

ANALISYS OF PUBLIC VALUE IN THE ENTREPRENEURSHIP TRAINING PROGRAM AT LAPAS KELAS IIA BOJONEGORO

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ABSTRACT

This study aims to analyze the level of public value creation generated by the Entrepreneurship Training Program at the Bojonegoro Class IIA Correctional Institution using the Public Value framework developed by Mark H. Moore. A descriptive quantitative research method was employed, using a total sampling technique involving all 40 participants of the entrepreneurship training program. Data were collected through a Likert-scale questionnaire that had been tested for validity and reliability (Cronbach's Alpha = 0.955) and analyzed using descriptive statistical methods. The findings indicate that the Entrepreneurship Training Program generates a very high level of public value, with an overall mean score of 4.29. The public value creation dimension demonstrates significant improvements in participants' skills, self-confidence, and perceived social benefits. The legitimacy and support dimension reflect strong support from correctional officers and external stakeholders, while the operational capacity dimension is considered adequate, although certain aspects of training facilities and infrastructure still require improvement. This study recommends strengthening training facilities and expanding collaboration with external partners to enhance program sustainability and maximize public value creation.

INTRODUCTION

The phenomenon of increasing prison populations over the past decade shows that crime remains a central issue in correctional management in various countries. Global data for 2024 shows that the total number of prisoners has reached around 11.5 million, an increase from the previous year, placing an increasingly heavy burden on correctional institutions in many countries (Walmsley & Fair, 2024). This surge in population not only reflects the dynamics of crime, but also shows that various countries still face serious challenges in ensuring that the rehabilitative function of the correctional system can run optimally (Baffour, 2024).



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A similar situation occurs in Indonesia. In October 2025, the number of prison inmates reached 278,239, making Indonesia one of the countries with the highest levels of overcrowding in Asia (Ditjenpas, 2025). East Java is one of the provinces with the highest occupancy rates, including the Bojonegoro Class IIA Prison, which houses 443 inmates, even though its ideal capacity is only 144 people (Sugiarto, 2025). This imbalance between capacity and number of inmates has a major impact on the quality of correctional services, ranging from limited access to proper guidance, low staff-to- inmate ratios, to an increased risk of internal conflict. The impact of overcrowding has also been highlighted in various studies, which confirm that overcrowded conditions reduce the effectiveness of rehabilitation efforts, hinder the guidance process, and cause psychological pressure on prisoners (Baffour, 2024; Hamja, 2022).

In this context, rehabilitation programs, especially those focused on improving skills and economic independence, are very important. Various studies show that entrepreneurship-based training plays a strategic role in preparing inmates to adapt socially and economically after their release. (Ali, Nurhayati, Musa, & Ansori, 2022) emphasize that productive rehabilitation contributes to improving technical skills while helping to shape the character, creativity, and readiness of inmates to return to society. (Lestari, Juani, & Butar, 2021) found that entrepreneurship training can increase inmates' internal motivation and confidence to start small businesses as a form of economic independence. On the other hand, research conducted by (Aspiannor, 2024) and (Faishal, Pemasyarakatan, Artikel, & Support, 2022) shows that entrepreneurship education has a significant effect on entrepreneurial readiness through increased self-efficacy, work orientation, and the ability to plan productive activities after the prison term ends.

However, not all studies show consistent findings. Several studies highlight that the effectiveness of job training in prisons is often hampered by a lack of facilities, a shortage of competent instructors, limited support resources, and training curricula that are not fully responsive to the needs of the job market (Megawati et al., 2025; Pratama & Fauzi, 2018). These challenges indicate that skills-based coaching programs need to be improved in order to produce more optimal benefits. In addition, existing research tends to focus on technical dimensions such as behavioral change, improvement of manual skills, and work readiness. Meanwhile, broader aspects, such as the program's contribution to the creation of public value, have not been widely studied. (Nofi Nur Latifah, 2021) emphasizes that the success of job training is greatly influenced by the alignment between the needs of the trainees, the capacity of the institution, and external support, making the evaluation of the social benefits generated by the program increasingly relevant.



