

IMPLEMENTATION OF WORK ACTIVITIES FOR PRISONERS IN STRENGTHENING LOCUS OF CONTROL IN METRO CLASS IIA CORRECTIONAL INSTITUTION



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ABSTRACT

This study aims to analyze the implementation of work activity programs for inmates at the Metro Class IIA Correctional Institution in supporting the main objective of the correctional system, namely social reintegration. These work activities are designed to equip inmates with practical skills and increase their motivation to improve their quality of life by strengthening their internal locus of control (LoC). The research uses a qualitative descriptive approach, with data collected through interviews, observations, and document analysis. The study applies program implementation theory and Locus of Control theory to understand how the program is carried out and its impact on inmates. The findings show that the implementation of work activities has been supported by collaboration with external partners and active participation from inmates who engage in activities based on their interests and talents. This condition helps strengthen inmates' internal locus of control, as they become more responsible, confident, and motivated to plan their future after release. However, several challenges still hinder the optimal implementation of the program, including limited product marketing, low motivation among some inmates, budget constraints, and limited access to training. Therefore, improvements are needed, particularly in expanding marketing strategies, increasing training opportunities, and strengthening institutional support, so that the program can more effectively contribute to inmates' personal development and successful social reintegration.

Keywords: Correctional Institution; Locus of Control, Prisoners; Work Activities

INTRODUCTION

The punishment system in Indonesia has undergone a transformation in its paradigm and implementation. In the early days of independence, the system applied was still oriented towards a prison system based on a retributive approach, namely retaliation for crimes committed by individuals. In this system, prisoners are seen solely as objects of punishment, deprived of the right to freedom, and often physically exploited by the state, as in the colonial period when colonizers treated freedom fighters (Rahayu in Ilham, 2020). This model reflects the absence of human values and respect for human rights. Significant changes to this system began in the early 1960s when the concept of corrections was introduced by Baharoedin Soerdjoprano, and later reinforced by Dr. Sahardjo, the Minister of Justice at that time. Corrections no longer made prisoners as objects of suffering, but rather as subjects who had the potential to change and return to normal functioning in society. The philosophy of the *pengayoman* banyan tree introduced by Sahardjo became a symbol of humanistic protection and guidance (Akmal, 2020).

The current correctional system is directed towards rehabilitative and reintegrative goals. The philosophy is rooted in the transformation of prisoners into responsible and productive individuals, and able to lead a normal life back in the community. In this case, the correctional system seeks to balance between punishment and guidance. This system has become more complex and comprehensive in line with the development of law, policy, and modern criminology. Article 2 Letter b of Law Number 22 Year 2022 on Corrections explicitly states that the main purpose of this system is to improve the quality of personality and independence of prisoners in the context of the social reintegration process. This means that prisoners are not only serving a sentence, but also given the opportunity to improve themselves, increase personal capacity, and be prepared to return to society as a whole.

Correctional Institutions as the spearhead of the implementation of the correctional system have the responsibility to provide comprehensive guidance, both in terms of personality, spiritual, social, and work skills. In this context, the work activity program is one of the main components aimed at equipping prisoners with skills relevant to the world of work. This coaching includes technical training, entrepreneurship, and work skills education that not only supports the economic aspects of prisoners, but also as a means of internalizing the values of discipline, responsibility, and self-motivation (Sasmita et al., 2021; Damanik & Anwar, 2022).

To support the effectiveness of coaching, the Directorate General of Corrections (Ditjenpas) through the Correctional Database System has developed an evaluation instrument in the form of scoring coaching activities which gives the greatest weight to productive work activities.

