

## CONTEXT INPUT PROCESS PRODUCT (CIPP) EVALUATION MODEL IN THE IMPRISONER INDEPENDENCE GUIDANCE PROGRAM AS AN EFFORTS TO PREVENT RECIDIVISTS IN CLASS IIA SRAGEN PRISON



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### **ABSTRACT**

*This study applies the Context, Input, Process, and Product (CIPP) evaluation model to assess the effectiveness of the independent skills development program for inmates at the Class IIA Sragen Correctional Institution as a strategy to prevent recidivism. The findings indicate that, from the context perspective, social stigma toward ex-prisoners is a major barrier to the success of the program. In terms of input, limitations in resources, including inadequately trained facilitators and insufficient training facilities, hinder program effectiveness. From the process aspect, low inmate motivation and inconsistent training schedules reduce the quality of program implementation. Meanwhile, from the product perspective, the absence of post-release support limits former inmates' ability to apply the skills they have acquired. Overall, the study concludes that the program has not yet been fully effective in reducing recidivism. Therefore, improvements are needed, particularly in enhancing facilitator competence, providing adequate facilities, and strengthening post-release support systems. These efforts are essential to ensure that the program can better support inmates in achieving independence and successfully reintegrating into society.*

**Keywords:** *CIPP Evaluation; Independent Skills Development; Recidivism*

## INTRODUCTION

The focus of this study is the independence coaching program implemented at the Sragen Class IIA Correctional Institution, which was evaluated in terms of the program's effectiveness. In this context, this study aims to comprehensively examine the stages of rehabilitation carried out, starting from the admission of prisoners into the program to the ongoing process that occurs during their sentence (Adisaputra & Subroto, 2022).

This study utilizes a qualitative approach with the CIPP evaluation model, or Context, Input, Process, Product. CIPP was first introduced by Stufflebeam in 1971 at Ohio State University. This evaluation theory is commonly used in the field of education. It helps explore and analyze various aspects that deeply influence program effectiveness, and the CIPP approach, which is based on the idea that the important goal of evaluation is not only to prove but also to improve, is useful. Using this model, the research will identify and evaluate the context in which the program is implemented, the available inputs, the processes undergone by prisoners during rehabilitation, and the products or results achieved (Apriliani, & Habibi, 2024).

In addition, researchers will analyze various obstacles and challenges that may be encountered in the implementation of the program, both from within the institution and external factors that affect the ability of prisoners to develop the skills that have been taught. By utilizing a holistic approach and systematic research methodology, this study is expected to provide a comprehensive understanding of the conditions and dynamics of existing correctional programs. This includes identifying supporting and inhibiting factors, such as the availability of resources, support from prison officials, and the involvement of the community outside correctional institutions, which can influence the success in achieving the objectives of inmate rehabilitation.

This study will also capture the perspectives of inmates regarding their experiences in participating in the program, thereby providing a realistic picture of the effectiveness of the rehabilitation program. This study is expected to present constructive and data-driven recommendations, which are not only aimed at improving the effectiveness of the current program, but also at ensuring the sustainability of the rehabilitation program in the future. Thus, the results of this study can have a positive impact, especially for prisoners in terms of improving their quality of life, both during their sentence and after they return to society (Kholiq, 2019).

In order to achieve the goal of rehabilitation in shaping inmates so that they become better individuals, aware of their mistakes, improve themselves, avoid criminal behavior, and are able to live responsibly in society, as well as actively participate in development, every prisoner has an obligation to undergo a rehabilitation program during their sentence in prison. This rehabilitation is an activity that can improve the quality of inmates in terms of personality and independence. Basically, rehabilitation is not the only best method to change a person's quality, but it is one of the most effective ways (Anjani & Wibowo, 2023). It is important for inmates to participate in rehabilitation programs in order to achieve the objectives of correctional services. Through rehabilitation programs, especially independence training, it is hoped that prisoners can improve themselves to become better individuals and prevent them from becoming repeat offenders (Hersyanda & Lubis, 2024).

In reality, the rehabilitation of prisoners in Indonesia is not yet optimal, so it does not have the desired impact. This can be seen in the fact that there are still many former prisoners who become repeat offenders after leaving prison, either for the same crime or other crimes, which leads to them being returned to prison. The success or failure of

rehabilitation programs can be seen from the number of repeat offenders in correctional institutions.

