

Designing an Inclusive Business Incubator Model to Foster Entrepreneurial Competence among Vocational High School Students

Dwi Anggraeni¹, Budiyanto², Erny Roesminingsih³, Nunuk Hariyati⁴, Amrozi Khamidi⁵
^{1,2,3,4,5}State University of Surabaya, Indonesia



DOI : <https://doi.org/10.61796/acjoure.v4i1.516>



Sections Info

Article history:

Submitted: March 20, 2026
Final Revised: April 15, 2026
Accepted: May 10, 2026
Published: June 24, 2026

Keywords:

Inclusive business incubator
Teaching factory
Vocational education
Entrepreneurship
Inclusive education

ABSTRACT

Objective: The gap between the competencies of Vocational High School (SMK) graduates and the needs of the job market, as well as the limited entrepreneurial mentoring services for students with special needs, drives the need for an inclusive entrepreneurship development model in vocational education. This research aims to develop an Inclusive Business Incubator Model for Vocational High Schools (SMK) that combines the Teaching Factory (TeFa) concept with the business incubator concept of Higher Education institutions, as well as to test its feasibility, practicality, and effectiveness. **Method:** The research uses a research and development (R&D) approach by adapting six out of the ten stages of the Borg and Gall model, including preliminary study, planning, initial product development, initial trial, product revision, and main field trial. The trial was conducted at SMK Negeri 1 Probolinggo as the main location and disseminated at SMK Negeri 3 Probolinggo and SMK Swasta A. Yani Probolinggo. Data were collected thru interviews, documentation, and Likert scale questionnaires from expert validators, practitioner validators, users, and industry mentor tenants, and then analyzed descriptively both quantitatively and qualitatively. **Results:** The research results show that the Inclusive Business Incubator Model for Vocational High Schools meets the very feasible criteria with an average feasibility percentage of 89.6%, the implementation guidebook meets the very practical criteria with a percentage of 86.98%, and the model is considered effective with a percentage of 84.3% based on the target, resource, internal process, and integrated approaches, as well as 87.6% based on the organizational effectiveness approach. **Novelty:** These findings indicate that the Inclusive Business Incubator in Vocational High Schools is associated with strengthening the entrepreneurial readiness of students, including those with special needs, and has the potential to be adopted as a strategic platform for inclusive entrepreneurship education at the vocational education level.

INTRODUCTION

The level of progress of a nation is empirically associated with the quality of human resources as reflected in the Human Development Index (HDI). After experiencing pressure during the Covid-19 pandemic, Indonesia's HDI improved in 2021 and 2022, with adjusted real per capita expenditure growth increasing from 1.30% to 2.90% [1]. Several studies have found that an increase in HDI in a region is associated with a decrease in the unemployment rate, while regions with low HDI tend to have higher unemployment rates [2], [3]. In line with the new growth theory, the government plays an important role in enhancing human capital thru educational investment, as the improvement of workforce competence and knowledge is related to increased productivity and efficiency in labor utilization [4].

Vocational education occupies a strategic position in this effort because it is aimed at producing a workforce with competencies that meet the needs of the industrial world. One of the approaches developed is the Teaching Factory (TeFa), which is a production-

based learning model that adopts industrial operational standards thru the synergy between Vocational High Schools (SMK) and the Business and Industrial World (DUDI) [5], [6]. TeFa emphasizes the demand market-driven principle, so the skills acquired by students reflect the competencies truly needed in the job market. The implementation of TeFa combined with the Vocational High School Center of Excellence Program is associated with an increase in the labor force participation rate of vocational high school graduates, as evidenced by the decrease in the Open Unemployment Rate (OUR) of vocational high school graduates from 11.13% in 2021 to 10.38% in February 2022 [7], [8]. However, not all vocational high school (SMK) graduates can be absorbed into the workforce because the number of graduates does not fully align with the availability of job opportunities. Therefore, vocational education is also required to equip students with the readiness to create their own job opportunities, not just to become job seekers [9].

