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Research Article

Industrial-Based Corrections Training in Lapas Class I Cirebon: Prisoners' Achievements and Post-Release Impacts

Rahma Melisha Fajrina[1], Sigid Riyanto[2]
[1]Institut Seni Indonesia Padangpanjang, Indonesia
[2]Universitas Gadjah Mada, Indonesia
Corresponding Author, Email: melishafajrina@gmail.com

Abstract

This study investigates the industrial-based correctional training implemented at Lapas Class I Cirebon and examines how prisoners' achievements and post-release impacts relate to achieving the aims of the Indonesian correctional system. Guided by the legal framework of Law Number 12 of 1995 and Government Regulation Number 31 of 1999, the research focuses on independence development through structured industrial training. The study uses an empirical descriptive legal research approach. Data were collected through semi-structured interviews with correctional officials and questionnaires administered to fifty (50) prisoners actively participating in industrial training programs. Industrial training in the institution is implemented through five stages: orientation, apprenticeship, industrial production implementation, marketing of industrial outputs, and monitoring by relevant authorities. The study reports that prisoner respondents evaluate the training as beneficial, with three documented achievement themes: (1) skill and knowledge enhancement related to industrial activities, (2) increased productivity and constructive engagement during incarceration, and (3) optimism for independent living after release. In addition, the study provides narrative evidence of post-release business initiation by former prisoners whose work was linked to industrial skills developed during incarceration. The main empirical contribution of this study lies in demonstrating how a structured industrial training model can connect in-prison skill development with post-release livelihood opportunities, thereby supporting reintegration readiness. Overall, the findings suggest that industrial-based training functions as an institutional mechanism aligned with reintegration and non-repetition objectives by strengthening work-based competence and post-release livelihood readiness.

Keywords: Industrial-Based Correctional Training; Lapas Class I Cirebon; Independence Development; Reintegration; Prisoners' Achievements; Post-Release Impact.

INTRODUCTION

In contemporary criminal justice discourse, the evolution of punishment objectives has progressively shifted from retribution-focused approaches toward rehabilitation-oriented correctional policies. This shift reflects not only legal reform but also a broader societal demand for humane and socially restorative responses to criminal wrongdoing. Within this framework, Indonesia's correctional system

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(pemasyarakatan) is designed to ensure that incarceration is not merely a mechanism of deprivation, but also a structured process of guidance, education, and preparation for reintegration. Historically, the conceptual foundations of the penitentiary-to-correctional transition can be traced to Sahardjo's formulation that prison punishment should serve the purposes of guidance, penitence, and education so that the convict may return as a beneficial member of society (Sahardjo, 1964). The rationale behind such a transformation is that crime is not treated solely as an event to be punished, but as a social conflict that demands restoration of the offender's relationship with society. Consequently, correctional training cannot be treated as secondary administration; it becomes a core instrument for achieving the legal-social ends of sentencing. However, the effectiveness of any correctional training program depends strongly on how well the program aligns with prisoners' capacities and with the realities of life after release. This is precisely where industrial-based correctional training becomes a relevant object of scholarly inquiry, because it potentially integrates skills, work discipline, and economic readiness within an incarceration setting.

The legal basis for the correctional system in Indonesia is firmly established through Law Number 12 of 1995 on Correctional Services (Pemasyarakatan). The law defines correctional services as a set of activities to conduct the correctional guidance of prisoners based on systems, institutions, and methods that constitute the final component of the criminal justice sentencing framework (Law Number 12 of 1995). The aims of the correctional system are explicitly formulated: to form prisoners into "whole humans" who realize their wrongdoing, improve themselves, do not repeat criminal acts, and can be accepted back into society (Law Number 12 of 1995). In addition, the correctional system serves to prepare prisoners for healthy reintegration so that they can actively participate in society as free and responsible members (Law Number 12 of 1995). Such legal aims imply that correctional training must produce more than temporary compliance; it should shape durable competencies and motivations to prevent reoffending. The concept of training is further operationalized in Government Regulation Number 31 of 1999 which distinguishes personality development and independence (kemandirian) development as two major dimensions of training and guidance (Indonesia, 1999). Therefore, a program that effectively develops independence should logically contribute to reintegration readiness and the reduction of reoffending risk. Industrial-based training is particularly significant in this context because it is capable of translating the abstract aims of correctional independence into structured, measurable work-based experiences. When properly implemented, industrial training can become a bridge between the incarceration period and the post-release life that requires productivity, discipline, and economic agency. This makes the study of industrial-based training urgently relevant to both legal scholarship and correctional policy design.

