



Effectiveness of prisoner development in preventing recidivism at class IIA Medan women's correctional institution

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Abstract

This study aims to evaluate the effectiveness of the coaching program in the Class IIA Women's Correctional Institution in Medan in preventing recidivism. The research methods used were surveys, interviews, and logistical regression analysis of 30 inmates, 20 former inmates, and 10 correctional officers. The results showed that coaching programs, which included skills training, psychological support, and religious activities, were effective in helping inmates change their behavior and prepare for social reintegration. Family support was also found to have a significant influence in reducing the likelihood of recidivism. The data shows a decrease in recidivism rates from 20% in the 2015-2017 period to 14.3% in the 2018-2020 period and 11.4% in the 2021-2023 period. Logistic regression analysis identified that participation in coaching and family support programs was a significant factor in lowering the rate of recidivism. These findings support rehabilitation theory, social support theory, social learning theory, and strain theory, which emphasize the importance of comprehensive intervention and social support in preventing recurrent criminal behavior.

Keywords: Coaching, recidivism, correctional institutions, women, Medan

Introduction

Recidivism is a phenomenon that continues to be a challenge in the penitentiary system around the world, including in Indonesia. Recidivism refers to the tendency of a former inmate to return to commit a crime after being released from a correctional institution (Karelina & Susila, 2021) [12]. The high rate of recidivism indicates that the coaching programs implemented in correctional institutions have not been fully successful in changing the behavior and mentality of inmates for the better. Therefore, the evaluation and improvement of coaching programs is very crucial. More effective and holistic coaching programs are needed to reduce recidivism rates and help ex-convicts reintegrate into society properly. The programs should include skills training, psychological counseling, and ongoing social support so that ex-convicts have a greater chance of living productive and crime-free lives in the future (Ferra et al., 2019 [8]; Situmorang; et al., 2022 [20]; Wardhana, 2022) [21].

The Medan Class IIA Women's Correctional Institution is one of the institutions responsible for implementing coaching programs for female inmates. The coaching program at this institution covers various aspects, including education, skills training, mental and spiritual guidance, and recreational activities. Each program is designed to equip inmates with positive skills and attitudes that can help them after release. However, the effectiveness of these programs in preventing recidivism is still a question that needs to be answered through in-depth research.

This study aims to evaluate the effectiveness of the coaching program implemented in the Class IIA Women's Correctional Institution in Medan in preventing recidivism. This study will examine the extent to which these programs have succeeded in changing the behavior of inmates and preparing them to return to society without repeating the same mistakes. In addition, this study will also identify factors that support and hinder the effectiveness of coaching programs, as well as provide recommendations for future program improvements.

Through a qualitative and quantitative approach, the study will involve in-depth interviews with inmates, former inmates, correctional officers, and related experts. In addition, statistical data on recidivism rates before and after the implementation of the coaching program will be analyzed to get a clearer picture of the impact of the program. The results of this study are expected to make a significant contribution to efforts to reform the penitentiary system in Indonesia, especially in terms of fostering female inmates, so that the main goal of correctional services to transform inmates into better and productive individuals can be achieved.

Thus, this study not only focuses on the evaluation of existing programs but also on finding practical solutions that can be applied to improve the effectiveness of the coaching program in the Medan Class IIA Women's Correctional Institution. The results of this study are expected to be a reference for other correctional institutions in their efforts to prevent recidivism and help former inmates live a better life after being freed.

Literature review

Literature reviews on the effectiveness of coaching programs in correctional institutions have been widely studied by researchers in various countries. The main focus of these studies is to understand how coaching programs can affect the behavior of inmates and prevent them from committing crimes after release. In the context of the Medan Class IIA Women's Correctional Institution, several important aspects need to be reviewed including the type of coaching program, effectiveness evaluation methods, and factors that affect the success of the program.

Types of Construction Programs

Coaching programs in correctional institutions generally include skills training, formal and informal education, psychological guidance, and religious and spiritual programs. According to (Gendreau et al., 1996) [9], effective

coaching programs usually have certain characteristics, such as an emphasis on cognitive and behavioral changes, skills training relevant to the needs of the job market, and ongoing psychosocial support. At the Medan Class IIA Women's Correctional Institution, the coaching program covers these various aspects to prepare female inmates to be able to reintegrate into society.

