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Implementation of the Second Generation Crime Prevention Through Environmental Design (CPTED) Theory to Strengthen the Assimilation of Correctional Inmates with the Community in Region "X" through Social Projects

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Abstract: This study examines the implementation of the Second Generation Crime Prevention Through Environmental Design (CPTED) theory to enhance the assimilation of Correctional Inmates (WBP) with the community in Region "X" through a social project. The purpose of this research is to address the challenges of reintegration faced by WBP, such as negative stigma and lack of community support. The research method employed is qualitative, utilizing field observations and unstructured interviews. The results indicate that the Gen 2 CPTED-based social project successfully strengthened the social relationship between Correctional Inmates (WBP) and the community, while reducing the risk of recidivism. In conclusion, the implementation of CPTED Gen 2 is effective in supporting the assimilation of WBP, encouraging active community participation, and is important to be used more widely.

Keyword: Assimilation, Probation Center, Correctional Inmates, Second Generation of CPTED.

INTRODUCTION

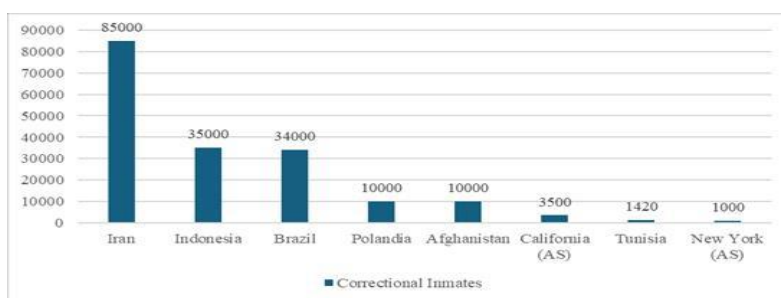
Assimilation is one of the efforts of Correctional Institutions and Correctional Centres in overcoming various challenges of law enforcement and reintegration. However, the problem of accepting Correctional Inmates into the community is accompanied by a negative stigma that is deeply embedded in them and has grown significantly. Upon release from prison, Correctional Inmates often have difficulty establishing relationships with the community due to the presence of this stigma. This is also a major factor hindering the success of the assimilation programme in the social aspect, where there is a lack of support for Correctional Inmates and the environment in creating new relationships (Putri & Editorial Team, 2021). In addition, many WBPs are at risk of re-engaging in the same crime due to the

lack of strategic regional facilities. They often return to an environment that negatively influences and accepts them, rather than a new environment that prevents them from starting a new, better life with their children stigmatized (Kompas, 2020).

The assimilation of Correctional Inmates has become a crucial issue in the correctional system, especially in the Indonesian context. Looking at the strong legal basis for this process, it is explained in Law Number 22 of 2022 concerning Corrections, where WBP who meet certain requirements are entitled to various rights, such as remission, assimilation, leave to visit family, conditional leave, pre-release leave, parole, and other rights regulated in laws and regulations (Ministry of Law and Human Rights RI, 2020). According to this definition, assimilation itself is a programmed that integrates WBP into society. In addition, Article 33 Paragraph 8 and Article 772 Paragraph 1 of the Criminal Code (KUHP) of 2023 also show how important the Probation Center (Bapas) is in the process of guiding and developing WBP in the implementation process. To enable WBP to reintegrate into society after serving their sentence in correctional facilities, supervisors in correctional institutions may cooperate with other responsible government agencies and/or the community in creating strategies for better implementation of assimilation and social integration programmed (Ministry of Law and Human Rights RI, 2023).

The lack of support for community activities from the government and community also impacts on the social bonds of Correctional Inmates with the surrounding community. The failure to build positive relationships between Correctional Inmates and the community is often caused by social programmed that are not integrated and synergistic (Liputan6, 2020). Although the assimilation programme is intended to reduce the impact of the lack of space capacity in correctional institutions, mitigate the spread of Covid'19, and social problems, several media outlets have shown the adverse impact of this programme if it is not running effectively. As of May 2020, 140 assimilated Correctional Inmates were rearrested for a variety of crimes, including theft, assault, rape, gambling, murder, and embezzlement (Atmoko, 2020). These cases show that a lack of proper supervision and training during the assimilation process can lead to an increased risk of recidivism, which is detrimental to the individuals concerned and harmful to society.