That readiness should ideally be built thru a learning environment that realistically represents the working world, competency-based training sourced from the business and industry consistently, and a close partnership between vocational education institutions and industry [10]. Such partnerships are also in line with several studies that show that collaboration between educational institutions and industry can strengthen the utilization of shared facilities and resources [11]. In this context, vocational schools (SMK) have the opportunity to become one of the organizers of inclusive education that develops adaptive and learner-centered curricula, including for students with special needs [12]. The 2020 National Socio-Economic Survey data recorded that the number of people with disabilities in Indonesia is estimated to reach 22.97 million, with around 6.1 million of them classified as having severe disabilities [13]. At the G20 Campaign forum: Engaging Persons with Disabilities for Inclusivity, Minister of Manpower Ida Fauziyah noted that the number of persons with disabilities working in state-owned enterprises and private companies in 2021 only reached around 5,825 people, a relatively small number compared to the estimated population of working-age persons with disabilities of 16.5 million. This gap indicates the limited availability of inclusive entrepreneurial support for special needs students at the vocational high school level.

Business incubators have become one of the widely used approaches by higher education institutions to encourage the growth of new entrepreneurs thru mentoring, training, professional networking, and assistance with access to capital [14], [15]. The incubator environment facilitates interactions with mentors, industry experts, investors, and potential customers, thereby broadening participants' perspectives on the dynamic world of entrepreneurship [16]. However, the business incubator models that have developed so far are generally designed for the context of higher education and have not explicitly accommodated the needs of vocational school students, including those with special needs. Previous research has shown promising results in the development of incubators within higher education, such as the success of encouraging 66% of students to have their own businesses through campus business incubation support, as well as the development of a hypothetical incubator model to prepare prospective vocational school educators in the field of beauty (Apriyani, in the relevant study of this research). Both

studies have not specifically targeted vocational school students inclusively as the main subjects of sustainable business incubation.

Based on the description, a business incubator model is needed that combines the characteristics of the Teaching Factory in vocational schools with the principles of business incubation in higher education, while also accommodating the principle of inclusivity in entrepreneurial mentoring services. This research aims to (1) develop an Inclusive Business Incubator Model in Vocational High Schools (SMK), (2) describe the feasibility of the model, (3) describe the practicality of the model, and (4) describe the effectiveness of its implementation in supporting the entrepreneurial readiness of SMK students, including students with special needs.

RESEARCH METHOD

This research uses a research and development approach or Research and Development (R&D), because the output produced is in the form of a conceptual product, namely the Inclusive Business Incubator Model for Vocational High Schools along with its supporting devices [17]. The development procedure adapts the Borg and Gall model, which originally consists of ten stages [18]. Considering that the developed product is conceptual and strategic in nature, and taking into account the limitations of time and research resources, the development procedure is simplified into six stages, namely (1) preliminary study (research and information gathering), (2) planning, (3) initial product development, (4) initial testing, (5) product revision, and (6) main field testing. The operational field testing stage, final product revision, and large-scale dissemination and implementation are prepared as a follow-up development agenda that can be pursued by the education department or the institution overseeing vocational education policy.

Preliminary studies were conducted thru a literature review on business incubators and field studies at SMK Negeri 1 Probolinggo to map the implementation of the Teaching Factory, partnership programs, the number of graduates who become entrepreneurs, and the absorption rate of students in the industry. The planning stage includes the review of the TeFa program, industrial classes, and the synchronization of the ongoing industrial curriculum, coordination with the business and industry world (DUDI), preparation of incubator spaces, and the development of supporting materials in collaboration with the industry. The initial product design model was then developed by combining three series of activities, namely TeFa activities in vocational schools, business incubator activities in higher education, and the development of the Inclusive Business Incubator in vocational schools themselves, accompanied by the preparation of an implementation guidebook as a supporting product.