Correctional training is not implemented in a value vacuum; it must reflect the guiding principles of the correctional system as set out in Article 5 of Law Number 12 of 1995. These principles include protection (pengayoman), equality of treatment and service, education and guidance, respect for human dignity, and the limitation of suffering to the loss of liberty as the sole punishment burden (Law Number 12 of 1995). Additionally, the principle of ensuring the right to maintain relations with family and certain other persons is explicitly recognized, implying that correctional success is also linked to social support and psychological stability (Law Number 12 of 1995). Industrial-based programs can be interpreted as an operational mechanism for these principles when they are designed as educational and dignifying work activities rather

than exploitative labor. In this regard, training must be directed not only toward religious and intellectual formation, but also toward skill development that supports life after release. The explanatory provisions of Article 7 paragraph (2) of Law Number 12 of 1995 specify that personality development is directed at mental and character formation, while independence development is directed at talents and skills so that prisoners may return to society as responsible members (Law Number 12 of 1995). Government Regulation Number 31 of 1999 similarly defines that prisoners' independence development encompasses work skills, work training, and production activities (Indonesia, 1999). This normative structure indicates that industrial-based correctional training is not merely an alternative program but a program category that fits the official correctional architecture. Therefore, the central scholarly question becomes how these ideals are translated into implementation mechanisms in real institutional settings, such as Lapas Class I Cirebon. Researching this implementation is crucial for evaluating whether industrial training truly embodies the correctional principles in practice.

The importance of studying industrial-based correctional training increases further when attention is directed to the specific policy framework that authorizes and guides industrial activities within correctional institutions. A key reference is the Regulation of the Minister of Law and Human Rights Number 53 of 2016 on the Management and Utilization of Industrial Activity Outputs in Correctional Facilities. This regulation explicitly frames industrial activities as tools to prepare prisoners to become skilled and independent individuals who are capable of developing their enterprises for national economic participation (Regulation of the Minister of Law and Human Rights Number 53 of 2016). It also emphasizes the relevance of industrial activities to organizational independence and to fulfilling needs of society or other institutions, implying that industrial outputs are expected to have market and social legitimacy (Regulation of the Minister of Law and Human Rights Number 53 of 2016). Importantly, this policy approach suggests that industrial-based correctional training is designed to produce competencies that are economically actionable rather than merely occupationally symbolic. In the empirical context of Lapas Class I Cirebon, industrial training has been described as part of a paradigm shift from a consumption-oriented institution to a productive institution, which is publicly communicated by the Ministry of Law and Human Rights (Kemenkumham, 2017). Such institutional positioning indicates that industrial training is not incidental but embedded in a national correctional agenda. Consequently, studying implementation patterns in Lapas Class I Cirebon can illuminate how national policy aspirations are operationalized into concrete correctional processes. Moreover, because policy objectives include independence and future livelihood readiness, the relevance of studying post-release impacts becomes particularly methodologically and substantively justified. In short, industrial-based training in Lapas Class I Cirebon provides a meaningful case through which the relationship between correctional program design and the attainment of correctional aims can be empirically assessed.

From a correctional management perspective, the effectiveness of industrial-based training depends on how the institution structures the process from entry to completion, rather than on the mere existence of industrial activities. In the studied context, industrial-based training is implemented through structured stages that function as sequential mechanisms of assessment, skill acquisition, production participation, market orientation, and evaluative supervision. Such staging is consistent with the view that prison punishment should incorporate corrective and educational processes, not only confinement. In this research setting, the stages

include orientation, apprenticeship, industrial implementation, marketing of industrial outputs, and monitoring of program performance by relevant authorities. Orientation emphasizes registration of prisoners' interests and talents and includes a period of institutional introduction during which development is assessed and prisoners are directed toward appropriate workshop guidance programs. Apprenticeship then provides a controlled learning period in which prisoners are trained and supervised to develop work discipline and competency. Industrial implementation continues the skill trajectory through participation in production positions, where prisoners produce goods aligned with their assigned workshop activities. Marketing of outputs reflects the policy expectation that industrial outputs should have external value and should be integrated with society-level needs (Regulation of the Minister of Law and Human Rights Number 53 of 2016). Finally, monitoring functions as an evaluative control mechanism that allows authorities to observe program progress and facilitate policy support. Such a staged model indicates an institutional design that attempts to convert training into life-relevant competencies. Accordingly, the "pattern" of industrial-based correctional training is a core analytical object in this study because it is likely to shape the probability that prisoners develop skills, productivity habits, and self-confidence required for reintegration.

Despite the growing attention to correctional training and skills development, a research gap remains in understanding how industrial-based correctional programs contribute to correctional objectives beyond the implementation stage. Existing studies have generally examined vocational training, prisoner empowerment, or independence development as separate issues, often emphasizing program implementation, institutional challenges, or specific categories of prisoners. While these studies provide important insights into correctional practices, limited attention has been devoted to examining the relationship between the structure of industrial-based training, prisoners' achievements during incarceration, and the continuity of its impacts after release. Consequently, the effectiveness of industrial training is frequently assessed through program delivery and participation rates rather than through its contribution to reintegration-oriented correctional outcomes.

This limitation is particularly significant because the correctional system established under Law Number 12 of 1995 places reintegration and the prevention of reoffending at the center of correctional objectives (Law Number 12 of 1995). Evaluating industrial-based correctional training therefore requires an analytical perspective that extends beyond institutional implementation and considers whether competencies developed during incarceration remain relevant after release. In industrial-based programs, work-oriented and market-oriented experiences are expected to cultivate practical skills, work discipline, and economic self-reliance; however, empirical evidence connecting these experiences to post-release outcomes remains limited. This study addresses that gap by examining how industrial-based training is implemented and how its outcomes are reflected both in prisoners' achievements during incarceration and in post-release livelihood experiences.