Effectiveness Evaluation Methods

Evaluation of the effectiveness of coaching programs can be carried out through quantitative and qualitative approaches. The quantitative approach usually involves the analysis of statistical data regarding recidivism rates before and after the implementation of the program. According to (Dwiantoro & Subroto, 2023) ^[6], the decrease in recidivism rates is the main indicator of the success of the coaching program. In addition, surveys and questionnaires filled out by inmates and former inmates can also provide additional data on their perception of the coaching program undertaken.

The qualitative approach, on the other hand, involves in-depth interviews and case studies to gain a deeper understanding of the individual experiences of inmates during the coaching program. Research by (Putri, n.d.) emphasizing the importance of listening to the stories of inmates to understand the psychological and behavioral changes that occur during and after participating in the coaching program. In the Medan Class IIA Women's Correctional Institution, this combination of approaches can provide a comprehensive picture of the effectiveness of the coaching program implemented.

Factors Influencing Program Success

The success of coaching programs in preventing recidivism is influenced by various factors. According to research by (Cullen & Gendreau, 2000) ^[5], factors such as program quality and consistency, correctional officers' skills and dedication, and support from families and communities play an important role in determining the outcome of coaching programs. In addition, the characteristics of individual inmates, such as age, educational background, and personal motivation, also affect how much they can make use of existing coaching programs.

In the context of the Medan Class IIA Women's Correctional Institution, these factors must be considered in designing and implementing the coaching program. Research by (Bonta & Andrews, 2016) ^[3] showed that coaching programs tailored to the individual needs of inmates were more likely to be successful in reducing recidivism rates. Therefore, personalization of the program based on the assessment of the needs and risks of each inmate needs to be implemented.

Case Studies and Best Practices

Case studies from different countries can provide valuable insights into best practices in prisoner coaching. For example, the "Therapeutic Communities" program implemented in several correctional institutions in the United States has shown positive results in reducing recidivism (Campling, 2001) ^[4]. The program emphasizes behavior change through a supportive community environment, where inmates can learn and thrive together. In addition, the construction model in the Scandinavian

countries, which emphasizes rehabilitation and social reintegration rather than punishment alone, also shows low recidivism rates (Nature & Sh, 2018). This model involves skills training, education, and strong psychosocial support, as well as a more humane relationship between officers and inmates.

Relevance for Medan Class IIA Women's Correctional Institution

The existing literature suggests that a comprehensive and integrated coaching program, which includes skills training, education, psychological guidance, and social support, has great potential to reduce recidivism. The Class IIA Women's Correctional Institution in Medan can take lessons from these studies and best practices to improve the effectiveness of the coaching programs implemented. Tailoring programs based on the individual needs of inmates, training and professional development for correctional officers, and increased cooperation with communities and inmate families can be important steps toward success. By understanding the existing literature and applying these findings, it is hoped that the Class IIA Women's Correctional Institution in Medan can be more effective in implementing coaching programs that can prevent recidivism and help former inmates live better lives after being released.

Methodology

This study aims to evaluate the effectiveness of the coaching program in the Class IIA Women's Correctional Institution in Medan in preventing recidivism. The method used is a mixed method that combines qualitative and quantitative approaches to get a comprehensive and in-depth picture (Justan et al., 2024) ^[11].

1. Research Design

This study uses an exploratory sequential design which consists of two stages:

- **Qualitative Stage:** Qualitative data collection through in-depth interviews, participant observations, and documentation analysis (Saleh, 2017) ^[19].
- **Quantitative Stage:** Quantitative data collection through surveys and secondary data analysis regarding recidivism rates (Retnawati, 2017) ^[18].

2. Research Subject

- **Inmates:** Female inmates who are undergoing a coaching program at the Medan Class IIA Women's Correctional Institution.
- **Former Inmates:** Former inmates who have completed a coaching program and have been released for at least one year.
- **Correctional Officer:** An officer involved in the implementation of the coaching program.
- **Experts and Experts:** Academics and practitioners in the field of correctional and rehabilitation of prisoners.

Subject selection is carried out by the purposive sampling method, where subjects are selected based on certain criteria that are relevant to the research objectives.

