European Journal of Humanities and Educational Advancements (EJHEA)
Available Online at: https://www.scholarzest.com
Vol. 5 No.01, January 2024
ISSN: 2660-5589

LIFE SKILL DEVELOPMENT MODEL THROUGH INDUSTRIAL INCUBATOR BASED LEARNING (IIBL) IN IMPROVING STUDENTS' ENTREPRENEURIAL INSIGHTS

Lilis Karwati[1*]
Ahmad Hamdan[2]
Vepi Apiati[3]
Satya Santika[4]
[1,2,3,4]Siliwangi University, Indonesia
liliskarwati@unsil.ac.id
ahmad.hamdan@unsil.ac.id
vepiapiati@unsil.ac.id
satyasantika@unsil.ac.id

Article history:

Received: November 6th 2023
Accepted: December 4th 2023
Published: January 10th 2024

Abstract:

The cause of the weak entrepreneurial spirit of college graduates, while still a student is still fixated on the theory of entrepreneurship learning provided by lecturers, students should be able to build an entrepreneurial spirit and directly practice in the field related to the world of business and industry. The purpose of the study can facilitate between the insights of knowledge and technology by fostering the entrepreneurial spirit of students to have provisions after graduation in creating jobs. The method used in this research is descriptive quantitative research. Data and information obtained through pre-test and post-test, The results of this study with learning Entrepreneurship courses with the Life Skills Development Model through Industrial Incubator Based Learning (IIBL) can increase competency in learning Entrepreneurship courses. The conclusion of this study is that students are able to implement business activities resulting from incubation between the business world and the industrial world.

Keywords: Entrepreneurship, Life Skills, Incubator Business

INTRODUCTION

Entrepreneurship as a course that must be followed by students in tertiary institutions at Siliwangi University with the hope that students are able to have an entrepreneur spirit and expertise in developing education with knowledge-based attitudes and skill learners think actively so that they can develop their potential, according to (Nurliawaty, Yusuf, & Widyaningsih, 2017) educators can improve the quality of learning. According to (Hassoubah, 2004), efforts to improve the value of education require educational reforms including curriculum development, and methods and techniques in accordance with changes and demands in developing strategic insights and improving the quality of more effective learning. (Mulyasa, 2005) says through methods as a more effective way of delivering students in learning to be more active and creative in participating in learning so that entrepreneurship material can be conveyed more effectively (Seels & Richey, 1994) suggests a strategy in entrepreneurship learning is a process of how to deliver material so that learning can be delivered According to (Mursid, 2017) The following phenomenon of unemployment of college graduates: (1) There are still unresolved problems between graduation and the world of work related to the link and match of the world of work; (2) expertise (life skills) related to the business world has not been widely implemented in the world of work they have and have received less attention from the campus. Entrepreneurship Hidden Curriculum (EHC) in its application combines hard skills and soft skills that students must have in applying to the business world. (Anwar, 2006) suggests that the expertise that needs to be possessed is the need for communication relationships in establishing interactions and being able to adjust the situations and conditions that occur in the surrounding environment. Graduate competencies are applied integratedly by combining the results of ideas and implementation of activities in the form of life skills development as a strategy so that students are able to equip themselves according to the expertise and skills possessed by students so that universities in teaching students can increase the ability of opportunities to improve graduate skills.

Entrepreneurial activities are carried out through planning the development of creativity insights and as a solution in solving the problems faced (Nasution, Bustanul, & Suef, 2007). The entrepreneurial perspective can be implemented including being able to create added value that must be able to compete in the market through the

development of competent resources in their field of work in developing entrepreneurial culture programs on campus including; fostering the spirit of entrepreneurship as an effort to increase new entrepreneurs for students. According to (Potter, 2008), the key to entrepreneurship education is a step towards change starting from the smallest thing to pioneer business activities until the creation of momentum to produce a change in work. Through entrepreneurship courses as an effort that can produce graduates who have an entrepreneurial spirit from the perspective of mindset and spirit to become new entrepreneurs.

