



---

---

## **Building entrepreneurial interest: Exploring entrepreneurial competency and self-efficacy strategies in entrepreneurship education**

**Gunartin<sup>1\*</sup>, Heri Pratikto<sup>2</sup>, Agung Winarno<sup>2</sup>, Nurika Restuningdiah<sup>2</sup>**

<sup>1</sup>State University of Malang, Pamulang University, Indonesia

<sup>2</sup>State University of Malang, Indonesia

\*Corresponding Author: dosen01339@unpam.ac.id

---

### **ABSTRACT**

The success of becoming an entrepreneur is inseparable from various aspects that influence and shape it: internal aspects, coaching and training, social environment, family, socio-cultural factors, and other factors. This study aims to examine the strategy of entrepreneurial competence and self-efficacy in building entrepreneurial interest through entrepreneurship education. The author used a qualitative descriptive analysis method. Data were collected through observation, interviews, literature review and documentation. The results showed that in implementing entrepreneurship education to the fostered residents there are internalized values of fostering entrepreneurial interest through fostering independence and fostering personality. These values are based on good practices to build the character of the fostered citizens to become entrepreneurs with good and responsible personalities. Values that are interpreted as reflections related to the relationship of life, life, and livelihood. The results also show that social attitudes towards entrepreneurship in fostered residents are influenced by discipline, self-efficacy, perseverance, patience, and prayer. Based on the economic aspects of the foster, residents could become entrepreneurs. The entrepreneurship education model that fosters independence and personality is a pillar that allows prisoners to have social and entrepreneurial skills and be economically independent.

**Keywords:** entrepreneurial competence, self-efficacy, entrepreneurship education

---

#### **Article history**

*Received:*

23 May 2024

*Revised:*

17 July 2024

*Accepted:*

11 October 2024

*Published:*

14 January 2025

---

**Citation (APA Style):** Gunartin, G., Pratikto, H., Winarno, A., & Restuningdiah, N. (2025). Building entrepreneurial interest: Exploring entrepreneurial competency and self-efficacy strategies in entrepreneurship education. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 44(1), 38-48. DOI: <https://doi.org/10.21831/cp.v44i1.77481>

---

### **INTRODUCTION**

Entrepreneurship can survive and contribute to a country's economy (Hallam et al., 2018). Entrepreneurship is important in a country's economic and social growth, including improving competitiveness, innovation, and MSMEs (Hasan, 2020). Entrepreneurship has long been recognized as one of the important pillars in driving a country's economic growth. In Indonesia, efforts to increase interest and ability in entrepreneurship continue, including among prisoners. Correctional institutions have great potential to foster prisoners to become independent entrepreneurs. Therefore, they can contribute to the development of society after serving their sentence. They play an active role in continuing their lives in society to contribute to the development of the nation and state (Rivai, 2014). Government efforts continue to be made through community empowerment, including correctional institutions that have the potential to empower correctional prisoners with the issuance of Minister of Law and Human Rights of the Republic of Indonesia No. 35 of 2018 concerning the revitalization of the correctional administration of correctional prisoners so as not to repeat violations of the law and educate prisoners to have social and entrepreneurial skills.

Providing opportunities to continue their lives as normal citizens, can provide confidence that they can support themselves and their families with entrepreneurship as a form of economic independence. Through the development of knowledge, skills and the formation of good attitudes for prisoners to get a job or entrepreneurship (Nseobot & Effiong, 2021)

The correctional system aims to reintegrate prisoners into society through personality and independence development, including the development of entrepreneurial skills. Various strategies, such as training, supervision, and sufficient budget allocation, support this effort. The correctional system is an effort to social integration and rehabilitation of prisoners to actualize themselves as individuals, family members and community members (Directorate of Prisoner Development and Production Work Training 2015). The scope of entrepreneurship education is focused on fostering personality and fostering independence. The Directorate General of Corrections' strategy to achieve correctional goals includes socialization, technical guidance, supervision, evaluation and monitoring, and making reports (Yogyakarta, 2021). To support the implementation of the coaching program and the realization of the coaching objectives, the government allocates funds worth IDR 5,835,621,726,000.00 (SDP Ditjen Pas July 2022).

The survey results show that correctional institutions are places that have the potential to build residents' entrepreneurial interests based on entrepreneurial competencies and self-efficacy. The data obtained shows that the number of prisoners reached 274,357 people (as of January 2022). Assuming that 1% of this number is successful in entrepreneurship, it will increase the number of entrepreneurs by 2,743. 0.6% of the total number of inmates become entrepreneurs.

