

CAPACITY BUILDING AND STRATEGY: VOCATIONAL AND STRATEGIC TRAINING CAPACITY BUILDING AND KNOWLEDGE II A PEKAN BARU



¹Rezi Nalsal, ²Padmono Wibowo

^{1,2} Program Studi Manajemen Pemasaran, Politeknik Pengayoman – Indonesia

e-mail:

¹rnalsal98@gmail.com (*corresponding author*)

²padmonowibowo@gmail.com

ABSTRACT

This study analyzes vocational training strategies as an effort to empower inmates at the Class IIA Pekanbaru Correctional Institution and identifies the factors that support and hinder their implementation. Using a qualitative approach, data were collected through interviews, observations, and documentation, and analyzed thematically. The study applies the Management by Objectives (MBO) and Empowerment Theory frameworks to understand how empowerment strategies are carried out. The findings show that the empowerment strategy is participatory and humanistic, where inmates are involved in training based on their interests, such as animal husbandry, agriculture, and barista skills. The training combines theory and practice, emphasizes independence, and builds trust in inmates to develop their abilities. This approach helps inmates gain useful skills and prepares them for reintegration into society. However, the program still faces several obstacles, making it necessary to strengthen collaboration among stakeholders. With better cooperation and support, the institution can optimize the potential of inmates most of whom are of productive age and support the realization of independent and socially reintegrated individuals in line with correctional system goals.

Keywords: *Vocational Training; Correctional Inmates; Lapas Class IIA Pekanbaru; Development Strategy; Social Reintegration*

INTRODUCTION

The paradigm of punishment for prisoners has shifted toward respecting human rights thru the concept of social rehabilitation. This concept aims to shape prisoners into complete human beings so they can reintegrate naturally into society (Fajri et al., 2024). Punishment is still viewed as suffering inflicted by the state upon crimes committed, as stated by Hartono et al. (2021) and Sudarto (1997). Incarceration does not eliminate the essence of suffering from a prison sentence, but rather continues to restrict the freedom and action of inmates. According to Scott (2014), suffering in prison includes the loss of freedom, safety, sexual relationships, access to goods and services, and autonomy. The loss of these basic rights creates social and psychological problems, making guidance important. Legally, guidance is regulated in Law No. 22 of 2022 concerning Corrections, which includes services, guidance, community supervision, care, security, and observation.

The aim of the training is to shape inmates into good citizens and restore their relationship with society (Rachmayanti et al., 2023). The form of guidance includes aspects of personality, intellect, and independence. Building independence is important because it equips inmates with skills they can use after release to prevent them from repeating criminal acts (Pohan et al., 2022). One form of this is vocational training, which helps foster discipline, self-confidence, and readiness to reintegrate into society (Mohammed & Mohamed, 2015). Indonesia is predicted to experience a demographic bonus between 2028 and 2035, characterized by an increase in the number of the working-age population due to a previous decline in birth rates (Sugiearto et al., 2021). This condition demands the optimization of human resources, including prisoners, to prepare them to compete and contribute to society.

Based on the above, it can be assumed that the country's productivity will increase because there are more productive-age people than non-productive-age people, provided that the productive-age population has the ability to meet their consumption needs and has savings for investment (Ahmad et al., 2021). However, if the large number of unemployed productive-age people do not have jobs, it will add to the economic burden because the unemployed productive-age population will become a burden on the working population and lead to unemployment. According to data from the Central Bureau of Statistics (BPS), the population of Indonesia in 2023 is 278,969 people, which is an increase compared to 2022. Statistically, the Indonesian population consists of the pre-productive age group (0-14 years) at 24%, the productive age group (15-64 years) at 69.25%, and the non-productive age group (>65 years) at 6.74%. In 2045, the Indonesian population is projected to reach 318.96 million people.

