P-ISSN: 2548-5067
E-ISSN: 2598-6236
Jurnal Ilmiah Muqoddimah: Jurnal Ilmu Sosial, Politik dan Humaniora
FISIP
UNIVERSITAS MUHAMMADIYAH TAPANULI SELATAN

# The Influence of Self-Efficacy Training on Military Prisoners at the Medan Military Penitentiary I

Raras Sutatminingsih[1*)], Rodiatul Hasanah Siregar[2)], Nurmaini[3)]

Universitas Sumatera Utara, Indonesia

Corresponding author: raras@usu.ac.id

**Abstrak**

Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan self efficacy narapianda militer di Lembaga Pemasyarakatan Militer I Medan. Kegiatan pengabdian kepada masyarakat berupa pemberian pelatihan self efficacy dengan metode eksperimental yang menggunakan desain one group pre-test post-test. Hasil kegiatan menunjukkan bahwa terjadi peningkatan tingkat self efficacy pada narapianda Lemasmil I Medan dalam kategori rendah menurun dari 20% (4 orang) menjadi 0% (0 orang), dalam kategori seandg menurun dari 70% (14 orang) menjadi 30% (6 orang), and kategori tinggi meningkat dari 10% (2 orang) menjadi 70% (14 orang).

**Kata kunci:** *Self Efficacy Training*, Narapianda Militer

***Abstract***

*This community service activity aimed to enhance the self efficacy of military prisoners at Military Penitentiary Institution I Medan. The community service involves providing self efficacy training using an experimental method with a one-group pre-test post-test design. The results of the activity indicate an improvement in the level of self efficacy among the prisoners at Military Penitentiary Institution I Medan. In the low category, it decreased from 20% (4 individuals) to 0% (0 individuals), in the moderate category it decreased from 70% (14 individuals) to 30% (6 individuals), while in the high category, it increased from 10% (2 individuals) to 70% (14 individuals).*

***Keyword:*** *Self Efficacy Training, Military Prisoners*

## INTRODUCTION

Being a soldier is a source of pride for soldiers and their families. The Indonesian National Armed Forces (TNI) faces a heavy workload, including facing war and must be resilient in extreme conditions, resulting in a significantly greater workload. These conditions are the most common stressors experienced by soldiers. Their inability to cope with these stressors leads to stress. Stress is a physical and psychological condition caused by an individual's emotional and physical responses that can be disruptive and detrimental. Prolonged stress can trigger mental fatigue, which can affect physical health (Pertiwi et al., 2020). Work-related stress is stress experienced by individuals in the workplace caused by the characteristics of the job or the physiological, psychological, and behavioral changes that occur when individuals are unable to adapt to the work environment (Pradini et al., 2020; Zaki et al., 2021).

According to Pradini (2020), unmanaged stress can lead to health problems and reduced productivity. When experiencing work stress, some TNI soldiers end up committing violations such as absenteeism or even running away from their unit, resulting in imprisonment in Military

Correctional Institutions.

The Military Correctional System aims to rehabilitate Indonesian National Armed Forces (TNI) prisoners as good citizens and to protect society from the possibility of recurrence of criminal acts by TNI prisoners. It is an application and integral part of the values embodied in Pancasila. Military Correctional Guiandce implemented at the Military Correctional Facility remains guided by the Correctional Law.

According to Law No. 25 of 2014 concerning Military Disciplinary Law, Chapter V, Article 8, the types of military disciplinary violations include: a) any act that violates official orders, official regulations, or acts inconsistent with Military Code of Conduct; b) acts that violate criminal laws and regulations of a minor nature. These violations will be subject to sanctions based on the relevant policies and technical regulations issued by the Commander. The Military Correctional Facility's primary goal is to rehabilitate Indonesian National Armed Forces (TNI) prisoners into soldiers who are in accorandce with the Sapta Marga (the five principles of the Indonesian National Principles). The hope is that TNI prisoners will improve themselves from their mistakes, prevent repeating them, and be ready to carry out their duties in the unit.

Medan Military Correctional Institution I has approximately 50 inmates with sentences of a minimum of 3 months and a maximum of 3 years. Those who are being trained here are soldiers who have committed mistakes such as leaving their duties, practicing polygamy, and so on. Military inmates who are being trained are serving their sentences but will be reinstated after their sentences are completed. The training provided includes moral, physical, and spiritual development. In addition, Medan Military Correctional Institution I sees the need for psychological strengthening for Military Inmates so that they can have good self-efficacy and be more confident in overcoming problems they encounter in carrying out their duties. Medan Military Correctional Institution I hopes for these inmates to become better and more professional soldiers after their release from detention by not making the same mistakes.

