

Learning skills level on the young prisoners

Alizamar Alizamar ^{*)1}, Gusni Dian Suri², Mudjiran Mudjiran³, Syahniar Syahniar⁴, Afdal Afdal⁵
¹²³⁴⁵ Universitas Negeri Padang

^{*)}Corresponding author, ✉e-mail: alizamar@konselor.org

Abstract

The future achievement of adolescent in correctional institutions is also required to assume education or learning. The purpose of this study was to describe learning skills of the young prisoners in correctional institution adolescent Tanjung Pati. This research used quantitative approaches with descriptive-quantitative method. The sample in this research consisted of 32 young prisoner. An analyze of the data used instruments learning skills of the young prisoners and analysis used is presentation. The research finding showed that learning skills of young prisoners at a medium level as many as 17 people with 73.91%, the very high level as many as 5 people with 21.74%, the low level as many as 1 people with 4.35%. The implication of this research is to describe learning skills young prisoners. In order, the results of this study could be data to assist the prisoners and coaching for solving their problems in learning.

Keywords: Learning skills, Young Prisoners

How to Cite: Alizamar, A, Suri, G.D, Mudjiran, M, Syahniar, S, Afdal, A . (2018). Learning skills level on the young prisoners. *Couns-Edu: International Journal of Counseling and Education*, 3(3): pp. 86-92. DOI: <https://doi.org/10.23916/0020180317730>



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2017 by author.

Introduction

Adolescence is a period of change (Santrock, 2002; Linamarliyah, 2004; Kurniawan, 2009; Maslihah, 2011) from childhood to adulthood (Kartono, 2005; Laksmiwati, 2011; Batubara, 2016) which experiences development into all aspects or functions (Qomariyah, 2009). Adolescence is also know as a period of storm and stress, which is period of turbulence and conflict and mood changes (Payne, 2012; Arnett, 2006) some teenagers have not been able to control themselves well which leads to deviant behavior. Teenagers that behave deviantly because the lack or do not get love, care, guidance in developing attitudes, behaviors, adjustments, and supervision from parents, guardians, or foster parents will be easily dragged in the flow of community relations and an unhealthy environment and detrimental to development personal experience (Syamsiah, 2010). The negative experiences faced by teenagers who are dealing with the law are very diverse (Astuti, 2011; Fitriani, 2017). Children in conflict over the law (Sinaga, 2010; Sudarti, 2014).

The future achievements of adolescents (Shofia, 2009; Nasimah, 2009) who are in correctional institutions is also required to carry out education or learning, because education must be implemented at all levels of society from an early age, adolescence, adulthood, to old age, including life skills education for prisoners who are serving sentences in prisons. This is in agreement with Widari (2012) that the right of education of students in prison must be given even though they are undergoing coaching, the right to freedom is revoked. In the end, Akbar, Wijaya, & Alkonina (2014) in their research mentions non-formal

education programs in prisons, giving a very large contribution, especially for child inmates who should at the age of their formal education, but because of a crime, they have to be in prison.

Efforts to facilitate prisoners in solving learning problems can be through tutoring services. In this study, the objectives to be achieved related to aspects of learning are focused on developing learning skills. In the research, Sirait & Sewu (2015) found that there were concerns of assisted children when they were rejected by the community after completing the construction period, especially if the child was not equipped with skills. Then in terms of education which was interrupted, resulting in a lack of information obtained, plus LPKA was not allowed to use communication tools with the outside world. This is also an important factor for young prisoners in developing learning skills. The problem now is that there is no implementation of learning skills in LPKA Tanjung Pati, which is an important part of the learning process at LPKA. Initial interviews conducted with four prisoners in LPKA Tanjung Pati on July 20, 2017 found that generally they were less able to develop learning skills for their future provision after leaving / undergoing criminal time and also lack of information and learning that was obtained by them in developing learning skills.

Living the learning process is an important part (Tahar, 2006; Hakim, 2005) in learning activities in order to understand and master the subject matter well (Chrisnajanti, 2002, Muhson, 2009). The skills of each individual are needed so that the process becomes maximal and provides satisfactory results (Rahayu, et al, 2011; Kriswoyowati, 2011). Marshak & Burkle (in Juneja, 2016) states "Study skills can be defined as learned abilities essential to acquiring knowledge and competence. Study skills emphasize the process of learning. "Furthermore, Gall (1990: 17) stated " Study skills as the effective use of appropriate techniques for completing a learning task ". Furthermore, Surya (in Adiningtiyas, 2016; Sulistyowati, 2015) revealed that skills are neoromuscular activities. Learning skills is the ability to develop a framework of thinking, attitude and skill in a focused and directed way by doing an activity or deed.

