

# ENTREPRENEURSHIP INCUBATOR INCREASE INDEPENDENCE STUDENTS

## (Case Studies Faculty of Information Engineering Program of the State Islamic University Sunan Sainstech Kalijaga Yogyakarta)

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### Abstract

The purpose of this study to determine the effect of the incubator model of entrepreneurial learning to increase student self-employment mental independence. The method used is the field trials through the application of entrepreneurial incubators in order to improve the mental independence of entrepreneurship students in the study program Information Technology Computer Science and Technology Faculty of the State Islamic University Sunan Kalijaga Yogyakarta. Entrepreneurial incubator is applied through the incubator cover components: doing, empowering, facilitating, and evaluating. Retrieval of data subjects in simple random sampling in the 30 tested students who follow the teaching of entrepreneurship in the incubator program. Collecting data through questionnaires, observations, and interviews. The method uses regression analysis to determine significant effects between the variables of learning entrepreneurial incubator (X) to a variable increase in student mental entrepreneurial independence (Y). Results of the regression equation is known that the better learning entrepreneurship incubators were applied, the greater the increase in student mental entrepreneurial independence. The magnitude of the effect of learning on the formation of an entrepreneurial incubator mental independence of 0.811 or 81.1%. Learning-based entrepreneurial incubator affect the improvement of mental independence Computer Information Technology student.

**Keywords:** learning, incubators, entrepreneurship, independence

### 1. Introduction

Produce competitive graduates for each graduate, synergy of the various elements of education is required, either: methods, strategies, facilities, and a host of other learning inputs. Stipulated by the Law of Republic of 02 of 1989 on National Education System stated that "education is a conscious effort to prepare students through mentoring, teaching and / or training for their role in the future [1]" Education not only gives the stock of knowledge, transfer of materials and the development of science alone, it also gives provision of skills development, mental training, soul/spirit, attitudes, habits and value systems are required to work.

Prepare graduates who are competitive in the job market, it takes all the support from various education providers, educational institutions so that graduates are ready, and able to sell well in the job

market. Advances in industry and technology has always been marked by change, competitiveness, complexity of the problem demand graduates to be quick to clean up.

Not all college graduates will become employees, employee or head of the company. Early on, educational institutions need to prepare a strategy to improve the quality of graduates (graduate management) of them debriefing knowledge through entrepreneurship. Entrepreneurial science briefing is intended to develop independence and form a new business among students. Enhancement and empowerment of entrepreneurship in students not only through increased affective and cognitive level alone, it would be better enhanced at the psychomotor level.

One of means realizing these expectations through the incubator, used as a means of increasing student mental independence. Musa Hubeis (2009) development, coaching, supervision

in the sense of business incubators and technology widely in order to develop new entrepreneurs or potential entrepreneurs in a professional and independent [2].

Incubators as a means or media increased independence of students (tenant) in order to have better entrepreneurial skills. Incubators have a program to build mental human resources, able to manage and able to utilize the knowledge and technology ... "An incubator provides resources like space, goals, marketing, management, structure and financing to knowledge and technology-intensive new technology based firms" (Aaboen: 2009) [3]. Quote above explains that the incubator acts as the preparation of resources, such as place, purpose, marketing, management, composition, financing to take advantage of science and technology institutions as needed. Incubator program has a goal of "incubating Organizations are part of a wide range of initiatives aimed at stimulating and supporting entrepreneurship" (Autio and Klofsten: 1998). The incubator aims to stimulate and support new entrepreneurs to play a role in improving the quality of student entrepreneurs [4].

Grimaldi (2005) describes the concept of incubation as an effective means of increasing self-employment, which is "the incubation concept seeks an effective means to link technology, capital and know-how in order to leverage entrepreneurial talent, Accelerate the development of new companies, and Thus Spake the speed exploitation of technology. Incubators assist emerging businesses by Providing a variety of support services Such as assistance in developing business and marketing plans, building management teams, obtaining capital, and access to a range of other more specialized professional services. In Addition, incubators Provide flexible space, shared equipment, and administrative services " [5].

The target of the incubator program is increased student mental entrepreneurial independence. Patmawati (2002) independence is a "passion to do everything for themselves"[6]. Haris Mudjiman (2009) "independence is not willing to

depend on the attitude of the other party is characterized by freedom and stand-alone"[7]. Independence is a condition where a person has a passion to compete for the advanced, capable of making decisions, and initiatives to tackle the problem, confident, and responsible for what was done and encourage people to achieve, be creative, powerful and professional.

