

THE EFFECTIVENESS OF THE ORIENTATION ADMISSION PROGRAM WITH THE ASSIGNMENT OF OFFICERS IN CLASS I CIPINANG DETENTION CENTER



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ABSTRACT

This article discusses the effectiveness of the implementation of the orientation admission program at Cipinang Class I Detention Center with the appointment of officers based on the Decree of the Head of the Detention Center. This program is designed to help new detainees adapt to the detention environment and understand their rights, obligations, and applicable rules. The research method used is descriptive qualitative with data collection techniques in the form of interviews, observations, and document analysis. The results showed that although the program has run according to standards, there are several obstacles, such as the large number of new detainees, limited facilities, and program implementation outside working hours. The assignment of officers through the Head of the Detention Center Decree has clarified the duties and responsibilities, but it is necessary to increase the number of officers and facilities to support the effectiveness of the program.

Keywords: Admission Orientation; Effectiveness; AO Officer; Detainee Services; Cipinang Detention Center



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INTRODUCTION

The correctional system in Indonesia has undergone significant changes from a retributive to a rehabilitative and reintegrative approach. During the Dutch colonial period, the prison system focused more on punishment as a form of retribution or deterrent effect for lawbreakers. This approach is reflected in the inhumane prison conditions and the lack of coaching programs for prisoners (Isfannoury, 2020). Over time, the correctional system has shifted towards a more humane direction, focusing on the rehabilitation of prisoners so that they can return to being productive members of society. This thinking was encouraged by criminologists and penologists, such as Dr. Sahardjo, who in his speech at the Lembang Conference introduced the concept of correctional as an effort to protect society as well as social reintegration for prisoners (Ma'ruf, 2023).

This system reform is reflected in the enactment of Law No. 22 of 2022 on Corrections, which strengthens the role of corrections in various stages of the legal process. This law provides a framework for the implementation of development programs ranging from pre-adjudication, adjudication, to post-adjudication stages, which guarantees the fulfillment of the rights of prisoners and detainees, and encourages their rehabilitation and social reintegration (Yulianto, 2021). This correctional system is designed to help prisoners prepare for their return to society through holistic development programs, including an orientation admission program.

The orientation admission program, also known as Mapenaling, is a program required for every new detainee or prisoner as the initial stage of the correctional process at Cipinang Class I Detention Center. This program includes an introduction to the detention environment, socialization of rights and obligations, and rules of discipline that apply during the detention period (Kurniadi, 2020). Based on the literature review, a new detainee orientation program like this is very important in maintaining order and security in the detention center. Walker and Davis (2016) stated that a comprehensive orientation program can reduce the level of disciplinary violations in prison and improve the mental well-being of new prisoners. Foucault's (2018) research also found that a good orientation helps prisoners understand their roles and responsibilities, thereby reducing the potential for security disturbances.

In Class I Cipinang Detention Center, the implementation of the orientation admissions program is regulated by a Decree (SK) of the Head of Detention Center, which establishes an Orientation Admissions Officer (AO) with the responsibility to accompany new detainees during the orientation period. This formal stipulation clarifies the rights, obligations, authorities, and prohibitions of AO officers, which is expected to improve accountability and service quality. Smith and Brown (2019) show that clear regulation in the assignment of duties through decree can increase the accountability of correctional officers and minimize the potential for abuse of authority. With this stipulation, AO officers have strong guidelines to carry out their duties, from conducting assessments, socialization, to providing psychological assistance to new detainees.

However, in its implementation, the program faces a number of obstacles. One of the main challenges is the high number of new prisoners, which often exceeds the capacity of available officers. According to Lackey and Thomas (2020), one of the biggest problems in the correctional system is the lack of adequate human resources to manage the surge in the number of detainees, which often impacts the quality of services. A similar situation was found in Cipinang Detention Center, where limited facilities such as space for program implementation and a limited number of AO officers often led to

orientation programs being conducted outside of working hours. This has a negative impact on service quality and the welfare of both officers and detainees.