Learning skills is very effective (Darmayanti, 2015) in understanding everyday lessons and to increase learning interest. This is also found in Juneja's (2016) study stating, "The evidence shows that there is a direct co-relation between the applications and academic and performance issues of students with learning issues in class. Group of 354 students between the age of 12 and 15, found that high-achieving students are able to recognize the use good good strategies and good good skills over effective effective learning "The "The aspects of learning skills according to Prayitno (1997: 89) namely (1) make a note of the teacher's teaching time (Siagian, 2015; Buzan, 2007), (2) make a summary of the material that is read (Warouw, 2010), (3) make a report (review report, discussion, implementation of certain activities), (4) developing ways to answer / solve test / exam questions, (5) compile papers, effective effective reading (oral and write), (7) ask effectively.

The Basic Concept Of Adolescents And Young Prisoners

Adolescence is one of the stages or phases of human development, which means growing into adulthood or developing into adulthood. According to WHO (in Sarwono, 2012), adolescence is a time when an individual develops from the first time he shows his secondary sexual signs of sexual maturity; individuals experience psychological development and patterns of identification of children reaching adulthood; there is a shift from full socio-economic dependence to relatively more independent conditions. Furthermore, De Brun (in Jahja, 2013) defines adolescence as a period of growth between childhood and adulthood. In line with this opinion, Papalia, Olds & Feldman (2009: 8) also explained that "Adolescence is the transition of the development period between childhood to adulthood, which includes major changes in physical, cognitive, and psychosocial aspects, which generally begin at age 11 or 12 years and ends at the end of a dozen years or early twenties. " During the development of adolescents who experience a lot of changes and developments, it is not uncommon for teenagers to fall into negative directions, where they take actions that they should not do or deviant behavior.

The deviant behavior can be said to be a child's delinquency defined by Sarwono (2012: 252) as an act by an immature person who deliberately violates the law, and the act was known by a legal officer he can be used by punishment. Deviant or delinquent behavior of children in the form of narcotics uses and distribution, extortion and threats, rape, murder, mistreatment, theft, robbery, sexual harassment, possession of firearms, gambling and embezzlement, which are usually influenced by several factors such

as neglect of parents in educating, parents' disputes or conflicts, parental divorce, family economic lives that are in disarray, unemployed life, lack of ability to take advantage of free time, negative relationships, and so on. These cases are the cause of a teenager entering a correctional institution because of unlawful behavior and subjected to sanctions in the form of punishment.

Young Prisoners Learning Skills

The learning skills of young prisoners in LPKA Tanjung Pati can be said to be still low, prisoners have not used the library that has been provided properly in LPKA Tanjung Pati. Prisoners rarely come into the library because they do not have good learning skills. Young prisoners in LPKA Tanjung Pati explained that the desire to learn exists in interviews. However, it is less skilled in utilizing libraries, while in the library inmates are confused about how to read, write or concentrate well.

Method

This research is a descriptive study (Arikunto, 2010; Yusuf, 2005). It was aimed to describe learning skills of the young prisoners in correctional institution adolescent Tanjung Pati Lima Puluh Koto. This research used quantitative approaches with the descriptive-quantitative method. The sample for this research consisted of 32 young prisoner. D ata analyze learning instruments learning skills with aspects learn, to learn, reading skills, recording skills, listening skills, memorization/recall skills, speaking skills, critical-thinking skills, time managing skills, concentration skill of the young prisoners and analysis used is presentation.

Results and Discussions

Based on the result of data processing, the result of this study can be described as follows:

Description of the Results of Young Prisoners Learning Skills

Based on the data processing that has been done, the results of the study are presented and analyzed with the aim of seeing an overview of the learning skills of young prisoners. The results of a study of 23 prisoners in LPKA Tanjung Pati, it was known that; young prisoners as a whole have learning skills in the category of as many as 17 people with a percentage of 40.48%. Prisoners who have learning skills in the high category are 5 people with a percentage of 11.90%. Prisoners who have learning skills in the low category are 1 person with a percentage of 2.38%. These prisoners needs guidance from the counselor to improve their learning skills, Counselors can improve learning skills by providing various services. because learning skills are needed by young prisoners.