Table 1
Scoring Weight of Prisoners' Work Activities

Usia dan Jenis Tindak Pidana	Ketaqwaan pada Tuhan YME	Kesadaran berbangsa dan bernegara	Intelektual	Sikap dan Perilaku	Kesehatan Jasmani dan Rohani	Kesadaran Hukum	Bimbingan Latker dan kegiatan kerja	Total
Dewasa Umum	30%	8%	8%	8%	8%	8%	30%	100%
Anak	15%	5%	25%	20%	20%	10%	5%	100%
Tindak Pidana Narkoba (User)	20%	15%	5%	10%	20%	10%	20%	100%
Tindak Pidana Narkoba (Non User)	30%	10%	5%	10%	10%	15%	20%	100%
Tindak Pidana Terorisme	5%	20%	5%	20%	15%	20%	15%	100%
Tindak Pidana Korupsi	10%	20%	5%	20%	5%	25%	15%	100%

Source: Source: SDP Ditjenpas, 2025

The dominance of the score weight on work activities indicates the urgency of empowering prisoners through practical training and productive work. Based on data from the SDP Ditjenpas as of February 2025, the total number of prisoners and detainees in Indonesia reached 267,785 people, with the following details:

Table 2
Number of Prisoners and Detainees in Indonesia

Category	Number
Prisoners	216.276
Detainees	51.509
Total	267.785

Meanwhile, in Lampung Province there are 9,108 prisoners and detainees, with the Metro Class IIA Correctional Facility as one of the correctional institutions that actively runs work- based coaching. In this prison, prisoners are involved in various programs such as agriculture, carpentry, coffee barista, barbering, laundry, and fisheries. Metro Correctional Institution also establishes strategic cooperation with SMK Negeri 2 Metro to improve the quality of job training according to the needs of the industrial world (PR Lapas Metro, 2025). In order for these job coaching activities to have a significant psychological impact, it is necessary to approach the psychological character of prisoners, one of which is through understanding the concept of Locus of Control (LoC). According to Rotter (1966), LoC is a

person's belief regarding the extent to which they have control over their lives and the success they achieve. Individuals with internal LoC believe that success and failure are determined by their own efforts, while external LoC leads to the belief that fate is determined by forces from outside themselves, such as fate, authority, or luck (Rachman, 2022).

Many prisoners tend to have an external LoC due to living under institutional control and strict rules (Levenson & Harvey, 2012). However, through appropriate coaching programs, such as productive work activities, prisoners can be directed to develop internal LoC so that they are able to take responsibility for their decisions and future. As stated by Goodman & Leggett (2007), the combination of internal and external LoC balance is very important in forming a realistic and responsible attitude. Aminullah's research (2024) shows that 78% of internal and external LoC variables have a positive effect on individual performance, including in organizational contexts such as prisons. Support, appreciation, and training provided to prisoners are able to stimulate the belief that change is the result of personal efforts driven by internal and external factors that support each other (Megawaty, 2023). This means that work activities organized by prisons have strong potential in strengthening the LoC of prisoners.

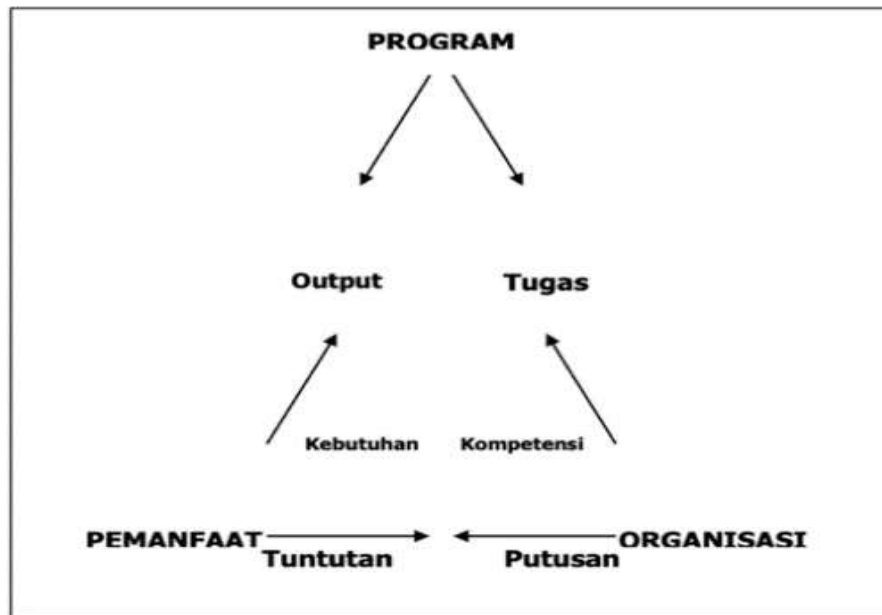
It is important for correctional officers to design coaching programs that are not only oriented towards the end result in the form of technical skills, but also form the self-awareness of prisoners. In this context, the assessment of the success of coaching is not only measured by work competence, but also by changes in the way inmates view themselves, their future, and their active role in society. By considering all these aspects, this research focuses on the implementation of work activities for prisoners in strengthening Locus of Control at the Class IIA Metro Correctional Institution. Through this approach, it is hoped that a real picture can be found of how organized work activities can encourage prisoners to take responsibility for their lives and foster readiness to return to contribute positively in society.