3. Data Collection Techniques

a. Qualitative Data

- **In-depth interviews:** Semi-structured interviews are conducted with inmates, former inmates, and correctional officers to gain in-depth information regarding their experiences and perceptions of the coaching program.
- **Participant Observation:** The researcher directly observed coaching activities in correctional institutions to understand the implementation of the program in its original context.
- **Documentation Analysis:** Involves analysis of program reports, evaluation records, and correctional institution policies (Miles & Huberman, 1992) ^[14].

b. Quantitative Data

- **Surveys:** Questionnaires were distributed to inmates and former inmates to collect data on their perceptions of program effectiveness and their impact on their behavior.
- **Secondary Data:** Collection of statistical data on recidivism rates from correctional institution archives and related agencies (Bambang Sudaryana et al., 2022) ^[2].

4. Research Instruments

- **Interview Guide:** Structured to guide in-depth interviews, covering topics such as experience following the program, behavior change, and support received.
- **Questionnaire:** Developed to measure perceptions of program effectiveness, behavior change, and factors influencing recidivism.
- **Observation Sheet:** Used to record activities and interactions during participant observation.

5. Data Analysis Techniques

a. Qualitative Analysis

- **Interview Transcription:** All interviews will be transcribed verbatim.
- **Thematic Analysis:** Interview data is analyzed using a thematic approach to identify key themes that emerge from the subject's experiences and views.
- **Data Triangulation:** Using various data sources (interviews, observations, and documentation) to improve the validity of the findings.

b. Quantitative Analysis

- **Descriptive Statistics:** Used to describe the characteristics of research subjects and their perception of coaching programs.
- **Hypothesis Test:** Statistical tests such as chi-square (χ^2) or t-test are used to compare recidivism rates before and after a coaching program.

Chi-square formula (χ^2) (Wibowo, 2017) ^[22]:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where:

O_i = Frequency observation (actual value)

E_i = Expected frequency

- **Logistic Regression:** To analyze the factors that influence the likelihood of recidivism.

Logistic regression model (Pentury et al., 2016) ^[16]

$$\log \left(\frac{P}{1-P} \right) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k$$

Where

P = Probability of recidivism

β_0 = Intercept

β_1, β_2 = Regression coefficient for independent variable X_1, X_2, \dots, X_k

Results and discussion

Result

This study evaluates the effectiveness of the coaching program at the Class IIA Medan Women's Correctional Institution in preventing recidivism. The results of the study are based on qualitative and quantitative data collected through in-depth interviews, observations, documentation analysis, and surveys. Here is a full presentation of the research results.

1. Characteristics of Respondents

a. Inmate

- Total inmates interviewed: 30 people
- Average age: 35 years old
- Average length of sentence: 4 years
- Education Level: Elementary (10%), Junior High School (20%), High School (50%), Diploma/Bachelor (20%)

b. Former Prisoners

- Total ex-convicts surveyed: 20 people
- Average age: 38 years old
- Free time: 2 years
- Education Level: Elementary (15%), Junior High School (25%), Senior High School (40%), Diploma/Bachelor (20%)

c. Correctional Officer

- Total officers interviewed: 10 people
- Average length of service: 8 years
- Education: High School (20%), Diploma (30%), Bachelor (50%)

2. Qualitative Analysis

a. Prisoner's Experience in the Coaching Program

Based on in-depth interviews with inmates, several key themes were found:

- **Skills Training:** Inmates stated that skills training such as sewing, cooking, and handicrafts went a long way in providing them with new skills that could be used after their release.

- **Psychological Support:** Counseling guidance programs help inmates cope with stress and improve their mental health.
- **Religious Programs:** Religious activities provide inner peace and strengthen their morality.

b. Challenges in Program Implementation

From the perspective of correctional officers, some of the challenges faced in the implementation of the coaching program are:

- **Limited Resources:** Limited budgets and facilities are often an obstacle in providing optimal training.

- **Prisoner Motivation:** Not all inmates have high motivation to participate in coaching programs, which affects the effectiveness of the programs.

c. Perception of Former Prisoners

Former inmates interviewed generally have a positive view of the coaching program. They felt the program helped them prepare for life after liberation. However, they also mentioned the need for further support after their release.

3. Quantitative Analysis

a. Perception of Program Effectiveness

The survey results showed that the majority of inmates and former inmates rated the coaching program as effective in changing their behavior.

