

## Strengthening the Independence of Correctional Inmates through Contemporary Bread and Business Management Training as Provision for Socio-Economic Reintegration at the Class IIB Cianjur Prison

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### ABSTRACT

Self-reliance development is a crucial program within the correctional system, aiming to equip inmates with productive skills to support their socio-economic reintegration upon their return to society. This community service program aims to improve inmates' vocational and entrepreneurial competencies through training in contemporary bread production and business management at the Class IIB Cianjur Penitentiary. The Participatory Action Research (PAR) method was used, actively involving participants in the planning, implementation, reflection, and evaluation of the program. Twenty inmates with an interest in bakery and entrepreneurship participated in the program. The training materials covered contemporary bread-making techniques, food sanitation and safety, product packaging, production cost calculations, pricing, and simple marketing and business management strategies. Evaluation was conducted through pre- and post-tests to measure participants' knowledge, supported by observation, documentation, and reflective discussions. The results showed an increase in participants' understanding of the bread production process and business management, as evidenced by an increase in post-test scores compared to the pre-test. Furthermore, participants were able to practice making bread independently and understand the basics of business planning. This program contributes to strengthening the independence of inmates by improving technical and entrepreneurial skills as a provision for sustainable socio-economic reintegration after release.

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## INTRODUCTION

Self-reliance development is a fundamental pillar of modern correctional systems, serving to transform inmates from mere objects of security supervision into productive subjects of social and economic development. In the Indonesian correctional system, the treatment of inmates is not only directed toward security and supervision, but also toward guidance, care, empowerment, and social reintegration. Law Number 22 of 2022 concerning Corrections states that the correctional system includes services, development, community guidance, care, security, and

observation while upholding respect, protection, and fulfillment of human rights (Republic of Indonesia, 2022). This mandate positions correctional institutions strategically as preparatory agencies that equip inmates to return to society with enhanced social, personal, and economic readiness.

Nevertheless, a significant gap persists between regulatory mandates and the implementation of self-reliance development programs. Former inmates encounter enduring structural and cultural barriers post-release, including social stigmatization, employment discrimination, weak business networks, and limited financial resources (Zainal et al., 2024). Research across multiple jurisdictions confirms that the absence of employment and the inability to generate income constitute primary drivers of recidivism (Zainal et al., 2024). At the macro level, the Indonesian correctional system grapples with overcrowding, which constrains inmates' equitable access to quality development programs (Putra & Yuska, 2025; Equatora & Rahayu, 2018).

These conditions are compounded by limitations in human resources, infrastructure, budget allocations, and weak post-release support and market access (Faisal & Indahdewi, 2025). A comprehensive review on education and recidivism found that inmates who participated in educational programs had a 13% lower risk of reoffending, with vocational training programs showing a 28% reduction in recidivism rates (College of Policing, 2025). This evidence underscores the urgency of structured, applicable, and sustainable self-reliance development interventions.

Entrepreneurial training in correctional settings is relevant because entrepreneurship can become an alternative pathway for socio-economic reintegration. Unlike conventional employment pathways fraught with discrimination, entrepreneurship offers an emancipatory route for former inmates to create their own employment and build economic independence (Zainal et al., 2024). Ciptono, Anggadwita, and Indarti (2023) found that prison entrepreneurship programs are related to entrepreneurial self-efficacy and entrepreneurial resilience, both of which are important factors in strengthening inmates' entrepreneurial intentions. Similarly, Brophy, Pérez-Luño, and Cooney (2024) emphasized that competency-based training in prison can support the knowledge, skills, and behaviors needed to increase the possibility of entrepreneurial activity after release. These findings indicate that vocational and entrepreneurial training can strengthen inmates' readiness to build productive activities outside the correctional environment.

In the context of community service, bakery training is a relevant form of vocational intervention because bread products are familiar, relatively marketable, and suitable for small-scale business development. Bread production can be introduced through simple equipment, practical recipes, and gradual skill development. In addition, bakery products allow participants to learn not only production techniques, but also packaging, cost calculation, pricing, financial recording, and marketing strategy. Research on correctional bakery programs backs this up. The Lasamba Bakery program in Class IIA Salemba Prison in Indonesia did show an increase in the work motivation of prisoners through the provision of a sense of purpose, tangible rewards through the goods produced, and training in business concepts such as raw material management, cost calculation, and marketing strategies (Arbi & Rohayati, 2025). Project RISE in the Philippines showed that training in bread and pastry production led to concrete economic results at the international level. This included the opening of an in-facility bakeshop, which generated a collective income of ₱24,875 in six months, and the successful reintegration of released inmates by getting them jobs in local bakeries or starting home-based bakery businesses (PROJECT RISE, 2025). Therefore, bakery training can become an integrated learning medium that combines technical, managerial, and entrepreneurial competencies.