In addition to external impacts, inadequate assimilation programmed can also affect WBPs internally. The case of Irfan, a WBP who committed suicide after being released through the Covid-19 assimilation programme, shows how difficult it is for WBPs to adapt to life outside prison (Dzakwan, 2021). After his release, Irfan committed suicide in his home due to personal problems related to his mental and emotional unpreparedness to interact with the outside world. Another case involved the murder of Habiburohman, an assimilated prisoner who died just days after his release due to a conflict with his neighbour (Kurniati, 2020). To ensure that WBPs are mentally and emotionally prepared for reintegration, these events point to the need for a broader and more sustainable approach in assimilation programmed, which includes psychological and social support.



Source: Ministry of Law and Human Rights, 2020

Graph 1. Graph of the Number of WBP Worldwide Released in the Assimilation Program Until April 16 2020

Based on data from the Ministry of Law and Human Rights, the government has released around 35,000 Correctional Inmates since 31 March 2020 to reduce overcrowding in correctional institutions. Others, Liputan6 and Republika also reported that some Correctional Inmates returned to crime after receiving assimilation during the COVID'19 pandemic (Liputan6, 2020; Republika, 2020), at one-point Yasonna, the Minister of Law and Human Rights, admitted that ten Correctional Inmates returned to crime after participating in the initial assimilation and integration programme (Tempo, 2020).

This situation shows how important it is to use a more conservative approach to implementing the programme, one possible way to address this issue is by applying the Second-Generation Crime Prevention Through Environmental Design (CPTED) theory, which emphasises the importance of environmental design that can support social integration and prevent crime. In the case of WBPs, CPTED can be used to identify community activities that can improve the relationship between WBPs and the community. It can also prevent WBPs from committing criminal acts again (Mulyana & Rakhmat, 2001). The purpose of this study is to examine how CPTED theory can be applied in the assimilation programme of WBP in region "X" through social projects. By looking at the various social activities that currently exist, it is hoped that an effective method can be found to assist the assimilation of WBPs into society. In addition, this research will analyse how CPTED Gen 2 components can be used to improve the relationship between the WBP and the community and reduce their likelihood of offending (Djoni, 2023). In addition, this research will investigate how the Correctional Act No. 22 Year 2022 assists the assimilation programme in providing correctional clients with the right and obligation to obtain guidance and assistance at various stages, from pre-adjudication to follow-up guidance.

METHOD

This research uses a qualitative method with a case study approach in Region "X". The research subjects consisted of the community of Region "X" and the object of research was the Correctional Inmates in the region. The methods used include field observations and unstructured interviews with various related parties, including the Head of Community Association, WBP, Head of Karang Taruna, and WBP themselves. Interviews are one of the data collection methods that allow researchers to gain a deeper understanding of respondents' perspectives and experiences, especially in the context of in-depth qualitative data collection (Creswell, 2014). Field observations were conducted for 30 days, from 4 February to 26 February 2020, through social project activities in location "X" which has a total population of 43,018 people, with 21,732 men and 21,286 women.

