



Entrepreneurial Readiness of Inmates at The Women's Penitentiary Through Entrepreneurship Education and Self-Efficacy

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ABSTRAK

This research aims to examine the influence of entrepreneurship education and self-efficacy on the entrepreneurial readiness of inmates at the Martapura Class IIA Women's Penitentiary. The sample consists of 86 individuals who have undergone entrepreneurship education or training at the Martapura Class IIA Women's Penitentiary. The first hypothesis states that entrepreneurship education has a significant influence on entrepreneurial readiness, with a t-value of $5.319 > 1.666$ at a significance level of $0.000 < 0.05$. The second hypothesis states that self-efficacy has a significant influence on entrepreneurial readiness, with a t-value of $4.564 > 1.666$ at a significance level of $0.000 < 0.05$. The third hypothesis states that entrepreneurship education and self-efficacy together have a significant influence on entrepreneurial readiness, with an F-value of $41.444 > F$ -table 3.09 at a significance level of $0.000 < 0.05$. This research indicates that entrepreneurship education and self-efficacy have a positive and significant impact on the entrepreneurial readiness of inmates at the Martapura Class IIA Women's Penitentiary.

Keyword:

Entrepreneurship Education,
Self-efficacy, Entrepreneurial
readiness

INTRODUCTION

In the current era of globalization, individuals are increasingly confronted with intense competition to meet their economic needs. The competition in seeking employment poses a serious challenge, considering that job opportunities are limited and cannot accommodate all the workforce available.

In this context of stiff competition, every individual is expected to possess skills, expertise, and strong adaptability to successfully fulfill their roles in the workplace and society at large. For those who lack proficiency in social skills, difficulties in meeting economic needs can become a challenging reality to overcome.

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With the limited job opportunities unable to keep pace with the growth of the workforce population and even showing a tendency towards decline, the consequence is an increase in the unemployment rate within society. The unemployment rate continues to rise, especially since the onset of the COVID-19 pandemic in early 2020, which has had a significant impact.

The high level of unemployment can lead to an increase in the number of individuals struggling to meet their needs, thus creating economic disparities among members of society, which in turn can trigger detrimental behaviors towards others (Mulia & Saputra, 2020). It is undeniable that unemployment without a source of income can drive individuals to engage in criminal activities, as it is seen as a quick way to earn money in challenging situations. Several government initiatives target enhancing the quality of life for citizens, such as School Operational Assistance (BOS), the National Independent Community Empowerment Program (PNPM Mandiri), People's Business Credit (KUR), Rice for Poor Families (RASKIN), and the latest addition, the Healthy Indonesia Card (KIS). Both central and regional governments recognize the difficulties involved in empowering communities, particularly those who are impoverished (Nazirwan et al., 2023).

The Penitentiary Institution, or Lapas, functions as a rehabilitation center for inmates referred to as inmates, where they serve their sentences. The role of the Penitentiary Institution is not only limited to the execution of sentences but also includes a more challenging task, namely preparing inmates for reintegration into society. To achieve this goal, inmates need to obtain employment so they can meet their economic needs, thereby preventing them from relapsing into criminal activities. Fachrurrozi et al (2021) stated that an increase in unemployment rates can lead to an increase in crime, and those

who have been involved in criminal activities tend to be reluctant and face difficulties in finding better employment.

Therefore, the Penitentiary Institution prepares its inmates by providing them with skills training, motivation, and entrepreneurship knowledge. This aims to ensure that when reintegrating into society, the inmates can meet their needs through entrepreneurship. According to Law No. 12 of 1995 concerning penitentiary, Article 2, the purpose of penitentiary is to shape inmates into individuals who are whole and capable of returning to society as responsible members. The concept of penitentiary itself was introduced by Dr. Saharjo, SH, during the Directorate of Penitentiary Conference in Lembang Bandung on April 27 - May 7, 1974. The decision made stated that penitentiary is not only focused on imprisonment punishment but is a system for rehabilitating inmates.

This research was conducted at the Class IIA Women's Penitentiary in Martapura, located in Tanjung Rema Darat Village, Martapura City, South Kalimantan. The Class IIA Women's Penitentiary in Martapura was established based on the Decree of the Minister of Law and Human Rights of the Republic of Indonesia Number: M.HH-10.OT.01.01 Year 2007 on May 3, 2017. This institution is the only Special Women's Penitentiary in South Kalimantan Province and has the number of occupants as listed in Table 1.1 below.

Table 1.1
The number of inmates at the
Class IIA Women's Penitentiary in
Martapura.