LITERATURE REVIEW

There have been many studies on the development of prisoners through work activities and their psychological dynamics such as Locus of Control, but not many have examined the direct relationship between work activities and strengthening Locus of Control. This study seeks to bridge the gap by analyzing how the work activity program at the Class IIA Metro Correctional Institution is able to strengthen inmates' internal control over their lives. Research by Anyaq et al., (2022) examines the empowerment of prisoners through work activities in Samarinda Correctional Institution. They found that the work program was able to improve inmates' skills and self-confidence. However, this study has not explored the effect of these activities on psychological aspects such as Locus of Control (LoC), which is the main focus in this study.

Program Implementation Theory by David C. Korten (1980)

David C. Korten in his theory on the implementation of social development programs emphasizes that the success of a program is highly dependent on the compatibility between three main components, namely the program, the implementing organization, and the target group.



Source: David C. Korten in Tarigan (2008)

Figure 1
Conformity Model

This model is known as the Three-Way Fit or Suitability Model of Program Implementation. According to Korten, even a very well-designed program will not achieve optimal results if it is not supported by competent implementing organizations and target groups who understand and actively accept the program. First, the program element includes careful planning, starting from the formulation of objectives, implementation strategies, budget allocations, to supporting policies. In the context of this research, the program in question is work activities provided to prisoners as part of coaching, such as training in barbering, coffee barista, agriculture, laundry, and carpentry.

Second, the element of the implementing organization refers to the Class IIA Metro Correctional Institution as the institution responsible for the implementation of coaching activities. The effectiveness of the organization in managing the program, facilitating training, and guiding prisoners is a key factor in successful program implementation. Third, the target group element is the prisoners as the beneficiaries of the program. The success of work activities is greatly influenced by the extent to which prisoners are able to understand the benefits of the program and respond positively to it. Korten's implementation model places the program implementation process not merely as an administrative activity, but as part of a learning process approach—a learning approach that allows for continuous evaluation, feedback from participants, and dynamic adjustments to field needs. Thus, in this study, Korten's theory is used to analyze the extent to which the work activity program has run in accordance with the principle of suitability and how it affects the psychological aspects of prisoners.

Locus of Control Theory

The concept of Locus of Control (LoC) was first introduced by Rotter in 1966 as part of Social

Learning Theory. LoC refers to an individual's perception of the source of control over the events that occur in their lives. Rotter divides LoC into two dimensions, namely internal and external.