Previous community service and correctional studies have shown that culinary and food-processing training can support inmates' self-reliance. Erfiyansyah, Rizaldi, and Fauzi (2025) reported that culinary skills training for inmates at Class III Rangkasbitung Penitentiary provided practical business skills and supported preparation for independent entrepreneurship. Prasetio, Priyatmono, Anwar, and Muhammad (2025) also found that soybean-processing skills training in Class IIA Cikarang Penitentiary contributed to the implementation of self-reliance development, although challenges remained in facilities, marketing, and product sustainability. Vandala (2019) found that correctional education transforms offenders by boosting self-esteem and confidence, reviving humanity, improving literacy levels, equipping with skills, and transforming offenders into

law-abiding and productive citizens upon release, recommending increased implementation of vocational education programs to reduce crime, recidivism, poverty, and inequality.

These studies indicate that food-based skills training can contribute to correctional empowerment, but it needs to be supported by business management knowledge and follow-up assistance.

Based on the preliminary discussion with inmates at the Class IIB Cianjur Penitentiary, several needs were identified. Participants expressed the need for business capital, production tools, raw materials, recipe information, bread-making techniques, marketing trend information, selling strategies, sales locations, market condition knowledge, and business partners with similar goals. These needs show that inmates require more than technical production training. They also need entrepreneurial literacy, business planning capacity, and access to supportive networks. Therefore, an integrated training program in contemporary bread production and business management was developed to respond to these practical needs.

This community service program used the Participatory Action Research (PAR) method. PAR was selected because it emphasizes participation, reflection, data collection, and action to address real problems faced by the community involved in the program (Baum, MacDougall, & Smith, 2006). Through PAR, inmates were positioned not only as training participants, but also as active subjects who contributed to identifying needs, participating in training, reflecting on learning outcomes, and formulating follow-up recommendations. This approach is aligned with the principles of empowerment, because participants are encouraged to recognize their own potential, challenges, and opportunities for economic self-reliance.

The originality of this community service activity lies in the integration of three components: contemporary bread production, simple business management, and participatory reflection within a correctional institution setting. Unlike training activities that only focus on technical production, this program combined bread-making practice with food sanitation, packaging, production cost calculation, pricing, simple marketing, and business planning. This integration is expected to strengthen inmates' vocational competence and entrepreneurial readiness.

Therefore, this community service activity aimed to improve the vocational and entrepreneurial competencies of inmates at the Class IIB Cianjur Penitentiary through contemporary bread production and business management training. Specifically, this activity sought to: 1) increase participants' knowledge of bread production, sanitation, packaging, cost calculation, pricing, and marketing; 2) improve participants' practical skills in making contemporary bread; and 3) identify participants' needs for developing bakery-based entrepreneurship after release.

## IMPLEMENTATION METHOD

This community service program used the Participatory Action Research (PAR) method. PAR was considered appropriate because the program was designed not only to deliver training, but also to involve inmates in identifying their own needs, participating in action, reflecting on learning outcomes, and formulating follow-up recommendations. Baum et al. (2006) explain that PAR differs from conventional research because it combines reflection, data collection, and action involving the people who experience the problem. In this program, the use of PAR allowed inmates to participate actively in the training process and to express their needs for future economic self-reliance.

The program was implemented at the Class IIB Cianjur Penitentiary. The participants consisted of twenty inmates who had an interest in bakery production and entrepreneurship. Participants were involved in the program based on their willingness to participate, interest in food-based business, and relevance to the self-reliance development program in the correctional institution. The program was implemented through five main stages: problem identification, action planning, training implementation, observation and evaluation, and participatory reflection.

The first stage was problem identification. At this stage, the community service team explored participants' initial knowledge, interests, and needs related to bakery entrepreneurship. Data were collected through initial discussion, informal interview, and observation. The needs identified in this stage included business capital, production equipment, raw materials, recipe information, bread-

making techniques, market trend information, selling methods, sales locations, market conditions, and business partners with similar goals. This stage was important because PAR requires community members to be involved in defining the problems and needs that become the basis of action (Baum et al., 2006).