Data from the Directorate General of Corrections shows that, in February 2020, 18.12% of detainees and prisoners were repeat offenders out of a total of 268,001. The total percentage of repeat offenders was 20.01% of 204,185. The cases of recidivism that have occurred in Indonesia to date show that the provision of guidance or intervention for prisoners has not been maximized, so that the objectives of correctional services have not been achieved (Panjaitan, 2023). These data reveal the reality that there are still high rates of recidivism in Indonesia (Fattah, 2022).

Program evaluation is important because it: (1) ensures that programs are appropriate for the needs of prisoners and local socio-economic dynamics, (2) measures the effectiveness of resource use, and (3) provides evidence-based recommendations for improving reintegration outcomes. The Context, Input, Process, Product (CIPP) model, developed by Stufflebeam (1971), was chosen for its holistic approach. CIPP evaluates four aspects: context (the relevance of the program to needs and the environment), input (available resources), process (program implementation), and product (achieved results). This model allows for a comprehensive analysis of supporting and inhibiting factors, making it suitable for assessing the effectiveness of coaching programs in the context of correctional facilities (Isnaeni et al., 2024).

This study aims to assess the effectiveness of the independence coaching program at the Sragen Class IIA Correctional Facility using the CIPP model, with a focus on identifying obstacles such as social stigma, limited resources, and lack of post-release support. The results of this study are expected to provide strategic recommendations to strengthen the program and support the objectives of community service in accordance with Law Number 22 of 2022.

## LITERATURE REVIEW

The Context, Input, Process, Product (CIPP) evaluation model developed by Stufflebeam (1971) became the main framework for assessing the effectiveness of the prisoner independence coaching program at the Sragen Class IIA Prison. This model evaluates the context, resources, implementation process, and program outcomes holistically to support continuous improvement, as applied to rehabilitation programs in various prisons (Isnaeni et al., 2024).

In Indonesia, prisoner rehabilitation is regulated by Law Number 22 of 2022 concerning Corrections, which emphasizes the development of work skills and moral values for social reintegration (Hermawan & Subroto, 2021). Empirical studies show that independence training, such as at Karawang Prison (Kholiq, 2019) and Cibinong (Adisaputra & Subroto, 2022), has the potential to reduce recidivism, but is constrained by limited facilities, trainers, and inmate motivation (Ningtyas et al., 2013). Recidivism in Indonesia reached 20.01% in 2020, influenced by social stigma, lack of post-release support, and weak interventions (Fattah, 2022; Hersyanda & Lubis, 2024). Other obstacles include the lack of SOPs, progress documentation, and coordination with external parties (Destiana et al., 2020; Tuta et al., 2024). This study fills the gap by applying CIPP to evaluate specific programs in Sragen, such as laundry and handicrafts, to provide evidence-based recommendations to prevent recidivism in accordance with correctional regulations.

## METHOD

The qualitative research method used in this study aims to gain a deeper understanding of the phenomenon being studied, through a descriptive and narrative approach. This study prioritizes the interpretation and description of phenomena in a specific context, which does not only rely on numerical data, but also on interviews, observations, and documents as the main sources of data. The collected data is then analyzed to find patterns, themes, and meanings that emerge.

The inductive approach used allows researchers to develop theories or concepts based on existing data findings, rather than using pre-existing theories. By focusing on the existing context, this qualitative research aims to produce a deep and contextual understanding. The results of this study are expected to present adequate stories or narratives to describe the observed phenomena. The research process involves asking appropriate questions and collecting data that is provided concretely by respondents. Data analysis is carried out by referring to specific predetermined themes, and data interpretation is conducted carefully to ensure accurate and precise results.

This study uses a qualitative approach with a descriptive design to gain an in-depth understanding of the phenomenon of independence coaching programs. Data was collected through three main techniques, namely semi-structured interviews with 16 inmates who participated in eight rehabilitation programs consisting of one inmate who participated in the laundry program, one inmate who participated in the fish farming program, one inmate who participated in the barber shop program, 5 inmates participating in the animal toy program, 4 inmates participating in the flower basket program, 2 inmates participating in the agriculture program, 1 inmate participating in the screen printing program, and 1 inmate participating in the bird cage program (selected purposively based on active participation), and 1 structural official from the prison (head of the work activities section).

The interviews focused on perceptions of the program, motivation, and obstacles. Participatory observation: Conducted over 4 weeks to observe the implementation of skills training (handicrafts, agriculture, and entrepreneurship), interactions between inmates and mentors, and the condition of the training facilities. Furthermore, through Document Study, in this case the author used documents on the Standard Prisoner Guidance Assessment System (SPPN), attendance reports, activity attendance, activity schedules, and established guidelines. This secondary data was not collected directly by the researcher, but was obtained from sources.

