

EFFORTS TO IMPROVE THE QUALITY OF PRISONERS THROUGH LEARNING IN SURAKARTA CLASS I DETENTION CENTER



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ABSTRACT

This study analyzes efforts to improve the quality of inmates through educational programs implemented at the Class I Detention Center (Rutan) Surakarta. The research is based on the principle that education is a fundamental right for all citizens, including inmates, and plays a key role in supporting their rehabilitation and reintegration into society. Using a qualitative descriptive approach, data were collected through interviews, observations, and documentation. The findings show that the institution has implemented various formal and non-formal education programs, including package education (levels A, B, and C), skills training, as well as personality and independence development activities. These programs contribute significantly to character building, skill enhancement, and preparing inmates for life after release. However, the implementation of these programs faces several challenges, particularly limited facilities and infrastructure, as well as a shortage of supporting human resources. Despite these constraints, collaboration between correctional officers, inmates, and external partners has enabled the programs to run effectively and provide tangible benefits, including improved self-reliance and reduced tendencies toward reoffending. In conclusion, educational programs in correctional institutions play a crucial role in inmate development. It is recommended that the institution continue to innovate in learning methods and strengthen partnerships with stakeholders to ensure the sustainability and effectiveness of rehabilitation programs.

Keywords: *Inmate Quality Improvement; Educational Program; Social Reintegration*

INTRODUCTION

Law No. 20/2003 in Article 5 on the National Education System emphasizes that every citizen has the right to education. This right to education must also be given to individuals with special needs, such as those with physical limitations, psychological disorders or other conditions experienced since birth and someone who is dealing with the law. These groups of people are entitled to proper education. There are groups of people who should have the right to education, but due to their conditions in conflict with the law, they must undergo guidance in correctional institutions to account for the mistakes they have made. After completing their sentence, they can realize the mistakes they have made, prevent the recurrence of crime, and they can transform into responsible members of society.

The purpose of organizing the correctional program regulated in Law No. 22 of 2022 concerning Corrections, Article 2, explains that children and prisoners are entitled to protection guarantees, as well as personality and independence development to improve their quality of life to become a complete human being. In addition, the overall goal of corrections is to protect society. As such, the new law supports the criminal justice process from the pre-adjudication, adjudication, to post-adjudication stages. It aims to optimize the function of correctional institutions as a place to rehabilitate law violators (detainees, children, and prisoners) with proper and humane treatment (Yulianto and Muhammad 2021).

Based on February 2025, there were 228 inmates in Surakarta Class I Detention Center, with the most cases of narcotics (111 people) and theft (33 people) who came from various age groups. Of the total, only 4 people have participated in the coaching program. Rutan organizes a coaching program that includes personality development, such as religious studies, worship practices, sports, and celebrations of religious holidays, and self-reliance development through screen printing skills, barber shop, laundry, crafts, garments, and cooking. This program aims to support social rehabilitation, mental development, and skills empowerment so that prisoners are ready to return to society and not repeat criminal acts.

Based on Law Number 22 of 2022 concerning Corrections, Article 9 stipulates that one of the rights possessed by prisoners is the opportunity to develop themselves through education, teaching, and recreational activities. Previously, Government Regulation No. 32/1999 on the Terms and Conditions for the Implementation of the Rights of Prisoners also states in Article 9 that the right to education must be implemented in correctional institutions and provided to prisoners and foster children. With this legal basis, correctional institutions have a responsibility that must be fulfilled to issue policies to support the implementation of education for prisoners and foster children as a form of fulfilling their rights.

The education program offers a variety of pursuit package programs, including Package A equivalent to elementary school level, Package B equivalent to junior high school level, and Package C equivalent to senior high school level. These programs aim to provide educational opportunities for people in need, such as those who have dropped out of school, have limited time, or other obstacles in attending formal education. In addition, prisons can also offer tertiary education if there is cooperation (MOU) with higher education institutions. For non-formal education, prisons organize various programs such as spiritual education according to their respective religions and activities that support physical and spiritual health (Ummah 2019).