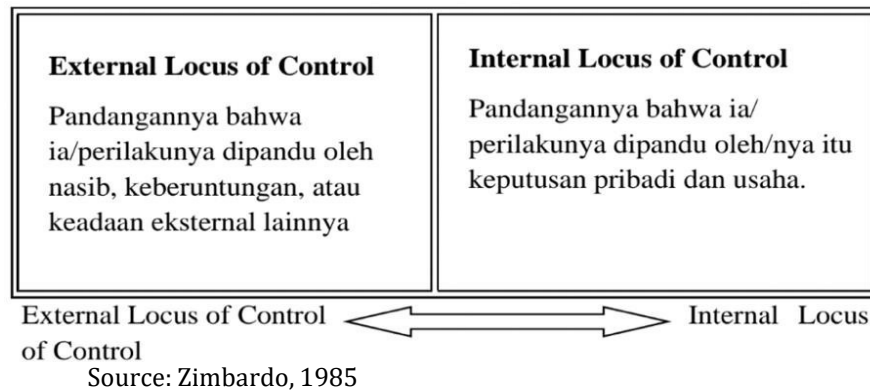


Figure 2
External Locus of Control and Internal Locus of Control Model

Individuals with internal Locus of Control believe that the results they achieve in life, both success and failure, are the result of their own efforts, hard work, and personal abilities. They feel they have full responsibility for every action and its consequences. In the correctional context, prisoners with internal LoC are more easily encouraged to change because they realize that changes can only be made by themselves. In contrast, individuals with external Locus of Control believe that everything that happens in their lives is determined by external factors such as fate, destiny, luck, or other authorities outside themselves. In the restrictive environment of correctional institutions, inmates tend to have external LoC dominance as they live a life controlled by rigid systems and rules. As a result, they can lose motivation to improve themselves and are more likely to rely on outside intervention.

Rotter explains that although every individual has elements of both internal and external LoC, what makes the difference is the level of dominance and one's psychological tendencies. Therefore, through coaching programs such as work activities, prisoners are given the opportunity to experience the process of psychological transformation. When prisoners begin to see that their hard work produces something of value, such as a product or skill, then their perception of life control can shift from external to internal. This process is important as part of psychosocial rehabilitation that supports social reintegration after their release. This statement is reinforced by Zimbardo's (1985) opinion that LoC is not two poles that contradict each other absolutely, but rather a continuum from external to internal orientation. In the course of coaching, this LoC change is very likely to occur if prisoners are given space and real experiences to build self-confidence, independence, and responsibility. Locus of Control theory is the right psychological framework to explain how work activities are not only mechanical and economical, but also bring changes in the way prisoners think about themselves and their future.

METHOD

This research uses a descriptive qualitative approach to understand in depth how work activities implemented at the Correctional Institution Class IIA Metro are able to strengthen the Locus of Control of prisoners. This approach allows researchers to explore social reality naturally with the researcher as the main instrument. The research location is Class IIA Metro Correctional Institution, with the research subjects consisting of correctional officers (Head of Work Activities Section, Work Facilities Sub-Section, and Work Guidance) as well as prisoners involved in various work activity programs (barbering, carpentry, coffee barista, laundry, agriculture, and fisheries). Data were collected through direct observation of inmates' activities, in-depth interviews to explore their understanding and experiences, and documentation studies of coaching assessments, activity attendance lists, and production activity reports. The data obtained were analyzed using the Miles and Huberman interactive model through four stages, namely: data collection, data reduction, data presentation, and conclusion drawing.

The use of this descriptive qualitative design aims to present a complete and contextualized picture of the interaction between the implementation of work activities and the psychological dynamics of prisoners. In the analysis process, data is organized and reduced based on relevant field findings, then presented in the form of thematic narratives that highlight changes in prisoners' perspectives on control over their lives. Research conclusions were formulated after a process of cross-verification between observations, interviews, and supporting documents, to ensure data validity. With this method, the research not only reveals the technical implementation of work activities, but also examines their impact on strengthening Locus of Control as an important foundation in the process of social reintegration of prisoners.