Subjects and Testing Locations The product trial was conducted at SMK Negeri 1 Probolinggo as the main development location, and then disseminated to SMK Negeri 3 Probolinggo and SMK Swasta A. Yani Probolinggo. Product validation involves two groups of validators, namely three expert validators consisting of business incubator management experts, educational management lecturers, and vocational education lecturers, as well as three practitioner validators consisting of the Principal, TeFa

Coordinator, and DUDI/tenant partners. The effectiveness testing of the model involves three users (students/incubator managers) and three industry mentor tenants.

Instruments and Data Collection Techniques Data were collected thru interviews, documentation, and a five-point Likert scale questionnaire (1 = very unfeasible to 5 = very feasible). The instrument framework includes five main aspects, namely the basic concept of the Inclusive Business Incubator (IBI), the empirical conditions of the IBI, the feasibility of the IBI model (availability of facilities and infrastructure, industry cooperation 8+i, performance management, and industry-aligned curriculum), the feasibility of the IBI handbook (content feasibility, presentation, practicality, and benefits), and the effectiveness of the IBI (productivity, adaptive ability/flexibility, and job satisfaction). Quantitative data were obtained from the scores of validators and respondents' questionnaires, while qualitative data were obtained from comments and suggestions for improvement that were analyzed descriptively thru the stages of data collection, reduction, and conclusion drawing.

Data Analysis Techniques The feasibility analysis of the model and the handbook is calculated by comparing the actual score to the ideal maximum score, expressed as a percentage, and then categorized according to Riduwan's criteria: 76-100% very feasible, 51-75% feasible, 26-50% not feasible, and 0-25% very not feasible [19]. The same criteria are applied to the practicality analysis of the guidebook based on the responses from educators and students. Effectiveness analysis refers to Subagyo's formula [20], which is the comparison of actual scores to expected scores multiplied by 100%, with the results converted to the effectiveness standards of Kepmendagri No. 690.900-327 of 1996 (less than 60% ineffective; 60-80% less effective; 80-90% fairly effective; 90-100% effective; 100% very effective). Effectiveness is measured through two complementary frameworks, namely the four program effectiveness approaches (target approach, resource approach, internal process approach, and integrated approach) according to Putra (2001), and the five aspects of organizational effectiveness (productivity, adaptive/flexibility ability, job satisfaction, profitability, and resource-seeking ability) according to Steers and Gibson [21], [22].

RESULTS AND DISCUSSION

Results

Design of an Inclusive Business Incubator Model for Vocational High Schools

The Inclusive Business Incubator Model for Vocational High Schools was developed by combining the Teaching Factory concept implemented in Vocational High Schools and the business incubator concept from Higher Education Institutions. The TeFa concept provides production experience based on industry standards through a learning-by-doing approach, while the higher education business incubator concept contributes four stages of business development, namely business needs diagnosis, selection and monitoring, access to financing, and access to experts [23]. The combination of these two concepts results in a simplified final design consisting of four flow components: row input (open registration for all vocational school students without discrimination),

implementation of TeFa and core activities of the Inclusive Business Incubator for Vocational Schools, mentoring by industry and business world (DUDI), public/private universities, professional staff, and vocational school institutions, leading to the output of independent and professional young entrepreneurs.

The row input process includes five steps: socialization and registration, administrative selection-interview-proposal presentation, data verification and validation, announcement of selection results, and signing of initial participant commitments. The product design refers to seven indicators for the establishment of a business incubator, namely space, shared, service, support, skill development, seed capital, and synergy. As a complement to the implementation, this research produces accompanying products in the form of an implementation guidebook, observation sheets, and monitoring and evaluation sheets for the Inclusive Business Incubator in Vocational High Schools.