According to data from the Directorate General of Corrections Performance Report (LAKIP) 2023, Indonesia is currently experiencing an increase in prison occupancy by 200,000 people per year. The total number of inmates as of June 2023 reached 270,700, with the lowest average age of inmates being under 18 years and the highest over 60 years. Based on the data above, the total productive age of inmates and prisoners in Indonesia reaches 97% of the total. If the average occupancy for both productive and highly productive ages is 275,511 people, this means it contributes 0.1% of the total national productive and highly productive population. The large number of prisoners of working age certainly presents a challenge, considering their status as inmates limits their potential to contribute maximally to the economy. Therefore, providing vocational training is extremely important for inmates. Vocational training can equip inmates with the technical skills they need to adapt to the working world after their sentences are completed. In addition, vocational training can also reduce unemployment

rates, increase productivity, and lower crime and recidivism rates for inmates. With vocational training, productive-age inmates can more easily integrate into society and contribute to the economy, thus maximizing Indonesia's demographic bonus potential.

Vocational training serves as a vital bridge connecting inmates with the world of work because it does not require a high level of formal education and focuses on developing technical or practical skills. These practical skills are often more valued in the industrial world because they can be immediately applied in the field without requiring much additional training. Additionally, vocational training can also enhance basic skills for low-educated inmates, which can make it easier for them to navigate the world of work. This training often includes teaching basic skills such as reading, writing, and arithmetic, which are essential foundational abilities for many jobs. This serves as a means for them to supplement any gaps in formal education they may have. In order to follow up on the research to be conducted, the researcher chose the research location at one of the correctional institutions in Indonesia. Pekanbaru Class IIA Correctional Institution was chosen for research because it is included in the technical implementation unit for community affairs. As a correctional institution with a large inmate capacity and overcrowded population, the complexity of empowering inmates thru vocational training strategies is certainly an impressive topic to research. This is also supported by data showing that Pekanbaru Class IIA Penitentiary houses 1,423 inmates, while the Class IIA penitentiary has a capacity of only 771 inmates and detainees.

Based on data from Pekanbaru Penitentiary, the criminal acts committed by inmates at the Pekanbaru Class IIA Penitentiary are diverse, including special crimes dominated by drug offenses and special crimes dominated by theft (Nahdiyah & Rinaldi, 2023). Based on the data above, vocational training is highly relevant for inmates at the Pekanbaru Class IIA Correctional Institution, considering the diverse nature of vocational training and its adaptability to the background of each inmate. Inmates involved in every type of crime and their reasons for committing those crimes have different self-development needs. The highly strategic location of the Pekanbaru Class IIA Penitentiary in the capital of Riau Province also serves as the basis for why this research is compelling to study, considering that vocational training held in a strategic location close to the provincial capital will enable partnerships with the local business world, thus opening opportunities for inmates to participate in internship programs that provide real and beneficial work experience when they return to society (Sanaya, 2023). Pekanbaru Class IIA Penitentiary actively conducts various self-reliance training activities for Inmates (WBP) to enhance their skills in preparation for reintegration into society. Based on these factors, vocational training in correctional institutions is a subject that must be well understood in order to enable inmates to live well in society as citizens, be responsible for motivating themselves to improve, and not repeat their criminal acts.

LITERATURE REVIEW

Vocational training in correctional institutions is one of the strategies for fostering independence, which aims to equip inmates with practical skills to support their social reintegration after release. Training is essentially education, which is part of career development and aims to improve the quality of human resources based on job requirements. According to Hickerson & John (1975), training is a learning activity designed to increase individual productivity at work. According to Goldstein & Ford (2002), the concept has several requirements for application: the existence of a specific type of work to be managed, the practice of managing the work material, and minimal use of thinking skills in the job. Goldstein & Ford (2002) also define training as a way to

systematically acquire skills, attitudes, and concepts that can lead to improved performance in work conditions, whether the training is conducted directly on the job or separately in a classroom.

Definitions related to training were also attempted by Cushway in (Irianto, 2001), who stated that training is a means used to improve the skills, knowledge, and abilities of employees, typically triggered by various factors such as the emergence of internal and external phenomena within the organization, including technological changes, regulatory changes, government policy changes, employee desires, changes in work, market pressure, and equal opportunity. Based on Hamalik (2001), the concept of a training system is used to maximize effectiveness and productivity within an organization by being implemented continuously in developing the workforce. It involves intentionality, is conducted by professional personnel, takes place within a specific timeframe, expands participants' work skills, and is related to participants' tasks in their jobs. Based on the definition of training above, it can be inferred that training is essentially a learning activity, and learning itself is a process where behavior is changed, shaped, and controlled. Learning, according to experts, can also be associated with the activity of developing competence.

