

DESCRIPTIVE STUDY OVERVIEW OF FACTORS INFLUENCING INACTIVE INMATES IN PARTICIPATING ACTIVITIES AT MALE CORRECTIONAL INSTITUTION

Tanella Amabel Nathan¹, Michelle Sharon², & Naomi Soetikno³

¹Undergraduate of Psychology, Universitas Tarumanagara, Jakarta, Indonesia
Email: tanella.705210173@stu.untar.ac.id

²Undergraduate of Psychology, Universitas Tarumanagara, Jakarta, Indonesia
Email: michelle.705210270@stu.untar.ac.id

³Faculty of Psychology, Universitas Tarumanagara, Jakarta, Indonesia
Email: naomis@fpsi.untar.ac.id

Enter : 06-04-2024, revision: 15-04-2024, accepted for publication : 20-05-2024

ABSTRACT

Correctional institutions are institutions for carrying out training for inmates. Correctional institutions in Indonesia facilitate various positive activities that inmates can take part in, such as sports, spirituality, scouting, school packages, and training in other skills. Due to the limited resources, many inmates can't take part in the activities provided, so they only sleep or watch television. The activities provided by the correctional institutions basically aimed to prevent future crimes and the emergence of new victims. This research aims to determine the factors behind the inmates' lack of activeness in participating at self-development activities. The interview and observation method with five inmates was carried out over a period of two weeks in March 2024. The interview of five participants stated that they had difficulty interacting socially, especially speaking in large groups. They tend to interact with one or two people. The limited ability to speak in large groups is a characteristic of public speaking anxiety. Five participants that were interviewed stated that they had great difficulty speaking in groups and felt anxious when they had to. Observation results also showed that they had difficulty making eye contact and speaking in small voices when in groups. It can be concluded, one of the factors that makes it difficult for inmates to participate in activities organized by correctional institutions is public speaking anxiety. Suggestions for developing the ability of inmates to be more active participating in activities include the need for training to overcome public speaking anxiety.

Keywords: public speaking anxiety, inmates, correctional institutions

1. PREFACE

In 1964, there was a terminology change regarding prisons, which now have been known as correctional institutions (Purwanto et al., 2019). Based on the Republic of Indonesia Law Number 22 of 2022 concerning Correctional, correctional institutions is an institution or place for carrying out the rehabilitation function towards inmates. Furthermore, it is explained that rehabilitation is an activity conducted to enhance the quality of the personality and independence of inmates and juvenile offenders. Thus, the main tasks of correctional institutions are: (a) conducting the rehabilitation of inmates or juvenile offenders; (b) providing guidance, preparing facilities, and managing work results; (c) conducting social and spiritual guidance for inmates or juvenile offenders; (d) maintaining security and order; and (e) managing administrative affairs and household matters. In Indonesia itself, the term "prisoners" has also undergone a change to become "correctional inmates" (Pramudhito, 2021).

Correctional institution, with the main task of providing guidance to inmates, achieves this by facilitating various activities that can be participated in by inmates. Inmates can perform their religious activities according to their respective faiths because the necessary facilities are available in the correctional institutions. In addition to religious activities, inmates can also engage in various sports activities, such as futsal, basketball, table tennis, tennis, and others. There are also other activities that can be participated in by inmates, such as a training in specific skills, equivalency school, scouting, seminars, or group discussions.

However, one of the main problems occurring in Indonesian correctional institutions is the issue of overcapacity (Dzulfaroh & Wedhaswary, 2020). There are 505 correctional institutions spread across Indonesia, but most of these correctional institutions are already classified as overcapacity or exceeding their capacity (Nathan et al., 2023). The Ministry of Law and Human Rights reported that the number of inmates in Indonesian correctional institutions has reached 265.897 people as of March 24, 2023 (Widi, 2023). This number exceeds the total capacity of correctional institutions, which is 140.424 people, resulting in an overcapacity of 89.35% in Indonesian correctional institutions (Widi, 2023).

This issue was confirmed when researchers had the opportunity to interview the officer working at one of the male correctional institutions in Indonesia. The officer explained that the correctional institutions had a capacity of 572 people (D, personal communication, February 20, 2024). However, the correctional institutions were occupied by 1,688 inmates, causing many inmates to sleep in cramped conditions in their rooms (D, personal communication, February 20, 2024). This proves that overcapacity exists in correctional institutions.

