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Analysis Of The Relationship Between Agricultural Activities And Soft Skills Development Among Inmates At Class IIA Correctional Institution In Kendari City

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Abstract

This study aims to examine the implementation of agricultural activities, determine the level of soft skills development among inmates, and analyze the relationship between agricultural activities and the development of soft skills among inmates at the Class IIA Kendari Correctional Facility. The study was conducted at the Class IIA Kendari Correctional Facility from December 2025 to July 2026 using descriptive and quantitative approaches. The research sample was selected using purposive sampling and consisted of 15 participants: 10 active inmates, 2 former inmates, 2 prison staff members, and 1 agricultural extension worker. Data were collected through interviews, documentation, and Likert-scale questionnaires, then analyzed using descriptive analysis, Likert-scale analysis, and Spearman's rank correlation. The results of the study indicate that agricultural activities at the Kendari Class IIA Correctional Facility have been effectively implemented through the stages of managing agricultural production facilities, carrying out crop cultivation, managing crop production, and marketing agricultural products. The level of soft skills development among inmates falls into the high category, with the responsibility indicator showing the highest achievement. The results of the Spearman's rank correlation test revealed a positive, strong, and significant relationship between agricultural activities and the development of inmates' soft skills, with a correlation coefficient of 0.648 and a significance level of 0.009 ($p < 0.05$). Thus, the better the implementation of agricultural activities, the higher the development of soft skills among inmates at the Class IIA Kendari Correctional Facility

Keyword: ***agricultural activities, soft skills, inmates, Spearman's rank correlation, Kendari Class IIA Correctional Facility***

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INTRODUCTION

The agricultural sector is one of the strategic sectors in economic development as it serves as a provider of food, a source of income, a major employer, and a driver of regional development. In addition to focusing on increasing production, agricultural activities can serve as a means of community empowerment through the enhancement of knowledge, skills and human resource capacity. The learning process that takes place directly within agricultural activities enables individuals to gain practical experience whilst developing skills that support self-reliance and sustainable well-being (Fitri et al., 2022).

In the context of the correctional system, the development of inmates' capacity and self-reliance is an important part of the rehabilitation process. Law No. 22 of 2022 on Correctional Services emphasises that correctional services are not solely concerned with the enforcement of sentences, but also encompass rehabilitation to prepare prisoners to resume their social roles within the community. The success of rehabilitation is determined not only by the completion of a prison sentence, but also by the prisoner's readiness to lead a life after release. One form of rehabilitation that can support this objective is the development of self-reliance through productive activities that provide work skills and enhance readiness to secure employment or develop a business independently. Skills training also plays a role in supporting the process of social reintegration and reducing the risk of recidivism (Hamja, 2015).

Agricultural activities are a particularly relevant form of self-reliance training to be developed within correctional institutions, as they are characterised by practice-based learning (*learning by doing*). Through these activities, inmates can be directly involved in various stages, ranging from the preparation of production resources, cultivation, maintenance, harvesting, to the management of agricultural produce. In addition to building technical skills (*hard skills*), agricultural activities carried out in groups also have the potential to develop non-technical skills (*soft skills*), such as communication, cooperation, discipline, responsibility, adaptability, and problem-solving (Nuryanto, 2019; Rati et al., 2024).

Soft skills are the interpersonal and intrapersonal abilities that individuals require to interact, work, and cope with various situations. In the world of work, mastery of technical skills alone is not sufficient to guarantee a person's success. The ability to communicate, work collaboratively in a team, solve problems, adapt, and demonstrate responsibility are competencies that are also taken into account in the workplace (Tushar & Sooraksa, 2023). Consequently, the development of *soft skills* is a crucial aspect of the rehabilitation of prisoners, as it supports their readiness to face social life and the world of work upon completing their sentences.