This model is operationalized thru eleven main indicators, each with a theoretical foundation, as presented in Table 1. These eleven indicators complement each other in supporting the successful implementation of inclusive business incubation in vocational schools, covering aspects from competency development, partnership governance, to financial and social sustainability.

Table 1. Operational Indicators of the Inclusive Business Incubator Model for Vocational Schools and Their Theoretical Foundations.

Indicator	Brief Description	Theoretical Basis
Training/Internship	Providing direct experience in the work environment	Experiential Learning (Kolb, 1984)
Partnership Management	Managing relationships with partners to expand access to resources	Resource-Based View (Barney, 1991) [24]
Finance	Equipping the management of budgeting, recording, and financial analysis of the business	Financial Literacy Theory (Lusardi & Mitchell, 2011) [25]
Organization	Arranging the organizational structure so that incubator operations run smoothly	Organizational Theory (Mintzberg, 1979) [26]
Tenant Selection	Selecting business participants who are in accordance with the vision and mission of the incubator	Fit Model (Venkatraman, 1989) [27]
Services and Marketing	Assisting tenants in product/service marketing strategies	Marketing Mix (McCarthy, 1960) [28]
Selection of Business Type	Ensuring the feasibility and sustainability of the type of business	Opportunity Recognition (Kirzner, 1973) [29]

Indicator	Brief Description	Theoretical Basis
Capital and Investment	Providing access to internal, external, or investment funds	Pecking Order Theory (Myers & Majluf, 1984) [30]
Selection of Business Location	Determining a strategic location to facilitate consumer access	Location Theory (Weber, 1929) [31]
Partnership with DUDI	Opening access to networks, technology, and industrial knowledge	Industry-Cluster Theory (Porter, 1990) [32]
Economic Activities (Profit and Non-Profit)	Balancing the orientation of financial sustainability and social impact	Dual Bottom Line (Emerson, 2003) [33]

Model Eligibility and Handbook

The feasibility of the Inclusive Business Incubator Model for Vocational High Schools (SMK) is obtained from the assessment of three expert validators (A1, A2, A3) and three practitioner validators (P1, P2, P3) across five dimensions, namely program implementation, implementation feasibility, resource feasibility, collaboration feasibility, and impact feasibility, as presented in Table 2.

Table 2. Feasibility of the Inclusive Business Incubator Model for Vocational High Schools (SMK).

Dimension	Total Score (max. 90)	Feasibility Percentage	Category
Program Implementation	84	93,33%	Very Feasible
Implementation Feasibility	79	87,78%	Very Feasible
Resource Feasibility	80	88,89%	Very Feasible
Collaboration Feasibility	78	86,67%	Very Feasible
Impact Feasibility	82	91,11%	Very Feasible

The Program Implementation Dimension received the highest percentage (93.33%), indicating that the application of the model is considered very suitable for the needs of the students and is able to bridge the gap between entrepreneurship theory and practice. The Collaboration Feasibility Dimension received the lowest percentage (86.67%), indicating that there is still room for improvement in the synergy between vocational schools and external partners. Overall, the average feasibility of the model reached 89.6%, indicating that the model product is deemed very feasible and does not require fundamental revisions.

The feasibility of the Inclusive Business Incubator SMK implementation guidebook is assessed thru five dimensions, namely the feasibility of the book's content, the feasibility of the presentation, the practical feasibility, the relevance and benefit feasibility, and the design and visualization feasibility, as presented in Table 3.

Table 3. Feasibility of the Inclusive Business Incubator SMK Guidebook.

Dimension	Feasibility Percentage	Category
Feasibility of Book Content	88,89%	Very Feasible
Presentation Feasibility	84,44%	Very Feasible
Practical Feasibility	84,44%	Very Feasible
Feasibility of Relevance and Benefits	83,33%	Very Feasible
Design and Visualization Feasibility	86,67%	Very Feasible

The average feasibility of the guidebook reached 86.5%, with its practicality for educators and students recorded at 86.98%, thus the guidebook is deemed very feasible and very practical to use as a guideline for implementing inclusive business incubation in vocational schools.

