary to support effective policy implementation. Therefore, additional facilities and improved training for officers are necessary to address these issues.

Communication issues between organizations and implementing activities also affect the effectiveness of the SAE Program. Van Meter and Van Horn's theory emphasizes the importance of good communication between implementing agencies to ensure coordination and synergy in policy implementation. In the implementation of the SAE Program, poor communication between prison officers and prisoners leads to misunderstandings and lack of coordination. The lack of regular feedback from officers to prisoners means they do not get adequate guidance to maximize the outcomes of the program. This indicates the need for a systematic communication strategy and ongoing training for staff to improve program effectiveness. The development of better evaluation mechanisms and improvements in communication could improve this situation.

Implementing agent characteristics, such as limited expertise and rigid bureaucratic structures, also played a role in hindering the implementation of the SAE Program. Van Meter and Van Horn note that competent and adequately capacitated implementing agents are critical to successful policy implementation. In the context of the SAE Program, poorly trained prison officers and a rigid bureaucracy hinder prisoner participation and management of activities. Lack of technical expertise among officers and inflexible management make it difficult to run the program effectively. To address these issues, intensive training for officers and a change in organizational culture that supports innovation are necessary. These efforts will improve the capacity and quality of program implementation.

Economic, social, and political conditions also play a role in influencing the implementation of the SAE Program. Van Meter and Van Horn's policy implementation theory underlines the importance of conducive economic, social and political conditions for successful policy implementation. In this case, limited access to markets and lack of community support hindered the marketing of aquaculture products and community participation in the program. Limited marketing infrastructure and lack of awareness about the benefits of the SAE program indicate that unfavorable economic and social

conditions can exacerbate barriers to program implementation. Better marketing strategies and community education, as well as policy support from the government, are needed to overcome these barriers.

Finally, the attitude of policy implementers in prisons has a significant effect on prisoners' participation in the SAE Program. Van Meter and Van Horn state that positive policy implementer attitudes and high motivation determine the success of policy implementation. In the SAE Program, officers' lack of motivation and understanding of the importance of skill certification worsens the program's outcomes. Implementers' less supportive attitudes and lack of understanding of the benefits of the program hindered the implementation and achievement of program objectives. Therefore, additional training that focuses on communication and motivation skills as well as cooperation with external agencies for certification can have a long-term positive impact. A more proactive and collaborative approach is needed to correct these issues and improve coaching outcomes

CONCLUSION AND SUGGESTION

Based on the data presented in this study, it can be concluded that the Sarana Assimilasi dan Edukasi (SAE) program at Class IIB Kayu Agung Correctional Facility has succeeded in improving the skills of prisoners in accordance with the expected rehabilitation goals. This success is reflected in the ability of prisoners to develop valuable skills upon release, which supports social reintegration and reduces stigma towards ex-prisoners. In addition, recognition from the community through educational visits shows that the program has succeeded in changing the public perception of correctional institutions as effective places for rehabilitation.

However, despite its noble goals, the implementation of the SAE Program faces various obstacles, especially the lack of adequate facilities and resources, which hinder the optimal achievement of the program's objectives. Limited training equipment and lack of support from trained personnel result in low quality training, which reduces the effectiveness of the program in preparing prisoners for reintegration into society. Therefore, improvements in communication strategies, improvement of human resources, and provision of adequate facilities are needed to support more effective program implementation.

REFERENCES

- Afifah, N. (2023). Implementation of the Assimilation and Education Facilities (Sae) Program to Improve the Skills of Prisoners at the Class IIB Probolinggo Correctional Institution.
- Agus, S., I. K. (2023). Qualitative Research: Qualitative Research Methods (Vol. 5, Issue January). Publisher CV. Aksara Global Akademia.
- Budiman, Y., Pohan, F. R., & Siswanto, A. (2022). Development of Prisoners at the Klas Iib Merauke Correctional Institution. *Jakd*, 1(1), 21-30.
- Dea, N., & Pritania. (2017). The Effect of Knowledge Management and Skills and Attitude on Employee Performance at Pt. Bank Rakyat Indonesia (Skk Bri) Samarinda City. *Journal of Management Research Skrispsi Faculty of Economics and Business* 2017, 2, 1-21.
- Dewi, T. A., & Wibowo, P. (2023). Effective Work Skills Development Strategies in Restoring the Lives of Prisoners of Class Ii B Bondowoso Correctional Institution. *Jurma: Journal of Management Research*, 1(4), 57-77.
- Feny R. F. (2022). Qualitative Research Methodology. In *Qualitative Research*