Data analysis was conducted inductively through the following steps: (1) data reduction to select relevant information, (2) presentation of data in narrative and table form, and (3) drawing conclusions based on themes such as program relevance, resource quality, and implementation effectiveness. Data validity was ensured through source triangulation (comparing interview, observation, and document data) and discussions with correctional experts.

## RESULTS AND DISCUSSION

### **Context Input Process Product (CIPP) Evaluation Model in Prisoner Independence Development Programs as a Measure to Prevent Recidivism at Sragen Class II A Prison**

The prisoner independence development program implemented at the Sragen Class II A Correctional Institution aims to equip prisoners with the skills and values that support their reintegration into society, thereby reducing recidivism rates. To assess the success and effectiveness of this program, the Context, Input, Process, Product (CIPP) model is

used because of its comprehensive and holistic approach. The CIPP model allows for the assessment of four important aspects: program relevance, available resources, program implementation, and results achieved, all of which are interrelated in determining the overall success of the program (Ningtyas et al., 2013).

a) Context

In the first aspect, namely context, this program is designed to meet the basic needs of prisoners, which include providing them with job skills that are relevant to the local job market. These skills can be in the fields of handicrafts, agriculture, or entrepreneurship, tailored to the potential that exists in the Sragen area. Law Number 22 of 2022 concerning Corrections, which mandates the importance of guidance for prisoners to support their social reintegration, is the legal basis that supports this program (Hermawan & Subroto, 2021).

However, the main challenge faced in this context is the high rate of recidivism in various regions in Indonesia, which shows that providing job skills alone is not enough. In addition, in terms of context, although the program objectives are clear, most initiatives (except for Animal Toy Crafts) have not been based on a comprehensive mapping of prisoners' needs or supported by formal policies and long-term plans. The Animal Toy Craft program, despite its export success, is heavily dependent on a single external partner, Chewy Louis Group, which poses a risk to its sustainability. This internal weakness is exacerbated by a very strong external challenge, namely the social stigma attached to ex-prisoners. This stigma creates a barrier that often causes society to reject or doubt them, making it difficult to fully apply the skills they have worked hard to learn in prison. The combination of weak internal policy foundations and strong external social rejection makes the process of social reintegration a difficult struggle, which ultimately increases the risk of recidivism.

To that end, the program needs to be aligned with local socioeconomic dynamics, including employment opportunities available in the informal sector. In addition, community support for post-release prisoners is often limited due to the negative stigma that still attaches to ex-prisoners, which further exacerbates the challenges of their social reintegration (Destiana et al., 2020).

b) Input

In the second aspect, namely input, the success of this program is highly dependent on several important factors, including the quality of trained coaches, the availability of adequate training facilities such as workshops or agricultural land, and a sufficient budget to support the implementation of the program.

Based on similar studies in various prisons in Indonesia, resource constraints are often a significant obstacle to achieving program objectives. In many prisons, including possibly Sragen Prison, almost all programs face constraints in terms of trained human resources, a lack of professional trainers, a shortage of teaching modules, and limited and rarely updated training facilities. The procurement of raw materials is often incidental, and there is no specific budget for program development. The Animal Toy Program receives supplies from partners, but this creates dependency. Therefore, the coaching curriculum also needs to include practical skills that are relevant to local market needs and character development, such as mental and motivational training, which can improve prisoners' readiness to face post-release challenges. Furthermore, almost all programs run without the guidance of professional trainers, which prevents the

optimal transfer of knowledge and skills. The learning process is also not supported by structured modules or teaching materials, resulting in the material being delivered in a less systematic manner. These limitations are not only in terms of human resources, but also in terms of facilities and infrastructure. The available training facilities are considered minimal and inadequate to support an effective training process. This situation is exacerbated by the procurement mechanism for raw materials, which is often incidental and unplanned, thereby risking hindering the consistency and sustainability of production activities. In addition, vulnerabilities were also found in the cooperation model, where flagship programs such as Animal Toy Crafts show a very high dependence on one external partner, which creates a risk to sustainability if the cooperation is terminated.