Table 1. WBP Resource Persons in the Assimilation Program

No	Respondent	Information	Information
1.	NA1	Man	Correctional Inmates
2.	NA2	Man	Head of the Community Association
3.	NA3	Man	Leader of the Youth Organization / Karang Taruna

Source: Processed by Researchers

Primary data in this study was obtained through interviews conducted on 10-20 February 2020 with several resource persons, namely NA1 (Male, WBP), NA2 (Male, the Head of Community Association), and NA3 (Male, Head of Karang Taruna). Field observations were conducted to get a direct picture of the interaction between the WBP and the community during the social project. In addition to primary data, this research also uses secondary data which includes previous research, media releases, and reports from the

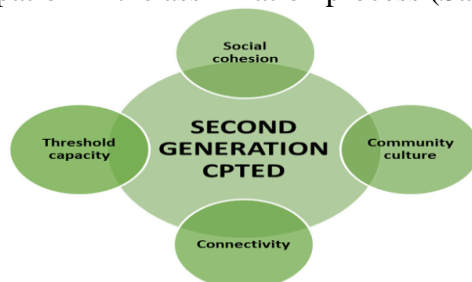
Ministry of Law and Human Rights (Kemenkumham). The literature used in this research includes Corrections-related laws and CPTED theory to support data analysis and discussion of research results.

RESULTS AND DISCUSSION

The assimilation process of Correctional Inmates is severely hampered by the negative stigma that still exists in society. Upon release from prison, Correctional Inmates have difficulty interacting with their social environment due to this stigma. The public often questions the changes in Correctional Inmates despite the training and counselling provided by prisons (Ditjenpas, 2021). This worsens the state of the assimilation and integration process itself, with the result that Correctional Inmates are often subjected to prejudice and discrimination, which adversely affects their psychological state and complicates the social assimilation process in the assimilation programme itself.

Understand how the operational definitions in this study include various important terms related to the process of assimilation and assimilation of Correctional Inmates (WBP). Such as assimilation which is a process of fostering WBP and juvenile clients carried out by integrating them into community life. Remission is given to WBP and juvenile clients who meet the requirements and monitoring in correctional facilities (Ministry of Law and Human Rights RI, 2020). There are several programmed and policies in this regard which are regulated in Article 118 of the Regulation of the Minister of Law and Human Rights Number 7 of 2022 Second Amendment to the Regulation of the Minister of Law and Human Rights Number 3 of 2018 concerning Conditions and Procedures for Granting Remission, Assimilation, Leave to Visit Family, Parole, Leave Ahead of Release, and Conditional Leave. The Parole Programme (PB) is intended to help WBP's and juvenile clients integrate into society once they have met certain conditions, such as serving part of their sentence and behaving well while in a correctional institution (Ministry of Law and Human Rights RI, 2020). To help WBPs prepare to serve the remainder of their sentence outside of correctional institutions, they can obtain Leave before Release (CMB). Conditional Leave (CB) is leave granted to Correctional Inmates with certain conditions at least 2/3 of their criminal terms to serve the remainder of their sentence outside of correctional institutions. A programme called Family Visiting Leave (CMK) gives WBPs the opportunity to visit their families as part of the social assimilation process. All of these programmes aim to prepare the WBPs to rejoin society and lead productive and rewarding lives outside of correctional institutions.

Cases of re-offending after reintegration indicate that a more thoughtful approach is needed to develop them before participating in assimilation programmed. Some WBPs re-offend after obtaining assimilation rights, according to data (Tempo, 2020). This suggests that undeveloped methods for social assimilation can have a negative impact on society and individuals. Therefore, to evaluate the success of the programme, evaluation of alternative methods is needed, such as the application of the Second Generation CPTED theory, which involves community participation in the assimilation process (Saville & Cleveland, 1997).



