

Students' Perception of Business Incubators In Increasing Interest in Business at Makassar Tourism Polytechnic

Mahmuddin¹

¹State University of Makassar, Indonesia

Nur Halim²

²State University of Makassar, Indonesia

Ika Wisudawaty³

³State University of Makassar, Indonesia

Corresponding Author: mahmuddin@unm.ac.id¹

Abstract

This study aims to explore students' perceptions of the Business Incubator at Makassar Tourism Polytechnic in increasing entrepreneurial interest. Using a qualitative approach, data were collected through interviews, observation, and documentation. The results show that most students are aware of the incubator, but their understanding varies. Students actively involved in the program benefit from training, mentoring, and business networking, which foster their entrepreneurial interest. However, challenges such as lack of information, limited time, and fear of failure remain. The business incubator is considered important in shaping students' interest and readiness for entrepreneurship.

Keywords: Student Perception, Business Incubator, Entrepreneurial Interest.

INTRODUCTION

Entrepreneurship has become a key engine of global economic growth, driving innovation, creating jobs, and improving people's well-being. In Indonesia, the government continues to encourage entrepreneurial development as one of the strategies to increase the nation's competitiveness and achieve economic independence. Universities have a strategic role in producing quality young entrepreneurs, who are able to create added value and make a positive contribution to national development (Nurina et al., 2024).



Students, as young intellectuals, have great potential to become agents of change through entrepreneurship. They have a high level of creativity, a spirit of innovation, and adaptability, which is an important capital in starting and growing a business. However, to realize this potential, students need adequate support and facilities, such as business knowledge and skills, access to capital, business networks, and mentoring and guidance from experts.

According to Hasanah et al (2024), Perception comes from the Indonesian language which is taken from English, namely "perception". The word "perception" itself has its roots in Latin, namely "percepto" and "percipio", which means the arrangement, identification, and translation of information received through the five human senses, in order to gain an understanding and understanding of the surrounding environment.

Business Incubator is a new thing in the world of lectures/campuses, so it is interesting for researchers to research related to Business Incubators on campus, especially at the Makassar Tourism Polytechnic, in addition there is no previous perception research that examines the existence of Business Incubators in the world of lectures. In this study, it is important to explore how students at the Makassar Tourism Polytechnic respond to the existence of business incubators. Using their views such as understanding the purpose of the incubator and the perceived benefits will provide a clear picture of their perceptions, as well as how this may influence their decision to venture in the future

Business incubators are here as a solution to meet these needs. A business incubator is an institution or program designed to support the growth and development of startups by providing various resources and services needed, such as workspace, training, mentoring, access to investors, and business networking. Business incubators act as catalysts that accelerate the business development process, reduce risk failures, and increase startup chances of success (Lutfiani et al., 2020).

The Makassar Tourism Polytechnic (Makassar Polytechnic) as one of the leading vocational universities in the field of tourism, realizes the importance of entrepreneurship in creating competent and competitive graduates. Therefore, the Makassar Polytechnic has established the Business Incubator Unit (Best Incubator Preneur/BIP) which aims to equip students with the knowledge, skills, and experience necessary to start and develop businesses in the tourism and creative economy sectors.

The Makassar Polytechnic Business Incubator Unit has a strategic role in supporting the vision of the Ministry of Tourism and Creative Economy to accelerate so that Makassar Polytechnic alumni can become entrepreneurs. To achieve this goal, the Makassar Polytechnic Business



Incubator Unit organizes various programs and activities, such as entrepreneurship training, business mentoring, workshops, seminars, and business competitions.

The purpose of this study is to explore and analyze the perception of students at the Makassar Tourism Polytechnic towards the existence of Business Incubator Units (Best Incubator Preneur / BIP), in addition, to understand how students assess the goals and benefits of business incubators in supporting entrepreneurship, as well as to identify factors that influence their decision to become entrepreneurs. By using relevant indicators, this study is expected to provide a clear picture of students' attitudes and responses to business incubators, as well as their contribution in shaping their interest and readiness to enter the world of entrepreneurship.

Definition and function of a business incubator in the world of lectures

A business incubator is an institution or program designed to support the growth and development of startups by providing various resources and services, such as training, mentoring, access to investors, and business networking. Incubators serve as catalysts that accelerate the business development process, reduce the risk of failure, and increase the chances of startup success (Lutfiani et al., 2020).

The existence of business incubators in the campus world provides various significant benefits that can improve the quality of education and entrepreneurial development among students. First, business incubators play an important role in fostering the entrepreneurial spirit and competence of students through training, coaching, and the formation of business units. These programs provide students with the knowledge and management skills needed to be entrepreneurial, so they are better prepared to face challenges in the business world, both in financial management, marketing, and production. (Budiyanto et al., 2017).

