

Conference Paper

The Creation of Entrepreneurship Class for Juvenile Resident: An Entrepreneurial Behavior Review for Residents of Penitentiary Class II Mojokerto

Ludi Wisnu Wardana and Puji Handayati

Universitas Negeri Malang, Kota Malang, Jawa Timur 65145, Indonesia

Abstract

This study explains the creation of entrepreneurial behavior among the juvenile resident of the Penitentiary. This research is trying to provide an overview of the formation of entrepreneurial behavior of child prisoners, as well as supporting factors and inhibiting factors for the formation of entrepreneurial behavior of child prisoners. The basic assumption of personality-building activity is the process of behavior formation through the learning process. The targeted juveniles learn by sharpening knowledge, insight, and skills related to entrepreneurship through access to print media and electronic media, and also through the pursuit of business. Later, the targeted juveniles can become an entrepreneur who has good skill and moral. This study uses the formation of entrepreneurial behavior of the child prisoners through two coaching, that is, soft skill and hard skill and given to the child prisoners who numbered 45 people and become the citizen of LPP Class II Mojokerto. The type of research used is qualitative with case-study approach, where data acquisition is done through direct interview process with child prisoners. The result of this study confirms the previous findings that the learning outcomes of coaching are products and behavioral changes. This study proves that the behavioral changes are formed through the approach of entrepreneurial behavior, that is, discipline, responsibility, independence, curiosity, and creative. The findings indicate that changes in entrepreneurial behavior of child prisoners are strongly supported by factors of business-learning activities, trained instructors, motivation builders, good interaction, and entrepreneurial motivation. Conversely, the inhibiting factors are the boredom of the assisted people, the limited number of tools, the less extensive work space, the different character of the assisted juveniles and the limited capital to develop the business. Implications and ideas of future research are suggested. Further testing of this theory is needed to generalize results beyond this study.

Keywords: behavior, entrepreneurship, prisoners

Corresponding Author:

Ludi Wisnu Wardana
 pujiz26@yahoo.com

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1. Introduction

Prisoners are essentially human beings who have lost independence, but prisoners have the same right to get quality education. Prisoners can also play a role in economic growth, whether in prisons or after getting out of prison in the sense of completing the sentence. Prisoners as part of Indonesian juveniles despite having violated the law but still have the same rights in enjoying quality education or quality. This is in accordance with the National Education System Act No. 20 of 2003 article 5 paragraphs (1) that is 'Every citizen has the same right to obtain quality education'.

The education obtained by prisoners in Penitentiary is considered to be able to bridge the implementation of the education process that stops at formal education. In this case, informal education has its own role as a complement of school education. That is, informal education is conducted to complement the knowledge and skills that are lacking or not obtainable in school education. (Guerrero, Urbano et al., 2014). The needs of assisted juveniles will provide knowledge, skills, life skills, and attitudes to further education to a higher level can be achieved through non-formal education. The guidance of prisoners is intended for the duration of the coaching and after completion of his/her term of crime: (Ministry of Justice and Human Rights, 2004).

Prisoners in Mojokerto juvenile have different case backgrounds. Most of the child prisoners commit unlawful acts because of the economic need for lack of employment. Child prisoners commit theft, rape, drug abuse. Therefore, child prisoners need special coaching programs in order to meet the economic needs through entrepreneurship is the formation of entrepreneurial behavior. Social entrepreneurship research is practical and relevant to modern commerce, investing resources for future profits (Murphy and Coombes 2008). One of the skill programs is the furniture workshop. With the existence of this skill coaching is expected child prisoners can open employment for himself and not repeating his mistakes. Intellectual coaching is carried out as an integrated discussion with business pursuit activities, where the assisted juveniles will learn to communicate, make decisions by discussing with the group to determine the product design, have an entrepreneurial attitude is courageous in making decisions to solve life problems 'Entrepreneurship is courage, as well as courage in meeting the needs and solving problems of life with the power that is in itself' (Wasty Soemanto, 2002).