Date	number of inmates
31-12-2017	410 Inmates
31-12-2018	385 Inmates
31-12-2019	501 Inmates
31-12-2020	406 Inmates

28-09-2021	538 Inmates
31-03-2022	520 Inmates
23-12-2022	549 Inmates

Source :

<http://sdppublik.ditjenpas.go.id/>

The majority of inmates at the Class IIA Women's Penitentiary in Martapura are involved in legal issues due to their inability to meet their economic needs. Previously, they engaged in legal violations and breached societal norms to fulfill their livelihood needs. Therefore, the Class IIA Women's Penitentiary in Martapura strives to prepare its inmates through entrepreneurship education programs. To ensure smooth implementation, disciplined training and motivation are required to prepare human resources effectively (Aspiannor, 2022).

Entrepreneurship refers to the process of creating goods or services with added value through effort and time. Entrepreneurship involves risks, whether in the form of financial, social, or psychological risks, but conversely, it can provide rewards such as financial profits, social recognition, and personal satisfaction (Tando, 2013). Being an entrepreneur requires readiness because it involves risk and uncertainty, and therefore, individuals need to prepare themselves before engaging in the business world. Entrepreneurial readiness includes the willingness and ability of individuals to prepare everything needed when entering the business world (Yunita, 2020)

Entrepreneurship is an inherent potential within individuals that, when explored, processed, honed, and developed, has the potential to greatly support the success of an individual in work or activities focused on specific fields (Agustina et al., 2023). In the realm of entrepreneurship, plans and expectations don't always match the intended goals. There are various factors that can lead to plans deviating from expected outcomes (Ariliusra, 2023).

This research will investigate the factors influencing the level of entrepreneurial readiness among inmates at the Class IIA Women's Penitentiary in Martapura, with a specific focus on entrepreneurship education and self-efficacy factors.

Entrepreneurship education is a form of activity conducted by educational institutions with the aim of providing knowledge and skills, as well as instilling values, attitudes, and entrepreneurial spirit in its participants (Mulia & Saputra, 2021). Its main objective is to create new entrepreneurs who have competence and expertise in the field of entrepreneurship.

Self-efficacy refers to an individual's belief in their ability to control their own functions and face events in their surrounding environment. According to Bandura & Wessels (1994), self-efficacy can be described as a factor influencing how someone thinks, feels, behaves, and motivates themselves, and it exists within every human individual (Agustina, 2023).

Research conducted by Adeniyi et al (2022) indicates that implementing entrepreneurial self-efficacy (ESE) has a significant relationship with the entrepreneurial readiness of female students. The level of self-efficacy among inmates will significantly contribute to their abilities and confidence to engage in entrepreneurial efforts, which in turn will enhance their entrepreneurial readiness.

In previous research, there hasn't been a focus on entrepreneurship education and self-efficacy among female inmates in women's penitentiaries. However, it is crucial to pay attention to female inmates in women's penitentiaries because their involvement in criminal activities is largely influenced by economic factors. This suggests that women inmates also bear the burden of earning income. Facing economic challenges after serving their sentences requires good entrepreneurial readiness. A high level of

entrepreneurial readiness can be key to overcoming these economic challenges. Therefore, understanding and developing entrepreneurial skills can be essential factors in helping inmates confront economic realities after their release from correctional facilities.

Based on the information provided earlier, the researcher is interested in conducting a study entitled "Entrepreneurial Readiness of Female Inmates through Entrepreneurship Education and Self-Efficacy." This research is expected to make a significant contribution to further understanding the factors influencing entrepreneurial readiness within this group. Hopefully, the results of this study will provide valuable and in-depth information regarding the development of entrepreneurship among inmates.

LITERATURE REVIEW

Entrepreneur

In Presidential Decree Number 4 of 1995, it is explained that entrepreneurship involves the attitudes, spirits, behaviors, and abilities of individuals in managing businesses or activities aimed at discovering, developing, and implementing new technologies and products to enhance efficiency, provide better services, and achieve greater profits.

The term entrepreneur originates from the French word "entreprenant," which means "to undertake." An entrepreneur refers to someone who possesses skills, talents, abilities, and mastery over the production of goods or services (Khairinal & Zuhri, 2019). Tando (Tando, 2013) explains that entrepreneurship is the process of transforming something into goods or services that have added value through investment of time and effort. Entrepreneurship entails risks, including financial, social, and psychological risks, yet at the same time, it can provide rewards

in the form of financial gains and personal satisfaction.

From the explanation, it can be concluded that entrepreneurship is a process involving innovative creation to establish a business. This process requires sacrifices to achieve desired goals. Entrepreneurship plays a significant role in creating prosperity for society as a whole. Through entrepreneurship, new job opportunities are created that benefit both the business owners (entrepreneurs) and the surrounding community.

Entrepreneurial Readiness.