Table 1: Response to Program Effectiveness

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
The program helps in changing my behavior	40%	45%	10%	5%	0%
I feel more prepared to return to society	35%	50%	10%	5%	0%
The skills training provided is beneficial	50%	40%	5%	5%	0%
Psychological support helps me overcome personal issues	45%	40%	10%	5%	0%

Surveys conducted on inmates and former inmates show that the coaching program at the Class IIA Women's Correctional Institution in Medan is considered quite effective in helping them change their behavior and prepare for social reintegration. As many as 85% of respondents (40% strongly agree and 45% agree) stated that this program helped change their behavior. In addition, 85% of respondents (35% strongly agree and 50% agree) feel better prepared to return to the community after participating in the coaching program. In terms of skills training, 90% of

respondents (50% strongly agree and 40% agree) find the training provided useful. Psychological support was also rated positive, with 85% of respondents (45% strongly agreeing and 40% agreeing) stating that this support helped them cope with personal issues.

b. Recidivism Rate

Secondary data showed a decrease in recidivism rates after the implementation of the coaching program.

Table 2: Recidivism Rate After the Implementation of the Coaching Program

Era	Number of Inmates	Recidivist Prisoners	Recidivism Rate
2015-2017	200	40	20%
2018-2020	210	30	14.3%
2021-2023	220	25	11.4%

The secondary data analyzed showed a decrease in recidivism rates after the implementation of the coaching program. In the 2015-2017 period, the recidivism rate was at 20%, with 40 out of 200 inmates becoming recidivists. In the 2018-2020 period, the recidivism rate decreased to 14.3%, with 30 out of 210 inmates becoming recidivists. In the 2021-2023 period, recidivism rates further decreased to 11.4%, with only 25 of the 220 inmates becoming recidivists. This decrease shows the effectiveness of coaching programs in reducing the level of recidivism.

variables tested included age, education level, length of sentence, participation in coaching programs, and family support.

Logistic regression model:

$$\log\left(\frac{P}{1-P}\right) = \beta_0 + \beta_1(\text{Usia}) + \beta_2(\text{Pendidikan}) + \beta_3(\text{Lama Hukuman}) + \beta_4(\text{Partisip})$$

c. Logistic Regression Analysis

Logistic regression analysis was carried out to understand the factors that affect the likelihood of recidivism. The

The results of the analysis showed that participation in family coaching and support programs had a significant influence on the reduction of the likelihood of recidivism.

Table 3: Results of Logistic Regression

Variable	Coefficient (β)	Error Standards	P-value
Age	-0.02	0.05	0.67
Education	-0.30	0.15	0.05
Duration of Sentence	0.10	0.08	0.20
Program Participation	-0.50	0.20	0.01
Family Support	-0.40	0.18	0.03

Logistic regression analysis is used to identify factors that influence the likelihood of recidivism. The results of the

analysis showed that participation in family coaching and support programs had a significant influence on the

reduction of the likelihood of recidivism. The regression coefficient for participation in coaching programs was -0.50, which was significant at a p-value of 0.01, suggesting that participation in the program significantly reduced the likelihood of recidivism. Family support also has a negative regression coefficient of -0.40, which is significant at a p-value of 0.03, suggesting that family support plays an important role in preventing recidivism. Age and education level variables were also analyzed but did not show a significant influence on the likelihood of recidivism. The regression coefficient for age is -0.02 (p-value 0.67), while for education it is -0.30 (p-value 0.05), which is close to significant but still above the conventional threshold of 0.05. The length of the sentence had a positive coefficient of 0.10 (p-value 0.20), suggesting that the longer sentence length tended to increase the likelihood of recidivism, but the effect was not significant.

Discussion

The results of this study show that the coaching program at the Class IIA Women's Correctional Institution in Medan has a significant effectiveness in reducing the level of recidivism among female inmates. The effectiveness of this program can be attributed to the various theories of criminology and corrections that underlie the coaching approach.

The Effectiveness of Coaching Programs and Their Relation to Rehabilitation Theory

Rehabilitation theory argues that the main goal of the penitentiary system is to improve and change the behavior of inmates so that they can reintegrate into society as law-abiding individuals (Eryansyah & IP, 2021) [7]. The coaching program at the Medan Class IIA Women's Correctional Institution, which includes skills training, psychological support, and religious activities, directly supports this goal.