RESULTS AND DISCUSSION

Implementation of Inmate Work Activities in Strengthening Locus of Control at Class IIA Metro Correctional Institution

The inmate work activity program at the Class IIA Metro Correctional Institution is part of a coaching strategy designed based on a humanist and rehabilitative correctional system. This program aims to foster independence and self-awareness of prisoners, as well as being a bridge to return them to society as productive, responsible and empowered individuals. Within this framework, work activities are not just a forum for skills training, but also a strategic tool in shaping the psychological structure of prisoners, especially in strengthening the internal Locus of Control (LoC). Locus of Control, as proposed by Rotter (1966), is an individual's belief about the extent to which he has control over the outcomes in his life. LoC is divided into two main dimensions, namely internal and external. Internal LoC refers to the belief that one's success or failure is determined by personal effort, decisions, and actions, while external LoC refers to the perception that life outcomes are determined by fate, luck, or external forces. In the correctional context, many prisoners initially tend to have an external LoC due to experiences of deprivation, social exclusion, and attachment to a restrictive system.

Work activities at Class IIA Metro prison are designed as psychological recovery spaces that systematically encourage prisoners to internalize a positive LoC. These activities are divided into six areas: agriculture, fisheries, carpentry, barbershop, laundry, and coffee barista. The implementation of work activities begins with a coaching assessment process,

which is a mapping of inmates' conditions based on behavioral track records, interests, abilities, and readiness to participate in training. The aim is that prisoners are placed according to their potential and interests, so that coaching runs more effectively and purposefully. After being placed in the work activity unit, inmates undergo a daily coaching routine which includes technical training, production implementation, and work evaluation. In this work activity structure, prisoners are given responsibility for certain tasks, both individually and in groups. They are also directly involved in the process of managing production results, scheduling work, and recording attendance. The participation of prisoners in this system fosters work discipline, a sense of responsibility, and the ability to complete tasks independently.

Conceptually, this experience is a form of social learning that gradually strengthens the internal dimensions of LoC. Prisoners begin to see that success in serving their sentence, acquiring skills, and earning incentives (such as work premiums) are the result of their own efforts. On the other hand, the 15% work premium given to prisoners serves as positive reinforcement, strengthening the link between hard work and results. This scheme forms a real experience for prisoners that success is causal and not a coincidence at the core of the internal LoC. The work activity system is also integrated with the assessment of prisoners' development through the SPPN (Prisoner Development Assessment System), which periodically measures the progress of prisoners in various aspects, including engagement in work activities. This assessment is used as the basis for decision-making for the proposal of social integration rights such as Parole and Conditional Leave. Thus, work activities are not just technical activities, but have been positioned as an important requirement in the process of reintegrating prisoners into society. This directly strengthens the internal motivation of prisoners to demonstrate consistent performance and behavior change.

Work activities also encourage the formation of long-term thinking structures in prisoners. In the coaching process, prisoners are directed not only to complete work mechanically, but also to understand the values of productivity, work ethics, and the importance of post-release skills. This value internalization process leads to the formation of self-efficacy and self-regulation, which are the foundations of self-control. When inmates realize that they have the ability to directly influence their future, it will grow the belief that "success is not due to fate, but to effort." That is the growth point of the internal LoC which is the main target of psychological coaching.

Obstacles to the Implementation of Prisoners' Work Activities in Strengthening Locus of Control at Class IIA Metro Correctional Institution

Although the work activity program at the Class IIA Metro Correctional Institution has been systematically pursued to support the strengthening of the internal Locus of Control (LoC) of prisoners, its implementation in the field still faces various obstacles that hinder the effectiveness of coaching. One of the obstacles lies in the aspect of marketing the work products of inmates. Several types of businesses such as barbershop, laundry, agriculture, and coffee production have indeed been run and produce real products, but not all of them are able to bring comparable profits. Products such as ground coffee, car fragrances, and iced coffee, for example, are only marketed on a limited basis in local souvenir shops and visiting services within the prison. Limited market access, lack of product diversification, and difficult to obtain raw materials contribute to the fact that these products are not yet highly competitive outside the prison environment. In the long run, this affects prisoners'