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This can be seen in the implementation of the agriculture-based self-reliance programme at Kendari Class IIA Prison. Based on initial observations and field documentation, since 2023 Kendari Class IIA Prison has been collaborating with the Kendari City Department of Agriculture to develop agricultural activities utilising approximately one hectare of land. This land is used to cultivate various crops, such as maize, tomatoes, chillies, vegetables and other horticultural plants, with inmates actively involved in the cultivation process (Jaslan, 2023). The programme has continued to develop, marked by the harvesting of various crops in 2023 and the subsequent harvesting of purple glutinous maize by a farmers' group mentored by the Kendari Class IIA Prison in 2025. These activities not only support land productivity and food security programmes but also form part of the inmates' learning and vocational training (Monoarfa, 2023).

Carrying out agricultural activities in groups provides inmates with the opportunity to develop various *soft skills*. During the cultivation process, inmates are required to communicate and cooperate, share tasks, adhere to schedules, and take responsibility for the work assigned to them. Furthermore, the conditions and challenges that arise during the cultivation process can encourage them to develop problem-solving and decision-making skills. Thus, agricultural activities have the potential to provide broader benefits than merely the mastery of technical skills; namely, they support the development of character and social skills among inmates (Saputra, 2025).

A number of previous studies support this potential. Afifah (2015) demonstrated that entrepreneurship-based rehabilitation programmes can enhance inmates' discipline, responsibility, creativity and initiative. Artyawan (2013) found that skills training contributes to inmates' readiness for reintegration into society. Meanwhile, Ajamie and Blackwood (2022) demonstrated that gardening activities in correctional institutions can boost self-confidence, cooperation, responsibility and social interaction. Research by Pashabadi and Geravandi (2024) also showed that agricultural programmes in correctional institutions contribute to improved cooperation, responsibility and prosocial behaviour amongst inmates.

Although various studies have demonstrated the benefits of skills-based and agricultural activities in the rehabilitation of inmates, research specifically examining the relationship between agricultural activities and the development of *soft skills* among inmates at Kendari Class IIA Prison remains limited. Much of the previous research has focused more on programme implementation, technical skills, agricultural productivity, or the effectiveness of rehabilitation in general. This situation indicates a *research gap* regarding how agricultural activities relate to the development of *soft skills* among inmates in the context of fostering self-reliance at Kendari Class IIA Prison.

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Based on this, this study is important to analyse the relationship between agricultural activities and the development of *soft skills* among inmates at Kendari Class IIA Prison. The research findings are expected to provide empirical information on the contribution of agricultural activities to the development of communication, cooperation, discipline, responsibility, adaptability and problem-solving skills. The findings are also expected to serve as a basis for consideration by prison authorities in developing self-reliance rehabilitation programmes that are not only oriented towards technical skills but also prepare inmates to reintegrate into society and enter the world of work upon their release.

METHOD

This study employs a quantitative approach with a descriptive-correlational design to analyse the implementation of agricultural activities and their relationship with the development of inmates' *soft skills*. The research was conducted at the Kendari Class IIA Correctional Institution, Baruga Sub-district, Kendari City, Southeast Sulawesi. The Kendari Class IIA Correctional Institution runs an agriculture-based self-reliance programme implemented in collaboration with the Department of Agriculture. The research was carried out from December 2025 to July 2026.

The research population comprised all inmates actively participating in agricultural activities at the Kendari Class IIA Correctional Institution. The sample was determined using the *purposive sampling* technique, whereby respondents were selected based on specific criteria relevant to the research objectives. The sample comprised 15 individuals, consisting of 10 inmates actively participating in agricultural activities, 2 former inmates, 2 prison staff members, and 1 agricultural extension officer. The selection of these respondents was based on their involvement and experience in the implementation of the agricultural rehabilitation programme, enabling them to provide relevant information regarding agricultural activities and the development of *soft skills*.