Description of the Results of Young Prisoners Learning Skills Sub Variable

The results of questionnaire processing to 23 young prisoners as follows.

No	The Aspects Learning Skills	Σ Ideal Score	Σ Score	% Mean	Category
1	Desire to learn (10)	1150	883	76,78	Hight
2	Reading skills (9)	1035	632	61,06	Enough
3	Recording skills (7)	805	419	52,05	Enough
4	Listening skills (7)	805	517	64,22	Enough
5	Memorization/recall skills (3)	345	186	53,91	Enough
6	Speaking skills (2)	230	146	63,48	Enough
7	Critical thinking skills (3)	345	227	65,80	Enough
8	Time managing skills (8)	920	601	65,33	Enough
9	Concentration skills (4)	460	230	50,00	Low

The table illustrates the learning skills of prisoners LPKA Tanjung Pati is in the enough category. Aspects of their learning skills is at score of 883 with a percentage of 76.78, aspects of their reading skills at score of 632 with a percentage of 61.06. The results of Zakopoulou's study in London found learning difficulties assumed to be the most decisive factor in the development of prisoners (Zakopoulou et al., 2013). Simonoff, Elander, Pickles, Murray & Rutter (2004) suggest that reading problems are weak predictors in relation to crime, but predictors of reading or cognitive problems in the long run will affect antisocial behavior because they are related to cognitive problems, Young prisoners must improve reading skills to develop cognitive young prisoners. Aspects of recording skills is at score of 419 with a percentage of 60.72, aspects of listening skills is at a score of 517 with a percentage of 64.22, aspects of memorizing skills / remembering is on a score of 186 with a percentage of 53.91, aspects of speaking skills at a score of 146 with a percentage of 63.48, aspects of critical thinking skills on score 227 with a percentage of 65.80, aspects of managing skills time at score 601 with a percentage of 65.33, aspects of concentration skills at a score of 230 with a percentage of 50.00..

The problem of young prisoners as a whole is in enough category, this explains that prisoners do not have good learning skills. Reading skills are in the enough category. Reading in the context of learning is an activity to obtain information from something written. Reading is one way to improve and enhance the effectiveness of prisoners (Hastarita, 2013). Furthermore, the aspect of noting/recording skills is in the enough category, this mean that they have not made learning as the most important thing in life.

Furthermore, the aspect of listening skills of young prisoners is in the enough category. Aspect of skills in memorizing is in the enough category, aspect of speaking skills is in the enough category. Aspect of critical-thinking skills is in the sufficient category. Aspect of skills is in the sufficient category. This means that prisoners are lacking in utilizing time in LPKA to go into the library. Learning resources as thinking skills such as problem-solving skills and learning resources such as libraries, learning by using resources provides opportunities for students in this case namely young prisoners to improve learning motivation, self-development in terms of learning that allows them to continue learning throughout life (Sudjana, 2007).

In the Nordic countries (Denmark, Sweden, Finland and Norway), North America, Australia, Britain and Ireland, prison systems generally recognize the need to provide prisoners with basic education, such as: reading (knowing letters) and counting. In the Nordic countries, the focus is on ensuring that prisoners have equal rights to education as well as people outside prison, and prisoners have the opportunity to participate in all forms of education, including vocational education and higher education. In the United States, Canada, Australia, the United Kingdom and Ireland, the focus is on inmates who acquire basic reading and numeracy skills to enable them to participate in training that will give them the best prospects for work when they leave (Dawe, Wynes, & Misko, 2010).

However, the aspect of concentration skills of young prisoners is in the low category. This shows that prisoner learning skills are indicated to be low. Learning skills is very important and has a big role in improving one's intellectual property. Sukmadinata (2013) stated that the success of one's learning is influenced by their skills, such as readability, discussion, problem solving, doing assignments.