- Methodology. In PT. Global Executive Technology (Ed.), Rake Sarasin (March Issue). Peberbit PT. Global Executive Technology.
- Hamzah, I. (2022). Prison Psychology: Application of Psychology in the Correctional Process; Issue January 2021). Publisher CV. Ainun Media.
- Hardani, N. H. A, Helmina, ., Roushandy, A. F., Jumari, U., Evi, F. U, Dhika, J. S, R. R. I. (2022). Qualitative & Quantitative Research Methods Book. In D. O. C. P. Ilmu & E. H. Abadi (Eds.), LP2M UST Jogja (Issue March). Publisher of Science Library.
- Hendra, H., Angreni, T., Hanitha, V., Oktari, Y., Yanti, L. D., & Novianti, R. (2023). Empowering the Skills of Prisoners in an Effort to Increase Self-Efficacy in Tangerang Class Iia Youth Prison. Near: Journal of Community Service, 3(1), 54-58.
- Ilm, M. I., Kiswara, G. J., & Mustika, S. (2022). Nusantara: Journal of Social Science ○ taxation. Nusantara: Journal of Social Sciences, 9(4), 1483-1490.
- Kapoh, W., Liando, D. M., & Waleleng, G. J. (2016). Quality of State Civil Apparatus Resources in Administrative Services. Journal of Social Science and Development Resource Management, 3(20). Scientific work.
- Kasmad, R. (2016). Public Policy Implementation Study. In Namaha (September Issue). Kedai Aksara Publisher.
- Maulana, N. 201. (2019). Public Policy How to Easily Understand Public Policy. Publisher CV. Aa. Rizky.
- Mesiono. (2017). Educators in Program Evaluation Review. Science of Education and Education, 4(2), 1-22.
- Onsu, F., Indra, O. (2019). Analysis of the Implementation of the Main Duties and Functions of the Sub- District Head in Improving Public Services in West Kawangkoan District, Minahasa Regency. Executive Journal, 3(3), 1-8.
- Pahleviannur , M. R. (2022). Qualitative Research Methodology. In Rake Sarasin (March Issue). Publisher CV. Pradina Pustaka Group.
- Panyarikan, K. S. (1983). Dr. Sahardjo SH. Publishing Directorate of History and Traditional Values.
- Prabawati, S., Danil, E., & Zurneti, A. (2020). Implementation Of Assimilation Program In The Form Of Social Work Against Corruption Prisoners: Case Study In The Jurisdiction Of State Detention Center In Padang Class Iib. International Journal Of Multicultural And Multireligious Understanding, 7(5), 245-258.
- Runturambi, J. S. (2014). Prison Culture: A Semi-Autonomous Social Arena in Correctional Institution "X." Anthropology Indonesia, 34(1).
- Sugiyono.(2019). Quantitative, Qualitative, and R&D Research Methods (2nd Ed). In Qualitative Data (April Issue). Alfabeta Publisher.
- Sugondo, M. C. A., Romli, A., C.M, Marianti., Harsono, A., Komaruddin, N, Lily, H. (2004). History of Corrections (From Imprisonment to Corrections). Publisher of the Directorate General of Corrections.
- Suryadi, S., Turmudi, I., & Afifah, I. N. (2022). Developing the Skills of Prisoners Through Program Management of Facilities for Assimilation and Education (Sae). Coution: Journal Of Counseling And Education, 3(1), 10.
- Widodo, S., & Hadi, E. D. (2019). Analysis of Work Ability as a Value of Education and Training (Study at the Office of the Regional Personnel Agency of Bengkulu Province). Managament Insight: Scientific Journal of Management, 12(1), 79-97.
- Wulandari, S. (2012). The Effectiveness of the Prisoner Development System in Correctional Institutions towards the Purpose of Punishment. Law and Community Dynamics, 9(2), 131-142. Yoraeni, A. (2019). Research Methods Module. In Research Methods (Vol.5, Issue July). UII Communication Publisher.