Looking at the above statement in the incubator model of entrepreneurial learning is required in order to improve the soft skills of independence for students. Informatics Computer Engineering students who take courses in entrepreneurship to get assistance, facilitation, and guidance in the concept of empowerment. Empowerment is done by training, mentoring, empowerment and explores the ability of students to have a good skill. Entrepreneurial incubator is meant in this context is the students who attend college entrepreneurial training, mentoring, empowerment as they pass through the provision of learning with real action. One of those provisions is to have the soft skills (the skills of writing a scientific manuscript). Debriefing scientific manuscript writing has a purpose: (a) a student trying to fill the days with useful things, (b) students are able to actualize the works in real terms and ideas in an article, (c) the provision of writing scientific papers when they graduate or prior to graduation; (d) as income (income) students for college or after college; (e) action in the form of mental self-employment.

Students who follow the subject provided an entrepreneurial way of doing business, the real action (doing), empowerment (empowering), facilitated (facilitating), and evaluated (Evaluating) in assistance activities, shown in figure-1 and figure -2.



Figure 1. Students get a theory of entrepreneurship in the classroom



Figure 2. Student discussions to determine the theme of scientific manuscript [8].

## 2. Methods

Quantitative methods are used as an approach to this research, this study used 30 subjects Computer Information Technology student at the independent class Sunan Kalijaga State Islamic University Yogyakarta, which was taken by simple random sampling. The research was carried out at Informatics Computer Engineering student at the second semester, in February 2012 to May 2012. Methods of data collection using questionnaires, test the validity of using the product moment correlation, and reliability testing with Alpha Cronbath formula [9]. Test by using regression analysis and t test.

## 3. Research Results and Discussion

Early data acquisition as many as 15 students to test the validity and reliability using a questionnaire instrument. Having in mind the instruments used valid and reliable then retrieve the data 30 is simple random sampling of students who received the treatment (treatment) learning model of an incubator in the field of script writing popular science books that are integrated with entrepreneurship courses, as the media establishment student mental independence. It is known that the variable X, the independent variable is the model of learning through the incubator as a model of training, coaching, counseling, empowerment, mentoring, facilitation and empowerment in students, and the variable Y, as the dependent variable, namely the mental independence of the student entrepreneurial characteristics include: the ability write well, awareness of entrepreneurship, entrepreneurial spirit, explore the advantages and disadvantages to cover herself, has a network of business and building access on the other hand, has a mental self-reliant, creative and innovative, confident, hard working and diligent, and do not easily give up.

Based on data analysis performed by SPSS statistical program version 17.0, that the incubator-

based learning model is able to influence the mental independence of entrepreneurship, this is according to Table 1 and Table 2.

Table 1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.905 <sup>a</sup>	.819	.811	11.76552

a. Predictors: (Constant), X\_inkubtrkwu

Table 2. Table 2. coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-56.218	26.055		-2.158	.042
X_inkubtrkwu	.914	.090	.905	10.195	.000

b. Dependent Variable: Y\_mentalkmdirian

Based on the above analysis, there was a significant effect of learning through incubator models (X) to the mental independence entrepreneurship students (Y), with the regression equation  $Y = X -56.218 + 0.914$  Equation is interpreted that the better model of entrepreneurial incubator program is administered the better the mental of independence student entrepreneurs. The amount of influence on the formation of mental models of incubators for entrepreneurial independence 0.811 or 81.1%, based on t test, the t count > t table, (10.195 > 2.045) and significant alpha value calculated by <5%, which is 0.00 < 0.05. Thus the incubator-based learning model is able to influence the mental independence entrepreneurship

students in the Computer Information Engineering study program.

#### 4. Conclusion

Based on survey results revealed that the model-based learning entrepreneurial incubators affect significantly to the formation of mental of independence student effort. Model of entrepreneurial learning through incubators carried out simultaneously or integrated in entrepreneurship courses. The magnitude of the influence of incubator-based learning model for the formation of independence mental operations of 0.811 or 81.1%. Thus the provision of material in the field of entrepreneurship through entrepreneurial incubator capable of affecting mental improvement efforts of independence prospective graduate Computer Information Technology education.

#### 5. Suggestion

Produce competitive graduates are not only concerned with affective and cognitive aspects alone, but the psychomotor aspects must be considered. Entrepreneurial learning will produce graduates who are empowered, graduates have the mental effort if the teacher (instructor) is a principal in their field business.

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