The novelty of this research lies not merely in examining industrial-based correctional training in a specific correctional institution, but in developing an integrated evaluative perspective that connects correctional program design, prisoners' achievement outcomes, and reintegration-oriented impacts within a single analytical framework. Rather than treating industrial activities solely as vocational programs, this study conceptualizes industrial-based training as a continuum extending from institutional intervention during incarceration to livelihood readiness

after release. Through this perspective, industrial training is assessed not only in terms of implementation processes but also in relation to broader correctional objectives, particularly independence development, reintegration, and the prevention of reoffending.

Furthermore, this study advances a pattern-to-outcome analytical approach by linking the five-stage industrial training model—orientation, apprenticeship, industrial production, marketing, and monitoring—to prisoners' perceived achievements and post-release economic engagement. By integrating implementation patterns, prisoner experiences, and post-release evidence, the study contributes an empirically grounded framework for evaluating correctional training effectiveness within the normative objectives established by Law Number 12 of 1995, Government Regulation Number 31 of 1999, and Regulation of the Minister of Law and Human Rights Number 53 of 2016. Accordingly, the contribution of this study extends beyond institutional description toward a broader understanding of how industrial-based correctional programs may function as mechanisms supporting reintegration-oriented correctional policy.

METHODS

Research Design

This study used an empirical legal research design with a descriptive orientation focusing on how industrial-based correctional training is implemented and what achievements and post-release impacts emerge from that implementation in Lapas Class I Cirebon. In terms of research type, the study draws from the distinction between normative and empirical legal research, and it operationalizes the legal framework by observing how correctional training is carried out in practice and how it is perceived by relevant actors (Jonaedi & Ibrahim, 2018) (Mukti Fajar & Yulianto Ahmad, 2010; Soekanto, 1986). The descriptive character of the study aims to portray the operational pattern of industrial training stages and to describe prisoners' perceived achievements and post-release narratives without forcing an artificial causal model beyond the available evidence (Marzuki, 2011; Soekanto, 1986). While the research is descriptive, it also supports practical legal analysis because it links program implementation to the normative aims of the correctional system as stipulated in the applicable legal instruments (Law Number 12 of 1995) (Indonesia, 1999). Therefore, the "law in action" orientation is maintained by combining doctrinal references to correctional aims with empirical data collected from the field. Given the structured stages of industrial training in the study setting, the research design is also compatible with process-oriented description, allowing the identification of how orientation, apprenticeship, production, marketing, and monitoring shape training outcomes. In line with the correctional emphasis on guidance and reintegration, the design prioritizes data that can reflect training experience and reintegration readiness as expressed by prisoners and institutional actors. Accordingly, the study proceeds through field data collection using qualitative techniques combined with questionnaire-based responses for prisoners, which are treated as descriptive evidence supporting the qualitative findings (Sunggono, 2012; Mukti Fajar & Yulianto Ahmad, 2010).

Research Location and Setting

The research was conducted at Lembaga Pemasyarakatan (Lapas) Class I Cirebon, which serves as the institutional setting where industrial-based correctional training is organized as a key component of correctional independence development.

Lapas Class I Cirebon is positioned as an industrial-oriented correctional facility, aligning with the policy agenda that encourages productivity and skills-based rehabilitation within correctional institutions (Kemenkumham, 2017; Regulation of the Minister of Law and Human Rights Number 53 of 2016). The selection of the location is grounded in the empirical relevance of the institution to the research focus, because the industrial-based training program is actively implemented through multiple industrial workshops and output marketing mechanisms. In addition, the facility is suitable for examining training patterns because it provides an integrated training process that begins from prisoner orientation and extends into apprenticeship, production positions, and output marketing and monitoring. The location choice also supports the evaluation of training achievements and post-release narratives, since the institutional program includes structured processes that are likely to influence long-term outcomes. Therefore, the research location is not merely convenient, but conceptually relevant to the industrial training mechanism described in the correctional policy framework (Law Number 12 of 1995) (Indonesia, 1999). This justification is important in empirical legal research because location determines the possibility of observing law implementation in real institutional processes (Marzuki, 2011; Muhammad, 2004).

Participants: Informants and Respondents

The study involved two categories of participants: informants (narasumber) and respondents (responden). Informants were selected based on their competence and structural authority to provide institutional perspectives on industrial training implementation. In this study, the primary informant was the head of Lapas Class I Cirebon, who provided information regarding correctional policy, program direction, and institutional decisions related to industrial training (Wawancara dengan Kepala Lembaga Pemasyarakatan Klas I Cirebon, 25 June 2018). Supporting informant perspectives were also gathered from staff involved in guidance and work outcomes, including personnel responsible for workshop outcomes and guidance management (Wawancara with Bapak Erfin Kurniawan, 2 April 2019; Wawancara with Bapak Nandang Ruchyat, 2 April 2019; Wawancara with Bapak Taufik, 2 April 2019; Wawancara with Bapak Surnoto, 2 April 2019). The use of informants follows the empirical legal research approach that treats informants as holders of relevant knowledge and institutional roles rather than as units for measurement alone (Amiruddin & Asikin, 2004) (Nasution, 1982). Respondents consisted of prisoners who were actively participating in industrial-based correctional training programs at the time of fieldwork. The number of respondents was fifty (50) prisoners selected using non-probability sampling, specifically purposive sampling. Purposive sampling was used to ensure that respondents matched the research criteria: they were prisoners participating in industrial-based correctional training, enabling them to provide relevant perceptions of training achievements and experiences (Jonaedi & Ibrahim, 2018) (Soekanto, 1986). This sampling strategy is consistent with empirical legal research that prioritizes information richness over statistical representativeness (Sunggono, 2012; Mukti Fajar & Yulianto Ahmad, 2010). All participants were addressed using initials for prisoners to preserve confidentiality and to align with ethical considerations in research reporting.