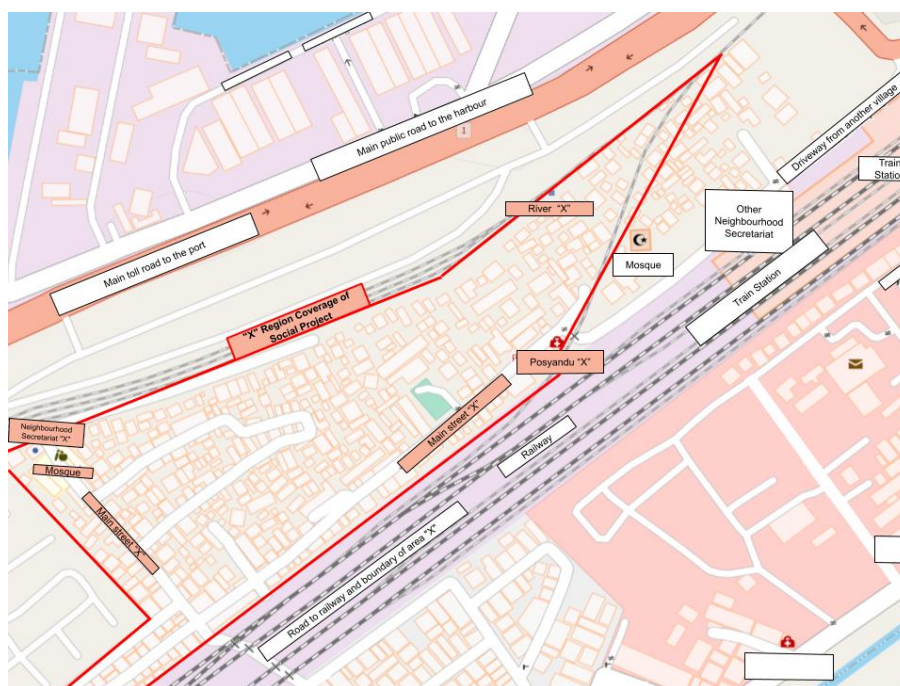
Source: International CPTED Association . 2022. Accessed from [https:// CPTED .net/Primer-in- CPTED](https://CPTED.net/Primer-in-CPTED)

Figure 1. Theoretical Framework Second Generation of Crime Prevention Through Environmental Design (CPTED)

The Second Generation CPTED theory was used as the theoretical framework for this study because it emphasises the importance of encouraging socio-cultural solidarity by facilitating community participation and fostering a sense of belonging among them (Saville & Cleveland, 1997). A broader and more dynamic approach was generated by the Second Generation of CPTED, which included elements such as threshold capacity, social cohesion and community culture. This research wanted to find out how the physical environment can assist assimilation and how social and community factors can help WBPs transition successfully to community life (Cozens, 2005).

Social Project Implementation and Gen 2 CPTED Analysis

The researcher observed in Region "X", where social projects were implemented that included various activities with the aim of building and strengthening existing relationships between the WBP and the surrounding community. For example, the waste bank formation programme is an effort to disseminate information to the community about reuse, plastic waste reduction, and recycled crafts. In addition to enhancing the creativity and economy of residents, this activity also increases the value of contributions, the growth of new skills, and provides positive bonds (Ditjenpas, 2021). CPTED Gen 2 glasses can be used to look at the implementation of this social project, especially with regard to social cohesion, which creates good social relations among residents through activities carried out together.



Source: Open Street Map
Figure 2. Location Map "X"

Researchers observed and implemented this theory by conducting social project activities covering Area "X" on the Location map above. In other activities, researchers invited WBPs and the surrounding community to participate in planting live pharmacies and other activities where residents planted medicinal trees such as betel leaves and turmeric. In addition to providing environmental benefits, this activity teaches the local community about medicinal plants. In Gen 2 CPTED, these activities enhance community culture by fostering a sense of ownership and solidarity through activities that benefit the environment and health (International CPTED Association, 2022).

Table 2. Packaging Activity in Increase Connection Inhabitant Built Correctional with the Harmonious Community Citizen “X”

No	Description Activity	First Week						
		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	Youth Organization Audience							
2	Reception Social Project							
3	Extra Class							
4	Night Class							
5	Painting the Halls							
6	Flick Observers (Jumantik)							
7	Counseling & Outreach Firefighters							
8	Counseling Toothbrush, Nail Clipper & Wash Hand							

No	Description Activity	Second Week						
		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	ICT Socialization							
2	E- Commerce Counseling							
3	Night Class							
4	Free Health Check							
5	Establishment of ICT Corner							
6	Flick Observers (Jumantik)							
7	Extra Class							

