

Digitalpreneurship Incubator Curriculum Development to Improve Entrepreneurship Skills

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Abstract

The utilization of today's digital technology impacts the marketing world, which delivers change pattern transactions. People who used to be offline are switching to online transactions. There exists an effort to increase entrepreneurial skills to carry out business-based digitalpreneurship. Incubator digitalpreneurship is one program that trains and improves internal skills for businesses that use digital marketing. The research aims to develop a syllabus incubator digitalpreneursip that experts have validated. Digitalpreneurship is the type of businesses that take advantage technology For marketing. Incubator as an improvement program soft skills entrepreneur To get knowledge of the latest concepts and techniques based on era. Pre-incubation, incubation, and post-incubation are all components of an incubator business. Approach study Uses stage development Plomp, which consists of stages: stage investigation initial, stage design, stage realization/construction, stage testing, and stage implementation. A validation sheet expert form questionnaire was used for data collection. Observation is also used To decide on material lesson syllabus. Created syllabus evaluated by four professionals. Based on the findings CVR calculation, methodology data analysis is presented in a detailed way. Arrange and arrange curriculum education based on needs used To guide results development. The syllabus is Arranged based on Content Identity, Standard Competencies (SK), Basic Competencies (KD), Subject Materials, Activities Learning, Indicators Achievement Competency, Assessment, Time Allocation, Learning Resources, and Language and developed syllabus with allocation time for one semester with the enhancement of skills management marketing using social media and websites. The syllabus has already been tested. Try to team with the validator expert and state the category Good. The syllabus obtains a response to the indicator insistence necessary competencies be repaired. The developed syllabus can be accepted as a reference in implementing a digitalpreneurship incubator.

Keywords: *Syllabus, Digitalpreneurship, Entrepreneurship, incubator*

A. Introduction

Marketing influenced by use of transforming digital technology methods transactions former public done offline to be by online. Convenience customer Now can fulfil demands daily they is effect another positive from change pattern transaction. Customer No Again is limited To buying goods online or through other methods. Just the internet or selling website buy online which is possible consumer For direct buy product by online. Option Online payment is also available. Digitalpreneurship often promoted through various online channels, including Facebook, Instagram, Twitter and other applications for sell buy online. Lifestyle current Indonesian society This is the more switch to the internet to explain the matter. The digital

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lifestyle of Indonesian people must be aligned with knowledge and capabilities of MSMEs regarding digital entrepreneurship. Therefore, socialization and training digital technology is becoming very important. If Indonesian MSME products can compete with products of other countries.

market potential for Indonesia is very large, and online trading is now available. Develop fast and predictable will happen every year. Condition: This is possible many people become businessman online businessmen with strength Skills competent internet use. However, getting up and running online companies are not easy; There is a number of possible obstacles hindering growth, like A little experience with knowledge internet commerce related business online, choosing the right market, there many competitors, need Skills special, interesting attention trust your target audience and keep it they as customers, and constraints Financial (business capital). On the basis of that, the perpetrators businesses, especially new ones start business or beginner in the business world, you need a mediator to help and find fast and precise solution in face constraint in online business. Through incubation business in incubator business, one of the best mediators For condition This.

Nuraisyah (2017) has done study about incubator business and reporting his findings, concluded that incubator business technology Technopark Solo has increased performance in a number of ways, incl with increased administration incubator and employing qualified managers and assistants. Profits are also growing as results from enhancement more performance and output big. An organization or institution that offers services, facilities and development business Good from facet management nor technology — to company small and medium help them grow and strengthen company they so that they can become tough and successful entrepreneurs. Example of an incubator model business covers opportunity networking, courses based theory, case focus, travel business, and practice build team (Widjanarko, Pujiastuti. & Santoso, 2019).

Tadjuddin & Mayasari (2019) investigated Lots method For push SME growth with help economy creative. Coaching and mentoring process For business small and/ or creation product new known as incubation business, and supported by an incubator. Need the new global economy is experiencing change fast and big in the realm of technology, telecommunications, and digitalization, as well deregulation and globalization become reason it was formed incubator business This. Consumers and producers You're welcome get benefit from digital entrepreneurship. Apart from that, effort For promote product become more easy for producer. There are more opportunities wide For promotion products, and things That can help save expenditure. Apart from that, it's very easy for customer For find products and prices from each at home and abroad moment. According to findings, manufacturer Actually produce more a lot of money from internet sales. In Indonesia, internet use for search product reached 48%, according to statistics. This matter shows that Indonesia's society has responded with Good transition from offline to online trading.