The research data comprised primary and secondary data. Primary data were obtained through questionnaires, observations and interviews, whilst secondary data were obtained from prison documentation, rehabilitation activity reports, activity schedules, data on facilities and infrastructure, documentation of agricultural activities, harvest yields, and relevant literature. Observations were carried out to monitor the implementation of activities and the involvement of inmates. Interviews were conducted with inmates, former inmates, prison staff, and agricultural extension officers to obtain information regarding the implementation of activities and the development of *soft skills*. Documentation was used as supporting data for the research.

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The research variables consist of agricultural activities as the independent variable (X) and the development of *soft skills* as the dependent variable (Y). The agricultural activity variable encompasses the management of agricultural production facilities, crop cultivation, crop production management, and the marketing of agricultural produce. The *soft skills* development variable encompasses communication, cooperation, discipline, responsibility, and problem-solving skills. Measurements were carried out using a questionnaire based on a Likert scale.

Instrument validation was carried out to determine the suitability of the research measurement tools. Validity was assessed using the *Bivariate Pearson (Product Moment)* correlation, whilst reliability testing was carried out to determine the consistency of the instrument. The analyses were performed using IBM SPSS Statistics version 27. Data analysis was conducted using descriptive and quantitative methods. Descriptive analysis was used to describe the implementation of agricultural activities and the development of *soft skills* based on the questionnaire results. Furthermore, the relationship between agricultural activities (X) and the development of *soft skills* (Y) was analysed using **Spearman's rank correlation**. This test was used to determine the direction and strength of the relationship between the two variables. The decision criterion was based on a significance level of 5% ($p < 0.05$), indicating a significant relationship between agricultural activities and the development of *soft skills*.

RESULTS AND DISCUSSION

Respondent Characteristics

The characteristics of the respondents provide an overview of the background of those involved in the study on agricultural activities and the development of *soft skills* amongst inmates at Kendari Class IIA Prison. The characteristics analysed included the respondents' status, age, educational level, and duration of participation in agricultural activities. This information is important because experience, age, education, and the duration of involvement in the programme can provide context for the respondents' assessments of the implementation of agricultural activities and the development of *soft skills*.

Table 1. Respondent Characteristics by Status

Variable	Category	Number	ercentage (%)
Respondent Status	Prisoners	10	66.7
	Former inmates	2	13.3
	Prison staff	2	13.3

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	Agricultural extension officers	1	6.7
Age	20–30 years	2	13.3
	31–40 years	3	20.0
	41–50 years	4	26.7
	>50 years	6	40.0
Level of Education	Primary school	3	20.0
	Lower secondary school	5	33.3
	Upper secondary school	3	20.0
	Higher education	4	26.7
uration of Participation in Agricultural Activities	<6 months	4	26.7
	6–12 months	1	6.6
	1–2 years	4	26.7
	>2 years	6	40.0
Total		15	100

Based on Table 1, inmates constitute the largest group, comprising 10 people (66.7%). The predominance of this group aligns with the research focus, as inmates are the individuals who directly participate in agricultural activities. This direct experience serves as the primary source for describing how agricultural activities are carried out and how non-technical skills develop during the rehabilitation process. Two respondents (13.3 per cent) were former inmates who had been released. The involvement of former inmates provided a perspective on their experiences of participating in agricultural activities and the benefits of the skills acquired upon their return to society. Meanwhile, two prison staff members (13.3 per cent) offered an institutional perspective on the implementation, supervision and behavioural development of the inmates. One agricultural extension officer (6.7 per cent) provided a technical perspective on the implementation of cultivation and the mentoring of inmates. This diversity of respondents strengthens the research findings, as data were obtained from several parties with different roles. Nevertheless, the composition of respondents remained dominated by inmates; consequently, interpretations regarding experiences of participating in agricultural activities primarily represent the perspective of programme participants.

Based on Table 1, the largest group of respondents was in the over-50 age group, comprising six people (40 per cent), followed by the 41–50 age group with four people (26.7 per cent), the 31–40 age group with three people (20 per cent), and the 20–30 age group with two people (13.3 per cent). Consequently, the majority of respondents were in the adult age group.