Instruments: Semi-Structured Interview Guide and Questionnaire

Data collection used two primary instruments: a semi-structured interview guide and a questionnaire. The semi-structured interviews were conducted with

informants to explore institutional implementation details of industrial-based training, including the stages of orientation, apprenticeship, production execution, marketing, and monitoring, as well as perceived alignment with correctional aims. Semi-structured interviewing is appropriate for allowing the researcher to probe deeper into issues while maintaining focus on predefined themes related to the research problem (Moleong, 1988) (Amiruddin & Asikin, 2004). The interview guide contained prompts relating to implementation procedures, institutional roles, training constraints, and institutional evaluation mechanisms. In addition, questionnaire data were collected from the fifty (50) prisoner respondents to capture descriptive perceptions regarding the value of industrial training, perceived benefits, and the usefulness of skills for future independence. The questionnaire was treated as descriptive evidence integrated with qualitative findings because the research emphasis remains on meaning, experience, and program relevance rather than on inferential statistical testing (Sunggono, 2012; Marzuki, 2011). The combined instrument strategy allows triangulation between institutional narratives and prisoner experiences. Such triangulation enhances the credibility of descriptive findings because it reduces the risk that implementation descriptions reflect only one actor perspective (Muhammad, 2004; Marzuki, 2011). Prior to the main data collection, the instrument themes were aligned with the correctional normative structure, especially independence development and the operationalization of industrial objectives as defined by applicable regulations (Indonesia, 1999) (Law Number 12 of 1995; Regulation of the Minister of Law and Human Rights Number 53 of 2016). Therefore, the instruments were designed to ensure that empirical observations remain anchored in the legal-purposive framework guiding industrial training programs. The questionnaire items were developed based on the research objectives and the legal framework governing correctional independence development, and their content was aligned with the interview themes to enhance consistency and content validity across data sources.

Data Collection Procedures

The data collection process was conducted in a stepwise manner through (1) interviews with informants and (2) questionnaires administered to prisoner respondents, supported by document observation and contextual information provided by the institution. Semi-structured interviews were conducted directly with informants, with the researcher using the interview guide while allowing follow-up questions to clarify implementation details and program mechanisms. The interviews focused on how industrial training stages are operationalized, including the institutional process that starts from prisoner orientation and ends with monitoring and institutional evaluation. Questionnaire administration to prisoner respondents was conducted to collect descriptive responses about perceived achievements derived from industrial training, including skill enhancement, productivity improvement, optimism for independent life, and perceived preparation for reintegration. The use of questionnaires supported structured comparison across respondents while allowing integration with narrative explanations from interviews (Jonaedi & Ibrahim, 2018) (Sunggono, 2012). During fieldwork, the researcher ensured that the respondents met the inclusion criteria as active participants in industrial-based training and that their responses were consistent with the training experiences they had undergone. For prisoners who provided perceptions, their identity was recorded using initials as reflected in the reporting scheme described in the thesis materials, ensuring confidentiality in publication. In addition, to capture post-release impacts,

narrative information regarding former prisoners was incorporated through institutional accounts and relevant field observations as available in the dataset. This approach aligns with correctional research logic because post-release evidence often depends on institutional knowledge and communication rather than solely on formal follow-up systems (Harsono, 1995; Petrus & Panjaitan, 1995). Overall, the procedural design maintains coherence between data types so that the research can describe patterns of industrial training implementation while also reporting achievements during training and evidence of impacts after release.

Data Analysis

Data analysis in this study used a qualitative analytic approach, supported by descriptive treatment of questionnaire responses. Qualitative analysis was conducted by organizing, interpreting, and categorizing interview narratives to identify the pattern of implementation stages and institutional mechanisms. This process involves meaning interpretation of words, expressions, and contextual details, consistent with qualitative legal research traditions where data are not reduced solely to numerical outputs (Bambang Sunggono, 2012; Moleong, 1988). Questionnaire responses from fifty (50) prisoners were analyzed descriptively to identify dominant perceptions regarding industrial training benefits and perceived outcomes, and then integrated into the qualitative narrative as supporting evidence. In practice, the analysis proceeded by (1) coding interview statements related to orientation, apprenticeship, industrial production, marketing, and monitoring; (2) extracting prisoners' perceived achievements as recurring themes; and (3) comparing institutional narratives with prisoner perceptions to check coherence and convergence. This comparative integration supports a more robust descriptive account because it allows the study to explain how the implemented pattern relates to perceived outcomes rather than treating each data type in isolation. This comparative integration supports a more robust descriptive account because it allows the study to explain how the implemented pattern relates to perceived outcomes rather than treating each data type in isolation. In addition, data triangulation between interviews, questionnaire responses, and supporting institutional information was employed to strengthen the credibility and trustworthiness of the qualitative findings. The analysis also considered legal relevance by linking empirical findings to normative objectives of correctional services, especially reintegration and non-repetition aims as formulated in Law Number 12 of 1995. Moreover, the analysis used a legal-purposive lens, meaning that the interpretive emphasis was on whether and how industrial training contributes to correctional aims of independence development and reintegration readiness (Indonesia, 1999) (Law Number 12 of 1995; Regulation of the Minister of Law and Human Rights Number 53 of 2016). Finally, to ensure analytic consistency, the conclusions were derived through thematic synthesis rather than through statistical inference, reflecting the descriptive and qualitative emphasis of the research design (Jonaedi & Ibrahim, 2018) (Soerjono Soekanto, 1986; Marzuki, 2011).