In addition, business incubators also help reduce the risk of startup failure in the early stages by providing guidance, mentoring, and access to resources such as funding and business networking. This allows students to develop more mature and sustainable business ideas (Budiyanto et al., 2017).

THE ROLE OF BUSINESS INCUBATORS IN STUDENT ENTREPRENEURSHIP

Business incubators have a very important role in supporting student entrepreneurship in college. First, business incubators provide essential education and training for College Students to develop entrepreneurial skills. Through various workshops, seminars, and trainings, students gain the management, marketing, finance, and business strategy knowledge necessary to start their



own businesses (Hamdan 2024).

In addition, business incubators also offer mentoring and guidance from experienced professionals. These mentors provide valuable insights based on their real-world experiences, helping College Students to identify strengths and weaknesses in their business plans as well as providing suggestions for improvement (Ramadian et al., 2024).

Incubators also provide access to extensive networks and resources. Students can connect with other entrepreneurs, investors, and industry experts who can open up new opportunities for them. In addition, incubators often provide facilities such as workspaces and the equipment needed to run, (Isjoni et al., n.d.)

The role of a business incubator is not just limited to education and mentorship; They also assist students in obtaining funding and investment. Many incubators have connections with investors who can support students in finding capital for their businesses, (Sofiawati, 2024).

Overall, it can be said that business incubators serve as a catalyst for student entrepreneurship by creating an environment that supports innovation and growth. With this support, students can not only develop their creative ideas into successful ventures but also contribute to the local economy through job creation and new innovations. Business incubators play a crucial role in shaping a generation of young entrepreneurs who are ready to compete in the global market.

RESEARCH METHODS

The type of research applied in this study is Qualitative research using a descriptive approach. This research is focused on efforts to analyze students' perceptions of the existence of Business Incubators at the Makassar Polytechnic. The data collected in this study consists of two types, namely primary data obtained directly from respondents through interviews, and secondary data obtained from various supporting sources such as relevant documents, reports, or literature.

The object of this research is students who are studying at the Makassar Polytechnic, The location of the research is on Jl. Gunung Rinjani No. 1, Tanjung Bunga Independent City, Makassar City.

Data collection techniques are very important in conducting a research, the data collection techniques in this study are Observation, Interviews, and Documentation.

The method used in this study is a descriptive method. According to Lukas et al (2020), the descriptive method aims to provide a systematic, factual, and accurate picture of the facts and characteristics of the subject or object being studied. In this context, the resulting description can



be an image of the individual or object that is the focus of the research. This descriptive research emphasizes on the depiction of conditions that actually occur in the field based on data and facts that exist during the research, without manipulating or treating the variables studied.

To test the Trust factor (Credibility), the Transferability factor, the Dependency factor and the Certainty factor (Confirmability) in this study, the researcher uses a method or technique of validation through 3 holds including, 1). Data reduction, 2). Data presentation and processing, 3). Conclusion drawing (Tui et al., 2022).

Thus, this research is expected to provide a clear and in-depth understanding of how students perceive the formation of the Business Incubator at the Makassar Polytechnic and how this business incubator increases students' interest in getting to know the business world. The results of this research are also expected to be a basis for consideration for the campus or policy makers in developing and managing Business Incubators more effectively in the future, and as a reference for future research.

RESULT

This research involves active students from various study programs at the Makassar Tourism Polytechnic who have participated in or at least know the existence of the Business Incubator Unit (Best Incubator Preneur/BIP). Data was collected through in-depth interviews, observation of incubator activities, and documentation.

1. Student Knowledge and Understanding Level

Most students claim to be aware of the existence of Business Incubators on their campuses. However, the level of understanding of the functions, objectives, and benefits of business incubators still varies, as said by Rezki Dwi Saputra who said that "Iyee I know that there is, it's just that I don't really understand bmn is a program" he continued "But many alumni have successful businesses because they follow the program".

As for the response from Haikal said "Yes, I know, at first I thought that only those who could participate in the business turned out that after I participated in the workshop last semester, it turned out that all students could participate"

2. Benefits Felt by Students

Students who are actively involved in the business incubator program admit that they get many benefits, ranging from training, mentoring, to access to business networks at the Makassar Polytechnic, with these programs there are many benefits that can be obtained as said by Haikal "there are actually a lot of benefits, one of which is that you



can get to know friends from other majors who have a business, you can have discussions, You can also share experiences with direct mentoring, calculating, adding relationships and experience," he said.