According to (Suardika & Sujianto, 2012) through Industrial Incubator Based Learning (IIBL) is an activity design in the form of teaching materials that are implemented to form an entrepreneurial spirit, students are given a Pre-Test, the beginning of the lecture while for 30% lecture material delivered by lecturers and involving practitioners while the implementation of the incubator implementation is 70% (designing, testing the product process as a result of the design and making a business plan and carrying out a Post-Test from the implementation of the activity. The implementation of the incubator is expected that in practice students can work creatively and innovatively so that they become graduates who are ready to create jobs. (Joyce & Weil, 2003) suggests that the activity implementation model designs a pattern or form of activity in the field in an effort to achieve goals. The author conducted research on the Life Skills Development Model through Industrial Incubator Based Learning (IIBL) in increasing students' entrepreneurial insights so that creativity, innovation and anticipating and facing risks become professional entrepreneurs.

THEORETICAL FRAMEWORK AND EMPIRICAL STUDIES

1.1. Definition of Life Skill Development Model

According to (Ahmadi & Amri, 2014) The model is an outline plan for learning as curriculum implementation, in (Rusman, 2018) there is an increase in competencies possessed by graduates who can support careers and jobs through mastery of conceptual and theoretical knowledge insights through training. (Anwar, Pendidikan Kecakapan Hidup (Life Skills Education), 2006) argues that the skills that need to be possessed are the need for communication relationships in establishing interaction and being able to adjust to the situations and conditions that occur in the surrounding environment. while the opinion (Anwar, 2004) is applied integratively by combining the results of ideas of thought and implementation of activities in the form of life skills development as a strategy so that students are able to equip themselves according to the keakhlian and skills possessed by students so that universities in teaching students can increase the ability of opportunities to improve graduate skills.

Entrepreneurial activities are carried out through planning the development of creativity insights and as a solution in solving the problems faced (Nasution, Bustanul, & Suef, 2007) The way entrepreneurship can be implemented includes being able to create added value that must be able to compete in the market through the development of competent resources in their field of work In developing an entrepreneurial culture program on campus, among others; fostering the entrepreneurial spirit as an effort to increase new entrepreneurs for students. According to (Potter, 2008), the key to entrepreneurship education is a step towards change starting from the smallest thing to pioneer business activities until the creation of momentum to produce a change in work. Through entrepreneurship courses as an effort that can produce graduates have an entrepreneurial spirit from the perspective of mindset and spirit to become new entrepreneurs. (Nurhadi, Yasin, & Senduk, 2004) The learning model implemented in entrepreneurship is carried out by linking business plan material, strategies and methods that can increase effectiveness in determining student steps in working either directly or indirectly.

According to (Martono, 2015) The entrepreneurial learning model has an important factor in determining the process of implementing activities in the field in determining business activity plans in accordance with the objectives that must be achieved in determining learning activities. (Schwab, Gunter, & Estes, 1999) define the instructional model in learning activities as a step to determine the results in learning, while the opinion of (Joyce & Weil, 2003) suggests that the learning activity model is a conceptual framework that can be used as a guide in carrying out learning activities. (Joyce & Weil, 2003) explains the learning model as a pattern that can be used as a guide in determining learning planning so that the plan that has been set is in line with the learning objectives that have been set.

1.2. Life Skills in the Entrepreneurial Dimension

In improving the ability to obtain a competency, students must have life skills with the hope that education with the demands and needs of life can provide provisions for graduates who are competent according to the scientific insights they have in dealing with everyday life, in (Prabowo, Nurmaliyah, & Halim, 2010) the purpose of life skills is the continuity between the education obtained in harmony between the demands and their nature as humans. In (Sudjana, 2007), the objectives of life skills include:

a) Improve the ability of human resources through lifelong education in improving the quality of human life towards a better life.
b) Implementing the potential of students as an effort to solve life problems in meeting the demands of their needs.
c) Can obtain educational provisions in accordance with the demands of the future life of students after graduating in the future.

According to Sugeng, Faridah, (2010.p. 199) in improving student life skills, students need to be equipped with skills so that students can be more productive, play an active role in society and even be independent (Ministry of Religion RI) Social skills in Muchlisin Riadi (2019) skills that students need to have include having expertise in communicating with the community, always having a spirit of empathy for others and always cooperating with others

in increasing their expertise insight. while Training activities (training) according to Rohmalina Wahab (2012 p. 235) as an action in developing expertise through training as an experience from the results of student learning activities due to the demands of life needs.