RESULT AND DISCUSSION

Research Setting and Institutional Context

The study was conducted at Lembaga Pemasyarakatan (Lapas) Class I Cirebon, known as Lapas Kesambi. The thesis materials describe the historical development of the facility and its subsequent transformation into a correctional institution oriented

toward prisoner development after the enactment of Law Number 12 of 1995. The institutional structure and program orientation are also described, including the presence of organizational units responsible for supervision, correctional development, and work activities. In the context of industrial-based training, Lapas Class I Cirebon is presented as having multiple industrial workshops and a work-bench system that supports vocational activities for prisoners. The thesis further explains that the institution implements a set of training programs that includes personality development and independence development, where industrial-based training is categorized within independence development. The research materials also clarify that industrial-based training is not limited to training sessions, but includes production activities and external-oriented marketing mechanisms. In addition, the operational pattern of industrial-based training is described as consisting of five stages: orientation, apprenticeship, industrial implementation, marketing of industrial outputs, and monitoring. This stage-based structure becomes the primary framework for presenting the implementation results in this article section. Finally, the thesis materials indicate that industrial-based training is supported by institutional facilities and work programs, including cooperation mechanisms with third parties that contribute to training and production processes.

Participants: Informants and Respondents

The study includes two participant categories: informants (narasumber) and respondents (responden). Informants are institutional actors selected due to competence and structural relevance to industrial training policy and implementation. The thesis materials specify that the head of Lapas Class I Cirebon served as an informant, and interviews were also conducted with relevant staff in the work guidance and community guidance functions. The thesis narrative identifies the informants as including the head of Lapas Class I Cirebon and several staff members responsible for work management and guidance functions. For the purposes of reporting in the journal format, only initials are used for prisoners, while informants are reported using name as well or by role-based description. The thesis materials also indicate that the number of informants is four (4), reflecting the interview participants described in the method section. In terms of respondents, the research involves fifty (50) prisoners who were participating in industrial-based training. These respondents are described as undergoing industrial-based correctional training at the time of the study, and they provide evaluations regarding the training they experienced. The sampling approach is described as purposive within non-probability sampling logic, where selection is based on specific criteria: prisoners must be active in industrial-based training programs. The distribution of respondents is not described as random across industrial positions, but as dependent on the active industrial posts and the prisoners' participation assignments in the institution. Therefore, the results presented below emphasize the stage mechanism and the descriptive distribution of prisoner participation across active industrial posts.

Industrial Training Products and Active Work Posts

The thesis materials explain that Lapas Class I Cirebon implements industrial-based training with multiple possible industrial workshops. In the broader institutional listing, various workshops and skill categories are described, but during the specific research time, the thesis identifies that industrial activities actively

operating included several categories. According to the thesis narrative, industrial activities actively operating at the time of research included (a) sablon (printing/serigraphy), (b) menjahit (sewing), (c) bordir (embroidery), (d) pembuatan keset (making doormats/carpets), and (e) pembuatan bola sepak (soccer ball production). Other industrial activities such as rotan (rattan) may be described as not fully active at the time due to production accumulation and scheduling for market sale readiness. In addition to describing the active categories, the thesis includes a table of industrial posts and the number of prisoners assigned to each post. The table indicates that at the time of program recording, there were twelve (12) industrial groupings in the broader workshop system, with counts such as bola kaki, keset, menjahit pakaian, bordir, rotan, jaring, mebel/pertukangan kayu, bengkel, rajutan, perikanan, usaha produktif, and sablon. The thesis also clarifies that the research observation time reflected a subset of those posts as actively operating. Therefore, the results in this subsection present the active industrial categories and their participation structure as described in the thesis materials. The industrial posts are essential for understanding how industrial training is operationalized through work placement assignments. This also supports the later presentation of respondents' "pos industri" distribution in the evaluation table. Finally, the existence of multiple industrial posts indicates that the industrial training framework is not one-dimensional, but organized into task-specific production environments that accommodate different prisoner interests and talents.

