

The Effectiveness of Entrepreneurship Classes in Enhancing Mindfulness as Work Preparedness for Juvenile Theft Offenders at UPT PRSMP Surabaya

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Abstract: Juvenile theft offenders often struggle with emotional regulation, low self-awareness, and poor impulse control, hindering their rehabilitation and readiness for reintegration. Conventional interventions, such as legal correction and formal mindfulness programs, have been used to address these issues. However, such methods often lack engagement, particularly among adolescents, and may not align with their developmental needs. This study introduces an entrepreneurship-based mindfulness approach as a more adaptive and engaging alternative. The program integrates creative, hands-on vocational training with implicit mindfulness principles, such as focus, patience, and emotional awareness. This research aims to explore how structured entrepreneurship classes can support mindfulness and work preparedness among juvenile offenders in a correctional facility. Using a descriptive qualitative method, the study involved observations and interviews with 10 participants at UPT PRSMP Surabaya over four weeks of intervention. The findings suggest that participants experienced behavioral improvements such as increased calmness, cooperation, and task focus. These insights demonstrate the potential of entrepreneurship-based mindfulness programs as supportive tools for rehabilitation.

Keywords: Mindfulness, Entrepreneurship, Juvenile Delinquency, Work preparedness, Rehabilitation

1 INTRODUCTION

Juvenile offenders (Anak yang Berhadapan dengan Hukum/ABH), particularly those involved in theft cases, often experience a range of psychological and social challenges, including low self-awareness, poor emotional regulation, and impulsive behavior (Agustin & Kusnadi, 2019). These issues are rarely addressed by legal correction alone. Effective rehabilitation demands more than discipline or behavioral control; it requires psychosocial interventions that enhance cognitive, emotional, and behavioral capacities. One such intervention is mindfulness, commonly defined as the ability to be fully aware of the present moment in a non-judgmental way. Research shows that mindfulness can improve self-regulation, reduce aggression, and support more rational decision-making (Kelly & Dorian, 2017; Malinowski, 2008). However, pure mindfulness training is often difficult to implement in juvenile correctional facilities due to limited engagement, resource constraints, and the mismatch between traditional mindfulness practices and the developmental needs of adolescents.

An alternative approach worth exploring is integrating mindfulness within entrepreneurship programs. Institutions such as UPT PRSMP Surabaya have adopted entrepreneurship-based rehabilitation models that involve creative, hands-on activities like bracelet-making and crafting. These programs have been shown to foster focus, discipline, patience, teamwork, and self-confidence skills that align closely with core aspects of mindfulness. Unlike abstract psychological training, these activities allow mindfulness to emerge naturally through repetition, attention to detail, and a sense of personal agency. Recent studies have started to explore the intersection between mindfulness and entrepreneurship, indicating that mindfulness enhances entrepreneurial traits such as opportunity recognition, emotional adaptability, and decision-making (Kelly & Dorian, 2017; Tuan & Pham, 2022). However, despite these developments, there remains a lack of research specifically investigating entrepreneurship-based mindfulness interventions within juvenile rehabilitation settings in Indonesia. This study seeks to address that gap by examining how entrepreneurship classes can be structured to cultivate mindfulness and support work preparedness among juvenile offenders. By doing so, it offers new insight into holistic rehabilitation models that bridge psychological development with practical skill-building.

This manuscript presents a qualitative descriptive study that explores how entrepreneurship classes conducted at UPT PRSMP Surabaya can serve as an alternative model for developing mindfulness among juvenile theft offenders. The study builds upon a review of relevant literature and field observations using a modified intervention model that emphasizes skill-building and character development. The methods of data collection including participant observation,

interviews, and documentation are detailed in the Materials and Methods section. The findings, which illustrate behavioral and psychological improvements among participants, are outlined in the Results section. These outcomes are discussed in relation to existing theoretical frameworks in the Discussion section, providing insight into the potential of integrating mindfulness and entrepreneurship in juvenile rehabilitation programs.

2 MATERIALS AND METHODS

This study used a descriptive qualitative approach to explore how entrepreneurship classes can enhance mindfulness among juvenile theft offenders (ABH) at UPT PRSMP Surabaya. Participants consisted of 10 male adolescents aged 12–16 who met three criteria: involvement in theft-related cases, completion of at least four weeks of rehabilitation, and active participation in entrepreneurship sessions. The program ran for four weeks, with sessions held 1–2 times per week, each lasting 90–120 minutes. Activities included making bracelets, floor mats, stick crafts, and flower bouquets. Besides developing practical skills, these activities also encouraged focus, patience, and cooperation core components of mindfulness as described by Bishop et al. (2004) and Kelly & Dorian (2017). Data were collected through non-participant observation and semi-structured interviews. Observations were conducted during each session using a guided checklist to track behavioral changes such as improved emotional control, increased engagement, and greater self-discipline. After the program ended, interviews were conducted with five ABH participants, one mentor, and one instructor. Each interview lasted 30–45 minutes and aimed to explore their personal experiences and perceived changes during the sessions. Participation was voluntary, with consent from both the institution and academic supervisor, and all data were kept confidential.