perceptions of the value of work and reduces the internal motivation needed to build an internal LoC. -In addition, work activities in agriculture have also not been fully directed towards economic empowerment. Harvested vegetables are mostly only used for internal consumption by the prison kitchen, not for marketing to the outside community. This reduces the experience of prisoners in understanding the production to distribution cycle which should be part of the full empowerment process. When prisoners do not see tangible results from their work in the form of external incentives or recognition, their confidence and belief that personal effort can determine life outcomes will be weakened. In other words, the link between work and outcomes - the core of the internal LoC - becomes unclear.

Another obstacle is the low motivation of some prisoners to engage in work activities. Not all prisoners have an awareness of the importance of training and coaching while serving their sentence. Some prisoners even prefer not to participate in any activities and remain in the residential block. This indicates a strong passive mindset and a tendency to give up control of life to external factors. Low motivation is also related to uncertainty about the future, especially in terms of post-release employment opportunities. Some prisoners feel that the skills they have acquired in prison are difficult to apply due to limited access, capital, or administrative legalities such as the police record certificate (SKCK) needed to apply for jobs. This ultimately affects prisoners' perceptions of the effectiveness of work activities and leads them to fall back on a deterministic mindset oriented towards the external LoC. A structural factor that exacerbates this condition is the limited budget in supporting the continuity of the coaching program. Along with government budget efficiency, the allocation of the Budget Implementation Allocation Fund (DIPA) for coaching activities has been significantly reduced.

As a result, the implementation of work activities relies heavily on internal funds sourced from the marketing of the prisoners' own products. This is a paradox, because on the one hand work activities aim to produce products, but on the other hand the quality and continuity of production depends on the funds generated from the activities themselves. When work activities are unable to generate large profits, their operations are disrupted. As a result, facilities and infrastructure cannot be regularly updated, training cannot be optimized, and raw materials are often unavailable. This lack of resources will certainly affect the effectiveness of coaching and hinder the achievement of psychological goals such as the establishment of an internal LoC.

Job training activities are only carried out once at the beginning of the program opening, and then the mastery of skills is carried out through a knowledge transfer mechanism between prisoners. This system is indeed efficient in the context of limited resources, but it does not guarantee optimal continuity of coaching. The turnover of prisoners participating in the program is also a challenge. When prisoners who are proficient and have a strong internal LoC are released from their detention period, the coaching process must be restarted from the beginning with new prisoners. On the other hand, not all prisoners have the same learning ability. Differences in intellectual capacity and individual character mean that training cannot take place evenly. This limitation is exacerbated by the physical condition of the workshop which cannot accommodate all prisoners at one time, so that only a small proportion can be empowered.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research conducted, it can be concluded that the work activities

of prisoners at the Class IIA Metro Correctional Institution are proven to make a significant contribution to psychosocial development efforts, especially in strengthening the internal Locus of Control (LoC). Through the assessment of interests and talents, job training, and active involvement of prisoners in productive activities, this program helps foster awareness that life changes and future success depend on personal efforts. Thus, work activities not only equip prisoners with technical skills, but also establish a mindset of independence and responsibility for their own lives. However, the effectiveness of its implementation still faces a number of obstacles such as limited marketing of products, low motivation of prisoners, lack of budget, and limited further training which indirectly hinders the achievement of overall coaching objectives.

To increase the success of the coaching program through work activities, it is recommended that Class IIA Metro Correctional Institution expand the marketing strategy of inmates' products, such as building business facilities outside the prison so that prisoners can experience real work experience relevant to the business world. In addition, it is important to foster the motivation of prisoners through an educational approach that emphasizes business opportunities after release. Strengthening efforts can also be done through optimizing the coaching budget, including establishing partnerships with external parties for the provision of facilities, training and marketing. Finally, skills training should be provided periodically and gradually so that the coaching process is sustainable and can create prisoners who are truly ready to reintegrate into society.

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