The life of prisoners in prison indirectly causes them to experience psychological problems. Some of these include the loss of family, loss of self-control, and even loss of support (Sari et al., 2022). Furthermore, imprisonment has several negative consequences, including the loss of freedom to do business, which can have serious consequences for the family's socioeconomic life, the creation of a negative stigma that persists even after the inmate has ceased committing crimes, and the degradation or decline of human dignity and self-esteem. This perception ultimately leads to a lack of self-confidence in prisoners (Arista, 2017).

The aforementioned social phenomenon is one of the problems that burdens prisoners and causes anxiety. According to Kienlholz & Gardenn, anxiety is a factor that almost always appears in individuals with prison status. The anxiety in question is social anxiety, where individuals feel fearful of how others or society perceive their social status (Kusumaningsih, 2017).

In general, prisoners feel helpless, regretful, anxious, disappointed, and hopeless. Before being released, convicts experience anxiety about their condition and the labeling of their offenses, including whether they will be accepted back into their workplace, family, and community, or whether they will be able to behave appropriately. This suggests that convicts generally exhibit low levels of self-efficacy, characterized by feelings of helplessness, rapid sadness, apathy, anxiety, a tendency to give up quickly, and a weak commitment to their goals (Alwisol, 2014; Savile & Foster, 2021).

According to Bandura, self-efficacy is an individual's assessment of their ability to act to achieve a specific goal. Alwisol (Bahtiar, 2012) states that self-efficacy is a person's perception of how well they can function in a given situation. Self-efficacy relates to an individual's belief in their ability to perform positive actions. The factors that influence self-efficacy according to Efendi (2013), are (1) social support, (2) motivation, (3) availability of facilities and infrastructure, (4) physical health, (5) competence, (6) intention, (7) discipline and responsibility, and (8) gratitude to God (Ririn et al, 2023; Goulart et al., 2022).

Military inmates require support during their time at the Medan Military Correctional Institution I, including skills development that can help them resolve the psychological issues they

face. The ability to cope with psychological issues remains a primary focus for partners, resulting in unpreparedness for returning to their respective military units.

Given the various challenges faced by military inmates during their time at Lemasmil, improving their self-efficacy is a top priority. Teaching them skills for re-entry into service will lead to more cooperative behavior during their time as military mates. This will enable them to serve their time more effectively. It is also hoped that they will avoid repeating mistakes while serving that could lead to re-entry into military service.

Based on the above, it is clear that training programs are needed for military inmates to improve their self-efficacy and prepare them for their release. This will ensure they feel confident and capable of assuming their duties and responsibilities as TNI soldiers upon release.

## METHODS

The method used in this activity was a quantitative experiment. In this experiment, subjects were given a specific treatment, so the experimental method can be defined as a community service activity method used to determine the effect of a treatment on a person under controlled conditions (Sugiyono, 2017). This effect is determined by comparing one or more experimental groups before and after receiving a specific treatment.

This community service activity was designed as an experimental community service activity with pre- and post-treatment assessments. The location of this community service activity was the Medan Military Correctional Institution I. There were 24 subjects involved in this training. The subjects of this community service activity were 24 inmates at the Medan Military Correctional Institution I. However, four inmates were released before the follow-up, resulting in a total of 20 participants who completed the training. The sample was selected using a saturated sampling technique, where all members of the population were used as samples in this community service activity. Data collection was conducted with the assistance of fellow service team members using (1) Who am I questions, (2) Self-efficacy questions, (3) Stress management questions, and (4) the General Self-Efficacy (GSE) Scale. The training material questions were multiple-choice, with a score of 1 for correct answers and a score of 0 for incorrect answers. The General Self-Efficacy (GSE) Scale was structured with four response categories: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). Each response had its own score, from the highest score for SS to the lowest score for STS. The score proportions were SS = 4, S = 3, TS = 2, and STS = 1.

Activities on the first day included an introduction and explanation of the training objectives and procedures, and a pre-test to measure the level of self-efficacy of military prisoners before receiving training using the General Self-Efficacy (GSE) test tool. A pre-test on "Who Am I" was also administered to assess the military inmates' ability to recognize their own positive traits. The "Who Am I" material was provided with the hope that the inmates would recognize their positive traits and then maximize them when returning to their duties as soldiers. The material concluded with a post-test on the "Who Am I" material.