No	Description Activity	Third Week						
		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	Making Public Library							
2	Night Class							
3	Extra Class							
4	Vaccination Animal							
5	Flick Observers (Jumantik)							
6	Waste Bank Socialization							
7	Joint Exercise							

No	Description Activity	Fourth Week						
		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	Planting Drugstore Life							

2	Management Pattern Poster Risk							
3	Night Class							
4	Reading Park / Open Library							
5	Integrated Healthcare Center Toddler							
6	Counseling Standby Disaster							
7	Closing Ceremony of Social Project							

Information:

	Health		Technology		Education
	Sociability		Environment		

Source: Processed by Researchers

The library programme and evening classes held in Region "X" aim to increase interest in reading and literacy among the community as well as provide religious, knowledge and social values to children. These activities support the connectivity aspect of CPTED Gen 2, where relationships between the WBP and the surrounding community are strengthened through education and joint activities (Cleveland & Saville, 2003). Data from interviews also support the importance of social projects in supporting the assimilation of WBPs. One WBP (NA1) stated:

"Because the activities are quite numerous and involve us, it helps me to feel accepted back in the community. I feel more confident and have a clear goal of what activities I want to be involved in." On another occasion, NA1 also added,

"This programme gives me the opportunity to contribute positively and prove that I have changed. Involvement in social activities like this really helps the adaptation process, in my opinion."

The Head of Community Association (NA2) provided a different but more in-depth view of the programme's benefits:

"This programme not only helps the Correctional Inmates , but also benefits the community. We see a positive change in social relations in our neighbourhood. Their active and purposeful presence in social projects proves that the negative stigma is unfounded." In a follow-up interview, NA2 emphasised,

"It is important for the community to see first-hand the changes in the Correctional Inmates . Their participation in environmental activities shows that they can be an integral part of our society for sure."

The Leader of the Youth Organization / Karang Taruna (NA3) provided another perspective highlighting the aspect of how the community is involved in the social project activities:

"With this joint activity, I think the stigma towards the WBP is reduced. The residents also seem more open and supportive of the assimilation process. Through this activity, we are happy that there are many positive activities like this that invite residents to be actively involved." In addition, NA3 adds,

"Activities such as the planting of the living pharmacy and the community library not only provide direct benefits, but also create space for positive interactions that build solidarity among all community members."

Analysis of Social Project Implementation Results

The implementation of this social project also includes several other initiatives such as the ICT Corner that provides knowledge about technology and e-commerce, as well as health checks and healthy lifestyle determination activities. The program helps WBP and local communities to build new skills and improve their quality of life. Through these activities, the capability threshold concept of the CPTED Gen 2 is implemented, where a physical environment that supports a variety of social activities can encourage more effective assimilation. (Saville, 1996).

Civil servants qualifying for assimilation include the WBP who served two-thirds of his sentence on and the children received half the sentencing on the same day (Ministry of Law and Human Rights, RI, 2020). However, WBPs, children, and foreign nationals are exempt from additional sentences under PP No. 99 Year 2012. The right to integration includes conditional release, pre-release leave, and conditional leave, especially for the WBP who are not perpetrators of terrorist crimes. (Direktur Jenderal Pemasyarakatan, 2020). Requirements include being healthy, having gone through part of the criminal period, having a decent home, and having a family or person responsible for providing education during the integration period (Kementerian Hukum dan HAM Rakyat, 2020).

Implementation of Social Project in the context of Social Cohesion on Second Generation CPTED

The 3R (Reuse, Recycle, Reduce)/Waste Bank program on February 21, 2020 and Live Pharmaceutical Plantation on February 24, 2020 show how the implementation of CPTED Gen 2 can enhance social cohesion. These activities not only raise environmental awareness but also encourage citizens to participate actively in keeping the environment clean and healthy. Building Citizens of Correctional Inmates (WBP) has the opportunity to contribute to society, reduce negative stigma, and build stronger social ties by participating in these activities. This is in line with the CPTED Gen 2 principle that emphasizes the importance of community collaboration and social interaction in creating a safe and supportive environment.