Effectiveness of the Inclusive Business Incubator Model in Vocational High Schools

The effectiveness of the model is measured thru two complementary frameworks. The first framework involves four program effectiveness approaches that include three users (U1, U2, U3) and three industry mentor tenants (T1, T2, T3), as presented in Table 4.

Table 4. Effectiveness of the Inclusive Business Incubator in Vocational High Schools Based on Program Effectiveness Approaches.

Approach	Average Percentage	Category
Target Approach (Goal Approach)	89,33%	Effective
Resource Approach	80,67%	Quite Effective
Internal Process Approach	84,67%	Quite Effective
Integrated Approach	84,00%	Quite Effective
Overall Average	84,3%	Effective

The target approach yielded the highest percentage (89.33%), indicating a strong program focus on achieving entrepreneurship development goals. The resource approach yielded the lowest percentage (80.67%), indicating that resource management, although already quite good, still has room for further strengthening. Overall, the average of the four approaches reached 84.3%, placing the Inclusive Business Incubator of SMK in the effective category.

The second framework is organizational effectiveness, which includes five aspects: productivity, adaptive/flexibility ability, job satisfaction, profitability, and resource-seeking ability [21], [22], as presented in Table 5.

Table 5. Effectiveness of the Inclusive Business Incubator for Vocational Schools Based on Organizational Effectiveness.

Aspect	Average Percentage	Category
Productivity	84,0%	Quite Effective
Adaptive Ability/Flexibility	87,3%	Quite Effective
Job Satisfaction	86,7%	Quite Effective
Profitability	90,0%	Effective

Aspect	Average Percentage	Category
Ability to Seek Resources	90,0%	Effective
Overall Average	87,6%	Quite Effective

The aspects of profitability and resource-seeking ability show the highest percentages (90.0% each), while the productivity aspect shows a relatively lower percentage (84.0%), although it still falls within a good category. Overall, the average organizational effectiveness reaches 87.6%, slightly higher than the average effectiveness based on the four program approaches (84.3%). Both measurement frameworks consistently place the Inclusive Business Incubator Model of vocational schools in the effective to very effective category in supporting the entrepreneurial readiness of students.

Discussion

The feasibility findings of the model align with the framework by Hackett and Dilts [34], which states that the feasibility of a business incubator depends on four elements: the selection of potential participants, the provision of business support in the form of facilities and mentoring, the provision of access to funding and investment, and the evaluation of the success of entrepreneurship development. These four elements have generally been accommodated in the design of row input, multi-party mentoring, and monitoring and evaluation mechanisms in the Inclusive Business Incubator Model for Vocational High Schools, which is associated with a high feasibility percentage in the program implementation and impact feasibility dimensions. Meanwhile, the relatively lower percentage in the collaboration feasibility dimension indicates that strengthening the coordination forum among stakeholders, as suggested by the practitioner validator in the form of forming collaboration committees and regular meetings, is still necessary to ensure that the synergy between schools, the business world and the industrial world (DUDI), and higher education institutions runs more optimally.

The feasibility of the guidebook, which is categorized as very feasible, is also in line with the three aspects of teaching material feasibility according to Dick and Carey [35], namely content feasibility that must meet user needs, presentation feasibility that is systematic and easy to understand, and practical feasibility that is applicable in real situations. These three aspects are reflected in the high percentages of content feasibility (88.89%) and presentation (84.44%). However, the dimensions of practical feasibility and relevance-benefit received relatively lower percentages compared to other dimensions, so the addition of concrete case examples and practical steps, as recommended during the trial phase, can strengthen the utility of the guidebook in the field.