Achieving the objectives, this guidance program cannot be separated from the role of the assisted juveniles themselves, so that individual performance appraisal is required by collecting information about behavior such as responses and communication (Dessler, 2003). The background of different prisoners' cases with different

characters will certainly affect the implementation of the given coaching program. If the juveniles have undergone skills training and skills, they are not matched by showing entrepreneurial behavior nor will they materialize. In other words, the targeted juveniles must have an entrepreneurial attitude that will be used as stock after leaving the Penitentiary. However, whether this skill-building program will ensure the formation of entrepreneurial behavior or not so that future programs will be more effective and can be implemented as expected.

The general objective to be achieved from this research is to gain an understanding of penitentiary training center class II Mojokerto. In particular, the objectives to be achieved in this study, firstly, to know and analyze the implementation of entrepreneurship guidance on the prisoners Class II Mojokerto. Secondly, to know the efforts that can be done in maximizing the guidance of entrepreneurship in Penitentiary Class II Mojokerto.

The findings of this research can later be used as a reference in problem solving on guidance of prisoners based on appropriate theories so that prisons in providing entrepreneurship coaching can be guaranteed. For policy makers, the results of this research can be utilized and as a consideration in taking and making policies that will be implemented in an effort to improve the guidance of entrepreneurship programs by Penitentiary.

1.1. Guidance for prisoners through soft skill and hard skill

To establish the behavior of prisoners, especially in shaping entrepreneurial behavior, guidance is required based on Soft Skills and Hard Skills. Soft Skills and Hard Skills are required in coaching to compete with human resources in the field. Here coaching to be able to compete with human resources in the field.

Soft Skills is a skill and life skill, either individual, group, or community and with the Creator, such as communication skills, emotional skills, language skills, group skills, ethics and morals, courage, and spiritual skills. (Elindri et al., 2012).

Soft Skills is a non-technical skill that exists in a person that can be developed for oneself and to interact with others, spiritual skills and have ethics, morals, and courtesy in relation to the formation of child prisoners Soft Skills able to restore the existence of child prisoners by building confidence as a stock later when the child prisoners came out.

2. Research Method

This type of research is qualitative research. Qualitative research is selected by the researchers to ensure the truth of the data in the field; this is because every individual in receiving input in entrepreneurship is not certain which matches each individual. While the method used by conducting Guidance on the prisoners. In the implementation of guidance of prisoners, coaches use certain methods for the purpose of coaching is achieved. Here are guiding methods:

1. Development in the form of direct interaction that is familiar between the coach and the one being coached (the assisted juvenile).
2. Guidance is persuasive education that is trying to change the juvenile's behavior through exemplary and fair treatment among their peers so as to inspire their heart to do things that are praiseworthy, placing prisoners built as potential human beings and have self-esteem with their rights and obligations with other humans.

2.1. Analysis technique

The program of entrepreneurship behavior formation in penitentiary class IIA Mojokerto is done through personality guidance (Soft Skill) and skill training (Hard Skill) simultaneously. Implementation of personality coaching (Soft Skill) is in the form of intellectual coaching, spiritual guidance and recreational recruitment. The implementation of skills training (Hard Skill) includes the preparation of instructors, skills programs, and assisted prisoners. The method used is peer tutor, where among child prisoners learn from each other through interaction and work practices. The formation of entrepreneurial behavior is done through conditioning or familiarizing the assisted juveniles to behave according to the purpose of coaching program, then through interaction and through insight (insight). The evaluation phase includes program evaluation and evaluation of learning outcomes by using evaluation of products and services produced by prisoners. The results of prisoners' learning as a result of behavioral formation are behavioral changes from a better personality. Examples of friendly, polite, respectful, and then from entrepreneurial behavior also emerged that is discipline, responsibility, courage to make decisions, able to communicate, creative. In addition, child prisoners also have the ability to life skills such as being able to use tools, take care of tools, making goods or services.

3. Research Findings

3.1. Establishment of entrepreneur behavior program in Prisons Class IIA Mojokerto

The program of entrepreneurial entrepreneurship formation is done through two coaching as well as personality skill (soft skill) and personality skill (hard skill).