In an effort to improve the quality of education for prisoners in Surakarta Class I Detention Center, there are still various fundamental problems that indicate a gap (GAP) between the expected conditions in the field. One of the main problems is the limited

access to formal education for prisoners, especially for those who have not completed primary and secondary education. Ideally, all prisoners should be able to participate in education programs through the pursuit of package A, B, and C equally. However, the reality is that program limitations, information affordability, and overcrowding mean that many prisoners do not receive the right to education as they should. Another problem is the lack of adequate facilities and infrastructure to support learning. Learning facilities such as classrooms, textbooks, stationery, and digital learning media are not yet fully and properly available. In fact, for the education process to run effectively and comfortably, infrastructure that supports teaching and learning activities is needed. This gap occurs due to limited budget allocations and lack of attention from related parties in the procurement of educational facilities in the correctional environment. Another obstacle also arises from the side of the teaching staff, that the number of teachers is still limited and not all of them have competencies that are in accordance with the needs of prisoners.

Education programs in detention centers should involve professional educators who have adequate academic backgrounds and are able to handle the diverse characteristics of students. However, the lack of cooperation with educational institutions and the lack of training for internal teachers means that the implementation of education is not optimal. From the internal side of the prisoners, the low motivation to learn is also a considerable challenge. Many prisoners do not have an awareness of the importance of education to improve their future and prepare themselves for the social reintegration process after release. The education program at the penitentiary is able to arouse the enthusiasm and desire of prisoners to learn through psychological approaches, character building, and strengthening educational values. However, the lack of a humanist approach and the absence of a motivating reward system means that prisoners' learning participation tends to be low. Taking into account these gaps, a comprehensive, innovative and oriented strategy is needed to improve the quality of human resources of prisoners, so that the main objectives of education in the correctional environment can be achieved effectively.

Fulfilling the rights of prisoners in obtaining education is not just about providing proper education for prisoners in the coaching program alone. However, it must have the purpose of giving the right to education to realize the importance of education in their daily lives. In Surakarta Class I Detention Center, the fulfillment of the rights of prisoners in the coaching program in terms of education has not been fully achieved to the maximum and can cause prisoners to repeat their crimes again after they are free later. Based on this background, the author proposes a thesis entitled "Efforts to Improve the Quality of Prisoners Through Learning in Surakarta Class I Detention Center".

LITERATURE REVIEW

Coaching Theory

According to Waluyo (2000), prisoner development is a process of rehabilitation and reintegration that aims to facilitate prisoners in returning to society with more positive behavior. He emphasized that coaching should be directed at changing the mental attitude and behavior of prisoners so that they do not repeat criminal acts. This process includes education, skills training, and moral and spiritual guidance.

In Law No. 22 of 2022 on Corrections, there is an emphasis on coaching as an effort to improve the quality of personality and independence of prisoners. Personality development includes activities aimed at strengthening mental and moral aspects, while independence development focuses on providing essential work skills for life after their

release.

Prisoner development is a process of reintegration into society by improving mental aspects, behavior, and skills so that they can live productively and avoid repeating criminal acts. This process includes three main dimensions, namely personality, which emphasizes the formation of legal, moral, spiritual, and educational awareness through recitation, religious lectures, counseling, and learning activities; independence, which focuses on developing productive work skills, instilling discipline, and economic capabilities so that prisoners are ready to live independently after release; and social, which aims to strengthen relationships with others, families, and communities through social guidance, family communication, sports, recreation, and assimilation and social work programs. With these three dimensions, it is hoped that prisoners can be accepted back into society, contribute positively, and live a better life.

Concept of the Right to Education

The concept of the right to education for prisoners is an important element in the human rights framework recognized globally as well as in the legal systems of many countries, including Indonesia (Ardiana et al. 2020). This right asserts that every individual, including those serving a sentence, has the right to access education regardless of their legal status or social condition. Education for prisoners is considered an important component in the rehabilitation process. One of the objectives of the correctional system is to carry out rehabilitation and social reintegration for prisoners, so that they can return to society as individuals who contribute positively (Yulianto and Muhammad 2021). Education plays an important role in preparing them for the future after completing their sentence, by providing the necessary skills and knowledge. Correctional institutions offer various educational programs for prisoners, which include formal, non-formal, and religious education.

There are formal education programs that include pursuing packages A, B, and C, which are equivalent to primary, junior secondary, and senior secondary education for prisoners who have not completed primary education before serving their sentence. In addition, there is also non-formal education that aims to improve vocational skills training, such as technical skills, crafts, or other courses that can help prisoners get a job after release. Correctional institutions often also provide religious education to support the mental and moral rehabilitation of prisoners in increasing devotion to God, such as recitation, reading and writing the Qur'an, worship and other religious services.