The model's effectiveness, ranging from 84.3% to 87.6%, reinforces Gibson's view that organizational effectiveness is a function of interrelated productivity, quality, flexibility, satisfaction, and development [22]. The high percentages in the aspects of profitability and resource-seeking ability indicate that the Inclusive Business Incubator for Vocational High Schools is associated with strengthening the economic independence

of students and expanding business partnership networks, in line with Prosser's principle that vocational education will be effective if conducted in an environment that represents the real conditions of the working world and supported by instructors with direct experience in their fields [10]. The four-level program evaluation approach by Kirkpatrick and Kirkpatrick [36], which includes reaction, learning, behavior, and results, is also relevant for interpreting these findings: the high percentage in the target approach and profitability aspect can be seen as an initial indication of achieving the results level, although measuring the long-term impact on the sustainability of students' businesses requires further study with a longitudinal design.

Compared to previous research on business incubator development that focused on university students or on preparing vocational high school educators in the field of beauty (Apriyani, in the relevant study of this research), the novelty of the Inclusive Business Incubator Model for vocational high schools lies in the direct combination of the Teaching Factory and university business incubators, which are explicitly designed for all vocational high school students without discrimination, including students with specific disabilities such as physical disabilities, hearing impairments, speech impairments, and intellectual disabilities. This inclusive orientation is also in line with the findings of Muñoz et al. regarding the importance of entrepreneurship education that accommodates disabilities in higher education environments, which in this study is extended to the vocational secondary education level [37].

It should be noted that the feasibility, practicality, and effectiveness data in this study are sourced from the assessments of a limited group of validators and respondents, namely three expert validators, three practitioner validators, three users, and three accompanying tenants at one main vocational school, with limited dissemination to two other vocational schools. Thus, the obtained percentages of feasibility and effectiveness should be interpreted more as initial indications of the model's quality based on the perceptions of the limited group, rather than as evidence of large-scale generalization. Field trials on a more diverse population of vocational high schools, with varying vocational characteristics and industrial partnership contexts, are necessary to strengthen the external validity of this model.

CONCLUSION

Fundamental Finding : This research successfully developed the Inclusive Business Incubator Model for Vocational High Schools (SMK) that combines the Teaching Factory concept and higher education business incubators, with main components including the incubator's institutional structure, project-based entrepreneurship curriculum and activities, individual mentoring system for students with special needs, collaboration with the business and industry world (DUDI), and evaluation and sustainability mechanisms. This model is deemed highly feasible with an average feasibility of 89.6%, its implementation guide is considered very practical with a percentage of 86.98%, and its application is rated effective with a percentage of 84.3% based on target, resource, internal process, and integrated approaches, as well as 87.6% based on organizational

effectiveness. The findings indicate that the Inclusive Business Incubator Model for Vocational High Schools has the potential to become a strategic instrument in realizing inclusive vocational education oriented toward the economic independence of students, without overlooking the need for further strengthening in aspects of cross-institution collaboration and resource management. **Implication :** The practical implications of this research are the importance of affirmative policy support from the government, strengthening the capacity of teachers and mentors, providing disability-friendly facilities, and continuous synergy between vocational schools (SMK), higher education institutions, and the business world (DUDI). **Limitation :** A primary limitation of this study is its localized empirical testing, which was restricted to a select number of vocational schools within Probolinggo, thereby limiting the generalizability of the model across regions with different socio-economic profiles and varying levels of industrial development. Furthermore, while the model addresses inclusive mentoring, it does not fully account for the broad spectrum of diverse learning disruptions or specific physical adaptations required for students across all categories of special needs, nor does it track the long-term post-incubation survival rates of the student-led tenants. **Future Research :** Further research is recommended to test the model's effectiveness on a broader range of vocational schools with diverse characteristics, and to explore the integration of digital technology components into the inclusive business incubation system to make the model more relevant to the dynamics of Industry 4.0 and digital entrepreneurship.