According to Alfabet (2003), readiness refers to the overall condition of an individual that enables them to respond and act in a certain way to face a situation or condition. The definition of readiness according to Soemanto (Soemanto, 2006) states that readiness is the willingness of an individual to take action. Meanwhile, according to Cronbach as cited by Soemanto (Soemanto, 2006), readiness is defined as all the strengths that enable a person to act in a certain way. From these various definitions, it can be concluded that readiness is the tendency and willingness of an individual to utilize their abilities in taking action.

Entrepreneurial readiness, consisting of two words "readiness" and "entrepreneurship", can be concluded as a condition where an individual has the desire, ability, and willingness to engage in entrepreneurial activities. This readiness includes the ability to react and act in various situations that may arise in running a business. According to Yunita (Yunita, 2020), entrepreneurial readiness reflects an individual's desire and ability to prepare everything needed to enter the business world. Another definition by Melyana et al. (2014) in their research interprets entrepreneurial readiness as a combination of desire, willingness, and ability to engage in entrepreneurship,

influenced by past experiences, level of maturity, and mental condition of an individual.

According to Alfabet (Alfabet, 2003), readiness is influenced by several factors. These factors include the following:

- a) Physical, Emotional, and Mental Conditions: An individual's readiness is influenced by their physical, emotional, and mental conditions. This encompasses physical health, emotional stability, and mental state that enable someone to prepare for specific tasks or situations.
- b) Knowledge and Skills: An individual's level of knowledge and skills also play a crucial role in readiness. Having relevant understanding and expertise pertaining to specific tasks or situations will strengthen one's readiness.
- c) Motives, Needs, and Goals: Motivation, needs, and goals of an individual play a significant role in shaping readiness. When someone has strong motives, fulfills specific needs, and possesses clear goals, it can enhance their level of readiness to face challenges or seize opportunities.

By considering these factors, individuals can develop their readiness in various contexts, including the context of entrepreneurship.

According to Nitisusastro (2012), in starting entrepreneurship, there are three important factors that individuals need to prepare, namely:

- a) Mental Preparedness.
 - (1) Confidence involves having adequate mental preparedness. Individuals who wish to engage in entrepreneurship need to understand and be well-informed about the steps they will take, thus boosting their confidence.
 - (2) Target Focus when starting a business, the main focus is to materialize the idea, execute it, sustain it, and ensure its

development and benefits for the community. (3) Understanding and Handling Risks: individuals need to recognize and learn how to address potential risks that may arise.

(4) Hard Work and Innovation to prepare oneself to work hard, try innovative approaches, and understand aspects related to the business to enhance a sense of responsibility.

- b) Knowledge and Skills Preparedness.
 - (1) Entrepreneurial Knowledge by equipping oneself with the necessary entrepreneurial knowledge before starting a business, such as, for example, someone who wants to start a chicken farming business needs to have in-depth knowledge in the field of chicken farming.
 - (2) Skills involve having the skills to plan, operate, and control a business.
- c) Resource Preparedness. Resource readiness is the primary capital in running a business. Resources include human, financial, physical, and informational aspects. Additionally, it encompasses money, materials, methods, and markets.

Resource readiness is the primary capital in running a business. Resources include human, financial, physical, and informational aspects. Additionally, it encompasses money, materials, methods, and markets.

According to Meredith, as cited in Nastiti (2019), the indicators of an individual's entrepreneurial readiness involve the following factors:

- a) Having Business Skills includes the technical abilities and skills required to operate and develop a business.
- b) Having Leadership Skills involves the ability to lead and manage people and resources, which is a significant indicator of entrepreneurial readiness.
- c) Task and Result Orientation towards achieving goals and outcomes is a

prominent characteristic of entrepreneurial readiness.

- d) Creativity, originality, and a focus on the future are essential factors in assessing someone's readiness for entrepreneurship.
- e) Willingness to Take Risks encompasses the courage to take risks associated with starting and managing a business.
- f) Self-confidence reflects an individual's belief in their ability to succeed in the entrepreneurial world.

By understanding and developing these aspects, an individual can evaluate and enhance their readiness to engage in entrepreneurial activities.

Entrepreneurship Education.

According to Law No. 20 of 2003 concerning National Education, Chapter 1 Article 1:2, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that learners actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation, and state." With this definition, education is directed towards creating a conscious and planned learning environment, where learners can actively develop various aspects of themselves such as spiritual strength, self-control, personality, intelligence, noble character, and skills that are useful for themselves, society, nation, and state.