Drucker (1954) stated that MBO (Management by Objectives) is difficult to define. However, fundamentally, this system focuses on setting shared goals between managers and subordinates. Each individual has a predetermined main area with clearly formulated results in the form of measurable and expected goals. Additionally, the system also uses these metrics as guidelines for the operational activities of the work units and for evaluating the contributions of each member. MBO emphasizes setting clear and measurable goals, which is crucial in coaching programs to provide direction and focus for inmates. By involving inmates in setting their own rehabilitation goals, MBO increases participation and a sense of responsibility, making them more motivated to achieve those goals. Regular performance monitoring and evaluation, which is an essential component of MBO, allows prisons to measure inmate progress, provide constructive feedback, and adjust rehabilitation programs as needed.

Additionally, MBO promotes the development of inmates' skills and abilities through vocational training, education, and self-improvement programs relevant to rehabilitation goals, making them better prepared to reintegrate into society. By increasing accountability and responsibility, MBO ensures that rehabilitation programs run effectively and help inmates rebuild their lives. Overall, MBO provides a structured and systematic framework for designing, implementing, and evaluating rehabilitation programs in prisons, thereby improving program effectiveness and helping inmates achieve their goals.

METHOD

This research uses a qualitative approach to deeply understand vocational training strategies as an effort to empower inmates at the Pekanbaru Class IIA Correctional Institution. A qualitative approach was chosen because it is able to explore the experiences, perspectives, and dynamics that occur during program implementation more comprehensively and contextually. Through this approach, researchers can capture social phenomena naturally according to the reality on the ground, thus gaining a comprehensive understanding of vocational training and prisoner empowerment strategies.

Data collection techniques in this study include in-depth interviews, direct observation, and document analysis. Interviews were conducted with correctional officers, instructors, and inmates participating in the vocational training program to

obtain detailed information regarding program implementation, supporting factors, and challenges faced. The observation was conducted by directly observing the vocational training process and self-reliance development activities within the prison. Meanwhile, the documentation study was conducted by reviewing official documents, activity reports, and other relevant supporting data.

Data analysis was conducted thematically with the assistance of NVivo 12 software to facilitate the grouping, coding, and interpretation of data obtained from interviews, observations, and documentation. This thematic analysis allows researchers to identify key patterns such as empowerment strategies, supporting factors, and barriers to the implementation of vocational training. The analysis results were then interpreted in accordance with the research objectives so that the research questions could be answered systematically.

RESULTS AND DISCUSSION

The research findings indicate that the vocational training program at Pekanbaru Class IIA Penitentiary is designed as a form of independence development aimed at equipping inmates with practical skills relevant to the needs of the working world. This program is voluntary, so participants who join truly have intrinsic motivation to change and prepare themselves before returning to society. The training formats offered are quite diverse, including animal husbandry, agriculture, coffee barista skills, screen printing, air conditioning repair, mask making, and even dance training.

This program's diversity is expected to address the differing interests and potential of inmates, providing them with the appropriate skills for entrepreneurship or employment after release. Thru diverse training, inmates not only acquire technical skills but also gain new insights into economic opportunities outside of prison. The analysis of the research data shows that the empowerment strategies implemented can be grouped into four main categories: skills training, combined theory-practice training, instilling self-reliance values, and trust-based empowerment. This model reflects a participatory and humanistic approach that allows inmates to actively engage in the learning process. Inmates are not only objects of guidance but also subjects involved in the planning and implementation of programs. The involvement of inmates in training activities outside the blocks and open areas demonstrates the trust given by officers to those who have shown a positive attitude. This trust becomes an important factor in building a sense of responsibility and internal motivation in prisoners.

