

EVALUATION OF THE EFFECTIVENESS AND SUSTAINABILITY OF THE BUSINESS INCUBATOR PROGRAM IN CREATING ENTREPRENEURS IN INDONESIA

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ABSTRACT

The high unemployment rate is one of the factors that influence Indonesia in achieving decent work and economic growth. Creating entrepreneurs as solution through entrepreneurship training programs has been organized by various parties. Bright Cube organized by IPB University is one of the business incubators that integrates all stakeholders. The purposes of this study are to analyze the implementation and sustainability strategy, and evaluate the effectiveness of the 2nd batch of Bright Cube program. The research methods used are descriptive analysis, Return on Training Investment, and SIPOC diagrams with a quantitative approach. Primary data was obtained through questionnaires and secondary data was obtained through literature study. The results show that the majority of participants are not satisfied with the resulting turnover. At reaction level, participants tend to give a positive reaction to the program. At learning level, there is an increase in knowledge and skills. At behavioral level, participants are interested in becoming entrepreneurs. At result level, participants recommend the program and the ROTI result is positive. There are several things that need to be improved based on evaluation. Therefore, this program has been running effectively and can be a success example in order to achieve the entrepreneur national target.

Keywords: *Bright Cube, entrepreneurship, kirkpatrick-phillips, program evaluation, SIPOC diagram.*

A. INTRODUCTION

According to the SDGs report, Indonesia is ranked 97th out of 165 countries with a score of 66.3 (Sachs et al., 2021). The issue of skilled unemployment among university graduates is one of the causes, and the government needs to pay more attention to it because it may have an impact on Indonesia's efforts to achieve the Sustainable Development Goals (SDGs), particularly points two (no poverty), eight (decent work and economic growth), and seventeen (partnership for the goals). According to BPS Indonesia (2021), The Open Unemployment Rate (TPT) for Indonesia in 2021 is 6,49%, a drop of 0,58% from 2020. Youth with characteristics

of Indonesian nationals aged 16 to 30 still have a high TPT in 2021, which is 14% higher than the average TPT in Indonesia. This has continued since 2015 despite a decline (BPS, 2021b). The development of entrepreneurs, who can best utilize the current human resources and create jobs while also absorbing many of them, is one strategy for reducing the high unemployment rate. Indonesian Kemenkopukm thus hopes to see a national entrepreneurship ratio of 4,15% by 2024 (Kemenkopukm, 2020). To accomplish this goal, the government sets up a variety of entrepreneurship training programs to promote the number and caliber of entrepreneurs in Indonesia, particularly among young people. This is due to the lack of youth enthusiasm in business in Indonesia. According to BPS Indonesia (2021a), only 18 out of 100 youth are entrepreneurs and tend to be on a small scale by relying on unpaid workers or relying solely on themselves.

There are several types of entrepreneurs that are developing in society such as technopreneurs, sociopreneurs, and many others. Currently, Indonesia is faced with a startup euphoria where there are more and more new entrepreneurs who are building startup businesses by utilizing unlimited technology (Lutfiani et al., 2020). This phenomenon has occurred since Gojek, Traveloka, and Tokopedia became the first unicorn companies in Indonesia in 2015. The emergence of this phenomenon has prompted the government to support it by launching the 'Gerakan Nasional 1000 Startup Digital' program which is expected to be able to create new entrepreneurs who will be the beginning in creating the future. Indonesia's digital economy (Kominfo, 2019). However, it is inevitable that a startup would fail and struggle to thrive in the face of intense competition. The main reason for startup failure is a lack of funding. In contrast, startups frequently encounter challenges in analyzing the viability of their businesses, operations management issues related to the availability of tools, competition issues, improper financial recording issues, and marketing issues (Srihadiastuti & Hidayatullah, 2018). Therefore, the role of a business incubator that provides assistance is needed in helping all startups in Indonesia to survive and grow in the midst of competition. According to a study on a business incubator in a university, namely KKIB (Diponegoro University Entrepreneurship Clinic and Business Incubator), the growth of tenants' businesses has increased after they joined the business incubator (Crefioza et al., 2022). Several large companies also support the growth of startups in Indonesia by organizing business incubators such as the Cubic Startup Incubator by PT. Kubika Sejahtera Indonesia which was founded in 2015 (Badan Riset dan Inovasi Nasional, 2021). Universities also support the existence of startups which are in line with the tri dharma, namely education, research, and community service. Menristekdikti Mohamad Nasir requires every university to have a Technology Business Incubator (IBT) which focuses on creating technology-based entrepreneurs or startups through providing assistance and services that refer to the Regulation of the Minister of Cooperatives and SMEs Number 24 of 2015 concerning Norms, Standards, Procedures, and Criteria (NSPK) Entrepreneurial Incubator and Presidential Regulation Number 27 of 2013 concerning entrepreneurial incubator (Lutfiani et al., 2020). The Industrial and Business Incubator by the Institute for Innovation and Entrepreneurship Development (LPIK) of the Bandung Institute of Technology, which was founded in 2010, and the IPB Business