Study Widjanarko et al (2020) discuss about Industrial Incubator Based Learning (IIBL) Univ Muhammadiyah Pontianak approach. The presence of the IIBL model can increase the entrepreneurial spirit participant student Statistics show difference between Spirit entrepreneurship them and the spirit that exists with introduction to IIBL. Utami's research (2016) on importance incubator business for tenant success concludes that synergy, support and development Skills is variable important. Skills are very important for good performance and progress. One of the most interesting features of education incubator digitalpreneurship is the ability to teach participants to think creative and innovative based technology. This includes

ability For develop plan business and implement it. It's also important for participant For Study How make network. This will help they develop global perspective and prepare they For place continued work changed. Incubator program digitalpreneurship effective entrepreneurship should No only focused on training Skills entrepreneurship, but also on development culture entrepreneurship in participants. The program must also develop ability student For solve complex problems, negotiating, and leading. Apart from that, you have to help them think critically and understand business processes. This will help they For increase chance opportunity business

B. Methods

Based on data gathered from field surveys and references to foundational theories or concepts inferred from the study's bibliography, the researcher proceeded to formulate the initial draft of the syllabus for the incubator ADDIE digital entrepreneurship model. Following the steps outlined in the ADDIE model, the process of media development unfolded systematically. Firstly, during the Analysis phase, the primary focus was on assessing the necessity for developing the syllabus for digital entrepreneurship incubators and examining the criteria and conditions required for its development. The survey findings revealed crucial insights, including the inadequacy of knowledge and skills in digital marketing among MSMEs and students, limited utilization of social media for digital marketing purposes, and insufficient proficiency in using language for marketing products/services.

Moving on to the Design phase, a systematic approach was adopted to set objectives for the syllabus, design study activities and teaching methods, develop learning materials and assessment tools. This phase aimed to ensure a comprehensive and well-structured syllabus that caters to the identified needs and objectives. Subsequently, the Development phase within the ADDIE model focused on translating the conceptual framework of the syllabus into a tangible product. Here, the framework conceptualized during the design stage was refined and finalized to create a product ready for implementation.

In order to gather pertinent information, questionnaires were utilized, divided into specific objectives tailored for expert validators and test users of the product. Data analysis was conducted using descriptive statistics such as averages and percentages for each component, enabling a thorough examination of the gathered information. This comprehensive approach ensured that the development of the syllabus for the incubator ADDIE digital entrepreneurship model was informed by both empirical data and theoretical underpinnings, facilitating the creation of a robust and effective learning framework.

C. Findings and Discussion

Implementation development incubator digitalpreneurship This done in accordance with channel study development used. Development syllabus This started with analysis needs, development syllabus, and effectiveness tests through expert validator testing. Therefore that, for categorize appropriate content and skills for participate, curriculum incubator digitalpreneurship will approved by the practitioner professional. With an incubator model digitalpreneurship, MSME players can develop his talent.

1. Analysis Need

Analysis need done to get valuable information used as design syllabus incubator digitalpreneurship. The earliest activity from analysis need This is search status literature Constitution or regulation minister related incubator business. Researcher find regulation minister as base maintenance digital incubator in Indonesia. Minister of KUKM Regulation Number 24 of 2015 concerning Maintenance Incubator Entrepreneurship. Resume results from regulation minister the stated in paragraph below This.

According to Regulation President Number 27 of 2013 concerning Development Incubator Entrepreneurship and KUKM Ministerial Regulation Number 24 of 2015 concerning Norms, Standards, Procedures and Criteria Maintenance Incubator Entrepreneurship, incubator or tenant incubator is called incubator businessman. Technology incubator information - focused business related issues, abilities, and ethics Work.