On the second day, participants were given material on "Self-efficacy" to improve their understanding of their abilities to perform their duties. Before the material was presented, participants were given a pre-test to assess their understanding of "Self-efficacy," and after the material was presented, they were given a post-test on the "Self-efficacy" material.

On the third day, participants were given material on stress management to improve their ability to manage stress. Before the material was presented, participants were given a pre-test to assess their understanding of stress management, and after the material was presented, they were given a post-test on the stress management material. The activity concluded by asking participants to apply what they learned during the three days in their daily lives for two weeks. As a tool, participants were given a monitoring sheet.

The final activity was an evaluation and termination by administering a post-test in the form of a General Self-Efficacy (GSE) scale.

The effectiveness of the training was assessed using a Wilcoxon test to determine whether

there was a difference between the pre-test and post-test scores. Hypothesis testing was conducted by analyzing the data using a Wilcoxon test using SPSS. The Wilcoxon test showed a significant p-value of 0.000 ($p < 0.05$), indicating a significant increase in self-efficacy among Lemasmil 1 Medan inmates before and after the self-efficacy training.

## RESULT AND DISCUSSION

Twenty-four inmates from Lemasmil I Medan participated in this community service activity. However, four inmates were released before the follow-up, resulting in a total of 20 participants completing the training. After completing the training, the community service team processed the pre-test and post-test data from all materials using SPSS with the Wilcoxon test. The results are shown in the following table.

**Table 1.** *Pre-Test* and *Post-Test* Materi "*Who am I*"

| **"Stress Management" Material** | **Skor** | | ***Significance Value*** | |
|---|---|---|---|---|
| | ***Pre-Test*** | ***Post-Test*** | ***Sig. 2-tailed*** | ***a*** |
| Total | 96 | 162 | 0.000 | 0.05 |
| Minimum Value | 1 | 5 | - | - |
| Maximum Value | 8 | 10 | - | - |
| Mean | 4.80 | 8.10 | - | - |
| Median | 5 | 8 | - | - |
| Mode | 4 | 9 | - | - |
| Standard Deviation | 1.704 | 1.483 | - | - |

**Table 2.** *Pre-Test* and *Post-Test* Materi "*Self Efficacy*"

| **"Stress Management" Material** | **Skor** | | ***Significance Value*** | |
|---|---|---|---|---|
| | ***Pre-Test*** | ***Post-Test*** | ***Sig. 2-tailed*** | ***a*** |
| Total | 96 | 162 | 0.000 | 0.05 |
| Minimum Value | 1 | 5 | - | - |
| Maximum Value | 8 | 10 | - | - |
| Mean | 4.80 | 8.10 | - | - |
| Median | 5 | 8 | - | - |
| Mode | 4 | 9 | - | - |
| Standard Deviation | 1.704 | 1.483 | - | - |

**Table 3.** *Pre-Test* and *Post-Test* Materi "Manajemen Stres"

| **"Stress Management" Material** | **Score** | | ***Significance Value*** | |
|---|---|---|---|---|
| | ***Pre-Test*** | ***Post-Test*** | ***Sig. 2-tailed*** | ***a*** |
| Total | 125 | 182 | 0.001 | 0.05 |
| Minimum Value | 4 | 5 | - | - |
| Maximum Value | 9 | 10 | - | - |
| Mean | 6.25 | 9.10 | - | - |
| Median | 6 | 9.5 | - | - |
| Mode | 4 | 10 | - | - |
| Standard Deviation | 1.860 | 1.373 | - | - |

Based on Table 1, the Wilcoxon test results between the pre-test and post-test of the "Who am I" training material show a significant value of $p = 0.000$ ($p < 0.05$). This indicates a significant difference in the level of understanding of the "Who am I" material among Lemasmil I Medan inmates before and after the "Who am I" training. Furthermore, the mean score increased from 4.80 to 8.10, representing a 3.30 increase with a two-tailed significance level of 0.05. Therefore, these data indicate a significant increase in understanding of the "Who am I" material among Lemasmil I Medan inmates before and after the "Who am I" training.

