

THE IMPACT OF ENTREPRENEURSHIP EDUCATION ON JUVENILE PRISONERS IN 6 PROVINCES OF INDONESIA IN COVID-19 ERA

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ABSTRACT

Background: During the Covid-19 pandemic, traditional education in Indonesian juvenile prisons faces challenges, hindering inmates' reintegration. Discrimination against ex-convicts seeking employment exacerbates their difficulties post-release. While some organizations offer entrepreneurial training, the lack of standardized programs necessitates further examination of their effectiveness. The pandemic worsens educational deficiencies within prisons, impeding inmates' ability to pursue self-employment upon release. More research is crucial to evaluate the impact of entrepreneurship education, aiding rehabilitation efforts and fostering inmates' business intentions.

Purpose: The research presents the impact of entrepreneurship education during Covid-19 era on juvenile prisoners' entrepreneurial intentions at 6 juvenile prisons located in 6 provinces in Indonesia (Riau, Bangka Belitung, Bengkulu, Lampung, North Sumatera, and Jambi)

Design/methodology/approach: Utilising PLS, this quantitative study also analyses prisoners' entrepreneurial attitude which mediates the impact on prisoners' intention to be self-employed. The analysis of this study was conducted in January 2023 from 62 questionnaires and found that entrepreneurship education in the 6 juvenile prisons significantly impacts on juvenile prisoners' entrepreneurial intentions via the essential role of entrepreneurial attitude.

Findings/Result: This research discovered that at Indonesian juvenile prisons, prisoners' entrepreneurial attitude partially mediated the impact of entrepreneurship education on their entrepreneurial intentions. These findings also suggest that Indonesian government should design policy and produce the first national guidelines to set up the standard of entrepreneurship education delivery to the entire juvenile prisons population. The standard education should initially develop the prisoners' entrepreneurial attitude and other factors which will ultimately improve the entrepreneurial intentions of juvenile prisoners in Indonesia.

Conclusion: The research highlights the pivotal role of entrepreneurship education in shaping the entrepreneurial mindset of juvenile prisoners. It stresses the importance of perceiving self-employment as a viable and fulfilling career path, empowering inmates with decision-making capabilities.

Originality/value (State of the art): Its novelty resides in its contribution to the scant literature concerning the refinement of entrepreneurial education within Indonesian correctional facilities. It examines the influence of education on the entrepreneurial intentions of juvenile inmates, specifically scrutinizing the mediating role of their entrepreneurial attitudes.

Keywords: entrepreneurship education, entrepreneurial attitude, entrepreneurial intentions, Indonesian juvenile prisons, covid-19

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INTRODUCTION

During an outbreak of a pandemic disease of Covid-19, delivering face to face education is challenging, including at juvenile prisons in Indonesia. Putting young prisoners in a jail does not merely aim to give a deterrent effect, but moreover to supply guidance and education so that prisoners will not be in conflict with law again after they are released. A juvenile detention centre in Indonesia is called LPKA where juvenile persons serve a sentence within the time period decided in a court. Nevertheless, it cannot be denied that one of the main issues faced by these detainees is their continued criminal status after returning to their community. Former criminals looking for a job feel discriminated because of the criminal record required by almost every institution. This requirement can disadvantage ex-criminals. In order to tackle this problem, young prisoners are offered diverse entrepreneurial trainings by numerous organizations outside the prison so that inmates will have the opportunity to be self-employed once they are released. Nonetheless, there is no standardized entrepreneurship program at juvenile prisons in Indonesia, so the effectiveness of the entrepreneurship education program at one LPKA cannot be generalized and has to be examined further.