3. The Influence of Business Incubators on Entrepreneurial Interest

The influence of students on their interest in entrepreneurship is very significant as evidenced by the activities held by the Business Incubator are very motivating for students in doing business as said by Haikal: "It is very influential because after all, it is very influential because after all, it is immediately seen in the evidence of the results of the business, as if you really want to have a business, let alone a lot of evidence of the results of the business, like cars, houses, and others".

4. Inhibiting Factors and Challenges

Some students mentioned obstacles, such as lack of information, time constraints due to busy lecture schedules, and fear of failure. This shows that behind the many benefits that are obtained, there are also challenges faced by students to start their business.

DISCUSSION

1. Student Knowledge and Understanding Level

The results of the study show that most students already know the existence of a Business Incubator at the Makassar Tourism Polytechnic, although their level of understanding of the functions and benefits of the incubator still varies. This can be seen from the statement of Rezki Dwi Saputra who is aware of the existence of the incubator but has not understood the details of the programs, although he admits that many alumni have succeeded thanks to the incubator. Meanwhile, Haikal, who initially thought that the incubator was only for students who already had a business, after participating in the workshop realized that all students could participate.

This phenomenon indicates that socialization and education about business incubators need to be continuously improved so that students not only know their existence, but also comprehensively understand the benefits and opportunities that they can achieve. This is in line with the findings of other research that emphasizes the importance of students' understanding of entrepreneurship programs so that their motivation and participation increase.

2. Benefits Felt by Students

Students who actively participate in business incubator programs experience significant



benefits, especially in terms of training, mentoring, and business network access. Haikal said that through the incubator, he can get to know friends from other majors, discuss, share experiences, and get direct guidance from mentors. This enriches the experience and expands the networks that are so important in the business world.

This benefit is in accordance with the function of a business incubator as a forum for the development of an entrepreneurial spirit that provides management training, business consulting, and networking facilitation. Thus, incubators not only provide theoretical knowledge, but also practical experience that can increase students' readiness in entrepreneurship.

3. The Influence of Business Incubators on Entrepreneurial Interest

Data shows that the existence of business incubators is very influential in increasing students' interest in entrepreneurship. Haikal stated that seeing firsthand the success of alumni who already have real assets such as cars and houses makes him even more motivated to own his own business. This tangible evidence of success is a strong motivator that changes students' perception of entrepreneurship from just a theory to a real opportunity.

This is consistent with motivation and perception theories that state that proof of success and role models can increase a person's interest and confidence to enter the business world (Haqiqi & Cahya 2023). Business incubators serve as a medium that not only provides knowledge, but also inspiration and proof of success that motivates students.

4. Inhibiting Factors and Challenges

Despite the great benefits, students also face a number of obstacles, such as a lack of equitable information, time constraints due to tight study schedules, and fear of failure. This obstacle shows that behind the potential of business incubators, there are still challenges that must be overcome so that this program can more effectively reach and empower students.

Information constraints indicate the need for more intensive socialization and communication from the incubator manager. In addition, adjusting the schedule of incubator activities so that they do not clash with the lecture schedule can increase student participation. Fear of failure is a common psychological obstacle in entrepreneurship, so psychological assistance and motivation on an ongoing basis are essential.

5. Relationship with Social Behavior Theory

From the perspective of George Herbert Mead's social behavior theory, the formation of students' entrepreneurial interests and identities occurs through social interactions facilitated by business incubators. The incubator provides a social space where students can



interact, exchange ideas, and learn from the experiences of others (role taking). This process helps students form themselves as prospective entrepreneurs who are confident and ready to face business challenges (Nugroho 2021).

The concept of self, which consists of aspects I (spontaneous reaction) and Me (internalization of social norms) from George Herbert Mead, can be seen in how students begin to internalize entrepreneurial values and adjust to the expectations of the campus community through the incubator program. Thus, business incubators act as socialization agents that shape students' entrepreneurial identities and increase their interests significantly.

CONCLUSION

Most students of the Makassar Tourism Polytechnic are aware of the existence of the Best Incubator Preneur (BIP), although their level of understanding of the functions, objectives, and benefits of business incubators still varies. Some students initially thought that this program was only for those who already had a business, but after participating in activities such as workshops, they realized that all students had the opportunity to participate.

Students who actively participate in the incubator program experience significant benefits, especially in terms of entrepreneurship training, direct mentoring from practitioners, and access to a wide business network. Cross-department interaction and shared experiences with mentors and fellow participants add to the added value felt.

The existence of business incubators has also been proven to have a strong positive influence in increasing students' interest in entrepreneurship. Real evidence of the success of alumni who have been financially successful is a motivation and inspiration for students to start their own businesses.