c) Process

In terms of process, the program implementation includes a series of activities designed to train inmates' skills on a regular basis, such as technical training, psychological counseling, and religious activities to strengthen their moral values. However, there are challenges in implementing this program, such as the fact that most programs are carried out without written Standard Operating Procedures (SOPs), clear training schedules, or progress documentation systems, making learning informal and difficult to measure. Product marketing is also not well planned, with sales limited to the internal needs of the prison. The Animal Toy Program, although organized, focuses more on production targets than on individual skill development. Common problems such as low inmate motivation, often caused by a lack of incentives and despair due to the stigma they will face, are a challenge in themselves. At Sragen Prison, the weaknesses of this process are clearly manifested in daily operations. One of the most significant findings is that most programs run without written Standard Operating Procedures (SOPs). The absence of standardization causes the guidance process to be inconsistent and difficult to measure for progress. In addition, these programs do not have clear training schedules or adequate systems for documenting participants' progress, so that the development of each inmate's skills is not properly recorded and the learning process tends to be informal. Another crucial weakness in the process is the high dependence on certain individuals, both officers and senior inmates, without a planned system for participant regeneration or instructor regeneration. This makes the sustainability of the program very fragile and at risk of being discontinued when these key individuals are no longer involved. This aspect of the process also includes how the results of the training are managed, where it was found that the marketing of the products produced has not been well planned, so that their economic value is not optimal.

d) Product

In the final dimension, namely products, even though these programs have succeeded in equipping inmates with practical skills and have had a positive impact on character building (such as discipline, responsibility, and independence), institutional product results are still very limited. Most programs do not yet have a system for documenting work results, individual skill portfolios, or formally recognized certification. This makes it difficult for inmates

to prove their abilities after release and reduces their bargaining power in the job market.

The products produced have not been developed innovatively, do not have a clear brand or quality standards, and have not been widely promoted to external markets. Dependence on one individual also risks terminating the program when that participant is released or moves away. The Animal Toys program is an exception because it has successfully penetrated the export market, but this achievement has not been accompanied by the recording of personal contributions or individual certification. The biggest challenge at this stage is the lack of ongoing support after prisoners are released and the absence of formal recognition of the competencies they have acquired. Ex-prisoners generally face extraordinary difficulties in finding employment or obtaining business capital. This problem is reinforced by specific findings at Sragen Prison, where the guidance program that has been implemented does not provide a system of certification and formal recognition of the skills acquired. The absence of formal certificates drastically reduces the bargaining power and competitiveness of prisoners' skills in the formal job market. Furthermore, there is no system for documenting work results or individual skill portfolios that can be used as proof of their competence to potential employers or business partners. As a result, although the program is recognized as having a positive impact on character building and producing some practical skills, the institutional results are still very limited. The products produced have not been developed innovatively or promoted widely to reach a larger market. The lack of coordination with relevant agencies outside the prison, such as labor offices or community organizations, further exacerbates the situation and prevents the program from optimally facilitating social reintegration and preventing recidivism as hoped.

To overcome this, a more interactive and experience-based learning approach, such as experiential learning, can be applied. This approach can increase inmates' involvement in the learning process and help them to feel the direct benefits of the skills they have learned. However, the application of this method requires closer supervision and regular evaluation in order to maintain the effectiveness and suitability of the program to the needs of inmates. In terms of outcomes, the success of this rehabilitation program is measured by indicators such as the extent to which inmates can master the skills provided, their ability to adapt and reintegrate into society after release, and a decrease in recidivism rates (Yuliandhari, 2020).

One of the main indicators of the success of this program is the number of prisoners who successfully obtain employment or start small businesses after their release. In addition, the level of confidence inmates have in facing life challenges in society is also an important measure of the program's success. However, external factors such as the social stigma that still exists towards ex-convicts and the limited support they receive after their release are often major obstacles in ensuring the desired long-term results. Therefore, to ensure a significant impact on the prevention of recidivism, this program needs to pay attention to stronger post-release support, such as further mentoring and reintegration programs that involve the community and families of prisoners (Kresti et al., 2023).

## **Obstacles to the Prisoner Independence Development Program as an Effort to Prevent Recidivism at the Class II A Sragen Prison**

The prisoner independence program at Sragen Class IIA Prison is an initiative designed to equip inmates with practical skills, with the main objective of preventing recidivism. This program includes various activities such as a barbershop, laundry, animal toy crafts, bird cage crafts, agriculture, and screen printing, which are expected to be important assets for inmates to build an independent life after their release. However, despite its noble goals, an in-depth evaluation using Daniel Stufflebeam's CIPP (Context, Input, Process, Product) model shows that the implementation of this program still faces a series of complex and interrelated challenges and obstacles, significantly hampering its effectiveness.