According to Samuel (2011), education is a comprehensive, dynamic concept with very broad connotations. Because it is related to human life, it is very difficult to provide a single definition for the concept of education itself. Sukardjo & Ukim (2009) explain that education is a collection of processes that enable someone to develop their potentials, including positive attitudes and behaviors within society. Tando (Tando, 2013) states that

education is a systematic and continuous process to develop the intellectual, behavioral, and attitudinal aspects of individuals and society to enhance well-being. Thus, education can be concluded as a planned learning process to develop the potential of learners so that they can utilize it in their environment. This learning process is carried out through various contexts such as family, community, school, workplace, and government.

Entrepreneurship education, according to Isrososiawan (2013), refers to learning activities related to entrepreneurship that involve the development and enhancement of knowledge, attitudes, character, and skills according to the participants' levels. Another definition by Wibowo (2017) describes entrepreneurship education as an effort to develop entrepreneurial spirit and mindset, both through formal educational institutions such as schools and non-formal institutions such as training centers. Gerba (2012) describes entrepreneurship education as a conscious initiative of individuals to enhance their understanding of entrepreneurship. Bharata's (2019) perspective interprets entrepreneurship education as a systematically organized effort to provide an understanding of emerging and currently available business opportunities.

From the summary, it can be concluded that entrepreneurship education is an effort undertaken by educational institutions to provide knowledge and skills, as well as instill entrepreneurial values, attitudes, and spirit in participants. The primary goal of entrepreneurship education is to create competent new entrepreneurs capable of enhancing prosperity within their environment.

According to Alma (2005), entrepreneurship education and training develop through educational institutions

and universities with the following objectives:

- a) Understanding the role of business in the economic system.
- b) Knowing the advantages and disadvantages of various forms of business.
- c) Understanding the characteristics and processes of entrepreneurship.
- d) Understanding product planning and development.
- e) Being able to identify business opportunities and foster creativity.
- f) Competence in identifying available resources.
- g) Understanding the fundamentals of marketing, organization, finance, and production.
- h) Having the ability to lead businesses and face the future.

According to Munib et al. (2004), indicators of entrepreneurship education can be identified as follows:

- a) Curriculum: Learners are provided with entrepreneurship-based education and training competencies. This includes the development and implementation of curricula that promote entrepreneurship knowledge and skills.
- b) Quality of Educators: Educators have a strong grasp of knowledge and are capable of effectively delivering material to participants. The quality of educators is key to providing a deep understanding of entrepreneurship concepts and practices.
- c) Learning Facilities: Availability of adequate educational facilities to support the learning and training process. These facilities encompass everything participants need to master entrepreneurship education materials optimally.

By considering these indicators, entrepreneurship education is expected to provide a solid foundation for learners to develop the understanding, skills, and

entrepreneurial attitudes needed in the business world.

Self Efficacy

Self-efficacy is an individual's belief in their ability to control their own functions and face situations in their environment. The concept of self-efficacy is described as a determinant factor in how individuals think, feel, behave, and motivate themselves (Bandura & Wessels, 1994). Bandura in Locke (1987) stated that self-efficacy reflects an individual's belief in their ability to achieve success in an activity.

In study by Utami's (2017), self-efficacy is defined as an individual's belief in their own ability to trust the actions they take. The higher the level of self-efficacy, the higher the individual's confidence in performing an action. Alwisol (2008) explains that self-efficacy is self-perception of the extent to which one's abilities can function effectively in a particular situation, believing that they have the ability to achieve results according to desired expectations. According to Puozzo & Audrin (2021) Self-efficacy is the confidence and belief in one's abilities to effectively utilize skills to accomplish a specific task or reach a goal. It has been proven to significantly influence outcomes.

In Bandura's view (Bandura & Wessels, 1994), self-efficacy has a significant impact on individuals' interests, perceptions, motivations, and actions in various aspects. Self-efficacy reflects an individual's understanding of their abilities, which is based on past experiences, attributions to performance, and attention to effort (Utomo et al., 2020).

According to Bandura (Bandura & Wessels, 1994), self-efficacy in each individual has unique differences, and there are three key dimensions that form self-efficacy. These three dimensions involve:

- a) Level.

This dimension encompasses the level of task difficulty that individuals believe they can accomplish. If tasks are presented to individuals with sequentially arranged levels of difficulty, then individual self-efficacy may be limited to tasks with easy, moderate, or even high levels of difficulty. Individuals tend to choose tasks that match their abilities and avoid tasks they consider beyond their capabilities.

b) Generality.

This dimension relates to the extent to which individuals feel confident in their abilities across various situations. Past experiences gradually shape individuals' understanding of a field and strengthen their confidence in particular tasks.

c) Strength.

This dimension indicates the strength and self-belief of individuals when facing specific situations or problems. Low levels of self-efficacy are easily influenced by unsupportive experiences, while high levels of self-efficacy encourage individuals to persist in their efforts, even if their experiences are less supportive. This dimension is closely related to the level dimension, where the higher the difficulty level of a task, the weaker an individual's belief in completing it.