This study aims to look at the effectiveness of the implementation of the orientation admission program at Cipinang Class I Detention Center with the appointment of AO officers through the Karutan Decree, as well as to identify obstacles faced in the implementation of this program. This study also aims to assess how the formal designation of officers through SK can affect the quality of service and the fulfillment of the rights of new detainees during the orientation period.

LITERATURE REVIEW

The Goal Setting Theory, introduced by Edwin A. Locke in 1968, emphasizes the importance of establishing clear, challenging, and measurable goals to enhance motivation and performance. According to Steers (1999), effectiveness in this context refers to the ability of a program to use available resources and tools to achieve its set objectives. The theory highlights that specific, measurable goals can guide individuals toward more structured actions and better evaluations of their progress. Locke's theory gained further popularity in 1990 when Dr. Gary Latham collaborated with him to expand on its applications. The theory comprises five key dimensions: clarity, challenge, commitment, feedback, and task complexity, all of which are vital for successful goal setting. The first dimension, clarity, ensures that goals are easily understood and measurable, making it simpler for individuals to determine the steps needed for achievement. Challenge refers to the importance of setting realistic yet motivating goals, striking a balance between overly simple and overly difficult targets. Commitment plays a crucial role in goal achievement, as involving everyone in the process fosters a sense of responsibility and ownership. Feedback provides individuals with the necessary insight into their progress, helping them adjust their approach as needed. Lastly, task complexity addresses the need for achievable goals that are not overly complicated, as overly complex goals may cause discouragement and loss of motivation. By applying these dimensions, the Goal Setting Theory aims to improve performance and motivation through structured, well-defined objectives.

Service Quality theory, as outlined by Zeithaml, Berry, and Parasuraman in 1990, provides a comprehensive model, known as SERVQUAL, for evaluating how consumers assess service quality. According to this theory, service quality is determined by the gap between customer expectations and their actual perceptions of the service they receive. As Tjiptono (2012) explains, service quality is the degree of excellence expected and controlled by a business to meet customer desires. Parasuraman also emphasizes that the core of service quality lies in comparing the actual service provided with what the customer anticipated. Therefore, all organizational resources should be directed toward improving service quality, with customer feedback acting as the primary measure of whether the service delivered meets or exceeds expectations.

The SERVQUAL model identifies five key dimensions for evaluating service quality: tangibles, reliability, responsiveness, assurance, and empathy. Tangibles refer to the physical elements of service, such as facilities, equipment, and personnel, which all contribute to creating a positive image of the service. Reliability measures the provider's ability to deliver dependable and consistent services as promised, while responsiveness gauges how quickly and effectively the service provider meets customer needs. Assurance encompasses the competence and confidence of service personnel, ensuring customers feel secure and informed about the service. Finally, empathy relates to the provider's ability to understand and address the unique needs and emotions of

customers, offering personalized attention that enhances customer satisfaction. This model is particularly significant because it highlights the relationship between customer expectations and actual service experiences. If customers perceive that the service exceeds their expectations, it is considered high-quality. Conversely, if the service falls short of expectations, it is seen as unsatisfactory. Researchers frequently utilize the SERVQUAL tool to measure these five dimensions across various service industries, helping businesses identify gaps in service delivery and develop strategies to improve overall customer satisfaction. This approach emphasizes that delivering consistent, responsive, and empathetic service is essential to maintaining high service quality and achieving positive customer evaluations.