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The average age of the respondents was approximately 45 years. This indicates that, generally speaking, the respondents were still within an age range that allows them to engage in productive activities. In agricultural activities, an individual's experience and maturity can serve as assets in carrying out work responsibly. Such experience can also support their ability to adapt to tasks and problems that arise during activities. However, age cannot be the sole determining factor in the ability of participants to take part in agricultural activities. Practical training activities enable participants of different age groups to gain first-hand experience. Therefore, managing activities in a way that takes physical capabilities and task allocation into account is essential to ensure all participants can participate optimally.

Table 1 shows that the respondents' educational levels are quite diverse. Respondents with lower secondary education constitute the largest group, comprising five people (33.3 per cent). Next, four people (26.7 per cent) have tertiary education, whilst three people (20 per cent) each have primary and upper secondary education. This diversity indicates that the agricultural programme at Kendari Class IIA Prison involves individuals with different educational backgrounds. This is significant because training methods cannot rely solely on the theoretical delivery of material. Guidance through hands-on practice is a relevant approach to ensure that information can be understood and applied by all participants. For inmates with relatively low levels of education, agricultural activities provide an opportunity to acquire skills through direct experience. Conversely, respondents with higher levels of education can assist with the technical and administrative aspects of the activities. Thus, diversity in educational levels does not pose a major obstacle provided the activities are supported by clear instructions, hands-on practice and ongoing guidance.

According to Table 1, six respondents (40 per cent) have been participating in agricultural activities for more than two years. Four respondents (26.7 per cent) had been involved for less than six months, four respondents (26.7 per cent) for 1–2 years, and one respondent (6.6 per cent) for 6–12 months. The average duration of the respondents' involvement was 24 months. The predominance of respondents who had been involved for more than two years indicates that some participants have relatively extensive experience. This experience enables the participants to understand the routines of agricultural activities, recognise various cultivation issues, and become accustomed to working in groups. From the perspective of *soft skills* development, repeated involvement provides an opportunity for habits to form. Discipline, for example, is not only fostered through the communication of rules, but also through the habit of attending on schedule and consistently completing tasks. Similarly, a sense of responsibility develops through being assigned tasks that must be completed within a specific timeframe.

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Consequently, the duration of participation is a key factor in understanding the outcomes of the *soft skills* development achieved by the respondents.

Instrument Validation Results

Prior to use in the study, the questionnaire was tested for validity and reliability to ensure that the items accurately and consistently measured the variables under investigation. Validity was tested using the *Pearson Product Moment* correlation, whilst reliability was assessed using *Cronbach's Alpha* with the aid of IBM SPSS Statistics version 27.

The agricultural activities variable (X) comprises four indicators: management of agricultural production facilities, crop cultivation, crop production management, and marketing of agricultural produce, comprising a total of 16 items. The test results show that all items have calculated *r* values ranging from 0.719 to 0.897, whilst the critical *r* value is 0.514. All calculated *r* values are greater than the critical *r* value, and the p-values for each item are below 0.05. Consequently, all items of the agricultural activities variable are deemed valid. These results indicate that the indicators used were able to represent the aspects of agricultural activities under investigation. The high correlation values for each item indicate a strong relationship between the statements and the construct of agricultural activities. This instrument can subsequently be used to measure respondents' perceptions regarding the implementation of agricultural activities at Kendari Class IIA Prison.

The *soft skills* development variable (Y) comprises five indicators, namely communication, cooperation, discipline, responsibility and problem-solving, with a total of 20 items. The validity test results show that the calculated *r* values range from 0.731 to 0.975, all of which are greater than the critical *r* value of 0.514. The significance values for all items were also below 0.05. Consequently, all items were deemed valid. This validity indicates that the five indicators used are capable of describing the aspects of *soft skills* that form the focus of this study. This is important because the development of *soft skills* is a broad concept, thus requiring indicators capable of representing communication, interaction, discipline, responsibility and problem-solving abilities.