These limitations are also evident from the results of the bibliometric analysis conducted in the study using the Vosviewer tool.

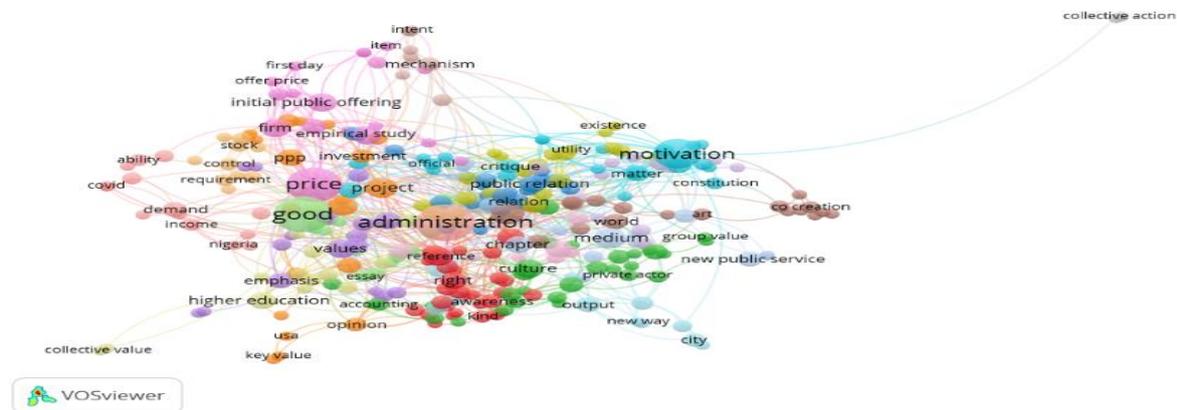


Figure 1. Network Visualization
Source: VosViewer (2025)

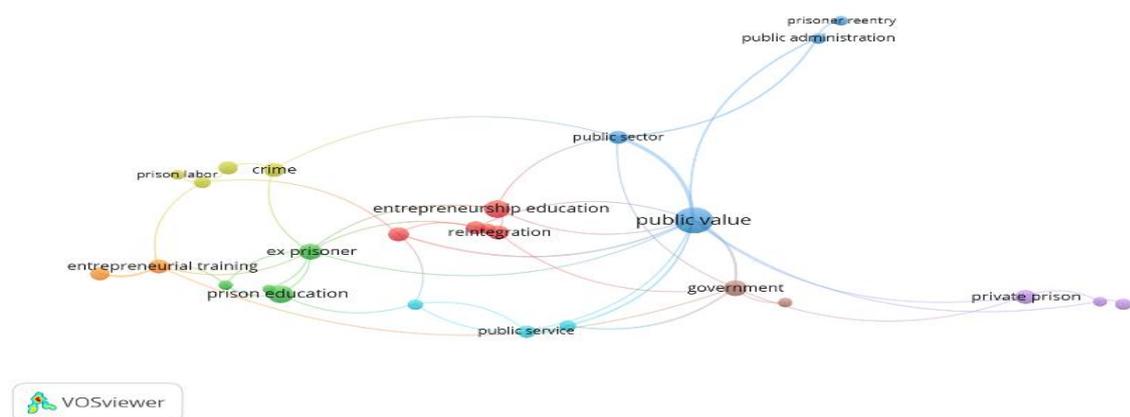


Figure 2. Strength of the keyword network "Public Value, Inmates, Entrepreneurship Training" by Publish or Perish database
Source: VosViewer (2025)

The analysis shows that the keywords "public value," "inmates," and "entrepreneurship training" are in separate clusters and do not show a strong conceptual network. This pattern of separation indicates that the integration of the concept of public value in studies on entrepreneurship training for prisoners has not yet developed significantly. This finding is in line with research (Paanakker, 2021) which states that the public value approach to the correctional system is still rarely used in the evaluation of rehabilitation programs. (Rizun & Edelman, 2023) also emphasize that the concept of public value should be an important instrument in assessing the social benefits of coaching programs, especially in the context of public service management that is oriented towards outcomes, not just program outputs.