With examine function Work productive, like objective main, function crucial, function main, and fundamental function, then created mapping competence in the field incubator business. Mapping resume competence field as in the table following:

Table 1. Mapping Incubator Business.

| No. | Objective | main function | Basic Functions |
|-----|---|--------------------------------|---|
| 1 | | Plan incubator activities | Prepare business plans and plans Work |
| | | Carry out incubator operations | Analysis needs, recruiting participants, managing human resources and finances, incubator feasibility study, conducting various Collaborations, visits field, do evaluation |
| | Develop powerful business global competitiveness and value tall through a digital incubator program | Do digital incubation | Business idea validation, shaping team management, mentoring valuation business, |

2. Development Syllabus Incubator Digitalpreneurship

Analysis results needs information that have been obtained furthermore planning syllabus incubator digitalpreneurship as reference maintenance incubator. In planning incubator This researcher enclose a number of study Good theory nor practice that will be very useful for the participants incubator. Basic design syllabus This is distribution mapped teaching materials based on time certain. Developed syllabus covers competence basics, materials, activities learning, assessment, allocation time, and sources Study. In aspect activity learning, deep syllabus This use approach scientific useful for participants incubator can truly demonstrate material provided. Design syllabus incubator digitalpreneurship This will be used in a time that does not exceed 4 months. Calculation results allocation time based on calendar and considered Sunday No Study. By general developed syllabus around Digital marketing topics include Facebook, Instagram, TikTok website and several material administration as well as Spirit motivation business. Syllabus incubator this digital preneuship arranged based on source learned that has found from various method.

3. Effectiveness Syllabus Incubator Digitalpreneurship

The syllabus has been compiled and developed; furthermore, it has tested validation in some people who consider their own capacity as an evaluator syllabus. Determined several people as much four people who have fill in and provide feedback on development digitalpreneurship This in syllabus Cubator. Validation This containing response in scale and written input in form narrative in the column provided. Score results validation syllabus shown in the table below This.

Table 2. Validation Results Syllabus

| No | Rated aspect | Mark | | | | |
|---------------|--------------------------------------|------|---|---|-----------|-----------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Identity | | | | | III |
| 2 | Competency Standards (SK) | | | | III | I |
| 3 | Basic Competencies (KD) | | | | II | II |
| 4 | Subject matter | | | | | III |
| 5 | Learning Activities | | | | I | III |
| 6 | Indicators of Competence Achievement | | | | II | II |
| 7 | Evaluation | | | | I | III |
| 8 | Time Allocation | | | | II | II |
| 9 | Learning Resources | | | | III | I |
| 10 | Language | | | | | III |
| Amount | | | | | 14 | 26 |

The qualitative validation results regarding the design of the syllabus for incubator digital entrepreneurship reveal several areas for improvement. Firstly, there's a noted need for better balance between the allocation of time and materials within the syllabus. Secondly, it's suggested to include a column for indicator achievement competence to enhance the assessment framework. Despite adequate arrangement of the syllabus, it's recommended to provide clearer details on the load of activities, particularly in the competency section where the basis for knowledge, skills, and attitudes should be further elaborated upon to ensure comprehensive understanding. These qualitative insights aim to refine the syllabus design, ensuring it effectively supports the learning objectives and requirements of digital entrepreneurship education.

4. Deepening the material representative. Competence base Enough but need details achievement.

In evaluating specific aspects of digital entrepreneurship learning, several indicators received uniform assessments from four validators. Firstly, the aspect of subject identity garnered a significant score, indicating consensus that the identity within the syllabus had been successfully established, adhering to KKNi standards, and providing developed characteristics within the syllabus. This identity aids in setting goals and objectives for both the institution and related learning endeavors. Secondly, standard competence (SK) has been developed according to needs, with all validators concurring that it meets KKNi standards and has been developed accordingly. SK in the syllabus is utilized to explain the knowledge, skills, and attitudes students must master after studying digital entrepreneurship, elucidating the principles behind creating an organized learning program. Furthermore, basic competencies (KD) have also been developed according to established standards, with agreement that they align with the skills required for digital entrepreneurship or digital marketing and have met IQF requirements. Learning materials have been organized based on competency basics and skills, with all

validators concurring that they are structured appropriately within the syllabus and fulfill IQF requirements. Additionally, learning activities have been tailored to follow incubator business guidelines, earning unanimous agreement from validators that they are integral to learning digital business and meet KKNi standards. These evaluations aim to measure learning progress, monitor learning outcomes, and identify the need for continuous improvement, facilitating the establishment of competency mastery levels and enhancement programs for the learning process moving forward.