Incubator (IncuBie), which was established in 2011, are two examples of business incubators in Indonesia (Badan Riset dan Inovasi Nasional, 2021). The government, together with universities, is cooperating in holding various competitions at the national level in the field of entrepreneurship as a form of appreciation and support for businesses owned by students throughout Indonesia, such as the Entrepreneurship Student Creativity Program (PKM-K), the Indonesian Student Entrepreneurship Expo Program (KMI), and many others. However, the business incubator and competition programs are still running independently and have not been integrated by stakeholders.

As time goes by, in 2021 the Ministry of Education, Culture, Research, and Technology (Kemedikbud Ristek) implements the Merdeka Belajar-Kampus Merdeka (MBKM) policy in the scope of universities, which gives the right to study three semesters outside of the study program. According to Permendikbud Number 3 of 2020, Article 15 Paragraph 1, there are several learning activities both within and outside the study program, and one of them is entrepreneurial activity (Tohir, 2020). One of the programs that supports the MBKM policy is the Indonesian Student Micro Credential (KMMI) program, organized by the Ministry of Education, Culture, Research and Technology. The KMMI program is a learning program in the form of a short course that can improve hard and soft skills and involve industry in the process. One of the programs integrated into KMMI is the Business Rally Incubator (Bright Cube) program organized by the Department of Management, Faculty of Economics and Management (FEM), IPB University in collaboration with A.M. Incubator and LRT City Sentul. The Bright Cube program is a business incubator program specifically designed for students throughout Indonesia that aims to provide hands-on experience in starting a business. This program has been held twice in 2021. However, there is a difference between the 1st and 2nd batches, namely that the 1st batch still does not involve the government and the implementation is done offline, while in the 2nd batch, all stakeholders, including the government, are involved and the implementation is carried out online. Due to the difference in stakeholder involvement and the method of implementation, what the participants of Bright Cube batch 1 and batch 2 will feel will be different. The involvement of all stakeholders in the 2nd batch of Bright Cube has become an innovation from previously existing entrepreneurship programs, which are still running independently without the collaboration of all stakeholders. Therefore, it is necessary to evaluate the effectiveness and analysis of the sustainability strategy of the Bright Cube program to increase the number of entrepreneurs in Indonesia. The aims of this research are:

1. Analyzing program implementation and the characteristics of the 2nd batch of Bright Cube program participants
2. Evaluating the 2nd batch of the Bright Cube program at the level of reaction, learning, behavior, results, and ROTI
3. Analyzing the sustainability strategy of the 2nd batch of Bright Cube program through the SIPOC diagram approach

This study will concentrate on the online program implementation and the Bright Cube 2nd batch program, which involved all stakeholders.

B. LITERATURE REVIEW

Entrepreneurship

According to Rieckhoff & Larsen (2012), entrepreneurship is a passion which allows entrepreneurs (entrepreneurs) to believe that what they are doing is the key to realizing their dreams and overcoming difficulties. Meanwhile according to Winardi (2008) that an entrepreneur is a person who initiates or manages a new business endeavor or makes an effort to manage an organizational unit via a variety of series of fruitful modifications. Therefore, a person who starts new businesses and thinks that what they are doing is the primary means of achieving their goals and overcoming obstacles is referred to as an entrepreneur.