Educational problems in Indonesian juvenile prisons are complicated and have long been ignored by LPKA. The inmate's mental state is not analysed upon arrival at LPKA. Both internal and external instructors conduct seminars and workshop without assessing the interests and talents of juvenile inmates. Incarcerated juveniles have very limited access to education, and for the most portion, they are never properly educated. This condition is deteriorated by Covid-19 pandemic in which juvenile prisons in Indonesia are closed for public visit during Covid-19 pandemic, including for any education program delivery. As a result, juvenile inmates do not have the basic knowledge and skills to plan and execute a self-managing business during their prison sentence. Consequently, they find it difficult to get suitable employment or run their own business after being released. The circumstances will negatively impact prisoners' thoughts, feelings, and attitudes, and then possibly leading to further criminal behaviour sooner or later. A civil society organization called *Punya Harapan* takes the initiative during Covid-19 pandemic to deliver online education (one of the programs is entrepreneurship) to Indonesian juvenile prisons across provinces and try to solve problems facing by juvenile

prisoners. However, very limited research projects to determine the actual problem of the prison education system have been held. Prisons lack policies and even do not have national standards that allow inmates to receive a proper education especially for vocational education. Hence, a study is required to determine further the impact of entrepreneurship education on juvenile inmates which is delivered online during Covid-19 pandemic so that key stakeholders can determine the extent to which entrepreneurship training provided in prisons creates prisoner's business intention and potentially expand the coverage through online delivery even after Covid-19 pandemic ends.

This research shapes the future of juvenile prisoners' education delivery and makes a significant contribution to the career of Indonesian juvenile prisoners. As entrepreneurs, juvenile prisoners can reduce their difficulty by pursuing an independent career path and find a job after their release. Those who have once been in conflict with law will experience discriminatory attitudes from potential employers, so by developing an entrepreneurial attitude and intention, these prisoners can rebuild their future to be self-employed people even in the challenging time of Covid-19 pandemic. Hence, this research aims to clarify the impact of entrepreneurship education with the mediating role of the entrepreneurial attitudes on the intentions of juvenile prisoners at LPKA located in 6 provinces of Indonesia (Riau, Bangka Belitung, Bengkulu, Lampung, North Sumatera and Jambi) during Covid-19 pandemic.

The process of delivering information and skillsets about how to become a self-employed individual as well as building individuals' business attitudes is defined as an entrepreneurship education (Henry & Lewis, 2018). This education is mostly delivered for those who are seeking college or university degrees (Lourenço et al. 2013). Thus, many studies to assess the impact of entrepreneurship education are conducted in a college and university context while the entrepreneurship education for juvenile prisoners has a little attention. In addition, the foremost goal of most research on the education of entrepreneurship is to examine the impact of entrepreneurship education programs on individuals' intentions to become a self-employed person (Boubker, Arroud & Ouajdouni, 2021; Dou et al. 2019). This education further covers several components about how to make new businesses practical (Fellnhofer, 2019) such as, planning a business, funding a new business, the management of business, the importance

of entrepreneurial mindset, the development of entrepreneurial intentions, and identification and analysis of opportunities (Downing, 2012; Pache & Chowdhury, 2012; Sirelkhatim & Gangi, 2015). Several researchers have found that entrepreneurship education can increase individuals' intentions to be a self-employed person (Hussain & Norashidah, 2015; Boubker, Arroud & Ouajdouni, 2021; Balabuch et al. 2019) because the required knowledge and skills enable them to effectively complete essential activities for their new business set up (Uddin et al. 2022; Walter & Block, 2016; Kerrick, Cumberland & Choi, 2016). Based on the above studies, we hypothesize that entrepreneurship education at LPKA Bengkulu, Batam, Pangkalpinang, Lampung, Medan and Muara Bulian has a significant impact on juvenile prisoners' entrepreneurial intention (H1).

Meanwhile, several studies also discovered that the education of entrepreneurship when it can ensure a visible career path for learners, is able to develop participants' attitude to be self-employed. According to Agarwal et al. (2020) that entrepreneurship education strongly impacts entrepreneurial attitudes. Entrepreneurial attitude is defined as the attitude of people, for instance, creativity, accomplishment need, daring actions, self-reliance, and control's power to begin a new business (Do & Dadvari, 2017). Previous research projects also confirm that entrepreneurship education impacts on entrepreneurial attitudes (Jena, 2020; Boubker et al. 2022). Moreover, the strong foundation of the theory of attitude firmly states that individual's attitude can lead to behavioural intentions once people can see their specific goals (Ajzen, 1991).