The implementation of vocational training at Pekanbaru Class IIA Penitentiary combines theoretical and practical methods to make it easier for participants to understand the material being taught. For example, in barista training, inmates are not only taught coffee-making techniques but are also introduced to cafe management, customer service, inventory management, and product evaluation. This combination of theory and practice provides a more complete learning experience, allowing participants to acquire skills that are ready to be applied. Methods like this also help inmates see the potential for businesses and job opportunities they can pursue after their release. Nevertheless, inmates still face limitations in practice facilities and land, which impacts the intensity of training. Supporting factors for the implementation of vocational training at Pekanbaru Class IIA Penitentiary include high prisoner motivation, the presence of professional external instructors, and a conducive environment supported by prison officers. Correctional officers not only serve as supervisors but also as facilitators, motivators, and mentors for inmates. This dual role creates a more holistic coaching environment where interactions between inmates and officers evolve into constructive

partnerships. A conducive environment also helps inmates feel more valued and motivated to take advantage of training opportunities. This approach aligns with the paradigm of community corrections, which emphasizes rehabilitation and social reintegration.

Prisoners' intrinsic motivation emerges as a crucial psychological foundation in empowerment strategies. When inmates are given the opportunity to choose programs that align with their interests, their active participation increases and their commitment to training is higher. Maintaining this motivation thru relevant programs, interpersonal support from officers, and recognition of participants' progress is key to ensuring that vocational training truly shapes inmates into independent individuals. Sustained motivation also facilitates the process of internalizing the positive values instilled in every training session.

Thus, the training results can be sustainable and support the process of social reintegration after release. Despite having many supporting factors, the research also found significant barriers to the implementation of vocational training. These obstacles include limited training facilities and infrastructure that do not meet industry standards, limited access to marketing for training outcomes, and limited practice land. For example, limited land restricts the number of inmates who can participate in training at one time, leading to unequal opportunities for participation. Long queue systems due to limited practice space can reduce the motivation of inmates to participate in training. These obstacles require serious attention to ensure the sustainability and relevance of the training.

The research results also show the phenomenon of the formation of prison subcultures as a form of collective self-defense mechanism. Convicted criminals tend to gather and form groups based on similarities in their region of origin, work background, or previous experiences. This group provides a sense of security and emotional support amidst the environmental pressures of prison. However, this kind of group dynamics also has the potential to create exclusivity and intergroup conflict, which can ultimately disrupt security stability and hinder the development process. This condition requires officers to have good group management skills and an empathetic approach so that social dynamics do not become an obstacle to achieving training goals.

One of the main barriers identified in this study is deep-seated social stigma and shame. Most corruption convicts feel their social status has collapsed and their self-esteem has plummeted. They are worried about being labeled, judged, or becoming the subject of gossip by fellow inmates, officers, or the outside community. These thoughts create a heavy mental burden, making them likely to become withdrawn, reluctant to interact, and not proactive in seeking coaching. In fact, the success of the coaching program heavily depends on active involvement, an open attitude, and a willingness to change. This finding highlights the importance of a coaching approach that focuses not only on legal aspects but also on psychological and social recovery. Another obstacle is the limited understanding of correctional officers regarding the psychological aspects of corruption convicts. Many officers have not received specific training on psychological approaches, so the coaching program is implemented uniformly and formally without considering individual needs.

As a result, some inmates participate in the rehabilitation program only superficially without experiencing significant inner change. This condition indicates the need for capacity building for officers, both thru correctional psychology training, counselling techniques, and prisoner stress management, so that rehabilitation can touch their emotional and spiritual dimensions. The legal awareness training program

implemented at Bengkulu Class IIA Penitentiary thru counselling, interactive dialogs, and religious activities actually plays an important role in instilling the values of integrity, ethics, and legal compliance. However, the effectiveness of this program still faces challenges such as a shortage of skilled human resources, a lack of supporting facilities, and diverse prisoner motivations. The coaching program needs to be specifically and contextually designed so that the legal message can be delivered effectively and bring about real changes in attitude. Only with a targeted approach can legal awareness training become a gateway for corruption convicts to truly internalize positive values during their sentence.

Overall, the results of this study confirm the importance of understanding the self-defense mechanisms of corruption convicts as a basis for designing more effective and humane rehabilitation programs. With a more personal approach, training officers on prisoner psychology, facilitating positive activities appropriate for their backgrounds, and regularly evaluating the effectiveness of guidance, it is hoped that prisoners' motivation to participate in guidance can increase. The results of this study also provide theoretical and practical contributions: theoretically, they enrich the study of the self-defense mechanisms of corruption convicts; practically, they serve as a reference for the Directorate General of Corrections in formulating rehabilitation policies based on psychosocial needs. Thus, the goals of community corrections, namely social reintegration and the formation of productive inmates, can be more easily achieved.