Implementation of Social Projects in connection with Community Culture at the Second Generation CPTED

Community Culture activities in the Library on February 23, 2020 and Night Class on February 11, 2020 (Mathematics) and February 13, 2020 (General Library) that invite BNN as a facilitator play an important role in building community culture. The library and the night class helped create a space where people could gather, learn, and share information. The assimilation program can help the WBP build a new identity that is good and acceptable to the community. It also helps them learn social and intellectual skills, which are essential for successful reintegration. This program shows how the implementation of CPTED Gen 2 can enhance community culture and accelerate WBP assimilation.

Implementation of a Social Project in connection with Connectivity on Second Generation CPTED

ICT Corner / IT Village activities on February 10, 2020 and E-Commerce (Tokopedia, Gojek) on February 11, 2020 aim to enhance connectivity between society and contemporary technology. With the emergence of technology and e-commerce platforms, people have new opportunities to improve their skills and finances. The WBP are given the opportunity to learn digital and entrepreneurial skills, which are crucial to their success outside prison. This is in line with the CPTED Gen 2 principle that emphasizes the importance of connectivity in

creating an inclusive and supportive environment. The program helps the WBP gain access to the resources and networks needed to adapt to life after getting out of prison, which reduces the likelihood of recidivism.

Implementation of Social Project in Threshold Capacity Relationship on Second Generation CPTED

The focus of the Threshold Capacity Monitor Program on February 7, 2020 and February 14, 2020 and the Risk Management Pattern on February 25, 2020 is to enhance community threshold capacity. These activities involve citizens to monitor and manage environmental risks, which helps create a safer environment. By involving WBP in this program, they not only improve community security but also gain a better understanding of the importance of having a healthy and secure environment. This approach supports the CPTED Gen 2 principle and encourages citizens and the WBP to participate actively in building and having a better environment for life. In addition, the WBP has the opportunity to demonstrate their ability to become responsible members of the community through this program, which is an important component of a successful assimilation process.

In the assimilation program in the X region, the CPTED Gen 2 principles show how a comprehensive approach involving social interaction, community development, connectivity, and environmental management can support the reintegration of WBP. By giving it the opportunity to participate in beneficial and constructive activities, the program helps reduce stigma, enhance skills, and build better relationships between people. This method not only prevents recidivism but also creates a safer and more supportive environment for all those involved.

This analysis suggests that the application of the CPTED Gen 2 principles in social projects can increase the chances of successful assimilation in social aspects by creating a positive social interaction between the WBP and the community. In order to optimal and sustainable results, these principles must be taken into account when planning and implementing assimilation programmes.

CONCLUSION

The study examines the implementation of the Second-Generation Crime Prevention Through Environmental Design (CPTED) theory in strengthening the assimilation of Correctional Inmates (WBP) with the "X" community through social projects. The results show that a social project based on the CPTED Gen 2 principle can address the various assimilation problems faced by the WBP, negative stigma and lack of public support. Activities such as setting up a garbage bank, planting a live pharmacy, and night classes strengthen social ties between the WBP and the local community. Data collected with WBP, the Head of Community Association, and the Chief of the Taruna Coral show that social projects can reduce the negative stigma against the WBPs. Correctional Inmates also feel more accepted and supported by the community, which generates greater confidence and life purpose.

CPTED's Gen 2 principles such as connectivity, social cohesion, and community culture have proven effective in creating environments that support WBP assimilation. Implementation of this strategy in the "X" Region shows that the risk of recidivism can be reduced and WBPs can reintegrate successfully into society with proper social design and interaction. In conclusion, the application of the CPTED Gen 2 theory to social projects in the "X" Region shows that this method is effective in enhancing social bonds in the assimilation of the WBP with society. It suggests that the principles of the CPTED Gen 2 should be developed and applied more widely in the programmed of assimilation and assimilation in various regions.

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