3.1.1. Coaching personality (soft skills)

Personality guidance is one of the guidance that is done to form the mental attitude of child prisoners in order to display the behavior of confident, have a sense of responsibility, able to integrate themselves to reflect good juveniles and morals. Skill training in the Mojokerto IIA Children's Classroom includes intellectual coaching, spiritual guidance, and recreational guidance.

Activities carried out on the program child prisoners guided in terms of personality to improve the mindset, attitude, mental and morals. In accordance with the theory conveyed by Bimo Walgito that behavior can be formed by way of habit, understanding and model or role model. Personality coaching activities carried out namely intellectual coaching to develop insight, then spiritual guidance is done so that child prisoners have the firmness of faith that can change the mindset and morality of the child prisoners into a polite, honest person and able to control themselves from negative behavior. Then coaching is done in the program of entrepreneurial behavior formation is the guidance recreative the coaching that provides means of access to print and electronic media such as radio and television. By watching television, child prisoners can learn about entrepreneurship, then able to use the media to hone creativity. This is in accordance with the theory of entrepreneurial behavior that mentions that one entrepreneurial behavior in the work is creative and innovative that always has a brilliant idea and get out of pressure (Hendro, 2001: 167). A prisoner in a Penitentiary will be depressed with limited space, but with the coaching is expected that the inmate is able to hone the creative and innovative ability so that later can overcome the internal problems in itself.

In Class IIA Mojokerto prison, prisoners can be trained in communication through religious activities and business activities. But the activities carried out only limited to religious questions and internal issues. What should be developed to build entrepreneurial spirit is to communicate. The purpose of communication is to change behavior, either

individually or in groups, (Basrowi, 2014: 46). With the communication of prisoners can exchange information even good in the world of entrepreneur who later can be used to equate perception with potential consumers later. For communication in business learning activities, child prisoners are able to communicate within the framework of internal group discussions. Indeed there is no guidance that emphasizes the entrepreneurial communication activities with potential consumers directly, but child prisoners have been displaying entrepreneurial behavior socially and environmentally as good as sociable and proficient in communicating so many people are happy with it, (Hendro, 2011).

When viewed as a whole personality coaching that plays a role in the program of entrepreneurial behavior formation is the existence of activities that are carried out continuously or routinely during prisoners undergoing prisoners. This is in accordance with Bimo's theory that conditioning is capable of shaping human behavior, in which case prisoners are able to display entrepreneurial behaviors individually such as positive thinking in listening and responding to something, working with time discipline, having job responsibilities, then learning to find the right decision of the activity discussion and interaction in everyday development.

In every activity of personality coaching, there is an interaction between coach and prisoner, giving understanding becomes one of the ways used by coach to change behavior. Greetings, advice, family ties make prisoners feel cared for that can make the mindset changed so as to display entrepreneurial behaviors such as indicators of entrepreneurial behavior socially and individually (Hendro, 2011). Thinking positive in hearing and responding to the suggestions and even ridicule of his cellmate and dealing with ridicule as a challenge to motivate him to be more self-control and then behave well in order to create a positive atmosphere in life. (Klaner Pa., Treffers T., & Picot A., 2013)

Based on the activity of personality development (soft skill) that has been done, it can be seen that in the formation of entrepreneurial behavior, Class II Mojokerto Prison provide program of business pursuit activities, then spiritual guidance such as recitation lectures, religious festivals, Friday prayers congregation, then there recreative guidance by utilizing both printed and electronic media to increase their knowledge and insight into the world of entrepreneurship. Skinner (2013) distinguishes the behavior into two, that is innate behavior and operant behavior. The natural behavior of the behavior that brought from birth in the form of reflexes and instincts while the operant behavior is the behavior formed through the learning process (Walgito, 2003).

3.1.2. Independence guidance (Hard Skill)

In the guidance of the independence of the assisted people in the development of vocational through exchange of ideas, cooperation and can develop knowledge and skills. In the workshop every citizen is given the opportunity to pursue business, where the targeted juveniles are grouped at least 8 people. Each group is given responsibility of venture capital. In learning activities, business people learn how to read market conditions, allocate funds, cooperate, communicate, and dare to make decisions.