As for entrepreneurial intention, it is defined as the state of an individual deliberation which is more likely to be realized in a business setting (Syed, 2020; Zaremohzzabieh et al. 2019). It is further found in entrepreneurial context that individuals' entrepreneurial attitude impacts their entrepreneurial intentions (Duong, 2021; Mahfud et al. 2020; Nguyen et al. 2019). Based on the above relationships, it is essential to confirm if entrepreneurship education in juvenile prison settings also impacts on entrepreneurial attitude which then leads to their entrepreneurial intentions. Hence, we hypothesize that entrepreneurship education at LPKA Bengkulu, Batam, Pangkalpinang, Lampung, Medan and Muara Bulian has a significant impact on juvenile prisoners' entrepreneurial attitude (H2). Following this, we also hypothesize that entrepreneurial education at

LPKA Bengkulu, Batam, Pangkalpinang, Lampung, Medan and Muara Bulian has a significant impact on juvenile prisoners' entrepreneurial intention, mediated by juvenile prisoners' entrepreneurial attitude (H3).

Therefore, this objective of this research is to assess the impact of entrepreneurship education on juvenile prisoners' entrepreneurial intentions across six provinces in Indonesia during the Covid-19 era. This research also aims to measure the impact of the entrepreneurship education on entrepreneurial intentions of young inmates, with a closer look at the mediating role of their entrepreneurial attitudes.

METHODS

This a 7-month-research project utilises a quantitative approach in which respondents were selected through purposive sampling technique while their responses were collected via questionnaire containing 17 statements. There were 62 questionnaires which were distributed during Covid-19 pandemic to all juvenile prisoners in 6 provinces: the Ministry of Law and Human Rights in Bengkulu region (10 inmates at LPKA Bengkulu), the Ministry of Law and Human Rights in the Riau Islands region (10 inmates at LPKA Batam), the Ministry of Law and Human Rights in the Bangka Belitung region (12 inmates at LPKA Pangkalpinang), the Ministry of Law and Human Rights in Lampung region (10 inmates at LPKA Lampung), the Ministry of Law and Human Rights in and the Ministry of Law and Human Rights in the North Sumatra region (8 inmates at LPKA Medan), and the Ministry of Law and Human Rights in Jambi region (12 inmates at LPKA Muara Bulian). During Covid-19 era, many juvenile prisons did not open for public visits and stopped their educational program meetings. Punya Harapan organisation could only conducted their program in 7 provinces in Sumatera and were willing to share 6 out of its 7 provinces' data. Thus, the regions were selected based on the availability of data, accessibility, and collaboration opportunities. As presented above, the number of samples of each juvenile prison equal to the number of each juvenile prison's population. There are 6 entrepreneurship education statements, 5 entrepreneurial attitude statements, and 6 entrepreneurial intention statements. These 17 statements were rated by young inmates utilising a five-point Likert scale, in which 1 represents strongly disagree and 5 represents strongly agree. The following presents the variables and their indicators (Table 1).

While examining the mediating role of juvenile prisoners' entrepreneurial attitude, the impact of entrepreneurship education on their entrepreneurial intention was analysed using partial least squares (PLS).

This study collaborated with Punya Harapan (CSO) to research Indonesian juvenile prisons during Covid-19 pandemic. Punya Harapan has funding support from successive Chevening Program alumni grants from the British Embassy Jakarta and its London Secretariat. During Covid-19 pandemic, juvenile prisons in Indonesia do not open to public visit including face to face education delivery from outsiders (academicians and practitioners). Thus, the expectation to survey the entire respondents during Covid-19 pandemic was also a decisive factor in choosing these 6 prisons which committed to accept online education during Covid-19 pandemic. This research is aimed to reveal whether or not entrepreneurship education at these 6 prisons in 6 provinces has a strong impact on young prisoners' entrepreneurial intention to become self-employed individuals. Furthermore, this study is also targeted to reveal the role of entrepreneurial attitudes

in mediating between entrepreneurship education and entrepreneurial intention. The results of this research are also expected to make a significant impact for young prisoners to recognize business ideas, capture business opportunities and develop self-employed skills for their future. Moreover, the results of this research are intended to serve as a resource for the government of Indonesia to start establishing the standard for entrepreneurship education in its entire juvenile prisons. The findings are also targeted to influence the policymaking of Indonesian government to produce a national guideline to enable entrepreneurship education sustainable in all Indonesian juvenile prisons during and even after Covid-19 pandemic.