The results of the reliability test for the agricultural activities variable showed *Cronbach's Alpha* values of 0.824 for the production facilities management indicator, 0.822 for crop cultivation, 0.737 for crop production management, and 0.809 for the marketing of agricultural produce. All these values were greater than 0.600; therefore, the instrument was deemed reliable. For the *soft skills* development variable, the *Cronbach's Alpha* values for the communication indicator were 0.953, for cooperation 0.866, for discipline 0.897, for

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responsibility 0.912, and for problem-solving 0.923. All values were above the 0.600 threshold. These results indicate good internal consistency of the instrument, meaning the questionnaire is suitable for use in this research.

Implementation of Agricultural Activities at Kendari Class IIA Correctional Institution

Agricultural activities at Kendari Class IIA Prison form part of the self-reliance programme carried out in collaboration with the Kendari City Department of Agriculture. The programme utilises approximately one hectare of land to cultivate a range of crops, such as maize, tomatoes, chillies and vegetables. Based on observations, the activities encompass the management of production facilities, crop cultivation, production management, and the marketing of agricultural produce.

During the production facility management stage, inmates are involved in clearing the land, preparing the soil, constructing raised beds, and preparing seeds and fertiliser. The activities are carried out through the division of tasks and under the guidance of staff and agricultural extension officers. This arrangement ensures that the inmates gain first-hand experience of the initial stages of agricultural production.

During the crop cultivation stage, the inmates plant and tend to the crops in groups. The division of labour ensures that each participant takes responsibility for a specific part of the work. The interactions that occur during the activities also provide opportunities for the inmates to exchange information and assist one another when facing difficulties. The crop management stage includes watering, fertilising, weeding, and pest and disease control. These activities are carried out routinely according to a schedule. When plants are found to be affected by problems, the inmates report the situation to staff or extension workers to receive guidance on how to handle it. This situation indirectly trains their ability to identify problems and take action based on the guidance provided.

The marketing stage takes place after the harvest. The residents are involved in harvesting and sorting the produce before it is handed over or sold. Involvement in this final stage provides a more comprehensive experience, as the residents not only learn about production but also gain an understanding of how to handle the produce.

This series of activities demonstrates that the agricultural programme has a practical learning focus. Residents do not merely receive theoretical material but directly apply their knowledge through activities in the fields. This approach allows technical skills to develop alongside non-technical abilities. The division of tasks fosters a sense of responsibility; group activities encourage cooperation; work schedules instil discipline; communication is essential for

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coordination; whilst cultivation challenges provide experience in problem-solving.

Thus, agricultural activities can be viewed as a rehabilitation tool with a dual dimension. On the one hand, these activities produce technical skills that can serve as a foundation for employment. On the other hand, the implementation process creates a social environment that enables inmates to develop the habits and behaviours required for life in society.

Development of Inmates' *Soft Skills*

Results from the Likert scale assessment indicate that all *soft skills* indicators fall within the high to very high categories. The overall average for all indicators was 4.16 on a scale of 1–5.

Table 2. Level of *Soft Skills* Development

No.	Indicator	Mean (Scale 1–5)	Category
1	Communication	4.117	High
2	Cooperation	4.167	High
3	Discipline	4.117	High
4	Responsibility	4.217	Very High
5	Problem-solving	4.183	High
Average		4.16	High

The communication indicator achieved an average score of 4.117 and falls into the 'high' category. These results indicate that the inmates are relatively capable of communicating during agricultural activities. Communication is necessary when receiving instructions from officers or extension workers, discussing matters with group members, and reporting any difficulties encountered in the fields.

Agricultural activities provide a context for direct and functional communication. Inmates need to convey information so that work can proceed as planned. Thus, communication is not merely a verbal activity but forms part of work coordination. This supports the view that communication is a key skill in the workplace as it relates to the exchange of information and coordination between individuals.