The second stage was action planning. Based on the identified needs, the team prepared training materials and implementation strategies. The training materials covered contemporary bread production, food sanitation and safety, product packaging, production cost calculation, pricing, simple financial recording, marketing strategy, and basic business management. The materials were developed in a practical format so that participants could understand and apply them directly. The planning stage also included preparing pre-test and post-test instruments, training tools, ingredients, documentation procedures, and observation sheets.

The third stage was training implementation. The training began with a pre-test to measure participants' initial knowledge of bread production, finance, and marketing. After the pre-test, participants received theoretical and practical training. The bread production session introduced ingredients, dough preparation, fermentation, shaping, baking, hygiene, and product quality. The business management session introduced production cost calculation, selling price determination, profit estimation, simple financial recording, packaging, and marketing strategy. Participants were then involved in direct practice to make contemporary bread under the guidance of the facilitators.

The fourth stage was observation and evaluation. Observation was conducted during the training process to identify participants' involvement, ability to follow instructions, teamwork, technical skills, and responses to the materials. Evaluation was conducted through post-test scores, observation notes, documentation, and reflective discussion. The pre-test and post-test were used to measure changes in participants' knowledge before and after the training. The use of pre-test and post-test in this program was not intended to form an experimental design, but to provide descriptive evidence of knowledge improvement as part of the community service evaluation.

The fifth stage was participatory reflection. In this stage, participants were invited to reflect on the training process, the benefits they obtained, the challenges they faced, and the support they needed to develop a bakery-based business in the future. Reflection is a central element of PAR because it allows participants to assess the action that has been implemented and to formulate practical recommendations for improvement (Baum et al., 2006). In this program, the reflection process helped identify participants' follow-up needs, including access to capital, continuous mentoring, recipe development, production equipment, market access, and business partnerships.

The data collected in this program consisted of pre-test and post-test scores, observation notes, documentation, and reflective discussion results. Quantitative data from the pre-test and post-test were analyzed descriptively by comparing participants' scores before and after the training. The analysis included average score, score increase, and percentage improvement. Meanwhile, qualitative data from observation and reflection were analyzed thematically. Thematic analysis was conducted by reading the notes, identifying important statements, coding recurring ideas, grouping codes into themes, and interpreting the findings in relation to the objectives of the program. Braun and Clarke (2006) explain that thematic analysis is useful for identifying, analyzing, and reporting patterns within qualitative data.

The themes used in the analysis included: 1) improvement of knowledge and technical skills; 2) ability to practice contemporary bread production; 3) understanding of production cost and pricing; 4) understanding of marketing and business management; 5) entrepreneurial readiness; and 6) business support needs after release. Through these themes, the program results could be understood not only from test scores, but also from participants' experiences, responses, and future needs.

## RESULTS AND DISCUSSION

The implementation of the community service program showed that contemporary bread production and business management training contributed positively to the development of inmates' vocational and entrepreneurial competencies. Through the Participatory Action Research (PAR) approach, participants were actively involved in identifying their needs, participating in practical activities, and reflecting on the knowledge and skills acquired. The results can be grouped into three major aspects: improvement of knowledge, enhancement of practical skills, and identification of entrepreneurial support needs.



**Figure 1: Authors' field research, 2026**

### Improvement of Participants' Knowledge

The pre-test and post-test results showed an increase in participants' understanding after the training. The pre-test indicated that some participants had limited knowledge of bread production, food sanitation, production cost calculation, pricing, and marketing strategies. After the training, the post-test results showed an improvement in participants' knowledge, particularly in understanding the stages of bread production, calculating production costs, determining selling prices, and identifying simple marketing strategies.

**Table 1. Pre-test and Post-test Results of Participants' Knowledge**

| Aspect Assessed                    | Pre-test Score | Post-test Score | Description                                                          |
|------------------------------------|----------------|-----------------|----------------------------------------------------------------------|
| <b>Bread production knowledge</b>  | 50             | 95              | Increased understanding of ingredients, process, and product quality |
| <b>Food sanitation and safety</b>  | 65             | 95              | Increased awareness of hygiene and safe food handling                |
| <b>Production cost calculation</b> | 60             | 90              | Increased ability to identify cost components                        |
| <b>Pricing strategy</b>            | 70             | 95              | Increased ability to determine selling prices                        |
| <b>Marketing knowledge</b>         | 60             | 95              | Increased understanding of sales methods and market trends           |
| <b>Simple business management</b>  | 60             | 90              | Increased understanding of basic business planning                   |