Training Evaluation Model

The term "training effectiveness" refers to the advantages that the participants in the training have for their employer or other organization (Nugraha & Kartika, 2020). The Donald L. Kirkpatrick evaluation model, which has five stages, served as the basis for the Kirkpatrick-Phillips evaluation model, which was developed by Jack J. Phillips (Blaga & Gabor, 2018). The five levels include:

1. Reaction level (*feedback, satisfaction and planned actions*), by measuring the degree of satisfaction with the training program, evaluate the program in terms of the responses from the participants.
2. Learning level (*learning and confidence in application*), evaluate the degree to which participants comprehend the material covered in the training course. It can be claimed that the training program is successful if the participants are able to comprehend and gain new skills and knowledge from it.
3. Behavior level (*application and implementation on the job*), assess how well participants are applying the knowledge they gained from the training program by their behaviors or completed activities. The training program will be deemed successful if the participants can successfully apply what they have learnt.
4. Result/Outcome level (*impact on organization's business results*), the program should be evaluated in terms of the training program's perceived direct effect on business outcomes. Typically, success is demonstrated by cost reductions, increased quality, and happy participants.
5. *Return on Training Investment (ROTI)* level, by comparing the revenue received with the overall expenses incurred to put the training program together, you may assess the program's ability to create a profit.

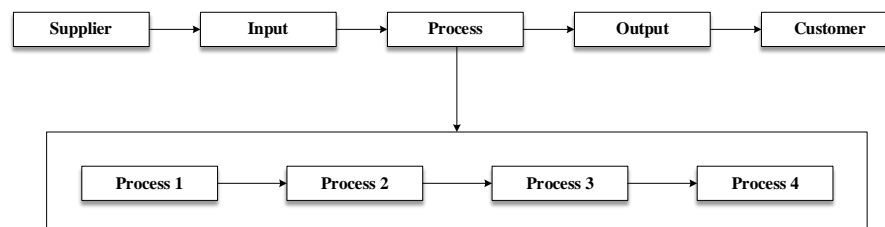
C. RESEARCH METHOD

This research is a descriptive study that was carried out to answer questions about the situation of the research object at the time the study was completed. In the meanwhile, a quantitative method is used. With a cross section data gathering technique, this study uses both primary and secondary data sources. According to Indrasetyaningih and Wasik (2020), data obtained in one time period that includes multiple objects is known as cross section data. Two surveys were employed by the

researchers. The first questionnaire seeks information from respondents to help in assessing the program's efficacy at the reaction, learning, behavior, and outcome levels. While the second questionnaire attempts to gather information from respondents regarding the appraisal of the degree of behavior and results three months after the program's conclusion.

Indonesian students who participate in the second batch of the Bright Cube Program in 2021 meet the criteria for the respondents in this study, which employs a non-probability sample approach and purposive sampling technique. There are 286 participants in the study. Utilizing the Slovin formula, sampling was performed. If the whole population is known and it is assumed that the population is normally distributed, the sample is measured using the Slovin formula (Cooper & Schindler, 2011). This study uses 5% as the level of inaccuracy that can be tolerated, so that the results are that a minimum of 167 respondents is needed as the research sample. Instrument testing was carried out using the SPSS 28.0 application with a sample size of 30 respondents. Based on the results of the questionnaire validity test, it shows that all question items on each variable are valid with a value of $r_{count} > 0,361$. Meanwhile, according to Yusup (2018), an instrument can be said to be reliable if the Cronbach Alpha value is greater than 0,70 at a significant level. Based on the results of the reliability test, all question items at the level of reaction, learning, behavior, and outcomes are reliable with Cronbach Alpha values sequentially of 0,916, 0,960, 0,798, and 0,806.

The study used the 2019 version of the Microsoft Excel program to evaluate effectiveness. Based on the Kirkpatrick and Phillips' evaluation paradigm, the effectiveness analysis was conducted. The magnitude of the mode and the average concentration were used in this study's descriptive analysis approach. The Net Promoter Score (NPS) approach was also employed by researchers. According to Situmorang *et al.* (2017) NPS, which is divided into Promoters, Passives, and Detractors, is a method used to gauge how big and strong a brand will be compared to other brands. NPS can be applied in this way to measure how much participants will like the Bright Cube program over other incubator programs. Return on Investment (ROTI), however, measures a company's entire financial return on investment by comparing profit to cost (Alotaibi, 2018). Then to analyze the sustainability strategy of the Bright Cube program, the SIPOC diagram analysis is used as shown in Figure 1.



Source: Félix dan Duarte (2018)

Figure 1.
SIPOC diagram

Based on Figure 1 shows the process flow starting from the supplier to the customer. According to Félix dan Duarte (2018), By mapping the complete process, including suppliers, inputs, processes, outputs, and customers and finding gaps beginning with suppliers and ending with customers for improved process improvements, the SIPOC diagram is a tool frequently used as the initial stage in formulating a change plan. Because of this, the SIPOC diagram can be utilized as a tool to assess the managerial implications of this research and develop a plan to enhance the Bright Cube program.