Curriculum help direct participant incubator For learn and develop relevant skills with business they. This includes knowledge about management business, development products, marketing strategies, finance, and others. Curriculum help give the structure of the incubator program, determines module or session learning to be held (Widiyanti, 2021), as well as ensure that essential and important topics For success business accommodated.

Digitalpreneurship, or digital entrepreneurship, owning many significant advantages in the current era of globalization and digital transformation. Through digitalpreneurship, actors business can reach the global market with more efficient through online platforms, expanding range product or service they without limitation geographic. Existence in the digital world is also possible digitalpreneurs For to utilize data and analytics to understand behavior consumers, optimize marketing strategies, and quickly respond to market changes. Additionally, digital entrepreneurship makes cost operational more low Because No need infrastructure physically large (Saputra, 2023; Oktiayani, 2020), so become more affordable options for entrepreneurs young. Ability To innovate quickly and adopt technology new to superiority digitalpreneurship makes it possible to adapt to trend continuing industry development. Digital entrepreneurship is often encouraging collaboration and engagement community online, creating opportunity For learn and exchange experience between actors industry (Kuspriyono, 2020; Adrian & Mulyandi, 2021).

Development syllabus incubator digitalpreneurship can developed more in with period 1 year time. Developed syllabus can add external aspects /variables others who support competencies and skills digitalpreneurship. Validation expert should can obtained from circles practitioners and academics with more quantity Lots. Curriculum incubator digitalpreneurship must be designed to give understanding and skills required by candidates digitalpreneurs For succeed in the digital business world (Rosita, Yana & Noto, 2023). A number of components that have been available inside curriculum study This includes: introduction digitalpreneurship, selecting business ideas, market research, development digital products / services, digital marketing strategy, and management finance. Curriculum This gives practical training in Skills technical requirements For managing digital business, such as using the latest digital tools and platforms. Learn metric digital performance for help participant understand success business them and make decision data- based. Include a structured mentoring program for guidance and advice from practitioners and industry experts.

Through curriculum, participants incubator can develop critical skills For success in the business world (Rukmana et al., 2023). This includes Skills leadership, skills presentation, market analysis, and capabilities think strategic. Curriculum help participant incubator understand environment business in a way more OK, incl trend industry, competition, and market changes. This matter help they make more decisions informational and intelligent. According to Rahmi's (2020) research at SMA Muhammadiyah 1 Gresik, introduction eye the lesson "entrepreneur passion" is capable jack soul and talent businessman student. Just operate it incubator business at school difficult and needy commitment significant financial. Apart from

that, there are limitations time accompaniment student become constraint addition for development incubator business micro in schools (Rahmi, 2020). According to findings from other research conducted by Nafi'ah (2021), the Indonesian government did not overcome lack of digital skills. This matter seen from Not yet evenly development IT infrastructure in villages and training that is not yet optimal, namely Not yet accompanied with practice or apprenticeship (Nafi'ah, 2021). Because digitalpreneurship need skill in use technology latest. So that become evaluation for government and related parties (community, private sector, entrepreneurs and professionals) to completely overcome existing and ongoing obstacles maximizing potency child nation.

D. Conclusion

Curriculum give framework Work For monitoring and evaluation progress participant incubator. With method Here, organizer incubator can measure the extent of the participants reach objective learning and modifying curriculum If required. Curriculum can includes a structured mentoring program, which helps participant incubator get guidance and advice from experts in industry. This matter enrich experience participants and improve opportunity success business they. Development syllabus incubator digitalpreneurship consists from component Identity, Standard Competencies (SK), Basic Competencies (KD), Study Materials, Activities Learning, Indicators Achievement Competency, Assessment, Time Allocation, Learning Resources, and Language. Developed syllabus has in accordance with skill digitalpreneurship form social media and website management skills as well bookkeeping. Rating result development syllabus incubator digitalpreneurship from 4 experts conclude that content and language of the syllabus incubator digitalpreneurship can be accepted with Good. Suggestions collected form addition indicator achievement competence, varied skills digitalpreneurship and sourcing learn more wide.

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