1.3. Industrial Incubator Based Learning Model

Definition of Industrial Incubator Based Learning

The concept of Industrial Incubator Based Learning in Tontowi (2004), as a tool that can be used through the use of learning media whose implementation is linked to the world of business and industry in the implementation of business incubator-based teaching and learning activities applies a lecture system through face-to-face learning activities (30%) while field practice as independent work accompanied by lecturers and practitioners (70%). In improving the personal skills that students need to have, soft skill graduates are able to improve skills and competencies as a provision for students after graduation by having a leadership spirit, creative critical thinking, innovation, competitiveness and in accordance with the objectives of entrepreneurship courses accompanied by lecturers and practitioners as assistants in helping students plan business activities so that students have independence for entrepreneurship.

The steps for implementing Industrial Incubator Based Learning (IIBL) according to (Kurniasari & Putra, 2018) include:

a) Make groups in the lecture material into small groups between 4- 5 students;
b) From each group determine the group leader and members as well as their respective roles and duties;
c) The lecturer of the entrepreneurship course presents the material;
d) Practitioners from the business world share their experiences in Dudi;
e) Provide encouragement so that students are motivated;
f) Can practice incubation in college and at the same time visit Dudi on the basis of mutual agreement; dan
g) In the incubation room, each group is accompanied by a lecturer by designing a framework in developing a business plan according to the company. framework in preparing a Business Plan in accordance with market needs.

Industrial Incubator Based Learning (IIBL) process

The industrial incubator based learning model is one way to improve student competence in entrepreneurship, which of course is relevant to the vision and mission of siliwangi university in developing a generation of technopreneurship students by aligning the content of lecture material with the business world and the industrial world. the implementation of the industrial incubator based learning model involves cooperation partners, this cooperation can be developed in the form of a business in the field of products or services that have economic value.

The Industrial Incubator Based Learning (IIBL) learning process in (Suardika & Sujianto, 2012) has 8 steps, namely pre-test, ice breaking, theory, laboratory visit, local industry visit, industrial work and the last step is post-test. In determining the process of evaluating the success of the IIBL program, this is done by experimentation. K4I Entrepreneurship Scale. The Entrepreneurship Scale as an indicator of the incubator has aspects of leadership, independence, teamwork, creativity and innovation.

College Business Incubator in Building Startups

The implementation of entrepreneurship courses in higher education does not only explain theories, but needs to be strengthened with practice so that students' understanding of entrepreneurship is more mature. Programs that can accommodate student entrepreneurial creativity are incubator programs, so that students can work and design and develop insights, ideas, creativity and innovation in entrepreneurship and practice directly in accordance with the conditions of the business world and the industrial world and support from the government in supporting campuses to provide technology-oriented business incubators.

According to (Kaniawati, 2020) there are problems that occur in entrepreneurs in developing their business activities, including: Related to access to capital, related to access to market and insight into knowledge and business experience (access to competence). Universities should be able to create innovative ideas for business plans in intrpreneurship and ultrapreneurship in transforming entrepreneurial designs that are practiced through business incubators as a forum for student creativity (Jaya, Ferdiana, & Fauziati, 2017).

While the opinion (Budiyanto, Suprapto, & Poerwoningsih, 2017) in entrepreneurial activities, universities must facilitate supporting infrastructure related to incubation such as laboratories with the equipment needed for student training activities so that students are able to contribute in designing their business work to become successful and independent entrepreneurs (Saleh, Sehabudin, & Warcito, 2015); (Jaya, Ferdiana, & Fauziati, 2017) planning business activities through student business incubators cannot be separated from the tricks and tips of methods and strategies and evaluations needed through the assistance of lecturers and practitioners as a service provided in developing startups through business incubators in developing newly built businesses students.