Table 1. Comparison with other studies

Source	Focus / Intervention	Key Findings	Methodology
(Tuan & Pham, 2022)	Social support and mindfulness in entrepreneurship	Mindfulness enhances social engagement and entrepreneurial intention	Quantitative survey with 275 social entrepreneurs
This Study	Entrepreneurship training for ABH in Surabaya	Entrepreneurship indirectly fosters mindfulness	Qualitative descriptive: observation, interviews

The present study examines two core variables: **entrepreneurship training** as the independent variable, and **mindfulness as work preparedness** as the dependent variable. The entrepreneurship training program included hands-on creative activities such as bracelet-making, doormat weaving, craft stick assembly, and bouquet arrangement. These activities were intentionally selected to engage juveniles in structured, goal-oriented tasks that require sustained attention and emotional regulation. Mindfulness, as measured in this study, was operationalized through five observable behavioral indicators: emotional regulation, focus, patience, cooperation, and self-confidence. All of which are commonly associated with both mindfulness and employability readiness.

3 RESULTS

The entrepreneurship sessions provided opportunities for juvenile participants (ABH) to engage in mindful learning environments through repetitive, hands-on tasks. Behavioral patterns were examined using five mindfulness-related indicators: emotional regulation, focus, patience, cooperation, and self-confidence. These indicators were consistently observed throughout the sessions, as supported by both the observational notes and participants' interview responses.

a. Observed Changes

Guided observations across sessions indicated gradual behavioral improvements among participants. In the early weeks, common behaviors included restlessness, hesitation, and short attention spans. By the third and fourth week, several participants appeared more engaged, followed instructions with greater patience, and showed a higher willingness to collaborate. These observed developments are summarized in Table 2.

Table 2. Observed Behavioral Changes Reflecting Mindfulness Indicators (Observation, 2025)

Activity	Pre-Training Behavior	Post-Training Behavior	Mindfulness Indicators Observed	No. of Sessions
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Bracelet Making	Easily angered, lacked focus	More patient, calm, and attentive	Focus, patience, emotional regulation	4
Doormat Crafting	Daydreaming, low confidence	Actively asking questions, showing goals	Self-confidence, focus, initiative	2
Stick Craft Assembly	Passive, preferred isolation	More creative, collaborative, willing to cooperate	Cooperation, creativity, emotional expression	2
Flower Bouquet	Uncooperative, easily irritated	More persistent, enthusiastic	Patience, perseverance, self-confidence	2

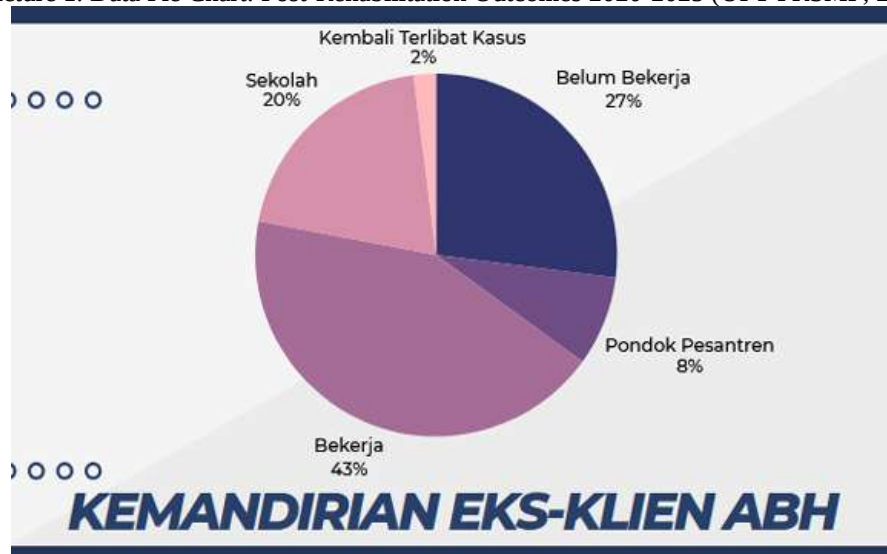
Before participating in the program, most juveniles exhibited low motivation, irritability, social withdrawal, and a lack of concentration. As the sessions progressed, however, observed behaviors began to reflect improvements in attention span, patience, emotional control, and peer cooperation. While these observations are not derived from formal statistical testing, the consistency across sessions suggests a pattern of positive behavioral shifts associated with mindful engagement through entrepreneurial activities.