Based on Table 2, the Wilcoxon test results between the pre-test and post-test of the "Self-efficacy" training material show a significant value of p = 0.000. With a p = 0.001 (p < 0.05), it can be concluded that there is a significant difference in the level of understanding of the "Self-Efficacy" material among Lemasmil I Medan inmates before and after the "Self-Efficacy" training. Furthermore, the mean score also increased from 2.35 to 5.60, resulting in an increase of 3.25 with a significance value (2-tailed) of 0.05. Therefore, these data indicate a significant increase in the understanding of the "Self-Efficacy" material among Lemasmil I Medan inmates before and after the "Self-Efficacy" training.

Based on Table 3, the Wilcoxon test results between the pre-test and post-test of the "Stress Management" training show a significant value of p = 0.001 (p < 0.05). Therefore, it can be concluded that there is a significant difference in the level of understanding of the "Stress Management" material among Lemasmil I Medan inmates before and after the "Stress Management" training. Furthermore, the mean score increased from 6.25 to 9.10, representing a 2.85-point increase with a two-tailed significance level of 0.05. Therefore, these data indicate a significant increase in the understanding of the "Stress Management" material among Lemasmil I Medan inmates before and after the "Stress Management" training. The mean percentage of all material presented is illustrated in the graph below:

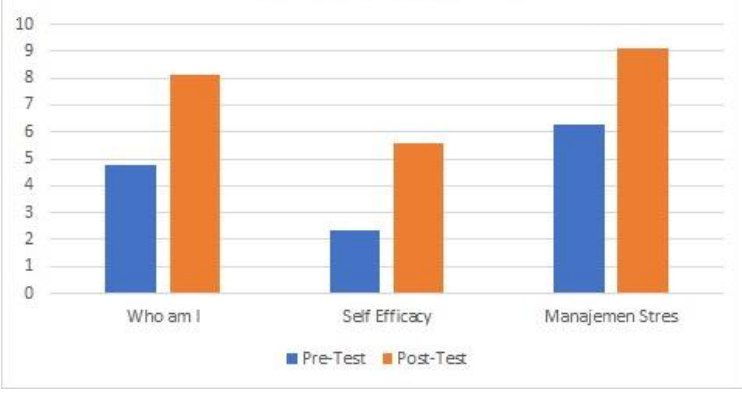


**Figure 4.** Percentage difference in mean knowledge of Lemasmil I Medan inmates before and after presentation of the material

After the inmates were given the material, they engaged in independent practice for 14 days. They were then asked to complete a post-test on the General Self-Efficacy Scale (GSE), which was then tested using the Wilcoxon test by the community service team.

**Table 4.** *Pre-Test* and *Post-Test General Self Efficacy* (GSE)

| ***General Self Efficacy*** | **Score** | | ***Significance Value*** | |
|---|---|---|---|---|
| **(GSE)** | ***Pre-Test*** | ***Post-Test*** | ***Sig. 2-tailed*** | ***A*** |
| Total | 511 | 675 | 0.000 | 0.05 |
| Minimum Value | 17 | 29 | - | - |
| Maximum Value | 40 | 40 | - | - |
| Mean | 25,55 | 33,75 | - | - |
| Median | 26,50 | 33,50 | - | - |
| Mode | 28 | 30 | - | - |
| Standard Deviation | 5,568 | 3,462 | - | - |

Based on Table 4, it can be seen that the results of the Wilcoxon calculation analysis between the pre-test and post-test General Self Efficacy (GSE) show a sig. p = 0.000 (p <0.05), so it can be said that there is a significant difference in the level of self-efficacy in Lemasmil I Medan military prisoners before and after the intervention. Furthermore, it can also be seen that the mean value increased from 25.55 to 33.75, resulting in an increase of 8.2 with a significant

value (2 tailed) of 0.05. So the data shows that there is a significant increase in the self-efficacy of Lemasmil I Medan prisoners before and after the Self Efficacy intervention. The mean percentage of the General Self Efficacy (GSE) Scale can be depicted in the graph below:

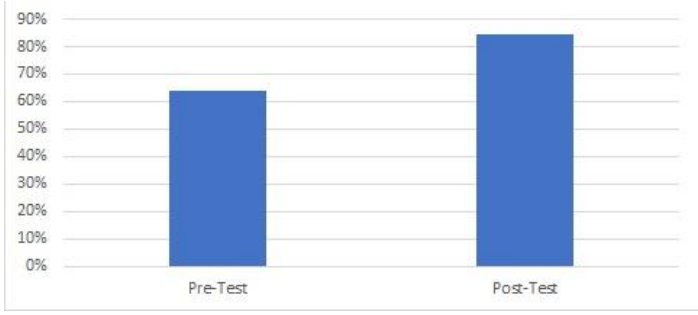


**Figure 5.** Percentage difference in the mean level of self-efficacy of Lemasmil I prisoners before and after the intervention

Next, categorization of self-efficacy and all other tests was used to determine the participants' scores. This categorization was made into three sections: low, average, and high, based on a normal curve distribution using the standard deviation formula (Azwar, 2012).