Implementation Pattern: Five Stages of Industrial-Based Correctional Training

The thesis describes industrial-based correctional training in Lapas Class I Cirebon as implemented through five stages. These stages form a sequential pattern that starts with selection and introduction, continues with skill development, production participation, external marketing, and ends with evaluation and supervision. The first stage is orientation, where prisoners register, provide information about their hobbies, interests, and talents, and participate in a mapenaling period (institutional introduction) lasting thirty (30) days. During mapenaling, prisoners are required to follow all activities, including psychological therapy and other development activities. After the thirty-day period, prisoner development during orientation is assessed by the relevant correctional unit, and prisoners with interest and competence in industrial fields are directed toward the work guidance division for subsequent stages. The second stage is apprenticeship (magang), in which prisoners with industrial interest and skills are placed in the work guidance segment. The thesis materials describe apprenticeship as being provided according to interest and talent assessments, lasting around thirty (30) days or up to three (3) months. During apprenticeship, prisoners are accompanied by a designated supervising function within the prison environment, and their progress is monitored to inform placement for the next stage. The third stage is industrial implementation (pelaksanaan industri), where prisoners continue industrial activity learned during apprenticeship and are monitored while participating in work positions. The thesis lists work positions and provides counts in a table format, while also explaining that at the time of research some posts were active and others were temporarily paused due to production stock issues. The fourth stage is marketing (pemasaran hasil industri), where output from prisoner industrial activity is marketed through mechanisms including car free day events, online media, and inter-institution sales.

The thesis states that marketing is undertaken to increase output value and ensure that prisoners' works become accessible to broader society and other institutions. The fifth stage is monitoring (monitoring), where program performance is evaluated by authorized correctional authorities through monitoring visits and evaluations. The thesis emphasizes that monitoring serves as an oversight mechanism for industrial-based correctional institutions and may include the provision of further program support or funding. Taken together, the stage-based pattern indicates that industrial-based correctional training is implemented as a process chain, not as a single training event. This process chain also aligns with the correctional logic that prisoners need progressive development from introduction to real work and external-oriented outcomes.

Distribution of Respondents Across Active Industrial Posts and Their Evaluations

The thesis provides a large evaluation table for fifty (50) prisoner respondents, including each respondent's active industrial position and the evaluation text related to training. The table includes columns such as prisoner initials, previous occupation, industrial post position, category of crime, length of detention, duration of being in the prison, and the "Penilaian Terkait Pembinaan" (training evaluation). Based on the data described in the table narrative and the table content, respondents were assigned to active industrial posts including sablon, bordir, menjahit, keset, and bola sepak at the time of research. The evaluation column indicates consistent themes of perceived training benefits across different types of crimes and varied prison durations. Specifically, the evaluations repeatedly report that the industrial training provided knowledge and skill development relevant to the industrial work they joined. Many respondents' evaluations also describe increased productivity and more meaningful daily life during imprisonment, including reduced boredom or improved engagement in constructive activities. Additionally, several evaluations explicitly mention the perceived value of training as a future "bekal" (provision) for independence and business readiness after release. Importantly, the thesis narrative states that none of the fifty respondents reported that industrial training was not beneficial, implying that evaluations across the respondent set were overwhelmingly positive. The table also shows that respondents participated in the industrial posts despite differences in crime categories and previous occupations, indicating that industrial assignment is not strictly determined by the prior occupation background of prisoners. Therefore, the evaluation table functions as the core descriptive evidence of training outcomes as perceived by respondents. Because the results section must avoid interpretation, the thematic statements above are presented as descriptive categorizations of what is explicitly present in the evaluation texts across respondents. In addition, the data show that prisoner participation spans different industrial categories and different sentence durations, which supports the representation that industrial training operates across a broad prisoner population. For journal reporting, these findings are summarized later in the subsection on achievement outcomes. However, this subsection emphasizes that the primary empirical basis of achievement description is the "Penilaian Terkait Pembinaan" column for fifty respondents.

Prisoners' Achievements During Training: Descriptive Categorization of Evaluation Themes

The thesis narrative provides that the perceived achievements experienced by prisoners during industrial-based training can be summarized into three key areas. First, prisoners report that the training helped them develop or gain skills/knowledge related to the industrial activity they undertook. Second, prisoners report that the training helped them live more productively during their imprisonment period. Third, prisoners report that industrial training increased optimism for independent living and future contribution in society after release. These three themes are consistent with the thesis' narrative synthesis of the evaluation table. In addition, the table's evaluation statements across respondents include direct references to acquiring new skills, gaining experience, being less bored or less idle, becoming more active and disciplined, and having future provisions for livelihood. The respondents' evaluations also demonstrate that industrial training can function as an activity structure that occupies time with productive outputs rather than passive confinement routines. For example, multiple entries in the evaluation column mention that the industrial activity provides additional knowledge, practical skill learning, and improved readiness for future business or employment. Many evaluations also explicitly connect industrial training with increased discipline, improved mindset, and a more positive way of handling imprisonment time. Finally, multiple evaluation texts connect training with future aspirations, including the ability to open a business, develop enterprise, or at least carry the learned skills into life after release. Because this article section is restricted to results without interpretive claims, the descriptions above are limited to summarizing the content categories present in the evaluation texts and the thesis' own explicit statement about the three achievements. Therefore, these achievements represent the prisoners' documented perceptions and reported experiences as derived from the evaluation table. The next subsection presents the availability of post-release impact evidence described in the thesis narrative.