Through assistance in the implementation of business incubators according to (Siregar, Andriany, & Bismala, 2019) has the aim that students can design their business plans so that students can complete the design program and be able to solve problems by having the ability of an interpreuneur spirit who has entrepreneurial competence to be able to face and overcome various challenges and developments in the business world so that they can survive in developing their business activities in a more advanced direction. According to the opinion (Kurniasari & Putra, 2018) In fostering entrepreneurial abilities so that students have the courage to run their business, they must be able to lead, have creativity to work and innovate in facing and developing their business activities towards independence. The

incubator held in higher education should be adjusted to the business world and the industrial world which is matched with the needs of graduates both skills between combining learning in line with the work environment (Putra & Sofyan, 2017)

RESEARCH METHODS

The method used is descriptive quantitative. According to (Sugiyono, 2014) the method is used to analyze using data by describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations (Setyosari, 2013) The method used in this type of research is to use experimental research methods (The Non-Equivalent Group Design). Pre-test and post-test questions are processed and presented in the form of an explanation. While the Place and Time of Research FETT students majoring in Community Education and mathematics at Siliwangi University. According to (Riduwan, 2010) purposive sampling is a sampling technique with certain considerations for specific purposes. The sample was 85 students majoring in community education and 129 mathematics students who contracted entrepreneurship courses in the even semester of 2022/2023. Data Collection Techniques, Questionnaires, Observation of Documentation Studies According to (Sugiyono, 2014) questionnaires are data collection techniques for respondents to answer. Observation according to (Djaali, 2020) observation is the collection of research material and information by observing the object of research in accordance with the research variables.

DATA ANALYSIS AND DISCUSSIONS

Business incubator institutions in higher education should be able to implement student designs and facilitate the business world and the industrial world through the concept of link and match. In accelerating the success of start-up businesses and student entrepreneurs as provisions for college graduates in line with the opinion (Putra & Sofyan, 2017) that the concept of link and match as a mentoring concept by facilitating by means of work-based learning students to go through the business world and industry.

The Life Skill Development Model through Industrial Incubator Based Learning in Improving Student Entrepreneurship Insights in the incubation process, in accordance with the opinion (Siregar, Andriany, & Bismala, 2019) to assist students so that they are able to solve problems by having an interpreneneurship spirit that is able to contribute to competing in business can survive and develop rapidly, in the implementation of Industrial Incubator Based Learning (IIBL) activities in implementation in tertiary institutions, namely the collaboration of various parties between lecturers, practitioners, and industry by dividing into several groups of students and providing assistance so that students are able to compile, design business plans through incubation and visit the business world and industry in line with the opinion (Satriawan & Siswanto, 2023) the role of higher education is able to increase the competence of graduates in providing provisions for students in reducing unemployment and creating jobs, while the opinion (Lutfiani, Rahardja, & Manik, 2020) provision for students trying there are five programs provided such as: (1) coaching, (2) conducting market research, (3) cooperation between institutions, (4) forming business units, (5) development, namely the process of developing in products, markets and managerial in entrepreneurship.

The ease of learning to do tasks independently/in groups communicates in the implementation of learning that is assisted by appropriate technology in the implementation of entrepreneurship courses through the application of technology innovation and creativity and the implementation of business incubators applied by students in line with the opinion (Suryana, 2017) Entrepreneurship is a process of applying the ability to be creative and innovate as a step to seek opportunities and opportunities in solving problems in daily life one example of a location image used in Digital transformation in entrepreneurship courses at Community Education Institutions as follows:

Table 1 Digital Transformation of Community Education Institutions

No	Indicator	Implementation	Note
1	Active	Implemented	Students are involved
2	Coordinated Learning	Implemented	Students are involved
3	Collaborative	Implemented	Students are involved
4	Simplication of Operations	Implemented	Students are involved
5	Data Capitalization and usage	Implemented	Students are involved
6	Go Online	Implemented	Students are involved
7	Technology Utilization	Implemented	Students are involved

To analyze the improvement of students' entrepreneurial insights by learning the Entrepreneurship course with the Industrial Incubator Based Learning (IIBL) method, we will use paired t-tests, with pairs of hypotheses:
H0: entrepreneurial insight after the post-test is not better than the pretest.
H1: entrepreneurial insight after the post-test is better than the pretest.