**Table 5.** Categorization Norms

| Value Range | Categorization |
|---|---|
| X < (μ-1.0 SD) | Low |
| (μ-1.0SD) ≤ X ≤ (μ+1.0 SD) | Medium |
| X > (μ+1.0 SD) | High |
| X < (μ-1.0 SD) | Low |

The hypothetical mean of self-efficacy is 25 with a standard deviation of 5 so that the categorization obtained is as follows:

**Table 6.** *Self Efficacy* categorization

| Value Range | Category | N | | % | |
|---|---|---|---|---|---|
| | | ***Pre-Test*** | ***Post-Test*** | ***Pre-Test*** | ***Post-Test*** |
| X < 20 | Low | 4 | 0 | 20 | 0 |
| 20 ≤ X ≤ 30 | Medium | 14 | 6 | 70 | 30 |
| X > 30 | High | 2 | 14 | 10 | 70 |
| **Total** | | 20 | 20 | 100 | 100 |

Based on Table 6, the pre-test data shows that 4 subjects (20%) had low self-efficacy, 14 subjects (70%) had moderate self-efficacy, and 2 subjects (10%) had high self-efficacy. Therefore, it can be concluded that the average military inmate had a moderate self-efficacy level before the intervention.

Furthermore, the post-test data shows that no subjects had low self-efficacy, 6 subjects (30%) had moderate self-efficacy, and 14 subjects (70%) had high self-efficacy. Therefore, it can be concluded that the average military inmate had a high self-efficacy level after the intervention.

Thus, the results of the pre-test and post-test conducted to measure the level of self-efficacy of Lemasmil I Medan inmates before and after being given Self-Efficacy training for three days obtained figures that there was an increase in the level of self-efficacy in Lemasmil I Medan inmates with the number of participants with self-efficacy in the low category decreasing from 20% (4 people) to 0% (0 people), the number of participants with self-efficacy in the middle category decreasing from 70% (14 people) to 30% (6 people), and the number of participants with self-efficacy in the high category increasing from 10% (2 people) to 70% (14 people).

Then the hypothetical mean of the "Who am I" material test is 5 with a standard deviation

of 1.67 so that the categorization obtained is as follows:

**Table 7.** Test Material Categorization *"Who am I"*

| Value Range | Category | N | | % | |
|---|---|---|---|---|---|
| | | ***Pre-Test*** | ***Post-Test*** | ***Pre-Test*** | ***Post-Test*** |
| X < 3,33 | Low | 4 | 0 | 20 | 0 |
| 3,33 ≤ X ≤ 6,67 | Medium | 12 | 3 | 60 | 15 |
| X > 6,67 | High | 4 | 17 | 20 | 85 |
| **Total** | | 20 | 20 | 100 | 100 |

Based on Table 7, it can be seen that the pre-test data shows that there are 4 subjects (20%) who have an understanding of the material "Who am I" in the low category, there are 12 subjects (60%) who have an understanding of the material "Who am I" in the middle category, there are 4 subjects (20%) who have an understanding of the material "Who am I" in the high category, so it can be concluded that the average level of understanding of the material "Who am I" in the middle category before being given training on the material "Who am I".

Furthermore, it can be seen that the post-test data shows that there are no subjects (0%) who have an understanding of the material "Who am I" in the low category, there are 3 subjects (15%) who have an understanding of the material "Who am I" in the middle category, there are 17 subjects (85%) who have an understanding of the material "Who am I" in the high category, so it can be concluded that the average level of understanding of the material "Who am I" in the high category after being given training on the material "Who am I".