In the development of independence there is a series of entrepreneurial formation activities incorporated in the work guidance activities. Activities undertaken by child prisoners is business planning activities, production, marketing, even exhibition for their work. Prisoners in prisons are fostered in job guidance activities. In accordance with the purpose of guidance of prisoners, that in particular the guidance of prisoners is intended that during the period of coaching and after the selesi run criminal, child prisoners gain knowledge, at least the skills to be able to live independently and participate in development activities (Department of Justice and Human Rights, 2004: 56). In the work guidance activities, child prisoners built from talent scouting as a form of need assessment by the manager, then fostered according to interests and talents. During the course of the activity the child prisoners are trained for the time discipline so that the behavior of prisoners can be formed through the habit of behaving discipline.

Prisoners are given educational opportunities in this form is a continuous skill training during the criminal term. Prisons provide coaching skills to develop talent skills in order to shape entrepreneurial behavior. This is a way of forming behavior through conditions or habits. By getting used to behave as expected, the behavior will eventually develop (Pavlov in Walgito, 2003: 19). With the existence of time continuously doing entrepreneurial activity will form entrepreneurship behavior at the assisted citizen.

Skill training in class IIA Mojokerto prison is implemented to shape entrepreneurial behavior such as carpentry skills, sewing, electric welding, electronics, crafting, salon, screen printing, workshop. These skills appear in accordance with the needs of the interests and talents of the targeted juveniles. With the skills that match the needs of the targeted juveniles to make this coaching more meaningful for the provision of their lives later after completing their legal process in prisons. Child prisoners are equipped with entrepreneurial skills so that later after exiting they are able to establish their own business. Corresponding theories about the formation of behavior through

understanding derived from learning outcomes (Kohler in Walgito, 2003). Of the various entrepreneurial behaviors that are displayed one of them is discipline. (Mai T., Adeline Y. L., Dyana M. L., 2011) Each Institution has its own rules, one of the rules is discipline. The targeted juveniles are taught to discipline both from preparation to implementation by closing product evaluation. In addition to discipline, the targeted juveniles are also taught how to provide economic value to the goods or services they produce. It also supports the development of skills in the effort to establish entrepreneurial behavior. It is expected that the targeted juvenile after leaving the penitentiary can open their own business opportunity and become an entrepreneur.

The guidance of the skills undertaken in class IIA Mojokerto prison is in the form of work practices, where in its activities the direct-guided workers of the production of goods and services under the supervision of their respective coaches. The method used in fostering this skill is with a persuasive approach. This is done to anticipate differences in the character and background of their lives. The coach keeps the prisoner off limits that can threaten security so that persuasive methods are needed. In addition to the persuasive approach, interaction among fellow child prisoners raises the method of peer tutors in which each other learns from each other. This will stimulate the curiosity of every prisoner, if they cannot do what they do, so support in raising entrepreneurial behavior in which prisoners are moved to have curiosity and independence.

From the results of the research can be known about the methods used by managers and coaches in implementing skills training programs in Class IIA Mojokerto prisons. The method used is the individual approach of the coach directly holds a prisoner to be fostered more intensely. In addition, it also uses the method of peer tutor where every juvenile is obliged to learn from each other.

In the guidance method there is guidance in the form of direct interaction that is familial between the coach and the fostered (assisted juvenile) (Department of Justice and Human Rights, 2004: 65). From the theory is clearly reflected on the form of interaction that must be woven between the coach and the assisted juveniles with the built people in order to create an atmosphere of kinship and able to facilitate the achievement of coaching goals. The emergence of entrepreneurial behavior is the result of interaction between the coach and the assisted juveniles. Bandura formulation theory states that behavior is formed through the process of interaction both between individuals and individuals with the environment. Based on the theory, it can be explained that from the interaction between the coach and the assisted juveniles in

the guidance of skills can realize the behavior. These behaviors appear in accordance with the environmental conditions and the interactions that are in it,

From the research results can be seen that the interaction between managers, instructors and assisted juveniles is very good, so it becomes a separate motivation for the assisted juveniles to follow the coaching skills without feeling burdened. Interaction among the learners is also good because it has the same fate and in the process of activities they work together and mutually learning so as to enhance the sense of kinship among them. It is expected that good interaction can create entrepreneurial attitudes such as cooperation and mutual learning of each other to hone their curiosity and learn for cooperation.