Post-Release Impact Evidence (As Described in the Thesis)

In the thesis materials, post-release impact is addressed within the relevance section and supporting narrative about former prisoners who were previously involved in industrial training. The thesis states that the existence of former prisoners who can run businesses after release serves as evidence that industrial-based training provides a provision of skills and motivational readiness. The thesis narrative presents at least one example of a former prisoner (initial B) who developed a sewing-related business in his hometown. The thesis explains that the former prisoner's business activity was linked to the skills obtained during the industrial training period in Lapas Class I Cirebon. The thesis also references another former prisoner who successfully initiated a bordir (embroidery) business in the hometown after finishing the correctional period. The thesis narrative positions these post-release examples as indicators that industrial-based training contributes to independence and productivity after release. It also frames these outcomes as aligning with correctional aims by showing that prisoners can transform acquired skills into constructive participation in community economic life. From a results-oriented stance, this subsection does not generalize beyond the evidence explicitly described in the thesis narrative. Instead, it reports that the thesis provides post-release examples described as business initiation and continuation of industrial-related work outside prison.

Therefore, post-release evidence in this results section is limited to the narrative accounts provided in the thesis and does not expand to quantitative follow-up measures. Nonetheless, these narrative instances function as the documented post-release impact evidence available in the thesis materials.

Summary of Key Results Presented as Data

Overall, the results demonstrate that Lapas Class I Cirebon implements industrial-based correctional training through a staged pattern: orientation, apprenticeship, industrial implementation, marketing, and monitoring. The active industrial posts during the research time included sablon, bordir, sewing, keset production, and soccer ball production, while some other posts may be paused due to stock and sales timing described in the thesis narrative. The study includes fifty (50) prisoner respondents who participated in industrial-based training and provided evaluations in a structured table. Based on the evaluation table and the thesis narrative synthesis, none of the respondents reported that industrial training was unhelpful, indicating universally positive perceived outcomes in the documented dataset. The thesis summarizes three key achievements experienced during training: acquisition of skills/knowledge, increased productivity, and optimism for independent living after release. Additionally, the thesis provides narrative evidence of post-release outcomes, including business initiatives by former prisoners who reportedly used skills obtained during industrial training. These findings collectively constitute the empirical results foundation required for the next section on discussion, where alignment with correctional aims will be elaborated within the conceptual frame of correctional purposes.

Discussion

This article positions industrial-based correctional training in Lapas Class I Cirebon as an institutional response to the normative objectives of the Indonesian correctional system. The central interpretive contribution of the study is not merely describing that industrial training exists, but clarifying why, within the correctional legal framework, industrial training is conceptually suited to support the transformation intended by the correctional system: developing prisoners into whole persons, strengthening independence, and preparing reintegration as a pathway to non-repetition of criminal behavior (Law Number 12 of 1995) (Indonesia, 1999). In this respect, the stage-oriented industrial pattern reported in the thesis can be read as an implementation strategy that translates the legal distinction between personality development and independence development into an operational work-based program. The legal instruments do not treat independence development as abstract motivation only; rather, they explicitly place independence training within talents and skills that can enable prisoners to return to society as responsible members (Law Number 12 of 1995) (Indonesia, 1999). Accordingly, industrial-based training becomes relevant because it creates conditions where prisoners experience skill learning, structured activity, and work discipline as lived correctional processes. The significance is that industrial-based training offers a mechanism that can connect legal objectives—reintegration and non-repetition—with practical training experiences that are aligned with work and production realities.

The study also carries conceptual implications for the punishment theory logic. The thesis relates training outcomes to the preventive orientation of punishment, particularly the notion that punishment aims to prevent further crime rather than

solely inflicting deserved suffering (Hamzah, 1986) (Hiariej, 2014). In the correctional setting, prevention special requires the offender's future behavior to be redirected through constructive transformation. Industrial training can be understood as an institutional means to operationalize prevention special because it supports behavioral redirection through consistent routines and future-oriented capability development. This is consistent with the thesis's emphasis that industrial training provides knowledge and skills, stimulates productivity during incarceration, and sustains optimism for independent life. While the present article cannot claim causal evidence about reoffending probability based solely on the thesis materials, the theoretical relevance remains strong because the reported prisoner-perceived achievements correspond to the functional components that prevention-oriented correctional policy seeks to cultivate: alternative life skills, lawful productivity, and reformed life planning.

A further contribution of this study is its policy-relevant emphasis on the continuity between in-institution training and post-release livelihood. The correctional system's ultimate orientation toward reintegration and acceptance by society implies that correctional success should be assessed through the durability of capabilities rather than through short-term satisfaction alone (Law Number 12 of 1995). The thesis provides documented examples of post-release business initiation among former prisoners who were involved in industrial training. Within the normative frame, these post-release narratives function as evidence of capability transfer, suggesting that the training was not only internally performed but could be mobilized in real socio-economic roles after freedom. This continuity strengthens the evaluative logic of correctional policy because it supports the idea that industrial training can serve as a bridge between incarceration experiences and social-economic participation after release. In other words, the program's significance lies in its alignment with a reintegration-oriented assessment approach: the value of industrial training increases when it remains usable after release, enabling prisoners to engage constructively with their communities.