However, entrepreneurship education in correctional institutions still faces various challenges in program implementation. One of the main challenges is increasing entrepreneurial interest and ability in prisoners, especially those with low educational backgrounds. Previous research shows that entrepreneurial competencies and self-efficacy drive entrepreneurial interest. The growth of entrepreneurship has led to an increasing number of studies focusing on entrepreneurial competencies that are highly relevant to business success (Sánchez, 2011). An assessment of the effect of entrepreneurial competencies on business performance has been conducted (Barazandeh et al., 2015), resulting in entrepreneurial competencies being necessary for entrepreneurial action. In studies conducted by Man et al. (2002), there are ten areas of entrepreneurial competencies from a behavioural perspective categorized into opportunity, relationship, analytical, innovative, operational, human, strategic, commitment, learning, and competence. Competencies are personal strengths that are proven to directly or indirectly impact entrepreneurial performance. Entrepreneurial competencies are important for developing entrepreneurial attitudes, skills, and behaviors, which are the basis for economic growth and become the main competencies for developing social employability (Bolzani & Luppi, 2021). According to Finch & Crunkilton (1979), entrepreneurial competence is the mastery of a task, skills, attitudes, and appreciation that an entrepreneur must possess to be able to carry out his business successfully. Indonesian National Work Competencies (KKNI) 2010/2011 defines entrepreneurial competence as the ability to carry out work or business based on knowledge, skills, and attitudes.

Self-efficacy is a product of thought processes that include beliefs, expectations, and assessments of how much a person believes in their ability to perform certain actions (Bandura & Adams, 1977). In his opinion, self-efficacy is not related to how much skill is possessed but rather emphasizes the self-efficacy possessed in dealing with future situations that are uncertain and difficult to predict. (Judge & Bono, 2001) opinion on self-efficacy has a different influence on behavior despite the same abilities. This proves that self-efficacy affects aspects such as goal setting, choice of action, finding solutions to problems, and persistence in trying. Thus, self-efficacy is important in shaping one's behavior in various situations. Bandura et al. (1977) formulated indicators of self-efficacy as a belief in being able to 1) complete tasks, 2) motivate themselves to act, 3) carry out tasks diligently, and 4) face difficulties and survive. From some of these opinions, it can be synthesized that self-efficacy is the ability to overcome all problems faced in various situations.

Entrepreneurial intention can encourage someone to understand entrepreneurial behavior. In line with the theory of planned behaviour is the development of the theory of reasoned action, which has scientific evidence showing that the intention to perform a particular action is caused by two factors, namely subjective norms and attitudes toward behaviour (Fishbein & Ajzen, 1975). In research conducted by Ajzen (1991), various aspects of the behavioural theory were analyzed with the support of empirical evidence showing that three factors can influence changes in a person's behaviour: attitudes, subjective norms, and behavioural control. In this case, TPB is a psychological framework that can be used to understand individual behavior in the context of entrepreneurship education in correctional institutions. Entrepreneurship education can provide skills training, access to venture capital, and technical support to increase prisoners' behavioral control toward entrepreneurship.

This study aims to explore the process of internalizing entrepreneurial values in prisoners through training that focuses on developing competence and increasing self-confidence. The results of this study are expected to contribute to the development of entrepreneurship education programs in correctional institutions to increase interest in entrepreneurship. In detail, it can be described in the sub-focus of internalizing entrepreneurial values through instilling attitudes in prisoners. The factors of entrepreneurial competence and self-efficacy are important to improve. This research develops previous research that entrepreneurship education and self-efficacy influence entrepreneurial intentions (Ibrahim Rauf et al., 2022). It is also supported by previous research on character building that internalization of attitudinal values serves as a good moral practice (Wibawa & Awaliah, 2023).

## **METHOD**

This study used a qualitative approach with a descriptive research design. The qualitative approach was chosen to provide an in-depth understanding of entrepreneurial interest, entrepreneurial competence, and self-efficacy in prisoners and former prisoners. The descriptive design describes in detail the phenomena that occur in the field.

The informants in this study amounted to 7 people selected by purposive sampling, where the sampling technique was the researcher deliberately chose participants based on characteristics or who were considered the most informative and representative to obtain diverse and in-depth data on the research topic. The selected informants consisted of 2 prisoners, two former prisoners, one head of work guidance, one head of administration, and one head of the correctional institution.