Based on the results of the aforementioned studies in accordance with the theory of behavior formation of Skinner (2013), the behavior is formed through the operant behavior obtained through the learning process that is in the form of behavioral changes. The behavior of incompetent people who have no skills now have entrepreneurial skills so as to display entrepreneurial behavior.

3.2. Supporting factors and inhibiting factors for developing skills for prisoners in efforts to establish entrepreneurial behavior

Factors supporting the formation program of entrepreneurial behavior of prisoners in prisons of Class IIA Mojokerto can be described as follows:

1. The existence of business learning activities that is able to develop skills of the assisted juvenile in the world of entrepreneurship.
2. The instructor or coach is trained and professional because before becoming an instructor or coach, someone is following the training in accordance with the field to be certified and has a certificate.
3. A good interaction between coach or instructor strongly supports the running of skills training, because it is able to raise the spirit or motivation of the assisted people in following the guidance.
4. The ability and willingness of the targeted juveniles to open employment suitable to their abilities when the targeted juveniles leave the penitentiary.
5. Self-motivation arising from the self-guided juveniles and motivation provided by the coach to follow the coaching and become a better person.

Inhibiting factors of the formation of entrepreneurial behavior of prisoners in prisons class IIA Mojokerto can be described as follows:

1. The limitations of the tools inhibit the assisted juveniles in following the guidance because they are unable to meet the target of goods according to the time specified in producing goods to be marketed.
2. Boredom of the assisted juveniles due to the length of detention to make the assisted juveniles sometimes feel lazy to follow the coaching activities.
3. The lesser room hampered the assisted juveniles to work on production items that required a wide space because the work space is located at the same area as the office.
4. Differences in background and age become an obstacle in the implementation of coaching, because it has different abilities that make the production of goods do not match in time.
5. Limitations of capital used to produce goods, the budget provided by the government is not enough to meet the capital for the implementation of skills development, especially the production of goods.
6. The lack of a network or partners so that the assisted juveniles cannot develop knowledge and skills extensively.

4. Conclusion

The education program at Penitentiary is emphasized on the activity of coaching and training for child prisoners (the assisted juveniles). The scope of guidance of prisoners in Penitentiary is divided into two areas: personality guidance program and independence building program. In the development of personality, there is the process of forming behavior through the learning process. The targeted juveniles learn by sharpening knowledge, insight, and skills related to entrepreneurship through access to print media and electronic media and also through the pursuit of business. The targeted juveniles are able to display entrepreneurial behavior by grouping entrepreneurial activities. In addition to the pursuit of effort, the targeted juveniles also learn from the mistakes they made in the past through the spiritual activities of the built people able to get closer to God so they increase the confidence that their mistakes can be redeemed with good behavior in accordance with norms and morals. Thus, the

targeted juveniles tend to display moral behavior and uphold the value of religion. Later the assisted juveniles can become an entrepreneur of good quality skill and morale.

Self-help is used to measure one's skills. In the process of coaching, there is an evaluation of the process by which to measure or assess the ability at each coaching session. The result of the formation of prisoners' behavior in the guidance of work is a change of behavior from a better personality, such as kindness, courtesy, mutual respect. Furthermore, from entrepreneurial behavior also comes the attitude of discipline, responsibility, independent, and curiosity, creative. In addition, child prisoners also have the ability of life skills such as able to use tools, carpentry tools, making consumer goods such as tables, chairs, cupboards, bird cages based on the ability of each prisoner. The prisoners tend to have a desire to open business opportunities with entrepreneurship, opening a business according to the skills they get during their service.

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