From the perspective of correctional implementation learning, the study highlights that industrial-based training is not simply an "activity" but a managed program system that requires coherence between training placement, learning progression, production participation, external validation through marketing, and program oversight via monitoring. The regulatory basis for industrial activity management explicitly expects industrial activities to prepare prisoners to become skilled and independent individuals and to support economic participation, including enterprise development and fulfilling external needs (Regulation of the Minister of Law and Human Rights Number 53 of 2016). Therefore, the industrial training pattern described in the thesis can be treated as an implementation response to regulatory expectations. The practical significance for institutional actors is that industrial training effectiveness depends on whether training is structured to produce skills that are relevant to real markets and external actors, not merely internal production outputs. This insight is important for future policy because it indicates that correctional independence development requires program coherence across multiple components—training progression and output legitimacy—if reintegration readiness is to be strengthened.

Nevertheless, the study also has important limitations that bound the strength of its claims. First, the evidence of post-release impact in the thesis is presented through narrative examples rather than systematic follow-up data. Second, the study relies on prisoner evaluations during incarceration and does not provide quantitative

outcomes such as employment rates, income changes, or recidivism indicators. Third, the analysis is descriptive and does not statistically test relationships between industrial training intensity and post-release outcomes. These limitations imply that the discussion should be interpreted as theory-aligned policy relevance rather than as definitive proof of prevention effectiveness. Therefore, while the study offers conceptual and normative support for industrial-based training as an instrument of correctional aims, further research with longitudinal designs and systematic post-release measurement would be necessary to strengthen evaluative claims about non-repetition and reintegration success.

Despite these limits, the contribution of the study remains meaningful for the correctional field. By connecting the industrial training implementation pattern to the normative goals of correctional services and by grounding the discussion in the prevention-oriented rationale of punishment, this study offers an evidence-informed justification for industrial-based correctional training as a practical pathway to independence development and reintegration readiness (Indonesia, 1999) (Law Number 12 of 1995; Regulation of the Minister of Law and Human Rights Number 53 of 2016). The findings encourage correctional institutions to evaluate training not only through the production capacity inside facilities, but also through skill transferability and post-release livelihood relevance. In that sense, the study contributes to correctional policy learning by showing that industrial-based training, when implemented as a coherent staged program aligned with independence development objectives, can support the transformation that the correctional system ultimately seeks.

CONCLUSION

This study concludes that industrial-based correctional training at Lapas Class I Cirebon is implemented through a coherent staged pattern that supports the normative goals of the Indonesian correctional system. The thesis materials describe an industrial training process that begins with prisoner orientation and skill/interest assessment, continues through apprenticeship and supervised skill development, proceeds into active production participation through industrial work posts, extends to the marketing of industrial outputs, and is completed with monitoring by relevant authorities. This program structure is significant because it positions industrial training as a structured correctional mechanism rather than a peripheral activity. In the correctional framework, such structure is relevant to independence development, which is intended to equip prisoners with talents and work skills so that they can return to society as responsible members (Law Number 12 of 1995) (Indonesia, 1999). Moreover, the thesis indicates that prisoners perceive meaningful achievements from the industrial program, including skill/knowledge enhancement, improved productivity during incarceration, and optimism for independent living after release. These achievement themes collectively indicate that industrial training produces developmental value that is consistent with the correctional purpose of preparing prisoners for reintegration and non-repetition logic.

The study also finds that post-release relevance is supported by documented examples of former prisoners who initiated business activities after completing correctional training, linked to skills developed through the industrial program. Although the evidence is presented as narrative examples rather than systematic measurement, the continuity between in-institution skill acquisition and post-release livelihood engagement strengthens the argument that industrial-based training can support reintegration-oriented outcomes in practice (Law Number 12 of 1995;

Regulation of the Minister of Law and Human Rights Number 53 of 2016). In theoretical terms, this continuity aligns industrial training with a prevention-oriented rationale of punishment, because it supports the development of alternative lawful life trajectories through work discipline and economic readiness rather than relying exclusively on confinement-based deterrence (Hamzah, 1986) (Hiariej, 2014). Thus, the study's contribution lies in demonstrating how industrial training, when organized as a staged and externally oriented program, can be aligned with correctional aims through independence development and reintegration readiness. Theoretically, the findings support a reintegration-oriented understanding of correctional services by illustrating how work-based competency development can function as a mechanism linking correctional intervention with broader objectives of social reintegration and the prevention of reoffending. From a policy perspective, the findings suggest that correctional institutions should strengthen industrial training programs through structured skill development, market-oriented production activities, and post-release support mechanisms to enhance prisoners' readiness for lawful economic participation after release.

For future research, several directions are recommended. First, longitudinal follow-up studies should be conducted to systematically measure reintegration outcomes such as employment stability, income changes, and recidivism indicators after release. Second, comparative studies across correctional institutions with different types of industrial programs are needed to identify which program components are most strongly associated with durable reintegration outcomes. Third, future research should include more detailed assessments of training quality and market integration, such as output standards, customer relations, and the role of third-party partners. Finally, mixed-method designs that combine prisoner evaluations, institutional performance records, and post-release data would improve evaluative strength while maintaining the correctional policy learning orientation of this research area.

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