Self-efficacy can be enhanced, strengthened, and learned, as explained by Bandura (Bandura & Wessels, 1994). There are four factors that influence the growth of self-efficacy, namely:

a) Mastery Experience.

This factor stems from an individual's experience in mastering a skill or task from past successes. Success has the potential to enhance overall self-efficacy. Conversely, past failures can decrease levels of self-efficacy. The importance of this experience is also related to individual effort and

struggle; success achieved through struggle will further strengthen self-efficacy.

b) Vicarious Learning.

Observing the success of others with comparable abilities can enhance an individual's self-efficacy. The ability to imitate others plays a key role because through observation, individuals can gain additional confidence in their abilities. However, observing the failures of others can also lower self-efficacy, and the similarity between the individual and the observed object is a key factor in this influence.

c) Social Persuasion.

Individuals can be influenced through advice, guidance, and suggestions to enhance their belief in their abilities. Verbal information about an individual's abilities can motivate them to strive harder to achieve goals. However, in certain situations where an individual has frequently experienced failure, the influence of persuasion may weaken or disappear.

d) Physical and Emotional States.

High levels of self-efficacy are often associated with low levels of anxiety and stress. Conversely, low self-efficacy can be influenced by high levels of anxiety and stress. Good physical and emotional conditions support the enhancement of self-efficacy, while pressure, stress, and anxiety can hinder individuals, especially when they perceive tasks as potential failures.

Relationship Between Entrepreneurship Readiness, Entrepreneurship Education, and Self-Efficacy among Female Inmates in Class IIA Martapura Correctional Institution.

An individual's readiness in various fields can significantly improve the efforts and endeavors undertaken, thereby increasing the chances of success. This is

no exception in the entrepreneurial context, where a high level of entrepreneurship readiness can result in higher achievements in the business being pursued. For female inmates at Class IIA Martapura Correctional Institution, economic needs post-detention often present complex challenges. Upon release from prison, they often encounter difficulties in finding employment.

Facing economic challenges after going through detention requires good entrepreneurship readiness. A high level of entrepreneurship readiness can be key in overcoming these economic challenges. Therefore, understanding and developing entrepreneurial skills can be crucial factors in helping inmates face the economic reality after their release from correctional institutions.

Efforts to enhance entrepreneurship readiness among inmates may involve entrepreneurship training programs and psychosocial support (Pramono & Mulia, 2023). By building skills and boosting self-confidence through self-efficacy, it is hoped that they can become more prepared and successful in starting independent businesses after their time in detention.

Previous Research

A previous study conducted by Ahmad Sehabuddin et al. (2020) titled "Empirical Analysis of Factors Influencing Entrepreneurship Readiness Among Inmates" aimed to empirically examine the factors influencing entrepreneurship readiness among inmates, focusing on entrepreneurship training, social support, and self-efficacy. This research was carried out at the Open Prison IIB Kendal Semarang involving 42 male respondents. Data collection methods included questionnaires and documentation, while data analysis was conducted using multiple linear regression.

The results of the study indicated that entrepreneurship training, social

support, and self-efficacy have a positive and significant influence on the entrepreneurship readiness of inmates. These findings suggest that efforts in entrepreneurship training, providing social support, and enhancing self-efficacy can play a crucial role in improving the entrepreneurship readiness of inmates in the environment of Open Prison IIB Kendal Semarang. The implications of this study can provide a basis for the development of more effective programs to support rehabilitation and reintegration efforts of inmates into society through the development of entrepreneurial skills and increased social support.

The study conducted by Silvia Hendrayanti et al. (2021) titled "The Contribution of Entrepreneurial Interest and Self-Efficacy to Entrepreneurship Readiness in the Era of the Fourth Industrial Revolution" aimed to evaluate the contribution of entrepreneurial interest and self-efficacy to entrepreneurship readiness in the context of the Fourth Industrial Revolution era. This research involved students from the economics faculty at universities in Semarang who had completed entrepreneurship courses, with a total of 97 respondents. The analytical approach used was Structural Equation Models (SEM) with the Partial Least Square (PLS) method.

The research findings indicate that entrepreneurial interest and self-efficacy have a significant and positive influence on entrepreneurial readiness. These findings illustrate that high interest in entrepreneurship and self-confidence can play a positive role in shaping individuals' readiness for entrepreneurship, especially in dealing with the evolving dynamics of business and technology in the era of the Fourth Industrial Revolution. The implications of this research can provide guidance for the development of more effective educational and training

programs to respond to the demands and opportunities of this ever-evolving era.