REFERENCES

- [1] Badan Pusat Statistik, "Indeks Pembangunan Manusia 2022," Jakarta, 2022. [Online]. Available: <https://www.bps.go.id/id/publication/2023/05/16/ef80bec78ab91cb5b703b943/indeks-pembangunan-manusia-2022.html>
- [2] D. Mahroji and I. Nurkhasanah, "Pengaruh Indeks Pembangunan Manusia terhadap Tingkat Pengangguran di Provinsi Banten," *J. Ekon.*, vol. 9, no. 1, 2019, doi: 10.35448/jequ.v9i1.5436.
- [3] Burhanudin, "Hubungan Indeks Pembangunan Manusia dengan Tingkat Pengangguran," 2015.
- [4] M. P. Todaro, *Economic Development*, 7th ed. Boston: Addison-Wesley, 2000.
- [5] H. Sofyan, Pardjono, I. W. Djatmiko, and P. Sudira, *Paradigma Baru Pendidikan Vokasi*. Yogyakarta: UNY Press, 2013.
- [6] I. Harianton and A. S. Saefudin, "Alternative Approach to Deliver Competence Higher Skills Technicians from Diploma Program in Indonesian Higher Educations toward Global Competition," in *Proceedings of the 1st UPI International Conference on Technical and Vocational Education and Training*, Bandung, Indonesia, 2010, pp. 73–81.
- [7] Badan Pusat Statistik, "Agustus 2021: Tingkat Pengangguran Terbuka (TPT) Sebesar 6,49 Persen," 2021, Jakarta. [Online]. Available: <https://www.bps.go.id/pressrelease/2021/11/05/1816/agustus-2021--tingkat-pengangguran-terbuka--tpt--sebesar-6-49-persen.html>
- [8] V. B. Kusnandar, "Pengangguran di Indonesia Paling Banyak Lulusan SMK," 2021. [Online]. Available: <https://databoks.katadata.co.id/ketenagakerjaan/statistik/66b6ee0202685af/pengangguran-di-indonesia-paling-banyak-lulusan-smk>
- [9] Purnamawati and M. Yahya, *Model Kemitraan SMK dengan Dunia Usaha dan Dunia Industri*.