Package Pursuit Concept

The program is designed to provide inmates with the opportunity to improve their knowledge, skills and obtain an official diploma equivalent to formal education in a correctional institution. This initiative plays an important role in supporting the rehabilitation process of individuals and preparing them to reintegrate into society after completing their sentence.

There are three types of kejar paket programs designed according to the level of education, namely: Kejar Paket A which is equivalent to elementary school education, Kejar Paket B which is equivalent to junior high school education, and Kejar Paket C which is equivalent to senior high school education. The benefit of the education package program for prisoners is that it provides an opportunity for self-improvement through education, so that they can develop positive potential while serving a prison term. By continuing their education, prisoners have the opportunity to develop new skills that will help them find a job or start a business after release. Obtaining a formal education

certificate also gives ex-prisoners a better chance of being accepted back into society and the world of work.

METHOD

This research method uses a descriptive qualitative approach with the aim of obtaining an in-depth understanding of the development and education of prisoners in Surakarta Class I Detention Center. Data were obtained through observation, semi-structured interviews, documentation, and literature study, with informants consisting of two prisoners who participated in the coaching program, the Head of the Legal Aid Subsection, and an officer.

The research data sources include primary and secondary data which are analyzed through the stages of data collection, reduction, presentation, and systematic conclusion drawing. Data validity was maintained by triangulating sources, techniques, and time. The research was conducted from January to July 2025 at Surakarta Class I Detention Center, focusing on the process of fostering the personality and independence of prisoners supported by education and training programs.

RESULT AND DISCUSSION

Implementation of Education Program

The education program for prisoners in Surakarta Class I Detention Center has been running in collaboration with the Surakarta City Education Office in the form of the Study Group of Packages A, B, and C program which was attended by around 85 prisoners. This program is based on three main indicators, namely helping prisoners who are economically constrained, providing opportunities for those who have dropped out of school to return to learning, and opening opportunities for prisoners to continue their education to a higher level.

However, since 2023 this program has stopped due to changes in cooperation patterns with third parties and limited infrastructure. However, the detention center plans to resume it in August 2025 by collaborating with universities in Surakarta. The education provided uses the Merdeka Curriculum and is divided by Package A is equivalent to elementary school, Package B is equivalent to junior high school, and Package C is equivalent to high school. The learning process is carried out in the Laras Jiwo Hall every Monday to Thursday with a direct face-to-face method, guided by teachers from the Education Office and other education partners. In addition to academic material, prisoners also receive character building and motivation. Evaluation is carried out periodically through written exams to measure learning achievements.

To support learning activities, the detention center provides facilities such as a library, Laras Jiwo Hall, and a mobile library service that comes every morning from the Surakarta City Library and Archives Office. The presence of this mobile book service is of great interest to prisoners because it provides a variety of readings, ranging from educational books to entertainment, so as to foster interest in reading while broadening their horizons.

In addition to formal education, the detention center also develops a weekly schedule of activities that includes physical, mental and spiritual development, such as physical exercise, volleyball, recitation, TPQ, divine service, and art activities such as band and musical instruments. With a structured schedule, this program not only guarantees inmates' right to education, but also develops their skills, interests, and moral values. Through this comprehensive learning program, Class I Surakarta Detention Center hopes

that inmates can fill the coaching period with useful activities, be ready to adapt back to society, and have the provision of knowledge, character, and skills after release.

Constraints in Education Implementation

The implementation of the package education program in Surakarta Class I Detention Center through cooperation with the Surakarta City Education Office is actually running quite well, but it is not optimal because it still faces several obstacles. Limited facilities and infrastructure are the main obstacle, where learning activities can only be carried out in the Laras Jiwo Hall which functions as a temporary classroom, so that participants from Packages A, B, and C are combined in one room.

This condition reduces the effectiveness of learning due to the lack of adequate space, limited interaction between teachers and prisoners, and decreased learning concentration. The number of participants reaching 85 people reinforces the need for more appropriate learning facilities. On the other hand, despite the availability of teaching staff, prisoners' awareness of the importance of education is still low. Many of them participate in the program only as a formality, without appreciating education as a necessity to improve their future. This is indicated by a bored attitude, lack of enthusiasm in learning, and low interest in continuing education after release, so that the fulfillment of the right to education for prisoners has not been fully realized optimally.