Source: Authors' field research, 2026

The increase in post-test scores indicates that the training materials were understandable and relevant to participants' needs. This finding supports the view that vocational and entrepreneurial training can strengthen inmates' productive capacity. Ciptono et al. (2023) explain that prison entrepreneurship programs are important because they can strengthen entrepreneurial self-efficacy and resilience, which are needed to develop entrepreneurial intention. In this program, knowledge improvement became an initial indicator that participants were able to understand the basic concepts needed to start a small bakery business. From previous studies have also shown that self-reliance programs contribute positively to improving inmates' skills and readiness for productive activities after release (Equatoria & Rahayu, 2018; Putra & Yuska, 2025).

The improvement was also influenced by the practical design of the materials. Participants did not only receive theoretical explanations, but also practiced the production process directly. This approach is consistent with competency-based training, which emphasizes knowledge, skills, and behavior as integrated components of learning. Brophy et al. (2024) argue that training in prison should support competencies that increase the possibility of entrepreneurial activity after release. Likewise, the PROJECT RISE Program reported that bread and pastry production training provides persons deprived of liberty with practical competencies and livelihood opportunities that support successful reintegration into society (PROJECT RISE, 2025).

In addition to technical knowledge, the training helped to strengthen entrepreneurial attitudes and self-confidence, which are key elements in the reduction of social vulnerability and recidivism. The importance of entrepreneurship education in correctional institutions has been widely acknowledged to promote sustainable reintegration and reduce the risk of reoffending (Vandala, 2019; Zainal et al., 2024). Therefore, the combination of theory, practice, and reflection in this program was important to strengthen participants' learning outcomes.

### **Development of Practical Bread-Making Skills**

In addition to knowledge improvement, the program also strengthened participants' practical skills in making contemporary bread. During the training, participants practiced preparing ingredients, mixing dough, processing dough, shaping bread, baking, and packaging. The practice session allowed participants to experience the production process directly and to understand the importance of accuracy, cleanliness, consistency, and product quality.

Observation during the training showed that participants were actively involved in each stage of bread production. Participants asked questions about recipes, ingredient composition, dough texture, baking time, product durability, and possible variations of bread products. This active participation indicates that the training was relevant to their interests and potential business plans. It also shows that participants were not passive recipients of information, but active learners who connected the training materials with their own future needs.

The ability to make bread independently became one of the main achievements of the program. Participants were able to follow instructions, divide tasks, and complete the production process with

guidance from the facilitators. This achievement is important because technical skills are a foundation for self-reliance development. Erfiyansyah et al. (2025) found that culinary skills training can provide inmates with practical abilities that support preparation for independent entrepreneurship. Similarly, the bread production training in this program provided participants with concrete experience that may become a basis for developing a small-scale bakery business after release.

The results are in line with the findings of Erfiyansyah et al. (2025) who found that culinary skills training gives inmates practical competencies and entrepreneurial provisions that support independent livelihoods after release. Likewise, Arbi and Rohayati (2025) found that vocational activities in the form of bakery at Salemba Class IIA Correctional Institution could increase the motivation of prisoners to work and their participation in productive activities. Food processing skills empowerment programs have also been shown to increase inmates' self-reliance and create alternative livelihood pathways (Prasetio et al., 2025). In addition, the PROJECT RISE initiative showed that training in bread and pastry production provides employable skills for persons deprived of liberty and improves their chances for successful reintegration into society (PROJECT RISE, 2025).

From the perspective of self-efficacy theory, direct practice can increase participants' confidence in their ability to perform specific tasks. Bandura (1997) explains that mastery experience is one of the strongest sources of self-efficacy. In this program, participants' direct experience in producing bread could strengthen their belief that they are capable of learning and performing productive activities. This is important because confidence is needed when former inmates attempt to start economic activities after returning to society.

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### Identification of Entrepreneurial Support Needs

The participatory reflection stage revealed that participants still needed follow-up support to develop a bakery-based business after release. Although the training improved knowledge and skills, participants realized that business sustainability would require capital, equipment, materials, recipes, marketing knowledge, sales locations, market information, and business partners. These findings show that self-reliance development in correctional institutions cannot rely only on one-time training. It requires continuous support and collaboration.