b. Interview Findings

Interview responses supported the observational findings. Participants commonly described feeling calmer, more focused, and increasingly motivated. One juvenile stated, “I used to feel lazy and get angry easily, but making crafts with friends made me more patient and eager to learn” (Interview, 2025). The mentor similarly noted that many of the juveniles became more expressive, confident, and open to new experiences. An instructor added, “They weren’t afraid to try anymore, and even started showing off their work with pride” (Interview, 2025). These narratives provide further evidence of experiential change aligned with mindfulness-related traits.

c. Outcomes

Picture 1. Data Pie Chart: Post-Rehabilitation Outcomes 2020-2025 (UPT PRSMP, 2025)



According to institutional records from UPT PRSMP Surabaya (2020–2025), approximately 43% of former juvenile residents entered the workforce, while others pursued continued education (28% combined), and only 2% reportedly reoffended (UPT PRSMP, 2025). Although this outcome data was not collected as part of this study, it reflects broader trends that may support the value of sustained vocational and behavioral programming within rehabilitation centers. The entrepreneurship program appears to contribute indirectly to these outcomes by instilling values such as responsibility, focus, and emotional regulation traits also associated with mindfulness. These findings should be interpreted as illustrative rather than conclusive, given the qualitative scope of the study.

4 DISCUSSIONS

This study offers exploratory insight into how entrepreneurship-based interventions may foster psychological growth, particularly mindfulness, among juvenile offenders (ABH) in a rehabilitation setting. One notable observation

lies in how slow and repetitive crafting activities such as making bracelets or flower bouquets appeared to promote focused attention and emotional regulation. These activities provided a structured yet calming environment in which participants could practice sustained concentration, tolerate frustration, and become more aware of their internal states—traits commonly associated with mindfulness (Tuan & Pham, 2022).

Unlike traditional mindfulness programs that rely on formal meditation or guided awareness exercises, the entrepreneurship sessions in this context appeared to facilitate mindfulness organically through practical tasks requiring care, creativity, and patience. These immersive experiences align with the concept of “mindful doing,” allowing participants to enter a task-focused state with reduced emotional reactivity and heightened self-regulation. As such, this study contributes to the emerging discourse on mindful entrepreneurship by demonstrating how vocational activities can serve dual purposes: practical skill-building and psychological reflection.

When compared to earlier research, these findings echo Kelly and Dorian’s (2017) conclusion that mindfulness supports entrepreneurial focus and decision-making. However, this study expands upon those insights by applying the concept of mindful entrepreneurship within the unique context of a juvenile correctional facility, an institutional and developmental setting largely overlooked in existing research. Similarly, Yener et al. (2018) emphasized mindfulness as a factor in shaping entrepreneurial personality traits. In this study, parallel tendencies in self-discipline, confidence, and emotional control were informally observed, suggesting that crafting-based interventions may positively influence personal development over time. By situating mindfulness within task-based entrepreneurial learning in a rehabilitative environment, this research offers a novel application of the concept and highlights its potential value for high-risk, underserved youth populations.

Practically, this research implies that rehabilitation efforts may benefit from including non-punitive, skills-based programming that encourages emotional awareness and behavioral regulation. Theoretically, it reinforces the notion that mindfulness can emerge through hands-on experiences, especially for participants who may not be receptive to conventional verbal or meditative approaches. Nonetheless, some limitations must be acknowledged. Since the findings were derived from observation and interviews without statistical measurement, there remains the possibility of observer bias or the Hawthorne effect. Additionally, other components of the rehabilitation program may have contributed to the observed changes. Even so, this study illustrates the potential role of mindful entrepreneurship in supporting psychosocial readiness, and offers a practical, adaptable model for rehabilitation programs targeting youth populations. Future studies should explore these findings across diverse populations and with more rigorous, mixed-method designs.

5 CONCLUSIONS

This study suggests that entrepreneurship training may support the development of mindfulness among juvenile theft offenders in a rehabilitative context. Through engaging, hands-on creative activities, participants appeared to gain not only vocational skills but also exhibited behavioral tendencies aligned with mindfulness-related traits such as emotional regulation, patience, and self-confidence. These observations indicate that combining vocational programs with reflective, structured learning may serve as a promising approach to fostering psychosocial growth and facilitating the reintegration of juveniles into society.

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