The study by Ibrahim (2023) shares thematic similarities with the upcoming research I plan to conduct. Both studies underscore the critical role of the inmate reception process as a preventive measure against security disturbances and disorder within correctional institutions. However, there are notable differences between the two studies. The forthcoming research will specifically focus on the effectiveness of the Orientation Admission Program with Officer Designation in improving services for new inmates at Cipinang Class I Detention Center, whereas Ibrahim's research emphasizes the overall effectiveness of the inmate reception procedure at Blitar Class IIB Correctional Facility. Moreover, this research will highlight the role of officers in assisting new detainees to adapt to the correctional environment, in contrast to Ibrahim's work, which primarily examines the reception procedures and their impact on security and order within the institution. Additionally, the context and scope of the two studies diverge significantly. Ibrahim's research centers on the Blitar Class IIB Correctional Facility, while my research will concentrate on Cipinang Class I Detention Center. This distinction reflects differences in the contexts and characteristics of the correctional facilities being studied. Nevertheless, Ibrahim's research provides valuable insights into the significance of effective reception procedures as a preventive strategy to maintain security and order in correctional facilities, which is directly relevant to my study on the effectiveness of the Orientation Admission Program with Officer Designation in enhancing services for new inmates at Cipinang Class I Detention Center.

The study conducted by Firdaus (2021) on the role of correctional social workers in guiding inmates through the rehabilitation process presents a different focus compared to the forthcoming research on the effectiveness of the Orientation Admission Program with the assignment of officers to enhance services for new detainees at Class I Cipinang Prison. While Firdaus emphasizes the challenges and shortcomings in rehabilitation, such as the inadequate officer-to-inmate ratio and insufficient educational competencies, the current research will delve deeper into the role of officers in aiding new detainees to adapt to the detention environment. This distinction in focus underlines the various aspects of correctional work being addressed, highlighting how the previous research concentrates on rehabilitation's broader scope, while the upcoming study narrows its lens on the initial phase of inmate integration and support.

Furthermore, the scope of both studies illustrates a clear divergence in their thematic approaches. Firdaus (2021) encompasses aspects of inmate rehabilitation and the role of social workers within correctional facilities, whereas the new research is specifically targeted at evaluating the Orientation Admission Program's effectiveness at Cipinang Prison. This indicates a substantial difference in research aims; however, both studies maintain relevance in understanding the treatment of inmates or detainees within correctional institutions. Each study offers unique insights into the systemic needs of correctional facilities, shedding light on how the roles of staff are essential in

facilitating effective inmate rehabilitation or orientation processes. Despite these differences, both studies collectively enhance the understanding of the critical need for competent and trained officers in executing rehabilitation programs or orientation admission initiatives within correctional facilities. The challenges highlighted in Firdaus's research regarding rehabilitation processes resonate with efforts to bolster the effectiveness of the Orientation Admission Program at Class I Cipinang Prison. Therefore, the findings from both studies can complement each other, enriching the comprehension of the dynamics and challenges involved in treating inmates or detainees within both prisons and detention centers.

METHOD

This research employed a qualitative descriptive method to provide a detailed and comprehensive analysis of the implementation of the orientation admissions program at Cipinang Class I Detention Center. The qualitative approach was selected due to its ability to explore complex phenomena in specific contexts, offering an in-depth understanding of how the program operates, the challenges encountered, and the impact of assigning officers through the Head of Detention Center Decree (SK) on the program's effectiveness. The data for this study was gathered using three primary techniques: interviews, direct observation, and document analysis. These methods allowed the researchers to holistically assess the program's effectiveness, focusing on both procedural adherence and practical challenges.

Interviews were conducted with Admissions Orientation (AO) officers and other relevant stakeholders to explore their roles, the obstacles they face, and detainees' perceptions of the program's success. The interviews were semi-structured, providing flexibility to delve into pertinent issues that arose during the discussions. In addition, direct observations were carried out to evaluate the interaction between AO officers and detainees, focusing on the socialization of rights and obligations as well as the assessment and classification processes for new detainees. This approach provided insight into how the program was implemented according to established procedures. Furthermore, document analysis included reviewing official documents such as the Decree of the Head of the Detention Center, Standard Operating Procedures (SOP), and program evaluation reports to examine the legal framework and policy alignment with actual practice in the field.