The data collection techniques were: 1) in-depth interviews using semi-structured interview guidelines. Questions in the interview guidelines were designed to explore information about entrepreneurial interest, entrepreneurial competence, and self-efficacy in informants. The interview process was recorded to facilitate data analysis; 2) Observation was conducted at the workshop and the office of the head of the correctional institution. Observation aims to complement the data obtained from interviews and provide a direct description of activities and interactions related to the research topic; and 3) documentation, which is a source of supporting data in the form of data or reports.

The data analysis technique in this study was carried out after the data was obtained through in-depth interview techniques and then confirmed to informants continuously through source triangulation to compare the results of data collection obtained in descriptive form. Data analysis uses data reduction and presentation to draw conclusions (Miles et al., 2013). The data obtained were then reduced through transcription, coding, and categorization. Furthermore, the data that has been reduced is presented in narrative form, tables, or diagrams to facilitate interpretation. The data that has been presented is verified by returning to informants or field data. Research conclusions were drawn based on the findings obtained from data analysis. In the data analysis process, researchers used NVivo 12 Plus software to assist in the process of coding, categorization, and theme identification. The research results are presented in narrative form

accompanied by direct quotes from informants. The presentation of these results aims to provide a clear and comprehensive picture of the research findings.

## **FINDINGS AND DISCUSSION**

The findings were obtained based on a field study of the entrepreneurship education pattern of the fostered residents in building entrepreneurial interest through internalization of entrepreneurial competency values, attitude changes, and strategies to overcome challenges. The data explored consists of 2 (two) aspects: personality development and independence development. Aspects of personality development are viewed from the values of character building, attitude change, and self-efficacy. The independence aspect is seen in developing knowledge and skills during entrepreneurship education.

### **Findings**

This research shows some findings related to aspects of personality development and independence development, which are forms of entrepreneurship education patterns.

#### ***The internalisation of entrepreneurship values through attitude cultivation***

This research is focused on describing the process of internalizing entrepreneurial values through cultivating attitudes in fostered residents. Increasing entrepreneurial competence is a key factor in the success of entrepreneurship education implemented through personality development for reasons: 1) different basic characteristics, 2) criminal motives, 3) self-efficacy, and 4) motivation to change for the better.

#### ***Personality development***

This research analyses changes in attitudes and behaviour through personality development, which is carried out by studying national and state awareness, arts and sports, religion, intellectuals, and law. Prisoners with various basic characters and motives for criminal acts have attitudes that arise from themselves (intrinsic attitudes) and from outside themselves (extrinsic attitudes).

*“The coaching program must be given to prisoners to realise the correctional system, which is to return prisoners to be better when returning to society (social reintegration)”*

*“Personality coaching is given to improve their mentality, attitude, and behaviour. Prisoners are entrusted here to be fostered and educated so that they become better people”*

*“...we are obliged to educate the prisoners through personality development and self-reliance development to return them to a better life, to be independent and not to repeat criminal acts.”*

The results showed that prisoners, in terms of attitudes and behaviours, are intrinsic and extrinsic. Attitudes and behaviours are intrinsic, such as having legal awareness and being determined not to repeat criminal acts, awareness of nation and state, religious awareness and realising mistakes so that they want to become a better person. Extrinsic attitudes and behaviours include family support and coaches, having a confident attitude, being able to integrate themselves with society, and having self-efficacy to return to society and contribute to economic development and intellectual abilities. Among these attitudes and behaviours, there are also expressions of the fostered residents as follows:

*“...I gained a lot of values. I gained knowledge and skills, which gave me more confidence”*

*“There are two coaching programs here, personality coaching and independence coaching. We can follow the coaching program here, and I can learn a lot. Previously, I couldn't do anything, but here I can cook, and now I am even allowed to manage the canteen”*

Entrepreneurial competencies are used as the basis for implementing entrepreneurship education because of their characteristics in the categories of attitudes, knowledge and skills. The attitude category to form an entrepreneurial character is implemented in personality development

#### *Self-reliance coaching*

Independence coaching is implemented through goods and services production activities and increasing knowledge and skills for entrepreneurship and economic independence.

*“...while fostering independence so that they have provisions for their lives after leaving the Penitentiary”*

*“... not always, but we strive for the same type of independence activities so that those who are not yet skilled can learn again”*

*“...we have provided knowledge value and skill value in the form of self-reliance coaching”*

*“We were also taught how to calculate the cost of materials and determine the selling price. We were also taught how to calculate the profit”*

The results showed that the fostered residents in terms of knowledge and skills provided through fostering independence include four areas, namely independent business skills, skills to support small industrial businesses, skills according to their respective talents and interests and skills to support industrial businesses with technology.