Overcapacity in correctional institutions leads to an imbalance between staff and inmates. Limited human resources in the correctional institutions prevent inmates from participating in available activities. Therefore, many inmates feel bored because they have no other activities besides sleeping or watching television. Yet, the activities provided by correctional institutions fundamentally aim to help inmates develop skills or socialize. By participating in these activities, it is hoped that after serving their sentences and returning to the society, the inmates will have acquired both soft and hard skills (Simangunsong & Wibowo, 2022).

However, in reality, many inmates remain inactive in participating in self-development activities despite being facilitated by the correctional institutions. This can happen due to external and internal factors. External factors affecting the inactivity of inmates include inadequate facilities and infrastructure, while internal factors include the lack of interest from the inmates themselves in participating in these kinds of activities (Simangunsong & Wibowo, 2022). Another internal factor that can contribute to these issues are high level of anxiety or depression, as they prefer spending their time in their cells rather than participating in activities (Köse & Lapa, 2020). If this continues, the function of correctional institutions which aims to improve the quality of the personality and independence of inmates, will not be fulfilled because ultimately, the inmates will return to the society without specific skills or abilities.

Based on research conducted by Duwe (2017), various activities within correctional institutions have been shown to have an impact on reducing the recidivism rates of inmates. Activities such as education, cognitive behavioral therapy, chemical dependency treatment, and social support programming yield relatively strong results in reducing recidivism (Duwe, 2017). Studies by Arbour et al. (2023) also demonstrate similar findings. The availability of rehabilitation programs related to self-development, violent behavior, or education can significantly reduce reoffending (Arbour et al., 2023). Therefore, it can be concluded that the availability of activities within correctional institutions, along with active participation from inmates, have a significant impact on reducing recidivism.

The recidivism rate is a crucial issue to address as it represents a significant problem. High recidivism rates have a profound impact on the safety of society and the victims affected by such crimes, as well as the lives of perpetrators who perpetually cycle through the system (Dummermuth, 2019). Those most affected by crime are innocent victims. Hence, one of the

primary goals of rehabilitation in correctional institutions is to prevent future crimes and the emergence of new victims (Zoukis, 2014). Considering these, the active involvement of inmates in rehabilitation through activities within correctional institutions is a crucial aspect to be addressed. Therefore, in this research we will identify the factors causing the lack of activeness among inmates in participating in self-development activities by correctional institutions.

2. RESEARCH METHOD

This study employs a descriptive qualitative approach aimed to understanding phenomena concerning the experiences of the research subjects, such as behaviors, perceptions, motivations, actions, and others, in a holistic and descriptive manner using words and language (Moleong, 2013, in Pahleviannur et al., 2022). This research employs a case study approach, which involves the exploration of a bound system (a single case) or multiple bound systems (cases) through data collection involving various sources of information (such as observations, interviews, audiovisual materials, as well as documents and reports), and reporting case descriptions and case-based themes (Creswell, 2007). The researcher chose to utilize a case study due to the limited number of inmates willing to participate in this study, as they tend to avoid it when invited to participate. The research is conducted to identify factors contributing the lack of inmates' participation in existing activities within the correctional institution. Data collection is carried out through interviews and observations conducted over a period of two weeks in March 2024.

The five participants in this study were obtained from the willingness of the inmates to participate and meeting predefined characteristics, namely: (a) Inmates who have been in the correctional institution for more than six months; (b) Those with a long remaining period of incarceration; and (c) Inmates who do not take part in any activities provided by the correctional institution. The five participants in this study are all male, aged between 19 to 29 years.

Participant with the initials RP is a 19-year-old male. His highest level of education is Junior High School (JHS). He was charged under Article 114 regarding narcotic cases and received a sentence of 7 years. He entered the correctional institution on October 23, 2022. Therefore, he is scheduled to be released from the correctional institution in 2029.

Participant with the initials FA is a 23-year-old male. His highest level of education is Vocational High School (VHS). He is unmarried and previously worked in the expedition field. He entered the correctional institution in September 2023 under Article 351 in conjunction with 76D concerning cases of assault. Therefore, he received a sentence of 7 years and 3 months.

Participant with the initials RA is a 26-year-old male. His highest level of education is Senior High School (SHS). He is unmarried and entered the correctional institution in April 2023. He received a sentence of 8 years under Article 114 related to narcotics, thus planning to be released from the correctional institution in August 2025. He has a mother, a married older brother, a younger sibling attending JHS, and 2 step-siblings who are still toddlers. As a result, his mother rarely visits him as she has to take care of the toddlers.