The skills training provided in this program allows inmates to acquire competencies relevant to the world of work. This is in line with the view that rehabilitation through job training can help inmates find work after they are released, thus reducing the economic pressures that are often the cause of their return to the criminal world (Intan, 2024) [10]. Thus, rehabilitation theory emphasizes the importance of providing inmates with the necessary tools and opportunities to positively change their lives.

The Role of Social Support Theory

Social support theory underscores the importance of strong social networks in preventing criminal behavior (Pakpahan, 2024) [15]. In this context, support from family and community plays an important role in reducing recidivism rates. The results showed that family support was a significant factor that reduced the likelihood of recidivism. This is in line with social support theory which states that individuals with strong and positive social relationships have a lower risk of reoffending. Family support provides inmates with a sense of acceptance and appreciation, as well as providing a source of motivation to stay on track after release. It also helps inmates access the resources and

opportunities they need to reintegrate into society. This social support can serve as an informal system of supervision that helps ex-convicts stay committed to positive change.

Social Learning and Behavior Change

The theory of social learning, put forward by Albert Bandura, states that behavior is learned through observation, imitation, and reinforcement (Yanuardianto, 2019) [23]. The coaching program at the Class IIA Women's Correctional Institution in Medan provides inmates with the opportunity to learn new positive behaviors through interaction with instructors and fellow inmates in a supportive environment. Skills training and other productive activities allow inmates to internalize the values of hard work, discipline, and responsibility. Positive reinforcement, such as praise and recognition for their achievements in the program, reinforces these positive behaviors. This learning process helps inmates develop the mindset and skills necessary for a better life once they are free.

Strain Theory and Social Pressure Reduction

Strain theory, put forward by Robert Merton, argues that social and economic pressures can encourage individuals to engage in criminal behavior as a way to overcome the difficulties they face (Manullang, 2023) [13]. Coaching programs that provide skills training and psychological support help reduce this stress by providing legitimate and constructive ways to achieve their life goals. The skills training provided helps inmates acquire the skills they need to find work after release, reducing the economic pressures that are often a major driver of criminal behavior. Psychological support helps them cope with the stress and anxiety associated with life in prison and the challenges of social reintegration. Thus, the program helps inmates develop more adaptive coping strategies and reduce their risk of returning to criminal life.

Declining Recidivism Rates and Practical Implications

The research data showed a significant decrease in recidivism rates after the implementation of the coaching program. In the 2015-2017 period, the recidivism rate was at 20%, which then decreased to 14.3% in the 2018-2020 period, and further decreased to 11.4% in the 2021-2023 period. This decrease indicates that coaching programs are effective in addressing risk factors that often cause inmates to commit crimes. The logistical regression analysis conducted shows that participation in coaching and family support programs is a significant factor in reducing the possibility of recidivism. It underscores the importance of a holistic approach that not only focuses on individual improvement but also involves support from their social environment.

Conclusion

Coaching programs that include skills training, psychological support, and religious activities have proven effective in helping inmates develop new skills, overcome emotional problems, and strengthen their moral foundation. This is in line with rehabilitation theory which emphasizes the importance of behavioral improvement for successful social reintegration. Family support has a significant influence on reducing recidivism rates. Inmates who receive emotional and material support from their families tend to

be better able to adapt to life outside of prison and avoid criminal behavior. This supports the theory of social support which states that positive social relationships can serve as protective factors against criminal behavior. The social learning process through skills training and productive activities helps inmates internalize positive values such as hard work, discipline, and responsibility. Positive reinforcement in coaching programs reinforces desired behaviors, which are in line with social learning theory. Coaching programs that provide skills training and psychological support help reduce the social and economic pressures that are often drivers of criminal behavior. This corresponds to strain theory which states that external pressure can drive individuals to commit crimes as a way to overcome difficulties. The research data showed a significant decrease in recidivism rates after the implementation of the coaching program. In the 2015-2017 period, the recidivism rate was at 20%, which then decreased to 14.3% in the 2018-2020 period, and further decreased to 11.4% in the 2021-2023 period. This shows that coaching programs are effective in reducing the risk of inmates returning to crime. Logistic regression analysis shows that participation in coaching and family support programs is a significant factor in reducing the likelihood of recidivism. Other variables such as age and education level did not show a significant influence on the likelihood of recidivism.

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