D. RESULTS AND DISCUSSION

The incubator business has grown in the world of education, both in schools and universities. A reserach study conducted by Raya Sulistyowati (2021), the results of a study on a business incubator on the effectiveness of the business incubator and entrepreneurial education in interest to start a business in vocational school students majoring in marketing show that it can help the students to develop the traits of an entrepreneurial spirit by having a place to practice entrepreneurial theory taught by the teacher, fostering student interest in opening a business, and have been able to read business operations. Meanwhile, the majority of business incubators operate offline and do not involve all relevant stakeholders, including academic, business, government, and the community. Due to the Covid-19 pandemic situation that hit all countries, including Indonesia, the Bright Cube Program has become one of the forerunners in a business incubator that has included all stakeholders, is run online, and is integrated in the MBKM system (Merdeka Belajar-Kampus Merdeka), which is a new policy in Indonesian education.

Implementation Overview of The 2nd Batch of Bright Cube Program

The Business Rally Incubator (Bright Cube) program is a business incubator specifically designed for students in Indonesia to provide hands-on experience in starting their own online business and becoming an independent entrepreneur. This program has a vision of developing new entrepreneurs from universities and accelerating the growth of human and economic resources in Indonesia. The mission of this program includes creating business programs that encourage entrepreneurial exploration for students and providing networking and collaboration opportunities between businesses, academic institutions, government, and the community. Some of the benefits offered by this program are investment funds, regular webinars and regular mentoring sessions with experts who are experts in their fields, the opportunity to get skill certification as a Certificate of Companion Diploma (SKPI), and conversion of activities equivalent to three credits with Management courses. projects, and networking opportunities with experts, professionals, and suppliers. The Bright Cube 2nd batch program is also part of the Indonesian Student Micro Credential (KMMI) program with the subject being taught being Project Management (MAN305), with a credit load of three credits.

The Bright Cube program is organized by the Department of Management, Faculty of Economics and Management, IPB University in collaboration with A.M.

Incubator from PT. Teman Muda Berkarya and LRT City Sentul as partners in the industry and in collaboration with the Ministry of Education and Culture, Research and Technology in the context of MBKM and integrated into the KMMI Program. The Bright Cube program also collaborates with several companies as brand partners, including PT. Paragon Technology and Innovation, PT. Unilever Indonesia Tbk, Berkah Chicken Indonesia, JBL by Desound Indonesia, Hody.id, and Dropshipaja.com. This program is held over a span of four months from July 21, 2021, to November 10, 2021, and is attended by 286 selected participants from universities in Indonesia. Participants are divided into two groups in the stages of running a business, namely groups that work with brand partners and groups that run their own business (Remote Business). The total number of groups was 56, with each group consisting of five people. There are eight parallel classes facilitated by assistant lecturers, learning partners, and brand partners for each class. Selected participants are required to take part in various learning sessions, which also include mentoring sessions with experts conducted in groups. Learning takes place online through the Zoom Meeting, Discord, and IPB University OCW platforms (a learning platform from IPB University). Various learning methods also complement the program design, such as pre-tests, post-tests, routine quizzes, webinars, group discussions, group mentoring, and other participatory methods. All of these are designed to optimize the learning received by the participants. At the end of the program, a final evaluation was carried out by conducting elevator pitching and awarding and graduation days as a form of appreciation. Meanwhile, the 106 selected participants had the opportunity to take a certification exam regarding online marketing design.

Respondents Characteristics

The participants in this study were the Bright Cube 2nd batch program participants in 2021, a total of 246 individuals from 45 Indonesian universities, with the majority of respondents comprising 155 students from IPB University, 185 respondents from the Faculty of Economics, Management, and Business, and 125 respondents from the Management Study Program.

This program is dominated by women with 65%. This demonstrates that entrepreneurship, which was historically dominated by men, is now actively participated in by a large number of women. One of the objectives of government policy in several nations is to increase the participation of women in business. For instance, Madagascar has a new gender-based strategy to encourage women entrepreneurs, and North Macedonia has adopted the Strategy and Action Plan for Women Entrepreneurs 2019–2023 (Bosma et al., 2020). In this sense, the Indonesian government can use the Bright Cube program as a tool to encourage more women to start their own businesses. The majority of responders also reside in Java, particularly in West Java Province, where this figure is 76%. According to statistics on Indonesian universities from 2020, the province of West Java is home to the most universities in Indonesia, with a total of 597 (PDDikti, 2020). This program has included participants from four major islands in Indonesia. Although there were some participants who came from the islands of Kalimantan and Sulawesi, the number was still very small. Thus, this program is still not evenly

distributed in covering participants throughout Indonesia, especially in the eastern part of the country. Then, based on Figure 2, shows that 67% of the work of parents is non-entrepreneurial. Despite having a non-entrepreneur family background, this does not prevent the respondents' interest in participating in the field of entrepreneurship.