Given these conditions, this study presents a novelty by applying the Strategic Triangle framework developed by Mark H. Moore as the main analytical tool. The framework consists of three important dimensions, namely public value creation, legitimacy and support, and operational capacity. The use of this approach in the context



of prisoner rehabilitation is still very rare, both in Indonesia and in international literature, thus providing a new perspective in evaluating entrepreneurship training not only as an effort to improve individual skills, but as a mechanism for creating public value that provides broader social benefits for the community (Höglund, Mårtensson, & Thomson, 2021). The public value approach allows for a more comprehensive assessment of the extent to which prisoner empowerment programs are able to make a positive contribution, both to the inmates themselves, the correctional institutions, and the social environment to which they will return. Therefore, this study fills the research gap by examining public value creation in an entrepreneurship training program within a correctional institution using the Public Value framework through the Strategic Triangle approach, which has been rarely applied in correctional settings.

Based on this background, this study aims to analyze the level of public value creation in the entrepreneurship training program at Bojonegoro Class IIA Prison through the three main dimensions of Public Value theory, namely (1) public value creation, which assesses the benefits of skills and social impact, (2) legitimacy and support, which assesses the support of officers, policies, and external parties, and (3) operational capacity, which includes resource capacity, instructors, and infrastructure. It is hoped that the results of this study can contribute to the development of a more adaptive, inclusive, and long-term public benefit-oriented correctional model. In addition, the research findings are also expected to enrich the literature on the application of public value in the correctional sector, particularly in the evaluation of entrepreneurship training programs as a strategy for social and economic reintegration for inmates.

METHOD

This study employs a descriptive quantitative approach to obtain an empirical overview of the level of public value creation generated by the Entrepreneurship Training Program at the Class IIA Bojonegoro Correctional Institution. The quantitative approach was selected because it is appropriate for objectively measuring training participants' perceptions through numerical data and descriptive statistical analysis, while also ensuring the accuracy and replicability of research findings, as emphasized by (Sugiyono, 2019).

The study was conducted from October to November 2025 at the Class IIA Bojonegoro Correctional Institution, which was selected because this correctional facility consistently implements skill-based training programs as part of inmate rehabilitation, and because the object of this research is directly focused on the Entrepreneurship Training Program implemented at the institution. The population of this study comprised all participants in the Entrepreneurship Training Program, totaling 40 inmates. The sampling technique employed was total sampling, as the population size was relatively small and all members of the population participated in the training program. The use of total sampling aimed to avoid the loss of important information and to maintain the strength of the research data, in accordance with the principles of quantitative research design (John W. Creswell, 2018). This study used one main variable, namely public value, which was operationalized based on the Strategic Triangle concept from (Moore, 1997), covering three main dimensions:

1. Public Value Creation:

- Regarding training that provides new useful skills
- Regarding the improvement of practical skills after training
- Regarding increased self-confidence



- Regarding training programs that provide social benefits
2. Legitimacy and Support:
 - Regarding the full support of prison officers as training implementers
 - Regarding the importance and appropriateness of this program
 - Regarding the involvement of external parties (agencies/partners) in supporting training
 3. Operational Capacity
 - Regarding the condition of available physical facilities
 - Regarding the ability of instructors to provide explanations
 - Regarding the availability of training tools and materials

Each dimension is broken down into indicators which are then formulated into statements in a five-point Likert scale questionnaire (1 = Strongly Disagree to 5 = Strongly Agree).

Before the instrument was used in data collection, validity and reliability tests were conducted. The validity test used Pearson's Product Moment correlation, with items declared valid if the calculated r value was greater than the table r at a significance level of 0.05. Furthermore, the reliability of the instrument was tested using Cronbach's Alpha coefficient, with a limit of $\alpha \geq 0.70$, which indicates adequate internal consistency. Statements that did not meet the validity or reliability criteria were revised or deleted to ensure data accuracy.