- Makassar: Badan Penerbit Universitas Negeri Makassar, 2019.
- [10] C. A. Prosser and T. H. Quigley, *Vocational Education in a Democracy*, Revised edition. Chicago: American Technical Society, 1949.
 - [11] D. N. Allen, "Cooperative Education and Industry Partnership Benefits in Vocational Training," 2007.
 - [12] Tarmansyah, *Inklusi: Pendidikan untuk Semua*. Jakarta: Departemen Pendidikan Nasional, 2007.
 - [13] Badan Pusat Statistik, "Statistik Kesejahteraan Rakyat 2020," Jakarta, 2020. [Online]. Available: <https://www.bps.go.id/publication/2020/11/23/8838aec3d69e019d5fce6779/statistik-kesejahteraanrakyat-2020.html>
 - [14] L. Hewick, "Canadian Business Incubator," 2006, *Jakarta*.
 - [15] R. J. Farhas and S. A. Zulmi, "Kajian Inkubator Bisnis dalam Menumbuhkan dan Mengembangkan UMKM Kota Pekanbaru," Pekanbaru, 2021.
 - [16] R. Pertiwi and others, "Peran Jejaring Inkubator Bisnis dalam Pengembangan Wirausaha Muda," 2023.
 - [17] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R\&D*, Cetakan ke-13. Bandung: Alfabeta, 2011.
 - [18] W. R. Borg and M. D. Gall, *Educational Research: An Introduction*, 4th ed. New York: Longman, 1983.
 - [19] Riduwan, *Skala Pengukuran Variabel-Variabel Penelitian*, Cetakan ke-12. Bandung: Alfabeta, 2018.
 - [20] A. W. Subagyo, "Efektivitas Program Penanggulangan Kemiskinan dalam Pemberdayaan Masyarakat Perdesaan: Studi Kasus di Kabupaten Kediri, Jawa Timur," Universitas Gadjah Mada, Yogyakarta, 2000.
 - [21] R. M. Steers, *Efektivitas Organisasi*. Jakarta: Erlangga, 1985.
 - [22] J. L. Gibson, J. M. Ivancevich, and J. H. Donnelly, *Organizations: Behavior, Structure, Processes*, 5th ed. Plano, TX: Business Publications, 1985.
 - [23] C. Campbell and D. N. Allen, "The Small Business Incubator Industry: Micro-Level Economic Development," *Econ. Dev. Q.*, vol. 1, no. 2, pp. 178–191, 1987, doi: 10.1177/089124248700100209.
 - [24] J. Barney, "Firm Resources and Sustained Competitive Advantage," *J. Manage.*, vol. 17, no. 1, pp. 99–120, 1991, doi: 10.1177/014920639101700108.
 - [25] A. Lusardi and O. S. Mitchell, "Financial Literacy and Planning: Implications for Retirement Wellbeing," Cambridge, MA, 2011. doi: 10.3386/w17078.
 - [26] H. Mintzberg, *The Structuring of Organizations: A Synthesis of the Research*. Englewood Cliffs, NJ: Prentice-Hall, 1979.
 - [27] N. Venkatraman, "The Concept of Fit in Strategy Research: Toward Verbal and Statistical Correspondence," *Acad. Manag. Rev.*, vol. 14, no. 3, pp. 423–444, 1989, doi: 10.5465/amr.1989.4279078.
 - [28] E. J. McCarthy, *Basic Marketing: A Managerial Approach*. Homewood, IL: R. D. Irwin, 1960.
 - [29] I. M. Kirzner, *Competition and Entrepreneurship*. Chicago: University of Chicago Press, 1973.
 - [30] S. C. Myers and N. S. Majluf, "Corporate Financing and Investment Decisions When Firms Have Information That Investors Do Not Have," *J. financ. econ.*, vol. 13, no. 2, pp. 187–221, 1984, doi: 10.1016/0304-405X(84)90023-0.
 - [31] A. Weber, *Theory of the Location of Industries*. Chicago: University of Chicago Press, 1929.
 - [32] M. E. Porter, *The Competitive Advantage of Nations*. New York: Free Press, 1990.
 - [33] J. Emerson, "The Blended Value Proposition: Integrating Social and Financial Returns," *Calif. Manage. Rev.*, vol. 45, no. 4, pp. 35–51, 2003, doi: 10.2307/41166187.
 - [34] S. M. Hackett and D. M. Dilts, "A Systematic Review of Business Incubation Research," *J. Technol. Transf.*, vol. 29, no. 1, pp. 55–82, 2004, doi: 10.1023/B:JOTT.0000011181.11952.0f.
 - [35] W. Dick, L. Carey, and J. O. Carey, *The Systematic Design of Instruction*, 6th ed. Boston: Pearson, 2005.

- [36] D. L. Kirkpatrick and J. D. Kirkpatrick, *Evaluating Training Programs: The Four Levels*, 3rd ed. San Francisco, CA: Berrett-Koehler Publishers, 2006.
- [37] R. M. Muñoz, Y. Salinero, I. Peña, and J. D. de Pablo, "Entrepreneurship Education and Disability: An Experience at a Spanish University," *Adm. Sci.*, vol. 9, no. 2, p. 34, 2019, doi: 10.3390/admsci9020034.

Dwi Anggraeni

State University of Surabaya, Indonesia

Email: dwianggraeni@mhs.unesa.ac.id

***Budiyanto (Corresponding Author)**

State University of Surabaya, Indonesia

budyanto@unesa.ac.id

Erny Roesminingsih

State University of Surabaya, Indonesia

Nunuk Hariyati

State University of Surabaya, Indonesia

Amrozi Khamidi

State University of Surabaya, Indonesia