Meanwhile, during the 2nd batch of the Bright Cube program, respondents were grouped into seven parallel classes based on business models, products, and brand partners. Each parallel works with brand partners, resellers, and dropship systems. However, specifically for parallel class 6, it is a combined class of groups that work with brand partners and groups with a business model, namely a remote business that sells products under its own brand. Meanwhile, it can be seen that most of the respondents are in parallel classes 2 and 6, with a percentage of 16% each. PT Unilever Indonesia Tbk is a class group that collaborates with PT Unilever Indonesia Tbk as a brand partner with its products, namely Ponds. Meanwhile, parallel 6-class is a class consisting of a group that works with Hody.id as a brand partner and a group with a business model, namely remote business. For Hody.id, they have products in the form of bags and wallets, while for the remote business group, they have products with their respective group brands.

The majority of respondents, 66%, prefer to work in a company rather than continuing to study or being an entrepreneur. However, most of the respondents who choose to become entrepreneurs come from educational backgrounds from Economics, Management, and Business. Regardless of educational background, family, or post-college career choices, the majority of respondents, 64,9%, still choose to participate in this program to learn more about entrepreneurship and want to develop themselves through the experiences that will be gained through this program. This also shows the great curiosity of the respondents towards entrepreneurship. But in the end, the majority of respondents, 63,8%, felt they were still not satisfied with the resulting turnover. The majority of respondents, 52%, were dissatisfied because they had not reached the target that had been set at the beginning of the program. Another reason is caused by internal team problems, marketing constraints that have not been maximized, and distance and time constraints. Some of the reasons for this dissatisfaction can be overcome by setting more realistic targets; conducting stricter participant selection so that participants are more committed and consistent; conducting more mature marketing planning; grouping participants based on domicile; and extending the program period.

Evaluation of The 2nd Batch Bright Cube Program's Effectiveness in 2021

Reaction Level

The results of the effectiveness analysis at the reaction level show that the majority of respondents tend to agree with all statements on the reaction level variable for the 2nd batch of the Bright Cube Program organized by the Management Department of IPB University. Meanwhile, the results of the effectiveness evaluation for the level of reaction to the facilitator, namely the Teaching Team of IPB University, showed that the majority of respondents tended to agree with all statements on the variable level of reaction to the facilitator of the teaching team of

IPB, with an average level of satisfaction with a scale value range of one to ten, namely 8,60, with the highest satisfaction score in the Parallel 2 Class Teaching Team of 9,10. Then, for the results of the effectiveness evaluation at the reaction level to the practitioner mentor facilitator, it showed that the majority of respondents tended to agree with all statements on the reaction level variable to the practitioner mentor, with an average satisfaction level of 8,56, with the highest satisfaction score at Practitioner Mentor 12 of 9,33 as a practitioner mentor in the Parallel 6 class for Remote Business. Meanwhile, for the results of the evaluation of the effectiveness at the reaction level to the learning partner facilitator, it shows that the majority of respondents tend to agree with all statements on the reaction level variable to the learning partner facilitator, with an average satisfaction level of 8,70, with the highest satisfaction score at Learning Partner 3 as a learning partner. partners in Parallel 4 by 9,25.

Learning Level

The results of the evaluation of program effectiveness at the learning level were analyzed based on two variables, namely the knowledge and skills variables. The results of the analysis showed that there was an increase in participants' knowledge with an average of 0,86, or 17%. The highest increase occurred in knowledge about introducing Google Data Studio for business visualization, with an increase in value of 37%. Meanwhile, the lowest increase occurred in knowledge of public speaking and elevator pitching, with an increase in value of 17%. Meanwhile, the results of the evaluation of the effectiveness at the learning level for the skill variable showed an increase in the skills of the participants of an average of 13%. The highest increase was in the skill of compiling a Gant Chart, with an increase in value of 14%. Meanwhile, the lowest increase was in the skill of preparing the Business Modal Canvas (BMC)/PMC, with an increase in value of 11%.