RESULTS AND DISCUSSION

Implementation of the Orientation Admissions Program

The orientation admission program at Cipinang Class I Detention Center follows the nine stages outlined by the Decree of the Director General of Corrections. These stages include the registration of new detainees, placement in the Mapenaling block, assessments and classification, socialization of rights and obligations, explanation of rules and disciplinary penalties, personality activities, legal aid, Mapenaling material tests, and the preparation of reports based on the evaluation and assessment of the detainees. The process begins with the registration, where officers verify the detainees' identity and documents such as ID cards and detention letters. According to AO Officer Mr. Afan, during this stage, detainees' backgrounds and health are checked to ensure all necessary information is accurately recorded. Once registered, detainees are placed in the Mapenaling block for a seven-day quarantine, where they undergo orientation and adapt to the detention center's environment.

In the following stages, officers conduct assessments to evaluate each detainee's physical and mental health, as well as potential security risks. These assessments help in determining the detainees' level of risk and their rehabilitation needs. During the orientation program, detainees receive socialization on their rights and obligations, as well as an overview of the disciplinary rules and penalties for violations. This socialization is crucial for helping detainees understand what is expected of them during their time in detention. According to the AO officer, this step ensures that detainees are aware of both their rights and the consequences of rule violations. The program concludes with a Mapenaling material test to gauge the detainees' comprehension of the information provided. Finally, a report is prepared, summarizing the results of the evaluation and assessment, which informs decisions regarding the detainees' future placement within the facility.

Determination of AO Officer through Head of Detention Center Decree

The appointment of Admissions Orientation (AO) officers at Cipinang Class I Detention Center is formalized through a Decree (SK) issued by the Head of the Detention Center. This decree outlines the rights, obligations, authorities, and prohibitions for AO officers, ensuring that their roles are clearly defined. Among the rights granted to officers is the opportunity to receive education and specialized training pertinent to their responsibilities, such as instruction on correctional standards and detainee assessments. Furthermore, the decree provides officers the possibility of being nominated for performance awards, recognizing their contributions to the successful implementation of the orientation admissions program. These initiatives not only enhance the officers' professional capabilities but also motivate them to perform their duties with diligence and precision, ensuring that new detainees are properly assessed and managed during the crucial orientation period.

On the other hand, the decree details the responsibilities of AO officers, emphasizing their role in supervising detainees during the orientation phase. They must ensure that each detainee completes all stages of the program, including compiling comprehensive progress reports that guide the future placement of detainees into suitable residential blocks. These reports are critical as they provide a basis for determining the most appropriate placement based on each detainee's assessment. As one AO officer explained, "We are obliged to monitor, record their progress during this orientation period, because this will be a reference for the next placement" (AO Officer, 2024). In addition to their supervisory duties, AO officers hold the authority to make recommendations regarding detainee placement based on the results of the assessment. They are also empowered to offer support to new detainees, helping them adjust to their new environment and addressing any concerns or difficulties they may face during the adaptation process. This comprehensive framework ensures that AO officers play a pivotal role in maintaining order and supporting the rehabilitation process within the detention center.

Obstacles in Program Implementation

The orientation admission program at Cipinang Class I Detention Center faces significant challenges despite being implemented in line with the established guidelines. One major issue is the large number of new detainees arriving from various prosecutor's offices, which overwhelms the capacity of the available officers. The constant influx of detainees forces officers to divide their time and attention across multiple groups, making it difficult to provide each new detainee with the full attention and service required. As one AO

officer noted, the volume of incoming detainees creates a continuous cycle of interruptions, reducing the overall efficiency of the orientation process. The officers are often still serving one group when another group arrives, leading to a rushed and less effective program delivery.

Another significant barrier to the program's effectiveness is the lack of adequate facilities for conducting the orientation sessions. Although the gazebo is the ideal location for these activities, it is often occupied by other parties, leaving AO officers with no choice but to use alternative spaces like block hallways or visiting rooms. These venues, however, are far from ideal as they do not provide the conducive environment needed for focused and intensive interactions between officers and detainees. The distractions in these less suitable locations detract from the quality of the orientation process. AO officers have expressed frustration over the limitations, noting that they are frequently forced to move to these alternative areas, which are often noisy or shared with other activities, further complicating the process.