This Figure 1 displays the relationship among entrepreneurship education, entrepreneurial attitude, and entrepreneurial intention. This conceptual framework presents that entrepreneurship education does not only influence entrepreneurial intention, but also impact on entrepreneurial attitude. The framework also illustrates that the influence of entrepreneurship education on entrepreneurial intention is mediated by entrepreneurial attitude.

Table 1. Research variables and indicators

Variables	Indicators
Entrepreneurship Education (X)	Goal-setting opportunities Assessment opportunities Personal development opportunities Opportunities to learn valuable skills Business opportunities Opportunity to develop business ideas
Entrepreneurial Attitude (Y1)	Self-employed job is perceived suitable Self-employed job is perceived interesting Self-employed job is perceived reassuring when resources are available Self-employed job gives excessive satisfaction Self-confidence (Belief in one's capability to thrive in entrepreneurial pursuits)
Entrepreneurial Intention (Y2)	Thoughtful to start a business Choose self-employed as their career goal Prepare to do everything to become a self-employed person Make effort to commence their own business Determined to start a business Prisoners are very intent on starting a business soon

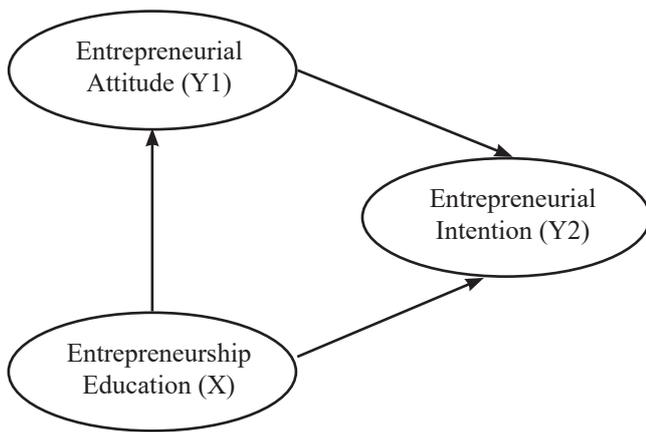


Figure 1. Research framework

RESULTS

During Covid-19 pandemic, entrepreneurial workshops were conducted from August 25–29, 2020. These 5-day workshops were 3 hours each day and participants were given entrepreneurial modules which they were encouraged to learn it for another one week. At the end of their workshop and study period, participants were distributed questionnaires. There was a total of 62 juvenile prisoners attended the workshops as explained previously in the methods section.

The result of this research shows that education through entrepreneurial attitudes was found to have an impact on the entrepreneurial intentions of young prisoners at LPKA Bengkulu, LPKA Batam, LPKA Pangkalpinang, LPKALampung, LPKAMedan and LPKAMuaraBulian located in the provinces of Bengkulu, Riau the Island, Bangka Belitung the Island, Lampung, North Sumatera and Jambi. Young inmates answered questions about how entrepreneurship education provides them with goal-setting opportunities, assessment opportunities, personal development opportunities, opportunities to learn valuable skills, business opportunities, and the opportunity to develop business ideas.

As can be seen from Table 2, R-squared for entrepreneurial attitude is 0.284 while the R-Squared for entrepreneurial intention is 0.430. This reveals that entrepreneurship education of juvenile prisoners impacts their entrepreneurial attitude with 28.4% while the other 71.6% is impacted by the other factors which are not in the scope of this model Likewise, it is found that entrepreneurship education and entrepreneurial

attitude of juvenile prisoners impact their entrepreneurial intention by 43%, while the other 57% is influenced by the other factors. It is also noticeable from the table below that the research satisfied the validity test and reliability test with AVE and Cronbach Alpha >0.60 accordingly while multicollinearity and predictive validity were satisfied with <3.3 . It is interesting to note both in the research of Fornell and Larcker (1981) and Lam (2012) that as long as the composite reliability of the research is greater than 0.6, then convergent validity is acceptable though the values of AVE are below 0.5.