Behavioral Level

The results of the evaluation of program effectiveness at the behavioral level are analyzed based on the variables of interest, time of readiness, business sector, and business model chosen to become entrepreneurs, as well as the respondent's desire to continue the business that is run during the program. The results of the analysis show that the respondents who are interested in becoming entrepreneurs number 233 respondents. Meanwhile, the results of the evaluation of the respondent's readiness time show that of the 233 respondents who are interested in becoming entrepreneurs, 46,8% are ready to start their business and become an entrepreneur at this time, namely in 2021. Then for the results of the evaluation of the respondents' interest in continuing their business. The results indicated that the majority of respondents, amounting to 70,3% of respondents, were not interested in continuing the business that was run while participating in the program. As many as 38% of respondents are not interested in continuing the business they are running because they want to try other business fields. Another reason is that they want to focus on other activities first, such as college and work. Another reason is that respondents feel that the business that is run while participating in the program is

difficult to run in the future because it has many competitors, few markets and profits, limited human resources, and is not supportive. Some respondents are also not interested in continuing because they are not interested in entrepreneurship. Meanwhile, the business model that the majority of respondents are interested in when it comes to entrepreneurship is that 52% of the 233 respondents who are interested in entrepreneurship choose brand ownership as their business model (having their own brand). Then 36% of respondents chose the trade, hotel, and restaurant sectors when entrepreneurship was later. Researchers conducted a follow-up study on 66 respondents regarding the impact of the program on their behavior, and it was found that 57,6% of respondents preferred to focus on academics as their main activity after three months since the end of the program. Meanwhile, only 13 respondents chose to run a business as their main activity after the end of the program. However, 14 respondents run a business in addition to their main activities, which are academic focus and work or internship at the company. Thus, the total number of respondents who are currently running a business after three months since the end of the program, both as a main activity and as a side activity, is 27 respondents. As many as 33,3% of respondents who are entrepreneurs have businesses in the trade, hotel, and restaurant sectors. Meanwhile, the length of time the business has been run by the majority of respondents has lasted from six months to one year, which is 52%, and there are 37% who have run their business since joining the program with a business duration of less than six months.

Outcome Level

The results of the evaluation of program effectiveness at the outcome level are carried out through the variables of the level of conformity of respondents' expectations to the actual program, advantages, disadvantages, suggestions, memorable experiences, and respondents' recommendations for program sustainability. The results of the evaluation showed that 69,1% of the respondents stated that the program had met their expectations. Meanwhile, 30,9% of respondents felt that the program had not met their expectations. Then, for the average level of satisfaction of respondents who stated the program was not in accordance with their expectations, it was 6,16. Meanwhile, the results of the evaluation of program deficiencies showed as many as 134 respondents stated that the shortcomings of the program were the implementation of activities on weekends and schedules that clashed with other activities. Then as many as 90 respondents gave suggestions on the program so that it has a more regular schedule, on time, and its implementation on weekdays. As for the advantages of the program, as many as 138 respondents stated that the advantages of the program are being able to provide facilitators (mentor practitioners or brand partners, lecturers, and learning partners) who are qualified, competent, and in accordance with the needs of respondents in running their business. Meanwhile, the majority of respondents, as many as 163 respondents, felt that the webinar that was followed was very useful by providing quality speakers, especially on material about Google Data Studio, Best Practices from Tiktok, and Elevator Pitch, as the most memorable experiences felt by respondents while participating in the program. Then the majority of

respondents, as much as 95,9%, recommended the Bright Cube Program to be held in the following year, 2022.

The Net Promoter Score (NPS) for this program, which was 95,9% showed positive results from the program and the majority of participants want to recommend this program. Meanwhile the reason the majority of respondents gave this score was because of the many benefits that were felt in the form of knowledge, experience, and relationships from the program, so that it gave a good score to the program.

Return on Training Investment (ROTI) Level

The total investment fund provided by the government to the program is Rp. 115.600.000,00, which is distributed to participants as much as Rp. 400,000/participant. Meanwhile, the total turnover generated by all groups was Rp478,397,786 and the total profit generated was Rp118,749,452. Through the calculation of the ROTI analysis by comparing the profit obtained from the total turnover minus the costs incurred by each group to run their business with costs, namely investment funds from the government as a whole, the ROTI program obtained is 31,4%. A ROTI analysis was also carried out on each business group and resulted in a positive ROTI value, but not too large. However, the results of the ROTI analysis which are positive both overall and per business group indicate that the investment made in the program is feasible because it provides benefits so that it has the potential to be held again in the following year.