The cooperation indicator achieved an average score of 4.167, falling into the 'high' category. This high score is linked to the nature of agricultural activities, which are carried out in groups. Tasks such as land preparation, planting, maintenance and harvesting require coordination between several people, meaning the work cannot be carried out entirely by individuals on their own

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The division of tasks provides inmates with the opportunity to understand their respective roles whilst recognising the importance of other members' contributions. When a member encounters difficulties, assistance from other group members is required to ensure the work is completed. This process fosters collaborative experiences that are relevant to social life and the world of work.

The discipline indicator scored 4.117 and falls into the 'high' category. Discipline is reflected in adherence to schedules, punctuality in attending activities, and consistency in completing tasks. Agricultural activities require regular maintenance; consequently, any irregularity can affect the condition of the crops.

These conditions make agricultural activities a means of fostering good habits. Inmates are not only directed to work but also to follow a scheduled routine of activities. This habit-forming process can help instil more orderly and consistent work behaviour. The 'responsibility' indicator received the highest score, namely 4.217, falling into the 'very high' category. This high score indicates that respondents have a very positive perception of their ability to demonstrate responsibility whilst participating in agricultural activities. Each group is assigned tasks that must be completed, and the success of crop maintenance depends heavily on the consistent execution of these tasks.

Responsibility in agricultural activities takes a concrete form. Inmates can see the consequences of the work they carry out; for example, plants that are not tended may suffer from stunted growth. This direct link between tasks and outcomes can reinforce the awareness that the work assigned must be carried out properly. These results also show that responsibility is the most prominent *soft skill* compared to the other indicators. This is understandable, as the structure of the agricultural activities provides participants with relatively clear tasks, and the results of their work can be observed directly.

The problem-solving indicator scored 4.183, falling into the 'high' category. In agricultural activities, various obstacles may arise, such as pest infestations, growth disturbances, weather conditions, or issues with plant maintenance. Participants need to identify these conditions and report them to staff or extension workers to determine appropriate actions.

Although some problem-solving is still carried out through guidance, the process nevertheless provides the participants with experience in recognising problems and considering alternative solutions. Thus, the programme not only provides answers to problems but can also serve as a learning process to understand the causes and the necessary actions.

Overall, the average score of 4.16 indicates that the development of the participants' *soft skills* falls within the 'high' category. Responsibility was the most dominant aspect, whilst

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communication and discipline had relatively lower scores, although they still fell within the high category. These findings suggest that agricultural activities provide a learning environment that is sufficiently supportive of the development of non-technical skills.

The Relationship Between Agricultural Activities and the Development of *Soft Skills*

The relationship was analysed using Spearman's rank correlation among 15 respondents. The results of the analysis showed a correlation coefficient of **0.648** with a significance value of **0.009**.

Table 3. Results of the Spearman's Rank Correlation

Variable	Correlation Coefficient	Sig. (2-tailed)	N
Agricultural Activities – *Soft Skills*	0.648	0.009	15

The significance value of 0.009 is less than 0.05, indicating a significant relationship between agricultural activities and the development of the inmates' *soft skills*. The correlation coefficient of 0.648 indicates a positive relationship with a strong degree of association. This means that the more effectively the inmates participate in and carry out agricultural activities, the greater the likelihood of their *soft skills* developing.

This positive relationship can be understood through the nature of agricultural activities, which place the inmates in the role of direct practitioners. The activities do not stop at the provision of technical knowledge, but involve participants in tasks requiring interaction, coordination, adherence to schedules, and task completion. Each of these activities relates to the *soft skills* indicators measured in the study.
The link between agricultural activities and communication is evident in the residents' need to receive and convey information. When extension workers provide instructions on planting or maintenance, the residents must understand this information and communicate any difficulties should problems arise. Thus, agricultural activities create a space for real-world communication.

The link to cooperation is evident through the group work system. Land preparation and crop maintenance require the division of labour. These conditions encourage the residents to help one another and coordinate their efforts. The process of working together also enables participants to learn to value the contributions of other members in achieving the group's objectives.