However, there are several obstacles that are challenges for students, such as the lack of equal information about the program, limited time due to the busy lecture schedule, and the fear of failure that still looms. This indicates the need for increased socialization, adjustment of activity schedules, and psychological assistance to overcome these obstacles.

From the perspective of George Herbert Mead's social behavior theory, business incubators act as a social space that facilitates interaction and socialization of entrepreneurial values, thereby helping students form their identity as prospective entrepreneurs who are confident and ready to face business challenges. Thus, the business incubator at the Makassar Tourism Polytechnic not only functions as a training provider, but also as an agent of character formation and student entrepreneurial motivation significantly.



SUGGESTION

Based on the results of the research and discussions that have been carried out, it is recommended that the Makassar Tourism Polytechnic increase socialization and education about Business Incubators more intensively and comprehensively to all students. This is important so that students not only know the existence of incubators, but also understand the functions, benefits, and opportunities that can be obtained through the program.

In addition, adjustments to the schedule of incubator activities need to be made so that they do not collide with students' lecture schedules, so that their participation can increase without interfering with academic activities. The campus should also provide ongoing mentoring and mentoring from experienced practitioners to help students overcome the fear of failure and challenges in starting a business. Strengthening cooperation networks with industry players, alumni, and other institutions is also highly recommended to open up wider access to capital, markets, and resources for students. Finally, routine evaluations of incubator programs need to be carried out periodically to ensure that the programs run remain relevant, effective, and able to respond to student needs and dynamic business developments. With these steps, the Business Incubator at the Makassar Tourism Polytechnic can play a more optimal role in shaping the entrepreneurial spirit of students and increasing their interest in doing business.

REFERENCES

- Budiyanto, H., Suprpto, A., & Poerwoningsih, D. (2017). Entrepreneurship development programs in the form of business incubators in universities for beginner business owners students.
- Hamdan, H. (2024). Entrepreneurship Education Model in Higher Education in Entrepreneurial Ideas and Opportunities for Students at PTS Kota Serang. *Economics and Digital Business Review*, 5(2), 795–803.
- Haqiqi, M. A., & Cahya, S. B. (2023). The Influence of Perception of Entrepreneurial Insight and Entrepreneurial Motivation on the Entrepreneurial Interest of S1 Students of the Department of Economics Education, State University of Surabaya. *Journal of Commercial Education (JPTN)*, 11(2), 84–91.
- Hasanah, S. A. N., Agustina, D., Ningsih, O., & Nopriyanti, I. (2024). Kelley's Theory of Perception and Attribution Theory. *CiDEA Journal*, 3(1), 44–54.
- Isjoni, M. Y. R., Zurani, I., Wijaya, T. E., Nasution, B., Iznillah, M. L., & Riasary, D. (n.d.). Higher Education Strategies to Improve KPIs 1 and KPI 2 Through Student Entrepreneurship as a



- Career Option at the University of Riau. Indonesian Journal of Tracer Study (IJTS), 1(1).
- Lukas, K., Pasoreh, Y., & Golung, A. M. (2020). The Role of Government Communication in Building a Leadership Image in Ponompiaan Village, Dumoga District, Bolaang-Mongondow Regency. *Acta Diurna Komunikasi*, 2(1).
- Lutfiani, N., Rahardja, U., & Manik, I. S. P. (2020). The role of business incubators in building startups in higher education. *Journal of Economic and Business Research*, 5(1), 77–89.
- Nugroho, A. C. (2021). The main theories of the sociology of communication (structural functionalism, conflict theory, symbolic interactions). *Semi-Scientific Magazine Popular Mass Communication*, 2(2).
- Nurina, N., Oktavianti, P. R. M., Farida, F., Sopini, P., Jalil, A., Winata, A., Kusuma, H. W., Ansharuddin, M., Tanjung, A., & Lutfi, L. (2024). Entrepreneurship and Creative Economy.
- Ramadian, A., Hariyadi, M., Fairuz, R., & Rabbani, R. (2024). Effective Strategies for the Implementation of Business Incubators for Startup Companies in Indonesia. *Journal of Economics, Business and Management Issues*, 1(4), 197–208.
- SOFIAWATI, C. (2024). The Influence of Business Incubators on the Development of Processed Food MSMEs in Palir Village, Tengah Tani District, Cirebon Regency. *S2-Sharia Economics*.
- Tui, F. P., Ilato, R., & Katili, A. Y. (2022). Public service innovation through E-government at the population and civil registration office of Gorontalo City. *Public: Journal of Human Resource Management, Administration and Public Service*, 9(2), 254–263.