Data collection was conducted by distributing questionnaires directly to 40 training participants with the assistance of prison officers to ensure respondents' understanding, given the limited technical literacy of some inmates. Secondary data was obtained from training reports and scientific literature on public value, rehabilitation, and prisoner entrepreneurship. All data were analyzed using descriptive statistical methods with the assistance of IBM SPSS Statistics version 26, which was used to calculate descriptive statistics in the form of mean values for each indicator and dimension. The results of the analysis were then interpreted based on the predetermined Likert Scale categories to determine the level of public value creation. The formulas used to calculate the total scores and mean values for each indicator and dimension followed the procedures proposed by (Sugiyono, 2019):

$$\bar{X} = \frac{\sum X_i}{n}$$

X = average score

$\sum X_{ii}$ = total sum of respondents' answer scores

n = number of respondents

The mean values were then interpreted based on the predetermined Likert scale assessment categories:

Table 1. Likert Scale Score Categorization

Value Range	Category
1,00 - 1,79	Very Low
1,80 - 2,59	Low
2,60 - 3,39	Moderate
3,40 - 4,19	High
4,20 - 5,00	Very High

Source: Data processed by researchers (2025)



This interpretation provides an overview of the level of public value creation based on participants' experiences during the training. The use of descriptive analysis in this study is in line with public research practices that emphasize measuring service user perceptions to evaluate program performance (Russell, Whitehead, Dewey, & Ramos, 2011; Tummers, 2013).

RESULTS AND DISCUSSION

Overview of Research Findings

The findings of this study indicate that the entrepreneurship training program at Bojonegoro Class IIA Prison generated strong positive perceptions from participants regarding the benefits of skills, program legitimacy, and operational capacity. The results were interpreted within the framework of Mark H Moore's public value, which links value creation, legitimacy & support, and operational capacity, as these three elements are necessary for public service programs to produce real and sustainable benefits. These findings are consistent with program evaluation literature that emphasizes the need for empirical evidence on training outcomes as well as institutional support evidence that enables program sustainability. Practically, these research results indicate that although the instructors and stakeholder support are strong, the physical facilities aspect needs attention to improve the effectiveness of training practices.

Research Instrument Quality

		Correlations										
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	Total
P1	Pearson Correlation	1	,645**	,856**	,651**	,752**	,732**	,710**	,714**	,714**	,812**	,902**
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	40	40	40	40	40	40	40	40	40	40	40
P2	Pearson Correlation	,645**	1	,680**	,771**	,743**	,761**	,654**	,563**	,620**	,593**	,821**
	Sig. (2-tailed)	,000		,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	40	40	40	40	40	40	40	40	40	40	40
P3	Pearson Correlation	,856**	,680**	1	,691**	,683**	,686**	,591**	,749**	,732**	,791**	,886**
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,000	,000	,000	,000	,000
	N	40	40	40	40	40	40	40	40	40	40	40
P4	Pearson Correlation	,651**	,771**	,691**	1	,638**	,794**	,497**	,494**	,600**	,562**	,786**
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,001	,001	,000	,000	,000
	N	40	40	40	40	40	40	40	40	40	40	40
P5	Pearson Correlation	,752**	,743**	,683**	,638**	1	,830**	,628**	,744**	,744**	,722**	,885**
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,000	,000	,000	,000	,000
	N	40	40	40	40	40	40	40	40	40	40	40
P6	Pearson Correlation	,732**	,761**	,686**	,794**	,830**	1	,624**	,678**	,671**	,683**	,878**
	Sig. (2-tailed)	,000	,000	,000	,000	,000		,000	,000	,000	,000	,000
	N	40	40	40	40	40	40	40	40	40	40	40
P7	Pearson Correlation	,710**	,654**	,591**	,497**	,628**	,624**	1	,577**	,570**	,579**	,751**
	Sig. (2-tailed)	,000	,000	,000	,001	,000	,000		,000	,000	,000	,000
	N	40	40	40	40	40	40	40	40	40	40	40
P8	Pearson Correlation	,714**	,563**	,749**	,494**	,744**	,678**	,577**	1	,782**	,833**	,847**
	Sig. (2-tailed)	,000	,000	,000	,001	,000	,000	,000		,000	,000	,000
	N	40	40	40	40	40	40	40	40	40	40	40
P9	Pearson Correlation	,714**	,620**	,732**	,600**	,744**	,671**	,570**	,782**	1	,765**	,843**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000		,000	,000
	N	40	40	40	40	40	40	40	40	40	40	40
P10	Pearson Correlation	,812**	,593**	,791**	,562**	,722**	,683**	,579**	,833**	,765**	1	,873**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000		,000
	N	40	40	40	40	40	40	40	40	40	40	40
Total	Pearson Correlation	,902**	,821**	,886**	,786**	,885**	,878**	,751**	,847**	,843**	,873**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	
	N	40	40	40	40	40	40	40	40	40	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 3. Instrument Validity Test Results