Sustainability Strategy

Being sustainable can be defined as properly managing processes and resources with a long-term perspective (Medne & Lapina, 2019). Therefore, it is required that every program or activity be sustainable, meaning that it can operate successfully and persist for a very long time. Naturally, it is believed that the Bright Cube program will be sustainable and will help realize the Sustainable Development Goals (SDGs), particularly points two, "No Poverty," eight, "Decent Work and Economic Growth," and seventeen, "Partnership for the Goals." A sustainability strategy from the Bright Cube program is required as a fundamental step to achieving sustainable development. The sustainability strategy of the 2nd batch of Bright Cube program is illustrated by the SIPOC diagram. The SIPOC diagram is shown in Figure 2.

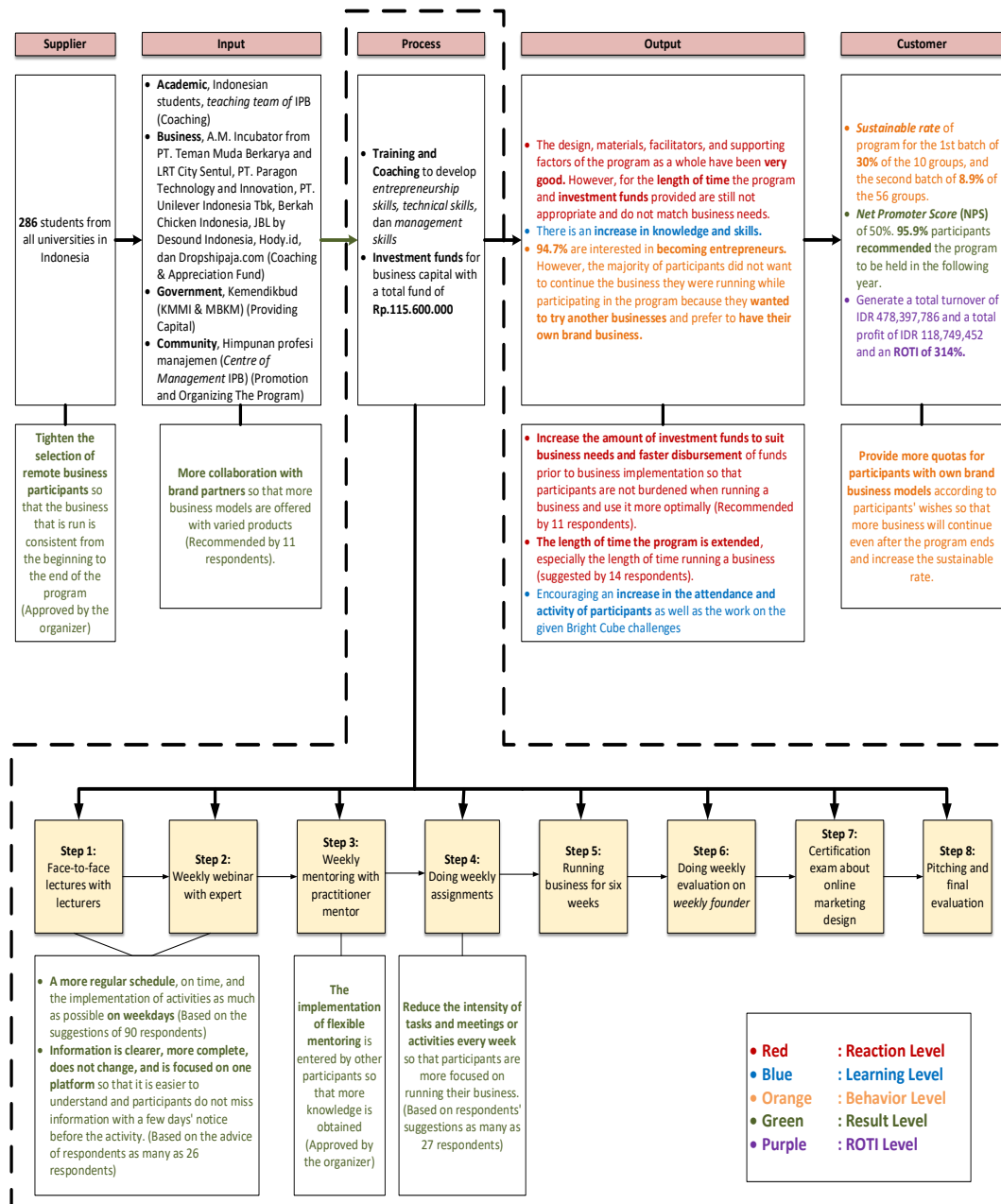


Figure 2.
Sustainability Strategy of The 2nd Batch of Bright Cube Program

Based on the results of the five-level effectiveness review, Figure 2 depicts the process flow of the Bright Cube program from the Supplier to the Customer along with a number of items that become improvements in each phase. A sustainable rate of 8,9% is one of the program's outcomes, as evidenced by the number of groups that continue operating after the program has ended. The Indonesian government's national goal of 4% for the number of entrepreneurs in Indonesia in 2024 is still far away from this number, nevertheless (Kemenkopukm, 2020). One percent of Indonesia's overall population, or those between the ages of 15 and 30, is thought to be the target for the 4% of entrepreneurs, while the

remaining 20% are thought to be college-educated young. With an average population growth rate of 1,2%, Indonesia will have a total population of about 272.682.000 people in 2021(BPS, 2021a). Thus, 2.726.820 people are the aim for 1% of the population, and 545.364 people are the target for 20% of the population. According to the 1,2% annual population growth assumption, there would be 565,233 students in colleges nationwide in 2024 who are the target market for national entrepreneurs. Then, if we look at the number of Bright Cube program participants, the batch of two who continue their business, we see that there are 21 people. However, when we compare this number to the target number of young people who become entrepreneurs in 2024, it only reaches 0,004%, which is still very far from the national target of 1%. There are 15 universities in cluster 1 as of 2020, including IPB University (Direktorat Jenderal Pendidikan Tinggi, 2020). Universities belonging to cluster 1 have the characteristics of strong human resources and infrastructure and have been successfully utilized to achieve high national achievements and are ready to be upgraded for international rankings. If all universities equivalent to IPB University, namely universities that are included in cluster 1, can organize programs similar to the Bright Cube program so that they are able to produce a minimum of 21 young entrepreneurs for each batch, then 315 young entrepreneurs from the scope of universities will be produced in each batch. That way, universities can contribute to increasing the number of entrepreneurial students in Indonesia. Then, with the improvement of the program so that it is sustainable, it is expected that there will be an increase in the number of entrepreneurs generated over time. Therefore, this 2nd batch of the Bright Cube program can be applied and used as an example of an entrepreneurial incubator program that involves the roles of all stakeholders, both academic, business, government, and community within the scope of Indonesian universities, both with the same program or with new programs that are similar.