#### *Self-efficacy to increase entrepreneurial intention and motivation*

Entrepreneurial intention is an expected outcome of any entrepreneurship training and education organised by social and educational institutions. This is important because the growth in the number of entrepreneurs in a country is strongly influenced by the role of educational institutions in implementing entrepreneurship education (Afrianti, 2020). In addition to improving entrepreneurial competencies, entrepreneurship education is important for shaping entrepreneurial attitudes that impact entrepreneurial intentions (Martínez-Gregorio et al., 2021). Through entrepreneurship education, one learns about entrepreneurs' knowledge, skills, and attitudes.

*“Our business coordinator provides independence coaching; essentially, there are two programs that we must provide, namely the personality coaching program and independence coaching”*

*“Here personality coaching and independence coaching are given to improve mentality, attitude, behaviour and self-efficacy to change for the better”*

*“The Mobile Library is expected to increase knowledge, improve self-efficacy and motivation to become a better person in the future”*

*“...public lecture activities are carried out for prisoners in order to provide motivation to be more enthusiastic about participating in entrepreneurship education in order to foster interest in entrepreneurship”*

The results showed that the implementation of entrepreneurship education can form a good and responsible attitude by increasing self-efficacy through personality coaching

#### *Strategies for handling the complexity of challenges*

To realise the goal of entrepreneurship coaching, which is that prisoners have skills and entrepreneurship, the standard strategies carried out by the Directorate General of Corrections include socialisation, technical guidance, supervision, evaluation and monitoring, and preparation of reports. In addition to the above strategies, another policy that has been prepared is the existence of a coaching module based on risk classification, needs and types of prisoners. To ensure a good understanding of the officers, the standards and modules provide technical guidance and training to correctional officers. These strategies are to fulfil the standardised coaching program (Yogyakarta, 2021). The coaching program must be given to prisoners to realise the correctional system and to help prisoners be better when returning to society (social reintegration).

The entrepreneurship coaching program in correctional institutions has great potential to increase the economic independence of former prisoners, but it still faces several obstacles.

Implementing entrepreneurship education has several challenges, including limited human resources and experts, coaching facilities, difficulty in cooperating with partners, marketing of products produced, overcapacity, organisational problems, and limited funds. In general, correctional institutions throughout Indonesia experience almost the same challenges. These challenges can be shown from several expressions:

*“In the division of work activities for fostering independence, there are also very few human resources, only 12 people fostering 3,177 prisoners”*

*“...because there are also many prisoners while the human resources are limited, the facilities are also limited, so thank God it works even though it is not optimal”*

*“Not only are our officers limited in number, but our skills are also limited because we didn't learn these skills in college”*

*“...limited human resources, funding and experts in the field of skills are our challenges. So, we must find our own source of funds to run entrepreneurship education”*

The results showed that human resources challenge correctional institutions in building entrepreneurial interest. In addition to the ratio of coaches to prisoners being very large at 1: 265, coaches do not have expertise in all areas of skills training. The allocation of government funds is Rp. 12,364,982 per prisoner per year, while the coaching fund is only Rp. 2,048,706 per prisoner. The main challenges of human and financial resources are the findings of this research.

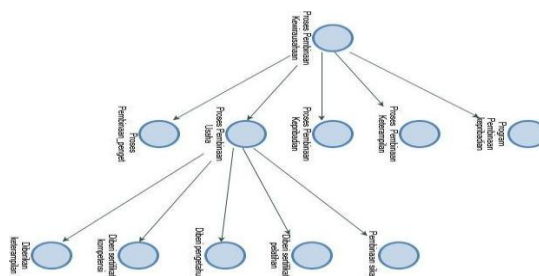
## Discussion

### *The internalisation of entrepreneurship values through attitude cultivation*

The main purpose of the penitentiary coaching system is to change prisoners' character to become better individuals, realise mistakes, develop themselves, become independent, and prevent recidivism. This is so that prisoners can be accepted back by society, play an active role in development, and live a normal life as productive citizens. The coaching has several objectives, including 1) conveying information and knowledge, 2) changing and developing attitudes, and 3) training to improve abilities and skills. Therefore, to realise the objectives of the coaching system in the penitentiary, integrated and directed coaching efforts are needed, such as providing education, training and fostering personality and independence in prisoners.