The results of the analysis of 214 research data using SPSS 24 are as follows:

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	pretest - postes	-64.921	10.525	.719	-66.339	-63.502	-90.232	213	.000

With an average increase in insight: -64.921 obtained p value: <0.000 (highly statistically significant) then H0 is rejected, meaning that entrepreneurial insight after the post-test is better than the pre-test. Based on the results of the analysis, it can be concluded that the entrepreneurial spirit of students can be increased by learning Entrepreneurship courses with a Life Skill Development Model through Industrial Incubator Based Learning in Improving Student Entrepreneurial Insight.

CONCLUSION

The Life Skill Development Model through Industrial Incubator Based Learning as an effort to develop entrepreneurial activities carried out in entrepreneurship courses students are involved in business activities with the aim that students gain insight into knowledge and skills, the use of technology. media and can design activities in planning businesses through business incubators that exist in universities are methods and strategies in developing insights into thinking critically, creatively and innovatively. Media and being able to design activities in planning a business through a business incubator in college is a method and strategy in developing insights into thinking critically, creatively and innovatively, having competencies from hard skills and soft skills of students directly into the business world and industry is expected after finishing sitting in college, graduating students can solve problems and create jobs to become independent and resilient entrepreneurs. Through the Application of the Life Skill Development Model Through Industrial Incubator Based Learning (IIBL), in entrepreneurship courses can increase entrepreneurial interest because learning materials are combined with business incubation, mentoring, and there is a link and match between graduates and universities with the business world and the industrial world.

REFERENCES

1. Ahmadi, L. K., & Amri, S. (2014). *Pengembangan dan Model Pembelajaran Tematik Integratif.* Jakarta: PT. Prestasi Pustakaraya.
2. Anwar. (2004). *Pendidikan Kecakapan Hidup (Life Skills Education).* Bandung: Alfabeta.
3. Anwar. (2006). *Pendidikan Kecakapan Hidup (Life Skills Education).* Bandung: Alfabeta.
4. Budiyanto, H., Suprapto, A., & Poerwoningsih, D. (2017). Program Pengembangan Kewirausahaan Dalam Bentuk Inkubator. *Seminar Nasional Sistem Informasi (SENASIF)* (hal. 385-394). Malang: Fakultas Teknologi Informasi - Unmer Malang.
5. Djaali. (2020). *Metodologi Penelitian Kuantitatif.* Jakarta: PT Bumi Aksara.
6. Hassoubah, Z. (2004). *Developing creative and critical thinking skills : cara berpikir kreatif dan kritis.* Bandung: Yayasan Nuansa Cendikia.
7. Jaya, M. A., Ferdiana, R., & Fauziati, S. (2017). Analisis Faktor Keberhasilan Startup Digital Di Yogyakarta. *SNATIF. 4*, hal. 167-173. Kudus: Fakultas Teknik-Universitas Muria Kudus.
8. Joyce, B., & Weil, M. (2003). *Models of Teaching Fifth Edition.* New Delhi: Prentice Hall.
9. Kaniawati, K. (2020, Januari 1). *Inkubator Bisnis di Kampus, perlukah?* Diambil kembali dari Komunitas (Komunitas Pendidikan Widyatama: https://komunita.widyatama.ac.id/inkubator-bisnis-di-kampus-perlukah/
10. Kurniasari, F., & Putra, E. W. (2018). Model Pembelajaran Industrial Incubator Based Learning (Iibl) Untuk Mengembangkan Jiwa Kewirausahaan Mahasiswa Universitas Muhammadiyah Pontianak. *Pena Kreatif Jurnal Pendidikan, 7*(2), 53-59.
11. Lutfiani, N., Rahardja, U., & Manik, I. P. (2020). Peran Inkubator Bisnis dalam Membangun Startup pada Perguruan Tinggi. *JPEB Jurnal Penelitian Ekonomi dan Bisnis, 5*(1), 77-89.
12. Martono, N. (2015). *Metode Penelitian Sosial: Konsep-Konsep Kunci.* Jakarta: Raja Grafindo.
13. Mulyasa, E. (2005). *Menjadi guru profesional : menciptakan pembelajaran kreatif dan menyenangkan.* Bandung: Remaja Rosda Karya.
14. Mursid, R. (2017). Pengembangan Model Pembelajaran Penguatan Vocational Life Skills Mahasiswa Berwawasan Kewirausahaan di Bidang Teknik Mesin. *Jurnal Pendidikan Vokasi, 7*(1), 110-122.
15. Nasution, A. H., Bustanul, A., & Suef, M. (2007). *Entrepreneurship : membangun spirit teknopreneurship.* Yogyakarta: ANDI.
16. Nurhadi, Yasin, B., & Senduk, A. G. (2004). *Pembelajaran Kontekstual (Contextual Teaching and Learning/CTL) dan Penerapannya dalam KBK.* Malang: Universitas Negeri Malang.
17. Nurliawaty, L., Yusuf, I., & Widyaningsih, S. (2017). Lembar Kerja Peserta Didik (LKPD) Berbasis Problem Solving Polya. *Jurnal Pendidikan Indonesia, 6*(1), 72-81.