The study conducted by Raden Putra Kurnia Pratomo et al (2018) titled "The Influence of Entrepreneurship Learning on Entrepreneurial Readiness of XII Grade Pastry Students at State Vocational High School 9 Bandung" aimed to measure entrepreneurship learning and entrepreneurial readiness among students, as well as to evaluate the influence of entrepreneurship learning on students' entrepreneurial readiness. This research was carried out among XII grade students majoring in Pastry at State Vocational High School 9 Bandung, involving 82 respondents as research subjects. The analytical methods employed included descriptive analysis with frequency distribution and verificative technique using simple linear regression analysis.

The research results indicate that entrepreneurship learning has a significant and positive impact on students' entrepreneurial readiness. These findings suggest that through entrepreneurship learning, students are able to enhance their readiness to engage in independent ventures in the field of Pastry. The implications of these research findings can serve as a basis for the development of more effective entrepreneurship learning strategies in vocational high schools, particularly in the context of the Pastry major, with the aim of improving students' readiness for entrepreneurship.

The study conducted by Anastasia Blegur et al (2020) titled "The Influence of Entrepreneurship Education, Self-Efficacy, and Locus of Control on Entrepreneurial Intention" aims to examine the relationship between entrepreneurship education, self-efficacy, and locus of control on entrepreneurial intention. This research was carried out among students of the Faculty of Economics at Tarumanagara University, involving 150 respondents as research subjects. The sampling method

used was non-probability sampling, and data analysis was conducted using Structural Equation Modeling (SEM) with the SmartPLS program.

The research results indicate that there is a significant and positive influence of entrepreneurship education, self-efficacy, and locus of control on the entrepreneurial intention of students in the Faculty of Economics at Tarumanagara University. These findings suggest that entrepreneurship education, self-belief, and locus of control can be important factors that support and shape students' intentions to engage in entrepreneurial activities. The implications of this research can be used to design more effective education and training programs to enhance entrepreneurial intention among students in the Faculty of Economics.

The study conducted by Rizka Apiatun et al (2019) titled "The Role of Self-Efficacy as an Intervening Variable in the Influence of Entrepreneurial Knowledge and Internship Experience on Entrepreneurial Readiness" aims to evaluate the role of self-efficacy as an intervening variable in the relationship between entrepreneurial knowledge and internship experience in the industry on entrepreneurial readiness. This research involved twelfth-grade marketing students at SMKN 1 Slawi in the Academic Year 2018/2019, with a total of 57 respondents as research subjects. Data analysis included descriptive analysis, path analysis, and Sobel test.

The research results indicate that there is a significant and positive influence of entrepreneurial knowledge and internship experience in the industry on entrepreneurial readiness, and self-efficacy plays a mediating role that strengthens this influence. Although entrepreneurial knowledge does not have a significant positive effect on entrepreneurial readiness partially, through self-efficacy, its influence becomes stronger. These findings suggest

that self-efficacy plays a crucial role in enhancing students' entrepreneurial readiness, especially in dealing with factors such as entrepreneurial knowledge and internship experience in the industry. The implications of this research can be used for the development of more effective education and training programs to enhance entrepreneurial readiness among marketing students at SMKN 1 Slawi.

Based on the literature review and previous research, the hypotheses can be formulated as follows:

H1: Entrepreneurship education has a significant influence on the entrepreneurial readiness of the inmates of Class IIA Women's Correctional Facility in Martapura.

H2: Self-efficacy significantly influences the entrepreneurial readiness of the inmates of Class IIA Women's Correctional Facility in Martapura.

H3: Entrepreneurship education and self-efficacy significantly influence the entrepreneurial readiness of the inmates of Class IIA Women's Correctional Facility in Martapura.

RESEARCH METHODS

This study is a type of descriptive quantitative research. The purpose of descriptive quantitative method is to provide a clear and measurable description of a phenomenon or variable within a specific population. This research, in particular, focuses on human resources among the inmates of Class IIA Women's Correctional Facility in Martapura who are being prepared for entrepreneurship. According to Sugiyono (2010), quantitative research is conducted to examine samples within a specific population.

Considering that this research involves a population of 549 inmates of Class IIA Women's Correctional Facility in Martapura, determining an appropriate sample size can be understood through the

application of purposive sampling technique.

The determination of the sample size in this research was conducted utilizing the Slovin's formula (Sanusi, 2011). Thus, the obtained sample size is 86 individuals of inmates in Class IIA Women's Correctional Facility in Martapura, with the following criteria:

- a) The sample individuals are inmates who are willing to participate in filling out the research questionnaire.
- b) The sample individuals are inmates who have attended entrepreneurship-related education or training.

The next step is to distribute the questionnaires using the purposive sampling method. Purposive sampling, as described by Sugiyono (2017), is a sampling technique that involves selecting samples based on specific considerations or by choosing samples based on certain

No	Education Level	Respondents
1	Diploma	4
2	SMA/equal	27
3	SMP/equal	25
4	SD/equal	30
	Total	86

characteristics that are relevant to the research objectives.