Building entrepreneurial interest through entrepreneurial competency strategies in correctional institutions is focused on developing the personality and independence of prisoners as an effort of social reintegration. The head of the correctional institution emphasised the importance of providing a strong personality foundation and independence skills needed to become a successful entrepreneur after release.

Entrepreneurial competence includes business understanding, innovation, risk management, creativity, and identifying opportunities. Data processing from various sources, as shown by the project map of the implementation of entrepreneurial internalisation values through improving entrepreneurial competencies in entrepreneurship education, is shown in Figure 1.



**Figure 1. Implementation of internalized values of entrepreneurship**

(Source: Managed by Nvivo 12 Plus Software)

Based on the results of the project map, the data show that the internalisation of entrepreneurship values through fostering independence is implemented with skills training activities: making souvenirs, hydroponic plants, catering, make-up artist makeup, batik, leather crafts, laundry, newspaper recycling, barbershop, pastry, welding, knitting, sewing, cooking, homemade crafts, and fish farming.

The Head of Correctional Institution's perception of the meaning of entrepreneurship education is the process of shaping the character of prisoners. Education emphasises the importance of integrating aspects of religion, community norms, skills, and knowledge as a foundation for entrepreneurship. Meanwhile, the coach believes that entrepreneurship education is an effort to empower prisoners holistically. According to the coaches, training, competency certificates, and micro-business units effectively shape practical skills and entrepreneurial interests. The fostered residents also conveyed that entrepreneurship education is a process of providing opportunities to acquire new skills and knowledge to manage micro businesses. Like the fostered residents, the perception of entrepreneurship education, according to former fostered residents, is a process of competency-certified skills training for social reintegration capital and hopes that there will be continuous coaching or entrepreneurial assistance.

This study's results align with the theory of planned behaviour. The theory was developed by Fishbein and Ajzen in 1975, with empirical evidence showing that three factors can influence changes in a person's behaviour: attitudes, subjective norms, and behavioural control. Attitude towards entrepreneurship refers to the views and feelings of mentees towards entrepreneurship. Subjective norms include the influence of others perceived by prisoners related to entrepreneurship. Meanwhile, behavioural control is the perception of prisoners related to their ability to run entrepreneurship.

In addition to exploring the values of entrepreneurship internalisation through attitude formation, this study also describes skills development, including various pieces of training by involving external parties as cooperation partners to provide certified skills training for foster residents who pass the training assessment. The provision of competency certificates as recognition of the skills possessed by prisoners as concrete evidence of educational efforts. Prisoners can choose training according to their interests and talents to learn and develop easily. Skills development is also done by empowering old foster residents to teach new ones. External parties' certified training institutions are used as partners of coaches because, in addition, these institutions can issue certificates of competence and experts. After all, coaches in correctional institutions do not have expertise in all fields of training.

Through self-reliance coaching in correctional institutions, the skills category is developed according to the needs of the business world and industry and continues to develop. Independence coaching is provided through various skills training programs. The implementation of entrepreneurship education for prisoners was carried out through preliminary observations by the Head of the Administration Subdivision and the Head of the Correctional Institution. The results of observations and interviews conducted at the beginning of the research to understand in-depth entrepreneurial competency strategies in building entrepreneurial interest through internalising entrepreneurial values. Entrepreneurship education is directed at creative industry independence and entrepreneurial interest. This is reinforced by Suandika & Wirasatya (2021) that coaching and mentoring are carried out to build entrepreneurship to work and contribute to development after completing their sentence.

### ***Self-efficacy to increase entrepreneurial intention and motivation***

Correctional institutions are places where prisoners hold great potential to rise and start a new life. One of the keys to achieving independence and success is to foster entrepreneurial self-efficacy. With the right skills and enthusiasm, prisoners can create businesses that generate financial benefits and restore public trust. Entrepreneurship proves that prisoners can contribute and be part of society. The entrepreneurial process teaches discipline, responsibility, and the ability to overcome challenges. Success in entrepreneurship will provide a high sense of self-

confidence. Through entrepreneurship, prisoners can build a better future for themselves and contribute to the community's economy.

In this study, the fostered residents were able to show changes in attitude and behaviour and had the competence to become successful entrepreneurs. The attitude category that must be instilled through personality development can be in the form of strengthening self-efficacy so that the prisoners can become good people. A person's level of self-efficacy influences the decisions taken to achieve a goal, including in terms of predicting various events that may be faced (Delale-O'Connor et al., 2017). The opinion (Judge & Bono, 2001) is that self-efficacy influences behaviour differently despite the same abilities. This is because self-efficacy affects aspects such as goal setting, choice of action, ability to find solutions to problems, and persistence in trying.