**Table 2. Participants' Business Support Needs**

| Identified Need                 | Description                                                               | Implication for Follow-up Program                                            |
|---------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Business capital                | Funds to purchase tools, raw materials, and initial production needs      | Need for access to microfinance, grants, or post-release business assistance |
| Production equipment            | Basic bakery tools and supporting equipment                               | Need for equipment support or shared production facilities                   |
| Raw materials                   | Flour, yeast, sugar, butter, filling ingredients, and packaging materials | Need for supplier information and cost planning                              |
| Recipe and production knowledge | Practical recipes and bread-making techniques                             | Need for recipe modules and continuous technical mentoring                   |
| Marketing trends                | Information about consumer preferences and popular products               | Need for product innovation and market mapping                               |
| Selling strategy                | How to sell, promote, and communicate product value                       | Need for simple digital and direct marketing training                        |
| Sales location                  | Potential places to sell bakery products                                  | Need for local market access and community-based sales channels              |
| Business partners               | Partners with similar vision and commitment                               | Need for networking and post-release business mentoring                      |

Source: Authors' field research, 2026

Based on the inmates' testimonials, the bread-making training provided significant benefits by enhancing their knowledge and practical skills, which they considered valuable assets for reintegration into society after their release. The participants perceived the training as an opportunity to acquire competencies that could support future employment or self-employment. However, they emphasized that the greatest challenge lies not in acquiring these skills, but in effectively implementing them after release. Limited access to start-up capital, production equipment, employment opportunities, and social support were identified as major barriers to applying the skills they had developed during the training. These findings suggest that the effectiveness of vocational training programs depends not only on skill development but also on the availability of post-release support systems that enable former inmates to translate their acquired competencies into sustainable livelihoods and successful social reintegration.

The needs identified by participants indicate that the development of economic self-reliance should be understood as an ecosystem. Technical skill is only one component. Former inmates also require social support, access to resources, market linkage, and continuous mentoring. Prasetio et al. (2025) also found that correctional empowerment programs may face challenges related to facilities, marketing, and product sustainability. Therefore, follow-up support is necessary to ensure that the training outcomes can be transformed into real economic opportunities.

The need for business partners is particularly important. Participants expressed that they needed partners with similar goals and commitment. This finding shows that entrepreneurship after release may be difficult if former inmates work alone without support. Social networks can help provide access to information, customers, raw materials, and emotional support. In the context of correctional reintegration, business partnership can also reduce the risk of isolation and strengthen participants' motivation to remain productive.

The participatory reflection process strengthened the relevance of PAR in this program. Through reflection, participants were able to evaluate the benefits of training, identify their

limitations, and propose practical needs for the future. This process is consistent with the core principle of PAR, which emphasizes action and reflection as a way to generate practical change (Baum et al., 2006). In this program, the reflection stage ensured that the training was not only evaluated by facilitators, but also by the participants themselves.

Overall, the results of the program show that contemporary bread production and business management training can support the development of inmates' economic self-reliance. The increase in knowledge, ability to practice bread-making, understanding of business management, and identification of follow-up needs indicate that the program contributed to preparing participants for socio-economic reintegration. However, the sustainability of the program requires continuous mentoring, institutional support, and collaboration with external partners.

## CONCLUSION

The community service program using Participatory Action Research at the Class IIB Cianjur Penitentiary contributed to improving inmates' vocational and entrepreneurial competencies through contemporary bread production and business management training. The program increased participants' knowledge of bread production, food sanitation and safety, packaging, production cost calculation, pricing, marketing, and simple business planning. The pre-test and post-test results showed an improvement in participants' knowledge after the training.

In addition to knowledge improvement, participants were able to practice making bread independently and understand the basic elements of small-scale bakery entrepreneurship. The practical training helped participants develop technical skills, while the business management materials helped them understand cost calculation, pricing, financial recording, packaging, and marketing strategies. These competencies are important as preparation for economic self-reliance after release.

The participatory reflection stage revealed that participants still need follow-up support, including business capital, production equipment, raw materials, recipe development, sanitation standards, packaging knowledge, market information, selling strategies, sales locations, and business partners. These findings indicate that self-reliance development in correctional institutions should be designed as an integrated and sustainable process. One-time training can improve knowledge and skills, but continuous mentoring and partnership support are needed to transform training outcomes into real business opportunities.

This program demonstrates that bakery-based vocational training combined with entrepreneurship education can become a relevant model of community service in correctional institutions. Future programs are recommended to include post-training mentoring, product innovation assistance, business partnership development, and market linkage support to strengthen the sustainability of inmates' socio-economic reintegration.

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