Analysis of the Implementation of Activities to Fulfill the Right to Education for Prisoners in Surakarta Class I Detention Center

Dimension of Personality

With this education program, prisoners experience very positive personality changes. They become more confident and ready to face life after release because they have new knowledge and skills. The program also helps inmates become more disciplined and responsible, as they are used to following the study schedule and working on assignments with enthusiasm. In addition, prisoners are highly motivated to continue learning and improving themselves, resulting in a more positive attitude. By having a certificate of education that is later equivalent to elementary, junior or senior high school, they feel they have a new identity as educated individuals who are able to compete in society. This makes them more optimistic and hopeful for a better future. In addition, the pursuit of packages program also strengthens social relationships between prisoners because they learn together and support each other. Thus, the implementation of learning in Surakarta Class I Detention Center plays an important role in the rehabilitation and social reintegration of prisoners, providing new hope and motivation so that they are able to improve themselves, build a better future, and help reduce recidivism rates through sustainable and high-quality education.

The mobile library at Surakarta Class I Detention Center is a service innovation that is presented to fulfill the rights of prisoners (WBP) in accessing information and literacy. This service is the result of collaboration between the Surakarta Class I Detention Center and the Surakarta City Archives and Library Office, which provides a mobile library car that brings various reading books directly into the detention center. With this mobile library, detainees can utilize their time to learn and increase knowledge through the books provided, so that their interest in reading and literacy increases significantly. This service also emphasizes the principle of the mobile library as a means of non-formal education that is open and democratic, serving all levels of society without distinguishing social status, including prisoners in detention. The mobile library in Surakarta Class I Detention Center not only expands access to information, but also creates a positive

learning environment within the detention center. With the activities of the package education program and mobile library, it provides a space for prisoners to develop knowledge and build character through structured and systematic learning.

Dimension of Independence

The independence dimension aims to develop the ability of prisoners so that they can live independently economically and socially after serving their sentence. Education and training is directed at equipping prisoners with practical skills and knowledge that can be used to find work or open independent businesses. The implementation of the independence program at Surakarta Class I Detention Center includes: work skills training provided according to their interests and talents, such as sewing, screen printing, workshops, making crafts and entrepreneurship. This training is structured and supported by the Head of Surakarta Class I Detention Center.

Dimension of Social

The social dimension is coaching to provide relationships between prisoners and the social environment, both family and the wider community. The aim is to support the social reintegration process so that prisoners are not isolated and able to adapt again in a healthy manner after release. Prisoners are given the opportunity to participate in assimilation and social work programs that involve the community, so that they learn to interact and contribute positively. Then every morning, there are sports activities and physical exercises that are useful for health and building a social spirit, cooperation, and solidarity between prisoners.

The purpose of implementing the program of activities related to the dimensions is as follows:

a) Fulfillment of Prisoners' Right to Education

Research by Mahfud (2020) shows that the provision of education in correctional institutions not only plays a role in reducing recidivism rates, but also increases self-confidence and motivation of prisoners to live better lives. However, challenges such as limited educators, learning facilities, and social stigma are still obstacles in optimizing education programs in correctional institutions. Therefore, collaboration between the government, correctional institutions, and external partners such as NGOs or educational institutions is key in realizing the fulfillment of the right to education for prisoners in a comprehensive and sustainable manner.

The right of prisoners to education is reaffirmed in Law No. 20/2003 on the National Education System, specifically in Article 5. The article states that every citizen has the same right to access quality education and get the opportunity to develop lifelong education. This right also includes groups of people with special conditions, such as those with physical, emotional, mental, intellectual, social barriers, including people living in remote areas, disadvantaged areas, and remote indigenous communities. Not least, the right to education is also given to citizens who have the potential for extraordinary intelligence and talent. Thus, prisoners as part of citizens still have the right to education without discrimination.