Participant with the initials JS is a 20-year-old male. His highest level of education is JHS. He entered the correctional institution on December 21, 2022, and received a sentence of 3 years under Article 365 related to theft and violence. Therefore, he plans to be released from the correctional institution in December 2025. Before being in his current correctional institution, JS was often visited by his mother. However, when he moved to the current correctional institution,

he was visited less frequently due to the distance. Nevertheless, he still communicates with his mother frequently through video calls.

Participant with the initials RN is a 29-year-old male. His highest level of education is JHS. He is unmarried and received a sentence of 5 years under Article 112 related to narcotics. Therefore, he is scheduled to be released from the correctional institution in September 2024. RN is rarely getting visited by his family because they live far from the correctional institution.

All data were collected using semi-structured and in-depth interviews. The interview guidelines were created to explore the feelings and thoughts of inmates during their time in correctional institutions. The researcher will ask follow-up questions based on the responses provided by the participants to obtain deeper insights. Initially, interviews were conducted in a group setting, but participants' responses were unsatisfactory as they tended to merely agree with each other's statements. Therefore, follow-up interviews were conducted on a one-on-one basis in a designated location.

The interview took place in the semi-outdoor hallway on the second floor of a communal space that was accessible to visitors and inmates who already got permission to leave their residential block. Although there were not many people passing by in the hallway, there were still distracting noises present, such as the sound of the mosque, motor vehicles, honking, machinery, and others. The researcher and the participant sat facing each other on stackable chairs with a distance of approximately 30 to 50 cm. There was no table or other object between the researcher and the participant.

Before commencing the interview, the researcher built a rapport and asked the participant to fill out an identity form. Afterwards, the researcher initiated the interview based on a previously prepared guideline then digs deeper based on the responses provided. Both researchers got a session to interview each participant individually, resulting in each participant being interviewed twice. This was done to obtain a more accurate and unbiased result. Each interview lasted between 30 to 45 minutes. In addition to conducting interviews, the researcher also observed body language of the participants. Due to restrictions on bringing mobile phones into the correctional institution, interview results were manually written by the researcher.

3. RESULT AND DISCUSSION

After conducting interviews and observations with five inmates, it was found that one of the factors influencing the inactivity of inmates to participate in activities facilitated by the correctional institution is the presence of public speaking anxiety (PSA). The American Psychiatric Association (APA, 2013) defines anxiety as a disorder characterized by excessive fear and worry. Fear is described as an emotional response to a perceived real threat, while anxiety is anticipation of future threats (APA, 2013). Barlow (in O'Neill & Sorocean, 2014) further explains that anxiety is a condition marked by worrying anticipation of unpredictable and unavoidable future dangers. Anxiety can arise from various situations, one of which is speaking in front of a crowd or public speaking anxiety.

The Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5) categorizes PSA as a subtype of performance-only social anxiety disorder (APA, 2013). Social anxiety disorder is characterized by fear or anxiety about a social situation where individuals are exposed to the possibility of being observed by others (APA, 2013). When exposed to such social situations, individuals fear being negatively evaluated (APA, 2013). PSA itself refers to the fear

or anxiety associated with speaking in public directly or anticipating such events (Morreale et al., 2007). PSA can be defined as anxiety in a specific situation that arises from actual action or anticipation of oral presentations (Bodie, 2009). Generally, individuals who experience anxiety when speaking in public will choose to avoid such situations, but when they have to face them, they will suffer from pressure and anxiety (Raja, 2017).

There are several variables associated with PSA, such as loneliness, belongingness, and parenting style (Broeckelman-Post et al., 2023; Pavithra et al., 2019). Research conducted by Pavithra et al. (2019) on 223 adolescents showed a correlation between parenting style and speech anxiety. Inconsistent discipline and poor supervisor significantly influence adolescent speech anxiety (Pavithra et al., 2019). Consistent discipline refers to parents giving appropriate penalties if their children violate established rules, while supervision involves parents monitoring their children and ensuring that they stay within reasonable boundaries and do not deviate from established rules (Rahmi, 2013).

PSA causes individuals to have difficulty speaking, stuttering, feeling fearful, anxious, and stumbling with words (Marlia et al., 2023). Typically, individuals with PSA will lower their voice and have unclear pronunciation when speaking, they tend to mumble and make it difficult to understand their articulation (Nurwanto et al., 2020). Therefore, individuals experiencing PSA often avoid eye contact and seek support from their peers (Marlia et al., 2023). Individuals with high levels of PSA will give shorter presentations, indicating avoidance behavior (Gallego et al., 2021). This avoidance behavior is what makes the inmates inactive in the activities provided by the correctional institution, as they avoid the possibility of situations where they have to speak in front of a crowd.