This is corroborated by the theory of self-efficacy developed by Bandura and Adams (1977), which states that, in principle, self-efficacy can deal with uncertain future situations. According to Bandura et al. (1977), one of the indicators of self-efficacy is having the drive or motivation to change for the better and having the confidence to solve every problem. Supported by Mukherjee (2016), the statement that motivation is a self-strength or driving force for entrepreneurs to identify business opportunities. The statement is based on the theory of motivation, which is the development of McClelland's needs theory, which was developed by McClelland (1961). Need theory is focused on achievement, power, and relationships.

Also relevant to the theory of planned behaviour are three key factors that can influence changes in a person's behaviour: attitudes, subjective norms, and behavioural control. Based on the theory of planned behaviour, one of the main factors of intention is the perception of the ability to control behaviour (Indriyani & Subowo, 2019). This perception is considered a person's belief in their ability to control an action.

Based on the theory of planned behaviour, attitude is one of the factors that can be developed through entrepreneurship education. Many studies have shown that entrepreneurship education can foster entrepreneurial intentions (Küttim et al., 2014; Maresch et al., 2016; Welsh et al., 2016). Supported by the results of research (Ainur Rizqi et al., 2022), this shows that entrepreneurship education, economic literacy, and self-efficacy significantly affect entrepreneurial intentions.

### ***Strategies for handling the complexity of challenges***

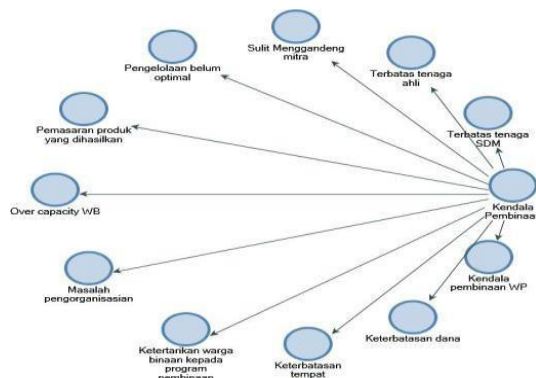
In its implementation, correctional institutions experience many obstacles and challenges. So, a strategy is required to deal with the complexity of the challenges faced in creating an environment that supports the entrepreneurial development of prisoners. This is also shown by the results of Septa Juliana (2015) that in implementing the coaching program, prisoners experience challenges due to several factors such as insufficient budget, lack of technical personnel, incomplete facilities and infrastructure, and lack of cooperation. Pratikno's research (2015) also shows that the work coaching program is carried out by the duties and functions of the correctional institution. However, there are challenging factors in the availability of funds and experts. In line with the results of research by Rahmat & Daniswara (2021), the implementation of the coaching program is not good, the correctional technical staff is lacking, and the infrastructure is inadequate.

In this research, the project map shows various challenges in entrepreneurship education, which are presented in Figure 2. Based on the explanation in Figure 2, the data show the importance of improving the quality of human resources in carrying out their role to be more optimal. The role of human resources realises social reintegration in prisoners. From the perspective of the correctional system, social reintegration in correctional institutions has not been based on behaviour change as an indicator of the success of entrepreneurship education. Based on the themes identified in the project map, challenges include limited coaches and funds.

To deal with the challenges, various strategies have been carried out, such as working with the Industrial Vocational Training Center, business and industry, and distributors of production products, looking for funding sponsors, and looking for cooperation partners who provide jobs.



Empowerment of prisoners can be an alternative to overcoming challenges. Complex problems are challenging for the Correctional Institution in completing each planned coaching program. For this reason, support and synergy from various parties, especially academics, are required to facilitate knowledge category entrepreneurship competencies. Apart from being a facilitator, academics can function as developers of the concept of implementing entrepreneurship education so that it is right on target and right on the benefits so that the objectives of the correctional system can be realized.



**Figure 2. Project map – Entrepreneurship coaching challenges**

(Source: Managed by Nvivo 12 Plus Software)

The strategy carried out by the Correctional Institution is in line with the research of Wilson et al. (2000), which shows that training programs, job search assistance, job preparation before leaving prison, and continuing assistance after release promise to reduce recidivism. The research results by Ramadhan et al. (2021) show that through the industrial concept of implementing the independent coaching program, the coaching process is going well, and the PNPB target is also met. This is also supported by the archive book of the Class IIA Tangerang Youth Correctional Institution with the title "Conception of Industrial Prisons in the Correctional System in Indonesia," that gradually, the correctional system in Indonesia will be conceptualised as an industry to provide real job training to prisoners and increase productivity.