b) Supporting Factors for the Implementation of Prisoners' Right to Education

Supporting factors for the implementation of the right to education for prisoners in Surakarta Class I Detention Center include three main aspects. First, there is collaboration with the Surakarta City Education Office, universities, and other

education partners that provide Study Group of Packages A, B, and C programs, teaching staff, teaching materials, and administrative support according to the national curriculum. Collaboration also comes from the Ministry of Religious Affairs, NGOs and literacy communities in the form of religious education, skills training and learning motivation, so that learning facilities such as books, stationery and supporting media can be fulfilled. Secondly, the active role of correctional officers who not only maintain discipline but also become educational facilitators, accompany learning activities, organize schedules, maintain security, provide motivation, and even participate in providing moral guidance to prisoners. Third, the motivation and awareness of prisoners who see education as a second chance to improve the future, redeem the past, and acquire work skills. This spirit shows the success of the education program as well as the psychological and social development approach. However, the education program in Surakarta Class I Detention Center still faces obstacles, such as the cessation of the Study Group of Packages program since 2023 which has an impact on learning continuity, limited infrastructure that reduces effectiveness, and the fact that not all prisoners continue their education after release and some return to criminal acts. This reflects that the fulfillment of the right to education for prisoners has not been fully optimal.

Analysis of Obstacles in the Implementation of the Fulfillment of Prisoners' Rights in Education at Surakarta Class I Detention Center

According to Ramdhiani and Rahminawati (2021), facilities and infrastructure have a very important role in supporting the creation of an effective and efficient learning process. The existence of adequate educational facilities not only supports the smooth running of teaching and learning activities, but is also able to increase students' learning motivation and facilitate the achievement of learning objectives. In this context, facilities and infrastructure become an important foundation that determines the quality of interaction between teachers and students, while creating a conducive and productive learning environment.

Based on observations at Surakarta Class I Detention Center, the implementation of school exams for juvenile inmates is still carried out online with teacher supervision in the Legal Aid room. This condition shows the limited facilities and infrastructure available to support the education program. The Head of the Legal Aid Sub-Section emphasized that the provision of proper learning space is very important so that the implementation of education can run optimally. Currently, learning activities can only be carried out in the Laras Jiwo Hall and the Legal Aid room which functions as a temporary classroom, so it has not been able to meet the needs of an ideal classroom.

In addition to gaining academic knowledge through the education program that is followed during the coaching period at Surakarta Class I Detention Center, prisoners also gain valuable experience in the form of learning obtained from positive activities carried out in the detention center. The education they receive is expected to be a good attitude change in implementing in daily life values, such as discipline, responsibility, cooperation, and social ethics.

Structured coaching activities such as skills training, karawitan, scouting and recitation are useful for prisoners to apply the knowledge gained while forming more positive characters and attitudes. Thus, the educational process in detention centers is not only a source of knowledge, but also a vehicle for self-transformation for prisoners in preparing to return to society with a better and more productive personality.

CONCLUSION AND SUGGESTION

Based on the results of research conducted at Surakarta Class I Detention Center regarding the implementation of learning programs for prisoners, it can be concluded that this program is a form of fulfilling the right to education which functions as a means of social rehabilitation. The learning program of the package study program is proven to have a positive impact in improving the quality of prisoners, both in terms of academics, morals, and social skills. The implementation of the package learning program in Surakarta Class I Detention Center has been able to provide opportunities for prisoners, especially in obtaining formal education that was previously delayed or interrupted. This program not only increases the knowledge of prisoners, but also fosters awareness of the importance of education as a provision for living a better life after release. Prisoners also show more positive behavioral changes, such as increased ability to control emotions, and have the motivation to change into a better person. They also began to plan a more directed future, both in continuing their education and in getting a job later. However, this program still has obstacles such as limited learning infrastructure, lack of teaching staff, and limited time which has an impact on achieving results that are not optimal.

Based on the results of the study, there are several suggestions to optimize the package learning program for prisoners in Surakarta Class I Detention Center. First, it is necessary to improve the quality and quantity of educational infrastructure, such as special classrooms, learning media, modules, stationery, and supporting technology to make the learning process more conducive. Second, innovative strategies are needed to increase inmates' motivation to learn, for example through the provision of rewards in the form of additional remissions, certificates, or awards for achievers. Third, strengthening collaboration between agencies and stakeholders, both from the government, universities, private institutions and NGOs, is very important to support program sustainability. Fourth, education programs in prisons need to be integrated with post-release social reintegration plans, such as further education, skills training, and mentoring, so that prisoners are able to build independent, moral, and productive lives, and can reduce recidivism rates.

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