The Tables 3 show that the validity for entrepreneurship education, entrepreneurial attitude, and entrepreneurial intention is satisfied when the square roots of AVE are higher than the correlation among variables in the same column. Meanwhile, the correlation coefficients among variables with p-values in Table 4 are vital for evaluating discriminant validity.

This research aims to analyse the impact of entrepreneurship education on juvenile prisoners' entrepreneurial intentions in 6 provinces (Riau, Bangka Belitung, Bengkulu, Lampung, North Sumatera and Jambi) in Indonesia and to reveal whether or not entrepreneurial attitude mediates the relationship between entrepreneurship education and entrepreneurial intention. The relationship model as displayed by Figure 1 exhibits the relationship among the variables of entrepreneurship education, entrepreneurial attitude, and entrepreneurial intention.

As for entrepreneurial attitude, young inmates responded the level of their agreement about whether becoming a self-employed individual would bring them more advantages than disadvantages, attractive career choices for them, desire to start a business if they have enough resources and opportunities, satisfaction, and enjoyment of being a self-employed person in spite of the other job opportunities.

Regarding entrepreneurship intentions, young prisoners were asked to rate their level of agreement on statements after entrepreneurship education is delivered. The statements are prisoners are thoughtful to start a business, choose self-employed as their career goal, prepare to do everything to become a self-employed person, make effort to commence their own business, determined to start a business, and prisoners are very intent on starting a business soon.

Table 2. Latent variable coefficients output

	X	Y1	Y2
R-squared		0.284	0.430
Composite reliab.	0.806	0.793	0.821
Cronbach's alpha	0.710	0.674	0.734
Avg.var.extrac.	0.412	0.435	0.457
Full Collin. VIF	1.422	1.760	1.514
Q-squared		0.289	0.465

Table 3. Latent variable correlations

	X	Y1	Y2
X	(0.642)	0.530	0.405
Y1	0.530	(0.660)	0.570
Y2	0.405	0.570	(0.676)

Note: Square roots of average variances extracted (AVEs) shown on diagonal

Table 4. P Values for Correlations

	X	Y1	Y2
X	1.000	<0.001	0.001
Y1	<0.001	1.000	<0.001
Y2	0.001	<0.001	1.000

As shown in both Figure 2 and Figure 3, entrepreneurship education has a positive impact on entrepreneurial intention ($p < 0.001$; $\beta = 0.47$) and ($p = 0.02$ and $\beta = 0.26$) respectively. This means that entrepreneurship education has a direct impact on entrepreneurial intention. Hence, H1 is accepted.

With respect to investigating the role of entrepreneurial attitude as a mediating variable, it is essential to examine differences of coefficients in order to identify whether or not a mediating variable in this research is a complete mediating variable. This examination was performed twice. Firstly, the direct effect of the independent variable on the dependent variable in the model without a mediating was evaluated (Figure 2). Secondly, the impact of the independent variable on the dependent variable in the model with the use of a mediating variable was assessed (Figure 3). In this step, the impact of the mediating variable on the dependent variable was then analysed. Figure 2 below presents entrepreneurship education variable (X) has a positive and significant impact on entrepreneurial intention (Y2) ($p < 0.001$; $\beta = 0.47$).

Moving on to look at Figure 3, it is noticeable that the independent variable (entrepreneurship education) has also a significant impact on the dependent variable

(the entrepreneurial attitude) ($p < 0.001$ and $\beta = 0.53$). The indicators of entrepreneurship education are goal-setting opportunities, assessment opportunities, personal development opportunities, opportunities to learn valuable skills, business opportunities, and the opportunity to develop business ideas. Meanwhile, the indicators of entrepreneurial attitude are perceived beneficial due to their status, Hence, H2 is accepted. Similarly, the variable of entrepreneurial attitude impacts on entrepreneurial intention significantly ($p < 0.001$, $= 0.51$). This confirms the role of entrepreneurial attitudes as a mediator. However, a supplementary evaluation is required to establish whether entrepreneurial attitude is a complete mediator between entrepreneurship education and entrepreneurial intention of juvenile prisoners in this research or not.