The third major challenge is the need to conduct orientation programs outside of regular working hours due to the limited availability of space. With venues like the gazebo often occupied during the day, officers are compelled to hold the program during evenings or other non-working hours. This not only increases the workload for AO officers but also diminishes the overall quality of the orientation experience for both staff and detainees. The extended hours add strain on the officers, who are already managing a heavy workload, while detainees, who may already be tired, struggle to fully engage in the sessions. This situation hampers the intended goals of the orientation program, which requires full participation and concentration to be truly effective.

Implications of Karutan's Decree

The determination of the Admissions Orientation (AO) officer through a Decree (SK) issued by the Head of Cipinang Class I Detention Center has proven to be a pivotal element in the successful implementation of the admissions orientation program. This official determination clearly outlines the rights, responsibilities, and prohibitions for AO officers, thereby fostering a greater sense of accountability. The decree ensures that officers are fully aware of their duties, which not only leads to a structured and efficient program but also contributes to the safeguarding of detainees' rights, the prevention of authority abuse, and the reinforcement of administrative systems. These comprehensive measures have established a framework that promotes professionalism and transparency in the detention center's orientation process, ultimately benefiting both officers and detainees.

The decree has led to a marked improvement in officer accountability by providing precise guidelines regarding their roles in the orientation admissions program. Each officer now operates within clearly defined boundaries, including their rights to receive proper training, their supervisory duties, and their authority in making key recommendations for detainee placement. This clarity has resulted in officers feeling more focused and responsible for their tasks. An AO officer remarked, "The determination of our duties through the decree really helps us understand clearly what we have to do, so we are more focused in implementing this orientation program" (AO Officer, 2024). With these responsibilities explicitly outlined, officers are held to higher standards, which has positively impacted the overall efficiency and structure of the program.

The protection of detainees' rights has also been strengthened due to the decree. The admissions orientation program now includes comprehensive information

dissemination about the rights of detainees, ensuring that new arrivals are aware of their entitlements, such as fair treatment and humane conditions. The decree mandates that AO officers provide clear and regulated socialization sessions to inform detainees of their rights. As one AO officer shared, "The Karutan decree ensures we provide the right information to new detainees, so they know what their rights and obligations are while they are here" (AO, 2024). This emphasis on transparency promotes a more equitable and just environment, reducing the likelihood of rights violations and fostering a correctional system that respects the dignity of detainees.

Another critical aspect of the decree is its role in preventing abuse of authority by AO officers. The prohibitions outlined in the decree, such as restrictions on soliciting rewards or unauthorized communications between detainees and external parties, serve as important safeguards against misconduct. These clear boundaries ensure that officers maintain ethical conduct and adhere to professional standards. An AO officer noted, "With the decree, we are more careful and follow the rules because everything is clear, what can and cannot be done" (AO Officer, 2024). This regulatory framework not only enhances officer professionalism but also guarantees that the services provided to detainees are fair, transparent, and in compliance with established procedures.

Furthermore, the decree has contributed to the strengthening of the administrative system at Cipinang Detention Center. AO officers are now required to maintain detailed records and submit reports on detainees' progress throughout the orientation period. These reports include assessments, socialization results, and material tests, which provide essential data for determining subsequent steps in detainee management, such as housing assignments and rehabilitation programs. One AO officer explained, "We have to fill out reports regularly after conducting assessments and socialization. This really helps us to monitor the progress of detainees during the orientation period" (AO Officer, 2024). This organized and systematic approach enhances the center's ability to deliver accurate and timely services, ensuring that the orientation process is not only effective but also well-documented for future reference.