Thus, it can be seen that the results of the pre-test and post-test conducted to measure the level of understanding of the material "Who am I" Lemasmil I Medan inmates before and after being given training on the material "Who am I" showed an increase in understanding of the material "Who am I" in Lemasmil I Medan inmates with the number of participants who have a level of understanding of the material "Who am I" in the low category decreased from 20% (4 people) to 0% (0 people), the number of participants who have a level of understanding of the material "Who am I" in the middle category decreased from 60% (12 people) to 15% (3 people), and the number of participants who have a level of understanding of the material "Who am I" in the high category increased from 20% (4 people) to 85% (17 people). The hypothetical mean of the material test "Self Efficacy" is 5 with a standard deviation of 1.67 so that the categorization obtained is as follows:

**Table 8.** Test Material Categorization"*Self Efficacy"*

| Value Range | Category | N | | % | |
|---|---|---|---|---|---|
| | | ***Pre-Test*** | ***Post-Test*** | ***Pre-Test*** | ***Post-Test*** |
| X < 3,33 | Low | 17 | 6 | 85 | 30 |
| 3,33 ≤ X ≤ 6,67 | Medium | 3 | 5 | 15 | 25 |
| X > 6,67 | High | 0 | 9 | 10 | 45 |
| **Total** | | 20 | 20 | 100 | 100 |

Based on Table 8, it can be seen that the pre-test data shows that there are 17 subjects (85%) who have an understanding of the material "Self Efficacy" in the low category, there are 3 subjects (15%) who have an understanding of the material "Self Efficacy" in the middle category, there are no subjects (0%) who have an understanding of the material "Self Efficacy" in the high category, so it can be concluded that the average military prisoner has a level of understanding of the material "Self Efficacy" in the low category before being given training on the material "Self Efficacy". Furthermore, it can be seen that the post-test data shows that there are 6 subjects (30%) who have an understanding of the material "Self Efficacy" in the low category, there are 5 subjects (25%) who have an understanding of the material "Self Efficacy" in the middle category, there are 10 subjects (45%) who have an understanding of the material "Self Efficacy" in the high

category, so it can be concluded that the average military prisoner has a level of understanding of the material "Self Efficacy" in the high category after being given training on the material "Self Efficacy". Thus, the results of the pre-test and post-test conducted to measure the level of understanding of the "Self Efficacy" material of Lemasmil I Medan inmates before and after being given the "Self Efficacy" material training show that there was an increase in understanding of the "Self Efficacy" material in Lemasmil I Medan inmates. The number of participants with a low level of understanding of the "Self Efficacy" material decreased from 85% (17 people) to 30% (6 people), the number of participants with a level of understanding of the "Self Efficacy" material in the middle category increased from 15% (3 people) to 25% (5 people), and the number of participants with a high level of understanding of the "Self Efficacy" material increased from 0% (0 people) to 45% (10 people).

Then, the hypothetical mean of the "Stress Management" material test is 5 with a standard deviation of 1.67, so the categorization obtained is as follows:

**Table 9.** Test Material Categorization “Stress Mangement”

| Value Range | Category | N | | % | |
|---|---|---|---|---|---|
| | | ***Pre-Test*** | ***Post-Test*** | ***Pre-Test*** | ***Post-Test*** |
| X < 3,33 | Rendah | 0 | 0 | 0 | 0 |
| 3,33 ≤ X ≤ 6,67 | Seandg | 13 | 2 | 65 | 10 |
| X > 6,67 | Tinggi | 7 | 18 | 35 | 90 |
| **Total** | | 20 | 20 | 100 | 100 |

Based on Table 9, it can be seen that the pre-test data shows that there are no subjects (0%) who have an understanding of the material "Stress Management" in the low category, there are 13 subjects (65%) who have an understanding of the material "Stress Management" in the middle category, there are 7 subjects (35%) who have an understanding of the material "Stress Management" in the high category, so it can be concluded that the average level of understanding of the material "Stress Management" in the middle category before being given training on the material "Stress Management".

Furthermore, it can be seen that the post-test data shows that there are no subjects (0%) who have an understanding of the material "Stress Management" in the low category, there are 2 subjects (10%) who have an understanding of the material "Stress Management" in the middle category, there are 18 subjects (90%) who have an understanding of the material "Stress Management" in the high category, so it can be concluded that the average level of understanding of the material "Stress Management" in the high category after being given training on the material "Stress Management".

Thus, the results of the pre-test and post-test conducted to measure the level of understanding of the "Stress Management" material of Lemasmil I Medan inmates before and after the "Stress Management" training showed an increase in understanding of the "Stress Management" material among Lemasmil I Medan inmates. There was no change in the number of participants with a level of understanding of the "Stress Management" material (0 people) before and after the intervention. The number of participants with a level of understanding of the "Stress Management" material in the medium category decreased from 65% (13 people) to 10% (2 people), and the number of participants with a level of understanding of the "Stress Management" material in the high category increased from 35% (7 people) to 90% (18 people).