Therefore, comparing the values of the model's coefficients in Figure 2 and Figure 3 is necessary. The model analysis without the variable of entrepreneurial attitude (a mediating variable) in Figure 2 presents that the value of the coefficient (β) is 0.47 and this coefficient went down to 0.26 in a model with the inclusion of the variable of entrepreneurial attitude in figure 3. It is clearly shown from figure 3 that entrepreneurship education (X) has a significant impact on entrepreneurial attitude (Y1) and on entrepreneurial

intention (Y2) through entrepreneurial attitude (Y1) with ($p < 0.001$; $\beta = 0.53$) and ($p < 0.001$; $\beta = 0.51$) accordingly, both presenting $p < 0.001$ as the indication of very strong evidence. It is also interesting to note that entrepreneurial education has a significant direct impact on entrepreneurial intention ($p = 0.02$; $\beta = 0.26$), displaying $p < 0.05$ as the moderate evidence. According to Hair et al. (2009), if the relationship between the independent variable and the dependent variable is still significant and the value of the coefficient does not change after adding a mediator, then it is not a mediating variable. Moreover, it is a partial mediation if the value of the coefficient went down, but the relationship between the independent variable and the dependent variable remains significant. At the same time, when the value of the coefficient went down and the independent variable does not impact the dependent variable significantly, then it is a complete mediation. The partial mediation suggests that while entrepreneurial attitude plays a significant role in explaining the relationship between entrepreneurship education and entrepreneurial intention, there are additional factors or pathways that directly influence entrepreneurial intention apart from entrepreneurial attitude. One potential phenomenon could be the presence of external factors, individual differences, or unaccounted variables that contribute directly to entrepreneurial intention, bypassing the influence of entrepreneurial attitude. Based on the two models in Figure 2 and 3, it is revealed that entrepreneurial attitude is a partial mediating variable which confirms the acceptance of H3.

Entrepreneurship education at Indonesian juvenile prisons has been found to significantly impact on entrepreneurial attitudes, supported by Jones et al. (2010) and entrepreneurship education also has a significant impact on people's entrepreneurial intentions which strengthens the findings of Hattab (2014) and Timotius (2022). The results of this study reveal that entrepreneurship training for young inmates in these 6 provinces has a direct impact on the prisoners' entrepreneurial intention which leads to greater entrepreneurial intentions and confirms the influential relationships among these three variables (Tshikovhi & Shambare, 2015). It is confirmed that entrepreneurial education can result in stronger entrepreneurial intentions once mediated by entrepreneurial attitude. During Covid-19 pandemic, this research found that the entrepreneurial attitude acts as a partial mediation

between juvenile prisoners' entrepreneurship education and their entrepreneurial intentions. This strengthens the findings of Kisubi, Bonuke and Korir (2021) which found that entrepreneurial attitude mediated partially the relationship between entrepreneurship education and entrepreneurial intention. In addition, young inmates located in these 6 provinces found that the education of entrepreneurship is beneficial to them once the prisoners have the opportunity to set their business goals, knowledgeable to assess and develop their skills, absorb valuable skills, understand business opportunities, able to develop business ideas and feel that entrepreneurship education is useful for their future career compared to other job options which is supported by a study by Drost and McGuire (2011). Indonesian juvenile prisons need to absorb this study that improving the quality of entrepreneurship education can develop juvenile prisoners' entrepreneurial attitude which confirms a research project in prisons context (Cooney, 2012). This gives Indonesian juvenile prisoners more chances to learn how to achieve their measurable goals most effectively for a self-employed job, equipped to exercise self-assessment, understand how to develop their skills, pick useful skills the prisoners enjoy, comprehend business opportunities, grab business opportunities, and comprehend how to progress ideas of business.