Despite these positive outcomes, the study found that there is a pressing need to increase the number of AO officers and improve supporting facilities to ensure the program runs optimally. The current limited number of officers has become a significant challenge, particularly when the number of incoming detainees exceeds the existing capacity. An AO officer stated, "We are often overwhelmed because of the large number of detainees, while the AO officers who handle this program are limited" (AO Officer, 2024). This shortage has impacted the quality of service provided, as officers are often forced to manage multiple groups of detainees simultaneously, diluting their ability to give each detainee the necessary attention and care. Therefore, addressing this issue by increasing staffing levels and improving facilities is crucial for maintaining the program's effectiveness.

CONCLUSION AND SUGGESTION

Based on the results of research on the implementation of the orientation admission program at Cipinang Class I Detention Center, it can be concluded that this program has been running in accordance with the standards set by the Decree of the Director General of Corrections. The orientation admission program includes nine main stages, such as registration, placement in the Mapenaling block, assessment and classification, and socialization of rights and obligations. This program is designed to help new detainees adapt to the detention environment and understand the rules and procedures that apply. The appointment of Admissions Orientation (AO) officers through a Decree (SK) of the

Head of Detention provides clarity regarding the duties, responsibilities and authority of officers in the implementation of the program. The decree ensures that officers have clear guidelines in carrying out their duties, including assessing, supervising, socializing and mentoring new detainees. It also helps prevent abuse of authority and increases the accountability of AO officers in providing services in accordance with standards.

However, this study also found several operational barriers that affect the effectiveness of the program. One of the main obstacles is the number of new detainees exceeding the capacity of available officers, leading to an imbalance between workload and human resources. In addition, the limited facilities for implementation, such as the use of the gazebo which is often disrupted, and the implementation of the program outside working hours, are also challenges that require more attention. Therefore, improvements are needed in terms of the number of officers, improved facilities, and more efficient program scheduling to increase the effectiveness of the implementation of the orientation admission program at Cipinang Class I Detention Center. With these corrective measures, it is hoped that the program can run more optimally, provide better service to new detainees, and support the process of rehabilitation and social reintegration which is the main goal of the correctional.

The effectiveness of the orientation admission program at Cipinang Class I Detention Center can be enhanced by addressing several key areas. First, there is a need for an increase in the number of Admissions Orientation Officers (AO). One of the significant challenges of the program is the limited number of officers who manage a high volume of incoming detainees. By increasing the number of trained and competent AOs, the workload can be more evenly distributed, which would help ensure that each new detainee receives the necessary services and attention during their orientation. This addition would not only improve the efficiency of the program but also enhance the quality of service for detainees. Second, the provision of more adequate facilities is essential for the proper implementation of the orientation program. Currently, the available facilities, such as the gazebo, often face disruptions, forcing the program to be held in less suitable locations like hallways or visiting rooms. This situation negatively impacts the program's effectiveness. To resolve this issue, the detention center should invest in either expanding the current facilities or providing new, more suitable spaces. With proper facilities, both the officers and detainees will have a more conducive environment for orientation, which is crucial to the success of the program.

Third, the optimization of the program implementation schedule is necessary to improve the overall functioning of the orientation admission process. At present, the program is sometimes conducted outside regular working hours, due to limited resources, which places an additional burden on AO officers and can compromise the quality of service. Adjusting the schedule to ensure that all program activities take place during standard working hours will allow officers to deliver better services without overexerting themselves. This optimization will not only increase the efficiency of the program but also ensure a more consistent and high-quality orientation experience for the detainees. Lastly, strengthening training for AO officers remains a critical component in maintaining the effectiveness of the orientation program. Although officers operate under clear guidelines provided through the Karutan Decree, ongoing periodic training is necessary. Such training should focus on enhancing their skills in conducting assessments, effective communication, and managing the psychological needs of new detainees. By ensuring continuous professional development, AO officers will be better equipped to handle the challenges that arise during the program, thus providing more professional and effective services to the detainees.

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