In this study, data analysis is conducted through classic assumption tests involving the stages of normality test, heteroskedasticity test, and multicollinearity test. Normality test is used to assess the extent to which data follows a normal distribution. Heteroskedasticity test is used to examine the homogeneity of variances in the data. Meanwhile, multicollinearity test aims to detect the level of correlation among independent variables.

Next, to test the influence of these variables, multiple linear regression analysis is employed. Multiple linear regression analysis is an extension of simple regression, where multiple

independent variables are added (multiple regression). This method is used to understand the extent to which these independent variables affect the dependent variable in this study.

Hypothesis testing is conducted using the t-value and F-value. The partial influence of independent variables on the dependent variable is tested using the t-test. Meanwhile, the F-test is used to examine simultaneous effects and the accuracy of the model using the significance value (ρ -value) which is less than 0.05. If the calculated F-value is greater than the tabled F-value and the significance value (ρ) is less than 0.05, then the hypothesis stating that the independent variables have simultaneous effects is accepted, and the formulated research model is considered appropriate.

RESEARCH RESULTS AND DISCUSSION

Characteristics of Respondents.

Participant characteristics based on education level and age range are as follows.

Table 1.2. Education Level

Table 1.3. Age characteristics

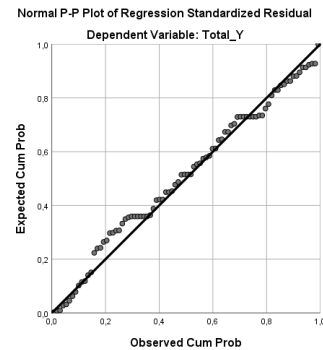
No	Age Range	Respondents
1	21-25	9
2	26-30	14
3	31-35	9
4	36-40	20
5	41-45	16
6	46-50	16
7	51-55	2
	Total	86

Normality Test

The regression model is considered to have a normal distribution when the data plot or points on the graph (Normal P-P Plot) follow the diagonal line. The results of this study indicate that the data plot

satisfactorily follows the diagonal line, indicating conformity with the normality test. Therefore, it can be concluded that this study meets the criteria for normality testing.

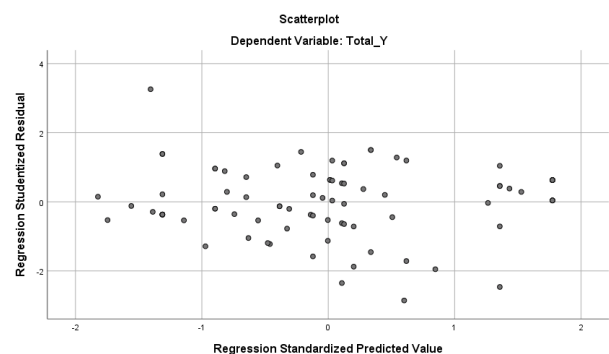
Figure 1.1. Normality test



Heteroscedasticity Test

Heteroskedasticity testing is conducted through a scatterplot diagram. The pattern of points on the graph is randomly dispersed above and below the zero point without forming a structured pattern. Therefore, it can be concluded that this study meets the heteroskedasticity test.

Figure 1.2. Heteroscedasticity Test



Multicollinearity Test

Multicollinearity testing is conducted with the criteria that the Tolerance value must be greater than 0.100 and the VIF value must be less than 10.00 to indicate the absence of multicollinearity symptoms. For the entrepreneurship education variable, the Tolerance value of 0.832 is greater than 0.100, and the VIF value of 1.201 is less than 10.00. Similarly,

for the self-efficacy variable, the Tolerance value of 0.832 is also greater than 0.100, and the VIF value of 1.201 is less than 10.00. Thus, based on these results, it can be concluded that there are no multicollinearity symptoms in the entrepreneurship education and self-efficacy data.

Table 1.4. Multicollinearity Test

Variable	Tolerance	VIF	Result
Entrepreneurship Education (X1)	0,832	1,201	There is no multicollinearity occurring
Self Efficacy (X2)	0,832	1,201	There is no multicollinearity occurring

Determinant Coefficient

The coefficient of determination plays a role in determining the extent of influence of certain variables, in this case entrepreneurship education (X1) and self-efficacy (X2), on the entrepreneurial readiness variable (Y) together. The test results indicate that the value of R is 0.707, and when squared (R Square), the value obtained is 0.500. This indicates that 50% of the variation in entrepreneurial readiness of Female Inmates Class IIA Martapura can be explained by the entrepreneurship education (X1) and self-efficacy (X2) variables. In other words, there is a 50% influence of both variables on entrepreneurial readiness.