In developing countries, this cognitive-behavioral program model has greatly influenced the correctional system in North America, Britain and Australia. Experience in North American, British and Australian countries shows that the intervention of Vocational Education and Training (VET) aims to meet the needs of each prisoner, by creating activities that allow inmates to engage in learning. In this way, it can help support the personal development of prisoners and equip them to continue to further education and employment when they leave prison (Dawe, Wynes, & Misko, 2010). In Queensland, correctional institutions explain the success in the use of Vocational Education and Training (VET) in reducing prisoners who reenter prison facilities (Callan & Gardner, 2005). learning is needed by young prisoners for provision during the prison and continuing education, there are several things that can be given to adolescent inmates to improve learning skills, by providing learning services and training.

Conclusions

The result showed that, overall, most of the learning skills of young prisoners are at medium level. Then, this showed the importance of learning skills for young prisoners that can be used as provision for young prisoners after completing the term of detention or leaving the penitentiary in order to continue formal education well. For that the existence of learning skills in LPKA which will be expected to affect the desire of young prisoners to continue to study and study despite being in prison. Skills to learn that young prisoners can also use the library well and learn effectively. Learning skills are the ability of individuals to do and solve problems in a process or activity. Furthermore, suggestions for improving learning skills for juvenile inmates by developing a Vocational Education and Training (VET) model in Indonesia to meet the needs of prisoners, by creating activities that allow inmates to engage in learning, so that after adolescent inmates are free from correctional institutions can continue their education and be accepted in the world of work.

References

- Adiningtyas, S. W. (2016). Meningkatkan Keterampilan Belajar Siswa Melalui Layanan Penguasaan Konten. *Jurnal Dimensi*, 5(3).
- Afrida, Y. 2013. "Pengaruh Keterampilan Belajar terhadap Hasil Belajar Mahasiswa Pendidikan Ekonomi Koperasi FKIP Universitas Riau" (online). (<http://repository.unri.ac.id/xmlui/bitstream/handle/123456789/2151/JURNAL%20FITRI%20AFRIDA%20YANTI.pdf?sequence=1>) diakses 30 Agustus 2017.
- Akbar, Wijaya, & Alkonita. (2014). "Kontribusi Pendidikan Alternatif untuk meningkatkan *Soft Skills* Narapidana Anak di Lembaga Permasayarakatan Kelas II A Kabupaten Jember". *Artikel Ilmiah*. Vol I (1):1-4.
- Alizamar, A., Fikri, M., & Afdal, A. (2017). Social Anxiety of Youth Prisoners and Guidance and Counseling Services for Prevention. *Jurnal Psikologi Pendidikan dan Konseling: Jurnal Kajian Psikologi Pendidikan dan Bimbingan Konseling*, 30-36.
- Arikunto, S. (2010). *Research Procedure A Practical Approach*. Jakarta: PT Rineka Reserved.
- Arnett, J. J. (2006). G. Stanley Hall's Adolescence: Brilliance and nonsense. *History of psychology*, 9(3), 186.
- Astuti, M. (2011). Anak berhadapan dengan hukum ditinjau dari pola asuhnya dalam keluarga. *Sosio Informa*, 16(1).
- Batubara, J. R. (2016). Adolescent development (perkembangan remaja). *Sari Pediatri*, 12 (1), 21-9.
- Buzan, T. (2007). *Buku pintar mind map untuk anak: agar anak jadi pintar di sekolah*. Gramedia Pustaka Utama.
- Callan, V. and Gardner, J. (2005). Vocational Education and Training Provision and Recidivism in Queensland Correctional Institutions, National Centre for Vocational Education Research (Also covered in Dawe, 2007), Adelaide
- Chrisnajtanti, W. (2002). Pengaruh Program Remedial terhadap Ketuntasan Belajar Siswa. *Jurnal Pendidikan Penabur*, 1(1), 81-86.
- Darmayanti, T., Rachmatini, M., Karim, F., & Nurhayati, R. (2015). Studi jangka panjang tentang efektivitas intervensi psikologis dalam meningkatkan kemampuan belajar mandiri dan prestasi belajar mahasiswa pendidikan jarak jauh. *Jurnal Pendidikan Terbuka dan Jarak Jauh*, 12(1), 1-18.
- Dawe, S., Wynes, S. H., & Misko, J. (2010). Prisoner education and training. In *International Encyclopedia of Education* (pp. 300–305). Elsevier Ltd. <https://doi.org/10.1016/B978-0-08-044894-7.00766-1>.
- Fahri, I. (2010). Memahami Urgensi Keterampilan Belajar dalam pendidikan [online] Vol 4 (12), 110 halaman.. Diakses dari <http://www.scribd.com/doc/35820391/Memahami-Urgensi-Keterampilan-Belajar-Dalam-Pendidikan> pada tanggal 21 Agustus 2017.
- Fitriani, I. L. (2017). Islam dan Keadilan Restoratif pada Anak yang Berhadapan dengan Hukum. *In right: Jurnal Agama dan Hak Azazi Manusia*, 2(1).
- Gall, M. D. (1990). *Tools for Learning: A Guide to Teaching Study Skills*. Association for Supervision and Curriculum Development, Alexandria, VA. (<http://files.eric.ed.gov/fulltext/ED320126.pdf>).
- Hakim, T. (2005). *Belajar secara efektif*. Niaga Swadaya.
- Hastarita, R. D. (2012). *Layanan Dasar Bimbingan dan Konseling untuk Mengembangkan Keterampilan Belajar*. Bandung: UPI.
- Jahja, Y. 2013. *Psikologi Perkembangan*. Jakarta: Kencana Media Grup.