Source: SPSS (2025)



From the training participant population (N = 40), all respondents returned valid questionnaires (Valid N = 40). Before conducting descriptive analysis, the instrument was tested for validity using Pearson Product Moment correlation (df = 38; r table \approx 0.312 at α = 0.050). The correlation test results showed that all items (P1-P10) had a calculated r value > 0.312, so all items were declared valid and suitable for further analysis. The validity findings summary provided confidence that each item represented the intended indicator and that no items needed to be eliminated or revised before analysis.

Reliability Statistics

Cronbach's Alpha	N of Items
.955	10

Figure 4. Reliability Test Results

Source: SPSS (2025)

The reliability test shows Cronbach's alpha = 0.955 N of items = 10), which far exceeds the general threshold of $\alpha \geq 0.70$. The α value of 0.955 indicates very high internal consistency; in other words, the questionnaire has strong homogeneity so that the combined scores can be trusted to describe the Public Value construct in the context of the training program. The interpretation of a high α value is in line with the literature explaining the meaning and limitations of Cronbach's Alpha (Tavakol & Dennick, 2011). With $\alpha = 0.955$, researchers can proceed to calculate the mean score for each item and summarize the dimension levels without worrying about instrument reliability issues.

Descriptive Statistics per Item

Descriptive Statistics

	N	Mean
Keterampilan_Baru	40	4,30
Peningkatan_Kemampuan	40	4,25
Kepercayaan_Diri	40	4,12
Manfaat_Sosial	40	4,28
Dukungan_Petugas_Lapas	40	4,50
Program_Layak_Diikuti	40	4,48
Kerjasama_Eksternal	40	4,33
Fasilitas_Pelatihan_Memadai	40	3,93
Kualitas_Instruktur	40	4,45
Bahan_Praktik_Memadai	40	4,25
Valid N (listwise)	40	

Figure 5. Descriptive Statistics of Average Values for Each Indicator

Source: SPSS (2025)

The descriptive statistics show that each statement received positive responses from the training participants. The New Skills indicator (P1) recorded an average score of 4.30, followed by Improved Abilities (P2) at 4.25, confirming that the training was



considered effective in expanding the technical skills and practical abilities of the inmates. Psychological aspects such as Self-Confidence (P3) also scored 4.12, and Social Benefits (P4) scored 4.28, indicating that the impact of the training was not only at the competency level but also in increasing the participants' self-confidence and social relationships.

In the support dimension, Prison Officer Support (P5) was the item with the highest score of 4.50, followed by Worthwhile Program (P6) with a mean of 4.48, and External Cooperation (P7) at 4.33, which overall shows that participants felt that this program was truly supported by both internal and external parties and was considered important and relevant to participate in.

On the other side, indicators related to operational capacity showed varying scores. Instructor Quality (P9) scored high at 4.45, and Adequate Practice Materials (P10) scored 4.25, indicating that participants considered the instructors competent and the practice materials sufficient to support the learning process. However, Adequate Training Facilities (P8) scored 3.93, making it the item with the lowest average score, although it remained in the "High" category. This score indicates that facilities are the area most in need of improvement compared to other aspects in order to optimize the effectiveness of the training.

Overall, the dominance of scores above 4.0 in almost all indicators reflects that participants consider this entrepreneurship training program to be running well and providing tangible benefits, although some aspects, particularly physical facilities, still require more attention in future development.