E. CONCLUSION

Based on the results of the study, three conclusions were obtained that answered the formulation of the problem and the objectives of this study, which include:

1. The 2nd batch of the Bright Cube program is organized by IPB in collaboration with A.M. The Incubator and LRT City Sentul were attended by 286 participants who were divided into 56 groups, with participant characteristics indicating that the majority of program participants came from the Faculty of Economics, Management, and Business. Program participants are also dominated by women, which shows that women are increasingly actively participating in the field of entrepreneurship. Meanwhile, the program still does not cover many participants in the eastern part of Indonesia. Then, the work background of parents who are entrepreneurs affects the educational background of the participants. During the program, participants were divided into seven parallel classes, and most of the participants were in parallel classes 2 with brand partner Ponds by PT Unilever Indonesia Tbk and in parallel class 6 with brand partner Hody.id and remote business groups. Meanwhile, the majority of participants prefer to work in a company rather

than become an entrepreneur as a post-campus career choice. Regardless of other backgrounds, participants continue to follow the program with motivation as a means to develop themselves. But in the end, the majority of participants still felt dissatisfied with the turnover generated because they felt they had not reached the target that had been set at the start of the program.

2. The Bright Cube 2nd batch program has been running effectively as indicated by the majority of participants tending to agree with the reaction level statement; an increase in knowledge and skills at the learning level; the majority of participants interested in becoming entrepreneurs at the behavioral level; and the majority of participants also recommending the program at the yield level; and a positive ROTI value of 31,4%.
3. The program's sustainability strategy is analyzed through the SIPOC diagram based on the results of the effectiveness evaluation and shows that there are several things that need to be improved regarding funding, program schedule, intensity of tasks and activities, as well as dissemination of information regarding assignments and meetings. This program can also be applied and used as an example of an entrepreneurial incubator program that involves the role of all stakeholders in order to achieve the government's national target for the number of entrepreneurs.

For further research, a comparative analysis of several existing entrepreneurship incubator programs with different concepts in Indonesia can be conducted so that can be found out which program or system is the most effective in increasing the number of entrepreneurs in Indonesia.

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