The vocational training program at Pekanbaru Class IIA Penitentiary is in accordance with the mandate of Law Number 22 of 2022 concerning Corrections, which emphasizes the development of prisoner independence. However, infrastructure limitations and market access require policy innovation and broader cooperation with external stakeholders. By strengthening external partnerships, training outcomes can be more optimal and relevant to the needs of the job market. Collaboration with the local business world also has the potential to open up internship opportunities for inmates, allowing them to gain real-world work experience.

These policy innovations and partnerships are an important step in strengthening the sustainability of the training program. In the implementation process, inmates are given the opportunity to learn, practice, and develop their skills as a concrete step toward achieving economic independence and work skills after release. In the context of vocational training at Pekanbaru Class IIA Penitentiary, the implementation of the training proceeds with the principles of participation, systematic approach, and adaptability according to the conditions of the penitentiary.

Data findings indicate that the training implementation was well-executed thru the active involvement of inmates in the training process, from participating in theoretical sessions to field practice. Inmates actively practice the skills they have learned with the guidance of instructors from the BLK and prison officers, such as in the practice of feeding chickens, cage management, cage cleaning, coffee brewing practice, and wood measurement and cutting practice during furniture making training. This implementation integrates theoretical and practical learning directly, so that inmates not only understand the concepts but also master the skills in a tangible way. In addition, the implementation of the training also emphasizes the aspects of responsibility and discipline for the inmates. Inmates are given an active role in managing activities such as recording the daily egg production count, maintaining the cleanliness of the practice area, and ensuring that the practice tools are used properly. This helps inmates build responsibility as a foundation for facing life in society after their release.

Overall, the research results indicate that vocational training at Pekanbaru Class IIA Penitentiary has great potential to become a participatory and humanistic work-skills-based prisoner development model. To ensure optimal success, it is necessary to strengthen infrastructure, external partnership networks, training method innovation, and official certification for participants. Effective empowerment strategies not only equip inmates with technical skills but also shape their character and self-confidence to prevent them from reoffending. With these steps, vocational training can make a real contribution to empowering inmates and achieving independent social reintegration in accordance with the mandate of the correctional system in Indonesia. This program can also serve as a good practice example for other correctional institutions that wish to develop skills-based independence training.

CONCLUSION AND SUGGESTION

This study concludes that vocational training at Pekanbaru Class IIA Penitentiary is an effective strategy for fostering independence, equipping inmates with practical skills and a positive work ethic. This program is implemented participatively, involving inmates according to their individual interests and potential, and combining theoretical and practical methods to optimize learning outcomes. The empowerment strategy implemented not only focuses on developing technical skills but also on instilling values of independence, discipline, and responsibility thru a trust-based approach.

The research results also show strong supporting factors, such as the high motivation of the inmates, the presence of professional external instructors, and the conducive support of the prison officers, which made the program implementation more effective. However, this program still faces significant obstacles in the form of limited training facilities and infrastructure, poor access to marketing for training outcomes, and limited practice land, which impacts the equitable distribution of opportunities for participants. Overall, vocational training at Pekanbaru Class IIA Penitentiary has great potential to become a participatory and humanistic work-skills-based prisoner development model, supporting the correctional system's goal of achieving independent social reintegration.

Based on the research findings, it is recommended that Pekanbaru Class IIA Penitentiary strengthen training infrastructure aspects, including adding facilities, infrastructure, and practice land to better meet industry standards. Cooperation with external parties, such as the business world, job training institutions, and local governments, needs to be increased to expand market access for training results and open up internship opportunities for inmates so they can gain real-world work experience. Training programs should also be designed to be more flexible and adaptable to meet the individual needs of inmates, including those with low levels of education or disabilities.

Additionally, providing official certification to participants who successfully complete the training is crucial to formally recognize their skills and enhance their competitiveness in the job market after graduation. With these steps, vocational training can become a more comprehensive, sustainable, and impactful means of empowerment, reducing recidivism and accelerating the social reintegration process for inmates

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