Average Analysis and Score Classification per Dimension

$$\bar{X} = \frac{4.30 + 4.25 + 4.12 + 4.28}{4} = \frac{16.95}{4} = 4.2375 \rightarrow 4.24$$

Figure 6. Public Value Creation (P1, P2, P3, P4)

Source: SPSS (2025)

The average score for Public Value Creation was 4.24, falling into the "Very High" category, indicating that participants consistently felt the tangible benefits of the entrepreneurship training they attended. This score reflects a strong perception that the program not only provided additional technical skills, but also improved the participants' practical abilities, confidence, and psychological readiness to re-engage with their social environment. This finding is in line with various social studies that confirm that skills-based training plays an important role in strengthening the economic and psychological capacity of inmates, particularly in supporting behavioral change and increasing productive competencies (Lestari et al., 2021).

From Moore's perspective, public value is created when a program produces changes that can be directly felt by service recipients, both functionally and socially. High scores on indicators of new skills, improved practical abilities, self-confidence, and social benefits prove that this training provides substantive value, not just ceremonial value. This certainly shows that the program has succeeded in driving the dimensions of public value as conceived by Moore, who argues that programs should not only produce outputs in the form of understanding or training products, but also outcomes in the form of increased self-efficacy, motivation, and participants' hopes for building a more stable life after their time in prison ends.



On the other hand, high scores on indicators P1-P4 indicate that the training material and instructors' delivery techniques are in line with the real needs of participants. The relevance of the curriculum is important because it determines how participants assess the benefits of the program in the context of their specific lives, both as inmates undergoing rehabilitation and as individuals preparing for post-release transition. Research (Pratama & Fauzi, 2018) also confirms that relevant and applicable training will be more effective in influencing a person's social and economic reintegration readiness after leaving the correctional institution.

Thus, the high score on the Public Value Creation dimension not only indicates the success of the training in improving technical competencies, but also validates the program's position as a rehabilitation instrument capable of generating public value in Moore's sense, namely helping inmates become more independent, productive, and ready to contribute back to society.

$$\bar{X} = \frac{4.50 + 4.48 + 4.33}{3} = \frac{13.31}{3} = 4.4367 \rightarrow 4.44$$

Figure 7. Legitimacy & Support (P5, P6, P7)

Source: SPSS (2025)

The Legitimacy & Support dimension received an average score of 4.44 "Very High", which was also the highest score among the three dimensions of public value. This achievement reflects that the support of prison officers (P5 = 4,50) was not only administrative, but also strongly felt by participants as a form of institutional commitment to the success of the program. At the same time, participants' perception that this program is important and feasible (P6 = 4,48) strengthens the foundation of social legitimacy, which is the basis for the program's acceptance by beneficiaries. This finding is further complemented by the involvement of external parties (P7 = 4,33), such as institutional partners or supporting agencies that contribute to the program's continuity and expansion.

The public value literature asserts that a public program can only create sustainable value if it operates in a strong authorizing environment, namely a combination of internal and external support, as well as social legitimacy from stakeholders (Höglund et al., 2021; Meynhardt et al., 2017). In this context, the results of the study show that the entrepreneurship training at the Lapas Kelas IIA Bojonegoro has met these strategic prerequisites, whereby the program has gained sufficient trust and support from institutions, received positive acceptance from participants, and obtained support from external partners. These three factors are indicators that the program has a great chance of sustainability and scalability.