When asked about their feelings while they are in the institution, almost all inmates stated that they felt bored because they did not participate in any activities provided by the institution. However, when they were asked about their reasons for not participating in these activities, various answers were obtained. Some participants stated that they did not receive information about the activities, while others did not have the opportunity to participate due to the limited quotas. However, five interviewed inmates stated that their reason for not participating in the activities was because they felt uncomfortable when meeting many people and had to interact with them.

As expressed by RP (19), *"... I actually wanted to attend that class, but I don't want to meet many people."* He also added, *"... I just feel uncomfortable meeting and chatting with people I don't know."* On the other side, participant FA (23) said, *"... I prefer to stay in my room, chatting with friends there rather than with strangers."* Besides RP and FA who feel uncomfortable by the idea of meeting and talking to others, participant RA (26) added, *"... I'd rather stay in my room, writing. Rather than meeting people and have to talk."* This statement shows that he is more comfortable and enjoyed his own company in the room.

The last two participants were JS (20) and RN (29) also stated similar things. Participant JS (20) said, *"... I don't feel like attending such things, none of my friends are attending either. It's not comfortable if later I attend alone without knowing anyone. Who would I talk to?"* On the other hand, RN (29) also mentioned that, *"... if I have to attend such activities, it means I have to talk to the officers, with fellow inmates, and with other people. I just don't like it. Having to approach them and talk. It feels uncomfortable to suddenly approach them."*

The statements of these five participants indicate that they feel uncomfortable when they have to meet many people, especially those they do not know. They do not want to be in a situation where they have to speak in a group. Therefore, they decide to avoid such situations by not participating in the institution's activities. Some of them also prefer to spend time in their rooms rather than going out and talking to others.

The interview results also showed that the participants experienced difficulties when speaking in a group, they were anxious when they had to do so. When asked to explain their feelings when they had to speak in a group, participant RP (19) said, "... *back in school, during discussions, I feel anxious. I didn't want to be thought of as pretending to be smart, so I didn't talk much.*" With a similar experience back in school, RA (26) stated that, "... *during college, I was asked to present and I felt like escaping. Like, I rushed through the presentation.*" Participant FA (23) added, "... *when with unfamiliar people, not close, it feels nervous, you know.*" Similar to that statement, RN (29) mentioned that, "... *I just feel uncomfortable. Maybe because here, the interactions are the same all the time. But now the situation is different.*" Lastly, JS (20) said, "... *just scared, my heart beating fast, and I got a cold sweat.*"

From the interview results, five participants showed characteristics of individuals with PSA according to Marlia et al. (2023), they feel nervous and uncomfortable when they have to speak in a group or in public. Participant RA even said that he wanted to escape when he had to present during his college days. His desire to escape was realized by his speed in delivering the presentation. This corresponds to Gallego et al. (2021) statement, that individuals with high PSA levels will give shorter presentations, indicating avoidance behavior.

In line with the explanations in DSM-5 (APA, 2013), participant RP is exposed to the possibility of being observed by others, so he is afraid that he will be negatively evaluated by his friends. When researcher asked about their thoughts when speaking in large groups, some participants also expressed similar sentiments. Participant JS (20) said, "... *it feels like everyone is looking at me. Like I am being watched too much.*" Participant RA (26) also mentioned, "... *I don't want to be asked, I am afraid that I won't be able to answer,*" He added, "... *just embarrassed, it feels like I'm so stupid.*"

When these participants have to speak in a group, they think they will become the center of attention and all the attention will be focused on them. They also think that there is a possibility that they will be viewed negatively by others. Participant RP is afraid that he will be considered pretentious by his friends when participating in group discussions. On the other hand, participant RA feared the possibility that he would be asked by others and he could not answer the question. When asked further, participant RA added that he felt embarrassed and considered himself stupid if he could not answer the questions given.

When researcher asked about family and whether they visit, three participants expressed similar sentiments. RA (26) stated, "... *my mom rarely comes. It must be hard because she has to take care of her children. Because my mom remarried and has two children, she has to take care of them.*" Besides that, JS (20) mentioned, "... *back when I was in X Correctional Institution, my mom used to come often. But when I moved here, it became infrequent, because it's too far away. But we video call regularly. Almost every day.*" In line with that situation, RN (29) also said, "... *rarely, actually. They live far away.*"

When the participants got asked about their families, these three participants responded well and explained the frequency of their family visits. However, two participants, RP and FA, showed reluctance to answer the question, so the researcher did not insist on the topic. The responses from RA and RN and the discomfort of RP and FA in discussing their families and visits indicate that their families rarely visit them while they are in a correctional institution. This suggests that four out of five interviewed participants do not have a good relationship with their families.