Furthermore, in the review of the assignments implemented over 14 days in daily life at Lemasmil I Medan, it was found that almost all participants stated that the assignments helped them to better understand themselves, become calmer, be able to face stressors more calmly, and also become more confident in their abilities. It is hoped that regular implementation will enable participants to know themselves better, be better able to deal with stressors, and also be more confident in their own abilities.

## CONCLUSION

The results of this community engagement program indicate that the self-efficacy training, which consisted of the "Who Am I," "Self-Efficacy," and "Stress Management" modules was effective in significantly enhancing the self-efficacy of military inmates at the Military Correctional Institution I Medan. The increase was not only reflected quantitatively through the improvement in pre-test and post-test scores but was also observable qualitatively through the participants' heightened self-awareness, stronger sense of personal agency, and more constructive mindset toward future responsibilities. This training has proven to play a transformative role by strengthening the inmates' belief in their own capacity to overcome challenges, fulfill responsibilities, and reintegrate into military duties upon completion of their sentence. Furthermore, the enhancement of self-efficacy contributed to the emergence of more cooperative, disciplined, and emotionally regulated behaviors throughout their incarceration period, enabling them to navigate their sentences with greater resilience and purpose. Overall, the findings affirm that structured self-efficacy–based interventions are not only relevant but highly strategic in preparing military inmates for adaptive reintegration, restoring their functional readiness as future servicemen, and fostering psychological empowerment that supports both personal rehabilitation and institutional discipline. This suggests that similar intervention models hold strong potential to be scaled, sustained, and institutionalized within correctional rehabilitation programs, particularly in military correctional contexts that demand mental preparedness and disciplined reintegration.

## REFERENCES

Alwisol. (2014). *Psikologi kepribadian*. Malang: UMM Press.

Arista, D. (2017). Kebermaknaan Hidup and Religiusitas Pada Mantan Narapianda Kasus Pembunuhan. *Psikoborneo*, 366-377.

Azwar, S. (2015). Reliabilitas and Validitas. Yogyakarta: Pustaka Pelajar

Efendi, R. (2013). Self efficacy: Studi indigenous pada guru bersuku Jawa. *Journal of Social and Industrial Psychology*, 61-67.

Goulart, E. L., Weymer, A. S. Q., & Moreira, V. R. (2022). The influence of self-efficacy on training effectiveness in cooperative organizations. *Revista de Administração da UFSM*, *15*(2), 331-353.

Hardi, R. M., & Putri, I. A. (2023). Self-Efficacy Calon Independen dalam Pemilihan Kepala Daerah (Pilkada) Tahun 2020 di Kota Bukittinggi, Sumatera Barat. *Jurnal Transformative*, 22-42.

Kusumaningsih, L. P. S. (2017). Penerimaan diri and kecemasan terhadap status narapianda. *Intuisi*, 234-242.

Pertiwi, J., Igiany, P. D., & Yuliasari, H. (2020). Stres kerja tenaga rekam medis di era pandemi Covid -19. *SIKesNas*, 53–60.

Pradini, S. A., Wuryaningsih, E. W., & Hadi, E. (2020). Hubungan dukungan sosial keluarga dengan stres kerja pada petani tembakau di Kecamatan Kalisat Kabupaten Jember (Relation of social family support with job stress on tobacco farmers in Kalisat District, Jember Regency). *Pustaka Kesehatan*, 24–30.

Sari, T. A., & Hurriyati, D. (2022). Dukungan Sosial and Psychological Adjusment pada Narapianda Wanita. *Jurnal Ilmiah Fakultas Psikologi Universitas Yudharta Pasuruan*, 261-270.

Saville, J. D., & Foster, L. L. (2021). Does technology self-efficacy influence the effect of training presentation mode on training self-efficacy?. *Computers in Human Behavior Reports*, *4*, 100124.

Sugiyono. (2017). *Metode Kegiatan pengabdian kepada masyarakat Kuantitatif, Kualitatif, and R&D*. Bandung: CV. Alfabeta.

Zaki, W., Ali, A., Bakar, A., & Sarwar, B. (2019). Role of Self-Efficacy in The Relationship of Training and Employee Performance. *Paradigms*, *13*(1), 67-73.