Table 1.5. Determinant Coefficient

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,707	0,500	0,488	1,741

Regression Coefficients

The regression coefficient serves as an indicator to evaluate the partial influence of each independent variable on the dependent variable. The criterion used to determine significance is the t-value, which must be greater than the t-table value, and the significance level (p-value) must be less than 0.05. In the test results, it was found that the t-value of the entrepreneurship education variable (X1) on entrepreneurial readiness (Y) is 5.319, which is greater than the t-table value (1.666), with a significance level of 0.000, which is also less than 0.05. Similarly, the test results show that the t-value of the self-efficacy variable (X2) on entrepreneurial readiness (Y) is 4.564, which is also greater than the t-table value (1.666), with a significance level of 0.000, which is also less than 0.05. Thus, both independent variables, entrepreneurship education and self-efficacy, have a significant partial influence on the dependent variable, entrepreneurial readiness.

Table 1.6. Regression Coefficients

Model	Unstandardized Coefficient		t	t tabel
	B	Std. Error		
(Constant)	7,409	2,585	2,866	1,666
X1	0,424	0,8	5,319	1,666
X2	0,292	0,64	4,564	1,666

F Test

The F-test is used to evaluate the overall impact of entrepreneurship education (X1) and self-efficacy (X2) on entrepreneurial readiness (Y). The success criteria for this research model are if the calculated F-value < the tabulated F-value with a significance level < 0.05, then this model is considered acceptable and can be accepted simultaneously. Based on the test results, it is evident that the calculated F-value is 41.444, which exceeds the

tabulated F-value of 3.09 with a significance level of $0.000 < 0.05$. Therefore, it can be concluded that both entrepreneurship education (X1) and self-efficacy (X2) variables have a simultaneous influence on entrepreneurial readiness (Y).

Table 1.7. F Test

df	F	F table	Sig.
2	41,444	3,09	0,000
83			
85			

Hypothesis Testing

H1: Entrepreneurship education has a significant influence on the entrepreneurial readiness of female inmates in Class IIA Martapura Prison, as evidenced by the calculated t-value for the influence of entrepreneurship education (X1) on entrepreneurial readiness (Y), which is 5.319, exceeding the tabulated t-value of 1.666 with a significance level of $0.000 < 0.05$. Therefore, it can be concluded that the influence of entrepreneurship education on entrepreneurial readiness in that population is significantly accepted.

H2: Self-efficacy has been proven to have a significant influence on the entrepreneurial readiness of female inmates in Class IIA Martapura Prison. The analysis results show that the calculated t-value for the influence of self-efficacy (X2) on entrepreneurial readiness (Y) is 4.564, exceeding the tabulated t-value of 1.666 with a significance level of $0.000 < 0.05$. Therefore, the hypothesis stating that self-efficacy significantly affects entrepreneurial readiness in that population can be accepted or proven.

H3: Entrepreneurship education and self-efficacy together have been proven to have a significant influence on the entrepreneurial readiness of female inmates in Class IIA Martapura Prison. The success of this research model can be confirmed through the F-test results,

where the calculated F-value is 41.444, exceeding the tabulated F-value of 3.09 with a significance level of $0.000 < 0.05$. Therefore, it can be concluded that this research model is accepted overall and is suitable for explaining the influence of entrepreneurship education and self-efficacy on entrepreneurial readiness in that population of female inmates.

CONCLUSION

Based on the analysis and discussion results, it can be concluded that entrepreneurship education has a significant impact on the level of entrepreneurial readiness among inmates at Class IIA Martapura Women's Prison, accounting for 53.19%. Self-efficacy also significantly influences the level of entrepreneurial readiness among inmates at Class IIA Martapura Women's Prison, reaching 45.64%.

Simultaneously, entrepreneurship education and self-efficacy have a significant influence on the entrepreneurial readiness of inmates at Class IIA Martapura Women's Prison, with a combined level of 48.8%.

Based on the findings of this research, it is recommended to provide entrepreneurship education to inmates at Class IIA Martapura Women's Prison. This action is expected to enhance their understanding of the business world, thereby making them more prepared to engage in entrepreneurial activities.

Self-efficacy reflects the level of self-confidence; therefore, inmates also need to receive social support from their environment. This support is expected to strengthen the inmates' self-belief, making them feel more capable of starting or developing their businesses.

Class IIA Martapura Women's Prison can enhance its collaboration with various institutions, organizations, and potential partners that can provide support in organizing workshops or socialization

activities related to entrepreneurship. Thus, this collaboration is expected to provide additional resources and knowledge that support Class IIA Martapura Women's Prison's efforts in providing training and information related to entrepreneurship to its inmates.

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