This poor relationship with their families could be one of the factors associated with PSA. According to research conducted by Pavithra et al. (2019), inconsistent discipline and poor supervision parenting style influence individual speech anxiety. The four participants that got interviewed rarely communicate with their parents, so their parents cannot consistently discipline them. Their parents cannot monitor and ensure that they stay within reasonable boundaries and do not deviate from established rules.

During group discussions, observational results showed that RP and JS tended to avoid eye contact when speaking. For participants FA, RA, and RN, they tended to fidget by shaking their feet. All five participants tended to speak with a low voice, so they needed to repeat their statements several times for the researcher to hear. Participant JS even often stumbled with his words, so he had to repeat his statements several times. This indicates that the five participants meet the criteria of individuals with PSA (Marlia et al., 2023; Nurwanto et al., 2020).

During discussions, there were situations when participants did not immediately answer the questions given. They sometimes asked the question again or asked for confirmation from their peers. Sometimes, participants also only followed their peers' answers when they got asked the same question. This is in line with Marlia et al. (2023) research results, that individuals with PSA will seek support from their peers.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis conducted, it can be concluded that there is a group of inmates who have PSA. This is evidenced by the results of interviews and observations of five inmates in the correctional institution. They feel nervous and uncomfortable when they have to meet many people and communicate with them. They also stated that they feel anxious and fearful. Even when recalling their experiences of speaking in public, there is a participant who stated that they experienced palpitations and cold sweats. There is also a participant who expressed a desire to escape when they have to make a presentation. Some participants feel that they are being watched by others and fear to get a negative evaluation from the audiences.

The observation results also indicate that the inmates will avoid eye contact when speaking in groups or cannot stay still, often moving their feet. They repeatedly seek help from their peers by asking questions and tend to speak in a low voice. Moreover, there is a participant who stutters when speaking. All of these indicate that the participants exhibited characteristics consistent with those of individuals with PSA.

Based on the analysis, it was found that PSA is one of the factors that make the inmates inactive in participating in activities within the correctional institution. They are uncomfortable with the possibility of having to speak to many people when participating in these activities. Therefore, the researcher suggests that correctional institutions provide training for the inmates to overcome their PSA. This needs to be done so that the inmates can become more active in participating in the activities within the correctional institution. Various activities or interventions can be carried

out for the inmates to overcome their PSA. For example, expressive writing therapy has shown significant results in reducing PSA levels (Susanti & Supriyantini, 2013). Additionally, activities such as popsispeak, which compel participants to deliver speeches on specific topics, can also make a significant difference in participants' PSA levels (Pontillas, 2020).

In this study, we found that a poor relationship with their families could be one of the factors contributing to PSA. However, besides family support, there are several factors that influence PSA; fear of making mistakes, shyness, lack of self-confidence, low motivation, mood, and overthinking (Miftahudin et al., 2022; Umisara et al., 2021). Therefore, it is recommended for further research to dig deeper into other factors that may contribute to PSA. Further investigation could also explore policies within correctional institutions that might impede inmates from speaking out or expressing their opinions.

Limitations of the study is the interviews conducted with five participants become a case study, thus cannot be generalized to all inmates in the correctional institution. Additionally, the researcher was unable to conduct further analysis regarding factors that influencing inmates' lack of activeness in participating in self-development activities by correctional institutions. Therefore, suggestions for further research are to elaborating on the findings of this study that explains PSA as a hindrance of inmates to actively participate in activities within the correctional institution. Research conducted by Manger et al. (2019) identified various factors influencing inmate participation in educational activities within correctional institutions. These factors include a lack of information about such activities, lack of interest in the offered activities, the belief that education will not bring any change upon release, inability to write, and the perception of difficulty in concentrating while incarcerated (Manger et al., 2019). Another study by Papaioannou et al. (2018) also concluded that several factors motivate inmate participation in educational programs, including educational attainment levels, a desire to obtain school qualifications, and a willingness to self-improve.

Acknowledgement

The authors would like to express their gratitude to the inmates who participated in this study. After finding out that the participants were having PSA, we felt grateful for them to participate in this study. Their willingness to come and get interviewed was such a crucial thing. We would also like to express our gratitude to the correctional institutions that permitted and facilitated this study. Their cooperation and support were vital in ensuring the smooth conduct of the study.

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