The aspect of discipline relates to the existence of a schedule of activities and the need for regular crop maintenance. Crops require care at specific times, so the residents need to follow the established schedule. This routine can serve as an experience in developing regular

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work habits.

Meanwhile, responsibility emerged as the indicator with the highest score. This demonstrates that assigning responsibility for plants and land can serve as an effective rehabilitation mechanism. The residents have clearly defined tasks and can see the results of their work. A successful harvest can provide a positive experience when tasks are carried out well, whilst failure can serve as a basis for evaluation.

Problem-solving skills are also linked to the dynamics of agricultural activities. Problems that arise in the field are not always predictable, so inmates need to learn to recognise the conditions and find solutions with guidance. This experience provides practical learning in tackling problems step by step.

The findings of this study are consistent with previous research showing that skills-based and agricultural activities within correctional institutions can benefit the social and behavioural development of inmates. Ajamie and Blackwood (2022) demonstrated that gardening activities can foster self-confidence, cooperation, responsibility and social interaction. Pashabadi and Geravandi (2024) also highlighted the contribution of agricultural programmes to cooperation, responsibility and prosocial behaviour amongst inmates. The results of this study reinforce these findings by quantitatively demonstrating a positive and significant relationship between agricultural activities and the development of *soft skills*.

Nevertheless, the correlation coefficient of 0.648 should be understood as an **association**, rather than absolute proof of a cause-and-effect relationship. This study employed a correlational design with a relatively limited number of respondents; consequently, the development of *soft skills* cannot be attributed solely to agricultural activities. Other factors, such as alternative rehabilitation programmes, personal experiences, the social environment, motivation, and interactions with staff, may also contribute to the development of *soft skills* among inmates.

Thus, agricultural activities can be regarded as a potential rehabilitation tool in supporting the development of *soft skills*. Strong and significant correlation values indicate that the more positively agricultural activities are implemented, the higher the tendency for the inmates' *soft skills* to develop. These findings suggest that self-reliance training programmes should not only be directed towards mastering technical agricultural skills but should also be deliberately designed to develop social skills and work behaviour.

From the perspective of social reintegration, the development of *soft skills* is of great importance as inmates will eventually return to the wider community. The ability to communicate, cooperate, demonstrate discipline, take responsibility and solve problems are

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skills required in both daily life and the workplace. Therefore, agricultural activities at Kendari Class IIA Prison have the potential to serve as a rehabilitation tool that integrates work skills with the development of behaviour and character.

Overall, the research findings indicate that the implementation of agricultural activities at Kendari Class IIA Prison has provided opportunities for inmates' active involvement in all stages of the activities, ranging from the management of production facilities to the marketing of produce. At the same time, the respondents' *soft skills* levels fell into the high category, with responsibility being the highest-scoring indicator. The results of the Spearman's rank correlation test showed a correlation coefficient of 0.648 and a significance level of 0.009, indicating a positive and significant relationship between agricultural activities and the development of *soft skills*. These findings confirm that agricultural activities are not only relevant as a programme for developing work skills, but also have the potential to serve as a means of fostering social skills and work behaviour, equipping inmates for their reintegration into society

CONCLUSION

Agricultural activities at Kendari Class IIA Prison are carried out through the stages of managing production facilities, cultivation, production management, and marketing. The development of inmates' *soft skills* falls into the high category, with responsibility being the highest-scoring indicator. Spearman's correlation test revealed a positive, strong, and significant relationship between agricultural activities and *soft skills* ($r = 0.648$; $p = 0.009$).

The Kendari Class IIA Prison is expected to sustain and enhance its agricultural programme on a continuous basis through mentoring, training and the provision of adequate facilities. Inmates are expected to utilise their agricultural skills and *soft skills* as a foundation for life after release. Further research is recommended to involve a broader range of respondents and locations, whilst also taking other variables into account

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