The research findings on the implementation of the internalisation of entrepreneurial values through the cultivation of attitudes as an increase in entrepreneurial competence are a key factor in fostering interest in entrepreneurship and provide practical implications that entrepreneurship education programs based on behavioural theory have had a positive impact on the attitudes and behavioural control of the prisoners. This approach can potentially build the mindset and behaviour of fostered citizens related to entrepreneurial interest. Meanwhile, findings related to challenges and strategies to overcome challenges provide practical implications for the need for collaboration and synergy with cooperation partners to face challenges and overcome obstacles in the entrepreneurship education process.

With the number of gaps that occur, several studies have been conducted related to personality development and independence development in correctional institutions. However, there are still few studies that analyse in depth the effectiveness of the implementation of entrepreneurship-based entrepreneurship coaching on prisoners. After this research, further research still needs to be conducted so that gaps can be minimised.

**CONCLUSION**

Implementing entrepreneurial internalisation values is focused on aspects of attitude, knowledge, and skills based on the entrepreneurial competency framework through personality coaching, knowledge coaching, and certified skills training. Personality coaching to increase self-efficacy is carried out continuously. Motivating to increase self-efficacy can build interest in entrepreneurship and economic independence. For this purpose, the Correctional Institution needs

to develop a strategy to empower prisoners by involving them in decision-making related to the coaching program.

Correctional institutions, as government institutions that organise the education and guidance of prisoners, face many challenges in realising correctional goals. Challenges in the coaching process require a comprehensive approach, in-depth analysis, collaboration, and efficiency through the management of resources owned. Targeted strategies based on the root of the problem are expected to effectively overcome challenges so that the entrepreneurship education process can run more optimally. Strategies to overcome obstacles involve empowering fostered residents, collaborating with partners, and improving the quality of human resources. From the various efforts that have been made, further synergy with academics, the business world, the wider community, and the media is still needed to support the successful implementation of entrepreneurship coaching in correctional institutions. Working and collaborating with academics is important to developing the concept of entrepreneurship education through relevant entrepreneurial principles. This research has not answered the effectiveness of entrepreneurship education in correctional institutions, so it is important to conduct further research on the implementation of entrepreneurship coaching based on entrepreneurial competencies to measure the success rate of entrepreneurship education.

## **ACKNOWLEDGMENT**

We would like to thank the Directorate General of Corrections, Youth Correctional Institution Class IIA Tangerang. The Women's Correctional Institution Class IIA Tangerang and the Correctional Center for permission and recommendations for this research. Our gratitude also goes to the promoters, co-promoters, internal examiners, external examiners, informants, and all parties who cannot be mentioned individually.

## **REFERENCES**

- Ainur Rizqi, U., Heri Pratikto, & Heny Kusdiyanti. (2022). Entrepreneurship education and economic literacy mediated by entrepreneurial self-efficacy affect entrepreneurial intention. *International Journal of Humanities Education and Social Sciences (IJHESS)*, 2(1), 190–204. <https://doi.org/10.55227/ijhess.v2i1.208>
- Barazandeh, M., Parvizian, K., Alizadeh, M., & Khosravi, S. (2015). Investigating the effect of entrepreneurial competencies on business performance among early-stage entrepreneurs Global Entrepreneurship Monitor (GEM 2010 survey data). *Journal of Global Entrepreneurship Research*, 5(1). <https://doi.org/10.1186/s40497-015-0037-4>
- Bandura, A., & Adams, N. E. (1977). Analysis of self-efficacy theory of behavioral change. *Cognitive Therapy and Research*, 1(4), 287-310.
- Bolzani, D., & Luppi, E. (2021). Assessing entrepreneurial competences: Insights from a business model challenge. *Education and Training*, 63(2), 214–238. <https://doi.org/10.1108/ET-04-2020-0072>
- Delale-O'Connor, L. A., Alvarez, A. J., Murray, I. E., & Milner, H. R. (2017). Self-efficacy beliefs, classroom management, and the cradle-to-prison pipeline. *Theory into Practice*, 56(3), 178–186. <https://doi.org/10.1080/00405841.2017.1336038>
- Hallam, C., Dorantes Dosamantes, C. A., & Zanella, G. (2018). Culture and social capital network effects on the survival and performance of high-tech micro and small firms. *Journal of Small Business and Enterprise Development*, 25(1), 81–106. <https://doi.org/10.1108/JSBED-05-2017-0161>
- Hasan, H. A. (2020). Pendidikan kewirausahaan: konsep, karakteristik dan implikasi dalam memandirikan generasi muda. *JURNAL PILAR: Jurnal Kajian Islam Kontemporer*, 11(1), 99–111.
- Ibrahim Rauf, D., Heri Pratikto, & Agung Winarno. (2022). The effect of entrepreneurship education, self-efficiency, and gender on entrepreneurship intention through entrepreneurship attitude (Study in management study program students, faculty of economics Universitas Negeri