In practical terms, this high level of legitimacy and support has a direct impact on the smooth implementation of the program. The support of officials and the acceptance of participants create a conducive learning environment, reduce administrative barriers, and open up space for innovation and collaboration that can improve the quality of training (Höglund et al., 2021). However, high legitimacy should not make policymakers complacent. Strong legitimacy must be followed by quality control of implementation, so that it does not become merely symbolic legitimacy and lose its ability to guarantee the quality of coaching in the long term. Quality maintenance, continuous evaluation, and the involvement of professional partners are still necessary to ensure that legitimacy truly supports the creation of real public value.



$$\bar{X} = \frac{3.39 + 4.45 + 4.25}{3} = \frac{12.63}{3} = 4.21$$

Figure 8. Operational Capacity (P8, P9, P10)

Source: SPSS (2025)

The Operational Capacity dimension shows a mean value of 4.21, which, although in the "Very High" category, remains at the lower end of that category. This indicates that, in general, the program's implementation capacity, which includes instructor quality, availability of materials, practical, and, support, facilities, has been running sufficiently well, and is able to support the sustainability of training. However, the findings on the Adequate Training Facilities indicator (P8 = 3.93) require special attention as they are the lowest scores compared to other items. This score indicates gaps in physical infrastructure that could hinder the effectiveness of the learning process, especially in practice-based training that requires adequate space and equipment.

These results are consistent with various studies that confirm that limited facilities in the context of community service are one of the systemic factors that often reduce the quality of program implementation, even though the instructors are skilled and the curriculum is tailored to the needs of the participants (Megawati et al., 2025; Pratama & Fauzi, 2018). Thus, even though the quality of instructors (P9 = 4.45) and the availability of practical materials (P10 = 4.25) are considered very good, an increase in operational capacity is still needed to create a balance between human resources, curriculum, and supporting facilities. This improvement not only serves to facilitate the training process, but also ensures the sustainability and long-term impact of the program on the readiness of participants after their release.

Operational recommendations that can be considered include the procurement and renewal of training facilities, such as adjusting practical rooms, providing tools, simple production, and regular maintenance to ensure the availability of adequate practical materials, as well as maintaining the quality of instructors through continuous training or the use of industry partnerships that can provide consistent competency updates and best practices.

Overall Public Value (Average of 3 dimensions)

$$\bar{X} = \frac{4.2375 + 4.4367 + 4.21}{3} = \frac{12.8842}{3} = 4.2947 \rightarrow 4.29$$

Figure 9. Overall Public Value

Source: SPSS (2025)

The overall public score of 4.29 indicates that the entrepreneurship training at Bojonegoro Class IIA Prison has had a very positive impact on inmates. This high score reflects that the program is able to meet the needs of participants, both in terms of improving skills and mental preparedness for release. These findings show that the training is not just a routine activity, but truly helps to build confidence and new hope for inmates who are preparing to return to society.

A critical approach is evident when each dimension of public value is examined more deeply. The high benefit score indicates that inmates feel a real change after



participating in the training. Support from prison officers and external parties reinforces the belief that the program is run in an environment that is trusted and supported by stakeholders. At the same time, positive assessments of instructors and practical materials indicate that the training is managed by competent personnel and supported by relevant learning materials. Although physical facilities are considered an aspect that can still be improved, this finding actually provides a strong basis for program development, rather than a weakness that hinders the impact of the training.

Overall, the score of 4.29 shows that the entrepreneurship training program is not only effective, but also has great potential to provide long-term benefits. This success proves that the program is worth maintaining, expanding, and improving so that it can continue to support inmates in building independence and readiness for life after release.

CONCLUSION

This study aims to analyze the level of public value creation generated by the Entrepreneurship Training Program at the Bojonegoro Class IIA Correctional Institution using the Public Value framework. The findings indicate that the program generates a very high level of public value, with an overall mean score of 4.29. These results confirm that the entrepreneurship training program not only functions as a rehabilitation mechanism but also contributes meaningfully to broader public interests. Based on the research questions, the public value creation dimension shows improvements in participants' skills, self-confidence, and perceived social benefits. The legitimacy and support dimension reflect strong support from correctional officers and external stakeholders, while the operational capacity dimension is considered adequate, although improvements in training facilities and infrastructure are still required. Therefore, this study recommends strengthening training facilities and expanding collaboration with external partners to enhance program sustainability and maximize public value creation. This study has several limitations, as it was conducted in a single correctional institution and employed a descriptive quantitative approach focusing on participants' perceptions. Future research is recommended to involve multiple correctional institutions and apply qualitative or mixed-method approaches to provide a more comprehensive understanding of public value creation.

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