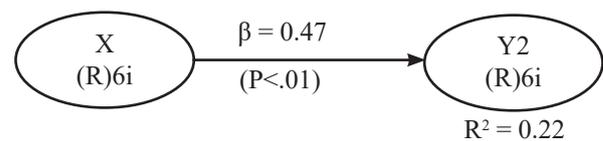


Figure 2. Output data pls analysis without a mediated variable

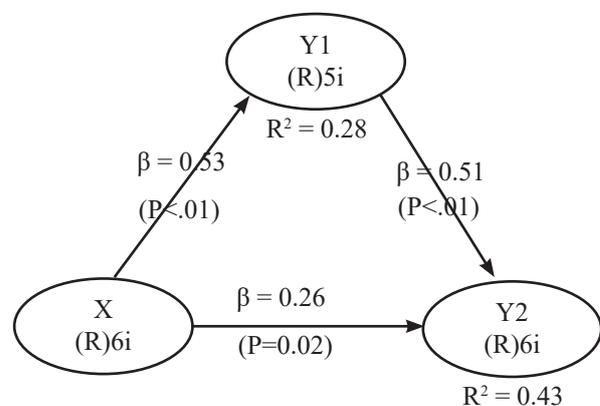


Figure 3. Output data pls analysis with a mediated variable

Finally, this research proves that the education of entrepreneurship for young inmates significantly impacts their entrepreneurial intention in these 6 provinces through their entrepreneurial attitude. Thus, designing national guidelines (including procedures of assessing new juvenile prisoners) for a standardized entrepreneurship education at all juvenile prisons in Indonesia is required for a greater impact. The entire juvenile prisons population in Indonesia should learn from this research that their juvenile prisoners' entrepreneurial intention can be improved by delivering entrepreneurship education which initially develop the prisoners' entrepreneurial attitude. Prisoners can be convinced to become an entrepreneur once they understand that being a self-employed person obtains more advantages than disadvantages, gets an attractive career choice, grows the prisoners' desire to begin a business by understanding to grab opportunities and resources they need to become self-employed individuals. Moreover, entrepreneurial attitude of juvenile prisoners can be increased by elaborating attractive benefits of being a self-employed person, and presenting clear reasons and demonstrating excessive satisfaction for young inmates of being self-employed persons.

Managerial Implications

The findings of this study have significant managerial implications for the Indonesian juvenile prison system. Firstly, it is essential for the authorities to recognize the transformative impact of entrepreneurship education on juvenile prisoners. The connection between entrepreneurship education, entrepreneurial attitude, and entrepreneurial intentions emphasizes the need for an improvement in the quality of educational programs provided within juvenile prisons. The call for national guidelines, including standardized procedures for assessing new juvenile prisoners, serves as a strategic roadmap for a more comprehensive and impactful implementation of entrepreneurship education across all juvenile prisons in Indonesia.

Secondly, the research highlights the role of entrepreneurial attitude as a partial mediator between entrepreneurship education and entrepreneurial intentions, especially during the challenging circumstances of the Covid-19 pandemic. Understanding this mediation effect, prison authorities should focus on explaining the benefits of self-employment to juvenile inmates. Emphasizing the advantages, presenting clear

reasons, and demonstrating the satisfaction associated with being a self-employed individual can contribute to an increased entrepreneurial attitude among young inmates. Therefore, incorporating targeted interventions that highlight the tangible benefits of entrepreneurship within the educational framework can further enhance the effectiveness of the programs and align them with juvenile prisoners' goals.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This research explains that entrepreneurial intention of young inmates can be established by strengthening the entrepreneurship education in the prison which should focus on initially forming their entrepreneurial attitude. Entrepreneurship education for young inmates covers goal-setting opportunities, assessment opportunities, personal development opportunities, opportunities to learn valuable skills, business opportunities, and the opportunity to develop business ideas. The results of this research reveal that entrepreneurial intention of juvenile prisoners in the 6 provinces can be developed through establishing young inmates' entrepreneurial attitude at the beginning. It further exhibits that juvenile prisoners' entrepreneurial attitude can be obtained when juvenile prisoners comprehend that self-employed career to be more beneficial in relation to the status of young inmates, see it as an interesting job, reassuring career to be begun when opportunities and resources are available, is able give excessive satisfaction for the inmates, and fully aware to decide to be self-employed individuals.

Recommendations

After presenting the result of this research, the government of Indonesia, community at large, scholars and socially responsible entrepreneurs are expected in one accord to promote and participate in entrepreneurship education for the entire juvenile prisons population. A significant finding of this research also confirms that entrepreneurship education should initially focus on the formation of the prisoners' entrepreneurial attitude in order to develop the prisoners' entrepreneurial intentions. These findings can be utilized to produce national guidelines for a standardized entrepreneurship education at all juvenile prisons in Indonesia.

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