- Makassar). *International Journal of Humanities Education and Social Sciences (IJHESS)*, 2(1), 308–316. <https://doi.org/10.55227/ijhess.v2i1.237>
- Judge, T. A., & Bono, J. E. (2001). Relationship of core self-evaluation traits - Self-esteem, generalized self-efficacy, locus of control, and emotional stability - With job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology*, 86(1), 80–92. <https://doi.org/10.1037/0021-9010.86.1.80>
- Man, T. W. Y., Lau, T., & Chan, K. F. (2002). The competitiveness of small and medium enterprises: A conceptualization with focus on entrepreneurial competencies. *Journal of Business Venturing*, 17(2), 123–142. [https://doi.org/10.1016/S0883-9026\(00\)00058-6](https://doi.org/10.1016/S0883-9026(00)00058-6)
- Mukherjee, K. (2016). To cite this version: The psychology of the successful entrepreneur. *International Journal of Advanced Engineering and Management*, 1(1), 25–32.
- Nseobot, I. R., & Effiong, A. I. (2021). Entrepreneurship Educations of prison inmates in Nigeria: Effects on skills acquisition for self reliance. *International Journal of Organizational Business Excellence*, 2(2), 71–82. <https://doi.org/10.21512/ijobex.v2i2.7134>
- Sánchez, J. C. (2011). University training for entrepreneurial competencies: Its impact on intention of venture creation. *International Entrepreneurship and Management Journal*, 7(2), 239–254. <https://doi.org/10.1007/s11365-010-0156-x>
- Pratikno, R. (2015). Evaluasi program pembinaan keterampilan kerja bagi warga binaan masyarakat di lembaga masyarakat kelas II A Tanjungpinang. Universitas Maritim Raja Ali Haji. Diakses tanggal, 2024, Jan 7.
- Rahmat, D., NU, S. B., & Daniswara, W. (2021). Fungsi lembaga masyarakat dalam pembinaan narapidana di lembaga masyarakat. *Widya Pranata Hukum: Jurnal Kajian dan Penelitian Hukum*, 3(2), 134-150.
- Ramadhan, A. G., Ginting, M. L. B., & Octenta, C. (2021). Efektivitas program pembinaan kemandirian pada lembaga masyarakat berbasis industri. *Jurnal Ilmiah Kebijakan Hukum*, 15(2), 181-198
- Septa Juliana, O. (2015). Pelaksanaan pembinaan kemandirian narapidana di lembaga masyarakat kelas II A Bengkalis kabupaten Bengkalis. *WEDANA: Jurnal Kajian Pemerintahan, Politik dan Birokrasi*, 1(1), 25–40.
- Suandika, I. N., & Wirasatya, I. G. N. (2021). Fungsi lembaga masyarakat dalam melaksanakan pembinaan terhadap warga binaan masyarakat (Wbp) studi penulisan di lembaga masyarakat perempuan kelas IIa Denpasar. *Jurnal Ilmiah Raad Kertha*, 4(1), 71–81. <https://doi.org/10.47532/jirk.v4i1.261>
- Wibawa, S., & Awaliah, Y. R. (2023). Building characters using local wisdom in Ngaras and Siraman traditions of Sundanese weddings. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 42(1), 136–148. <https://doi.org/10.21831/cp.v42i1.52113>
- Wilson, D. B., Gallagher, C. A., & MacKenzie, D. L. (2000). A meta-analysis of corrections-based education, vocation, and work programs for adult offenders. *Journal of research in crime and delinquency*, 37(4), 347-368.
- Yogyakarta, D. I. (2021). Kementerian hukum dan hak asasi manusia Republik Indonesia direktorat jenderal kekayaan intelektual, (021):8–9.