These obstacles can be analyzed from four main aspects. In terms of context, the study identified a fundamental weakness in the absence of strategic planning documents and clear, formalized program policy directions. As a result, most of the programs that are currently running are not based on a comprehensive mapping of prisoners' needs, thus potentially creating a mismatch between the skills taught and the interests, talents, and relevance to the needs of the job market. In addition, it was found that the Animal Toy Craft program is highly dependent on one external partner, which risks threatening the sustainability of the program if the cooperation is terminated.

Furthermore, in terms of input, there are resource constraints that affect the quality and smooth running of the program. Almost all programs experience a shortage of trained human resources and a lack of professional trainers, which results in suboptimal knowledge and skills transfer. Learning is also not supported by structured modules or teaching materials, and training facilities are considered minimal and inadequate. This condition is exacerbated by the procurement mechanism for raw materials, which is often incidental and unplanned. Weaknesses in the process stage can be seen in the daily operations of the program, most of which run without written Standard Operating Procedures (SOPs), clear training schedules, or adequate participant progress documentation systems. Learning tends to take place informally, and the marketing of the products produced is not well planned. The sustainability of the program is also fragile due to its high dependence on certain individuals, both officers and senior prisoners, without a planned participant regeneration system.

Finally, this series of obstacles leads to weaknesses in terms of outcomes (products) or program achievements. Although the program is recognized as providing practical skills and having a positive impact on character building, institutional outcomes are still very limited. There is no system for documenting work results or individual skill portfolios, and there is no formal certification and recognition system for the skills acquired. The absence of certificates significantly reduces the bargaining power and competitiveness of prisoners in the formal job market. In addition, the products produced have not been developed innovatively or promoted widely to reach a larger market. Overall, the lack of systemic improvements in terms of context, input, process, and product means that this program has not been able to optimally facilitate social reintegration and prevent recidivism as expected.

## **CONCLUSION AND SUGGESTION**

The prisoner independence development program at the Sragen Class II A Correctional Institution has significant potential to support social reintegration and prevent recidivism, but its success is influenced by various factors identified through the Context, Input, Process, Product (CIPP) model evaluation and obstacle analysis. From a contextual

perspective, this program is relevant to the needs of prisoners to acquire job skills and moral values, as stipulated in Law No. 22 of 2022 on Corrections, but it faces challenges in the form of social stigma against ex-prisoners and incompatibility with the dynamics of the local job market, which can weaken the relevance of the program.

In terms of inputs, resource constraints, such as a lack of trained instructors, adequate training facilities, and sufficient funding, are major obstacles to providing quality training. In terms of process, program implementation is often disrupted by inconsistent schedules, training methods that lack interactivity, and low inmate motivation, which is influenced by a lack of incentives or the perception that the skills being taught are irrelevant. In terms of outcomes, the program shows potential for improving inmate independence through skills development, but its long-term impact on reducing recidivism is hampered by a lack of post-release support, such as access to employment or business capital, as well as ongoing social stigma. The main obstacles identified include social stigma, resource constraints, low inmate motivation, and lack of coordination with external agencies, which collectively hamper the program's effectiveness. Thus, although this program has a strong foundation, its success requires serious attention to the factors that hinder its implementation and outcomes.

To improve the effectiveness of the prisoner independence program at Sragen Class II A Prison as an effort to prevent recidivism, several strategic recommendations can be implemented based on the findings of the evaluation and the obstacles identified. First, Sragen Prison needs to strengthen its cooperation with local governments, labor agencies, and community organizations to ensure that the rehabilitation curriculum is in line with local labor market needs, such as skills in the informal sector or small industries that are dominant in the Sragen area. This cooperation can also include the establishment of a post-release support network, such as internship programs or business capital assistance, to facilitate the social reintegration of prisoners.

Second, investment in human resources and infrastructure must be prioritized, including intensive training for coaches so that they are competent in modern teaching methods and the provision of adequate training facilities, such as workshops or agricultural land, to support practical learning.

Third, the training methods need to be updated with a more interactive approach, such as experiential learning or project-based training, to increase inmate engagement, accompanied by the provision of incentives, such as skills certification or reduced prison terms, to motivate active participation.

Fourth, post-release social reintegration programs must be strengthened by providing access to employment opportunities, business capital assistance, or ongoing counseling to help prisoners overcome social stigma and build confidence in community life. Coordination with relevant agencies, such as social services or non-governmental organizations, also needs to be improved to create a sustainable support system. By implementing these strategies in an integrated manner, the independence coaching program at Sragen Prison can be optimized to achieve the goal of preventing recidivism, while also having a positive impact on prisoners and society as a whole.

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