- Juneja, C. (2016). "Study Skills of Learners with Learning Difficulty". *International journal of Social Science and Humanities Research*. Vol.4, Issue 3, pp: (490-494).
- Kartono, M. (2005). Perbandingan Perilaku Agresif Antara Remaja yang Berasal dari Keluarga Bercerai dengan Keluarga Utuh. *Jurnal Psikologi Vol*, 3(1), 1.
- Khairina. 2014. "Pelaksanaan Pola Pembinaan Narapidana Anak Berdasarkan Undang-undang Nomor 12 Tahun 1995 tentang Pemasyarakatan". *Laporan penelitian tidak diterbitkan*. Batusangkar: STAIN Batusangkar.
- Kiswoyowati, A. (2011). Pengaruh motivasi belajar dan kegiatan belajar siswa terhadap kecakapan hidup siswa. *Portal Jurnal Universitas Pendidikan Indonesia*, 2(1), 12-16.
- Kurniawan, T. (2009). Hubungan Antara Interaksi Teman Sebaya Dan Konsep Diri Dengan Intensi Perilaku Seks Pranikah Pada Remaja (*Doctoral dissertation*), Universitas Muhammadiyah Surakarta).
- Laksmiwati, A., & Ayu, I. (2011). Transformasi sosial dan perilaku reproduksi remaja. *Jurnal Studi Gender SRIKANDI*, 3(1).
- Linamarliyah, F., & Dewi, R. (2004). Persepsi terhadap dukungan orangtua dan pembuatan keputusan karir remaja. *Jurnal Provitae*, 200459.
- Maslihah, S. (2011). Studi tentang hubungan dukungan sosial, penyesuaian sosial di lingkungan sekolah dan prestasi akademik siswa smpit assyfa boarding school subang jawa barat. *Jurnal Psikologi Undip*, 10(2), 103-114.
- Miasari, A. (2013). Hubungan antara komunikasi positif dalam keluarga dengan asertivitas pada siswa SMP Negeri 2 Depok Yogyakarta. *EMPATHY Jurnal Fakultas Psikologi*, 1(1)
- Muhson, A. (2009). Peningkatan Minat Belajar dan Pemahaman Mahasiswa Melalui Penerapan Problem-Based Learning. *Jurnal Kependidikan*, 39(2).
- Nasimah, S. (2009). Hubungan self esteem dengan orientasi masa depan pada remaja
- Papalia, D.E., Olds, S.W., & Feldman, R.D. (2009). *Human Development*. Jakarta: Salemba Humanika.
- Payne, M. A. (2012). "all gas and no brakes!": Helpful metaphor or harmful stereotype?. *Journal of Adolescent Research*, 27(1), 3-17.
- Pratama, R., Syahniar, S., & Karneli, Y. (2016). Perilaku Agresif Siswa dari Keluarga Broken Home. *Konselor*, 5(4), 238-246.
- Prayitno, Alizamar, Taufik, Syahril dan Elida Prayitno. (1997). *Seri Latihan Keterampilan Belajar. Program Studi dan Beban Studi*. Satgasus 3SCPD. Tim Pengembangan 3SCPD Proyek PGSM Dikti Depdikbud.
- Qomariyah, A. N. (2009). *Perilaku penggunaan internet pada kalangan remaja di perkotaan*. Universitas Airlangga Surabaya.
- Rahayu, E., Susanto, H., & Yulianti, D. (2011). Pembelajaran sains dengan pendekatan keterampilan proses untuk meningkatkan hasil belajar dan kemampuan berpikir kreatif siswa. *Jurnal Pendidikan Fisika Indonesia*, 7(2).
- Santrock, J. W. 2002. *Life-span Development: Perkembangan Masa Hidup*. Edisi Kelima. Jilid II. Penerjemah Chusairi dan Damanik. Jakarta.
- Sardiman, A. M. (2007). *Interaksi dan Motivasi Belajar Mengajar*. Bandung. Rajawali Pers.
- Sarwono, S.W. (2012). *Pengantar Psikologi Umum*. Jakarta: PT Raja Grafindo Persada.
- Siagian, R. E. F. (2015). Pengaruh Minat Dan Kebiasaan Belajar Siswa Terhadap Prestasi Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 2(2).
- Simonoff.E., Elander, J., Pickles, A., Murray, R., & Rutter, M. (2004). Predictors of Antisocial Personality. Continuities from Childhood to Adult Life. *British Journal of Psychiatry*, 184, 118-127.
- Sinaga, S. M., & Lubis, E. Z. (2010). Perlindungan Hukum terhadap Anak Yang Melakukan Kejahatan dalam Persidangan Anak. *Jurnal Mercatoria*, 3(1), 52-57.
- Sirait, Y. H., & Sewu, P. L. S. (2015). Pendidikan Kemandirian dan Keterampilan bagi Anak Binaan di Lembaga Khusus Pembinaan Anak Sukamiskin. *Prosiding SNaPP: Sosial, Ekonomi, dan Humaniora*, 5(1), 301-308.
- Sistem Database Pemasyarakatan. (2017). <http://smlap.ditjenpas.go.id>. (online). Diakses tanggal 15 Agustus 2017.
- Shofia, F. (2009). *Optimisme masa depan narapidana* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).