18. Potter, J. (2008). *Entrepreneurship and Higher Education.* United States: OECD.
19. Prabowo, S. L., Nurmaliyah, F., & Halim, F. A. (2010). *Perencanaan Pembelajaran pada Bidang Studi Tematik, Muatan Lokal, Kecakapan Hidup, Bimbingan dan Konseling.* Malang: UIN Maliki Press.
20. Putra, R. A., & Sofyan, H. (2017). Partisipasi Industri Otomotif Dalam Implementasi Work Based Learning Di Smk Daerah Istimewa Yogyakarta. *Jurnal Pendidikan Teknik Otomotif, 19*(1), 1-11.
21. Riduwan. (2010). *Metode dan Teknik Menyusun Tesis.* Bandung: Alfabeta.
22. Rusman. (2018). *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru.* Jakarta: Rajawali Press.
23. Saleh, A., Sehabudin, U., & Warcito. (2015). Development Social Entrepreneurial Incubator Program in Cibungbulang Subdistrict,. *Agrokreatif Jurnal Ilmiah Pengabdian Kepada Masyarakat, 1*(2), 88-95.
24. Satriawan, & Siswanto, T. (2023). Motivasi dan Minat Berwirausaha yang Dipengaruhi oleh Faktor Social Demographics, Personal Attitude, dan Contextual di Kalangan Mahasiswa Perguruan Tinggi Swasta di Mataram. *Valid Jurnal Ilmiah, 20*(2), 121-132.
25. Schwab, J., Gunter, M. A., & Estes, T. H. (1999). *Instruction: A Models Approach (3rd ed.).* Boston: Allyn & Bacon.
26. Seels, B., & Richey, R. (1994). *Instructional Technology: The Definition and Domains of the Field.* Washington: Association for Educational Communications and Technology.
27. Setyosari, P. (2013). *Metode Penelitian Pendidikan dan Pengembangan.* Jakarta: Prenadamedia Group.
28. Siregar, G., Andriany, D., & Bismala, L. (2019). Program Inkubasi Bagi Tenant Inwall Di Pusat Kewirausahaan, Inovasi dan Inkubator Bisnis Universitas Muhammadiyah Sumatera Utara. *Seminar Nasional Kewirausahaan (SNK). 1*, hal. 45-51. Medan: PUSKIBII (Pusat Kewirausahaan, Inovasi dan Inkubator Bisnis).
29. Suardika, I. B., & Sujianto. (2012). Model Pembelajaran Untuk Menumbuh Kembangkan. *INDUSTRI INOVATIF, 2*(1), 52-56.
30. Suardika, I., & Sujianto. (2012). Model Pembelajaran Untuk Menumbuh Kembangkan Jiwa Kewirausahaan pada Mahasiswa. *Industri Inovatif Jurnal Teknik Industri, 2*(1), 52-56.
31. Sudjana, D. (2007). *Pendidikan Nonformal, Jurnal. Dalam Ilmu dan Aplikasi Pendidikan Bagian 2 Ilmu Pendidikan Praktis.* Bandung: Fallah Production.
32. Sugiyono. (2014). *Metode Penelitian kuantitatif, kualitatif dan R & D.* Bandung: Alfabeta.
33. Suryana. (2017). *Kewirausahaan: Kiat dan Proses Menuju Sukses.* Jakarta: Salemba Empat.