- Sudarti, E. (2014). Perlindungan Hukum Terhadap Anak Dalam Proses Ajudikasi. *Jurnal Ilmu Hukum Jambi*, 2(2).
- Sudjana, N., & Rivai, A. 2007. *Teknologi Pengajaran*. Bandung: Sinar Baru Algensindo.
- Sukmadinata, Nana Syaodih. (2007). *Landasan Psikologi Proses Pendidikan*. Bandung: Remaja Rosdakarya.
- Sulistiyowati, A. N. L. (2015). Layanan Bimbingan KeLompoK UntUK meningkatkan KeterampILan BeLajar SiSwa. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 10(2).
- Syamsiah, N. (2010). *Hubungan antara Persepsi Anak Terhadap Perhatian Orang Tua dan Intensitas Komunikasi Interpersonal dengan Kepercayaan Diri pada Remaja Difabel* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Tahar, Irzan. "Hubungan kemandirian belajar dan hasil belajar pada pendidikan jarak jauh." *Jurnal Pendidikan dan Jarak Jauh* 7.2 (2006): 91-101.
- Undang-Undang No. 12 Tahun 1995 tentang *Pemasyarakatan*.
- Yusuf, A. M. 2005. *Metodologi Penelitian* (Dasar-Dasar Penyelidikan. Ilmiah). Padang: UNP Press.
- Warouw, Z. W. (2010). Pembelajaran Cooperative Script Metakognitif (CSM) yang Memberdayakan Keterampilan Metakognitif dan Hasil Belajar Siswa. In *Prosiding Seminar Biologi* (Vol. 7, No. 1).
- Widari, T. M. (2012). Pemenuhan Hak Pendidikan Anak Didik Pemasyarakatan Di Lembaga Pemasyarakatan Anak. *DIH: Jurnal Ilmu Hukum*, 8 (15).
- Zakopoulou, V., Pashou, T., Tzavelas, P., Christodoulides, P., Anna, M., & Iliana, K. (2013). Learning difficulties: A retrospective study of their co morbidity and continuity as indicators of adult criminal behaviour in 18-70-year-old prisoners. *Research in Developmental Disabilities*, 34(11), 3660–3671. <https://doi.org/10.1016/j.ridd.2013.08.033>