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The Evaluation of Business Incubator Program in Order to Create Entrepreneurial Students in Indonesia

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ABSTRACT

Purpose – This paper seeks to analyze the implementation and evaluate the effectiveness of the 2nd batch of Bright Cube programs.
Methodology/approach – A survei from 246 participants of Bright Cube 2nd batch program. This research method includes a descriptive analysis, gap analysis, Return on Training Investment (ROTI) analysis, nad Net Promoter Score (NPS). Primary data in the form of questionnaires and secondary data in the form of literature studies.
Findings – It was found that the implementation of the program has referred to the main performance indicators of MBKM. At the reaction level, participants' perceptions of the program were high. At the learning level, it has reached the online marketing design competency unit. At the behavioral level, participants are interested in becoming entrepreneurs. At the outcome level, the majority of participants recommended the program. ROTI result is positive. Improvements are needed regarding funding, program schedules, and intensity of activities. Therefore, this program has been running effectively.
Novelty/value – As creating entrepreneurs is a solution to overcome the high unemployment rate in Indonesia. Bright Cube as one of entrepreneurial incubators, which is organized by the Management Department of IPB University, has integrated all stakeholders and part of MBKM (Merdeka Belajar-Kampus Merdeka).

INTRODUCTION

According to Saschs *et al.*, (2021) about *Sustainable Development Report* 2021, Indonesia is ranked 97th out of 165 countries with a score of 66.3. One of the causes is the problem of skilled unemployment from universities, so that it needs more attention from the government because this can affect Indonesia's efforts to achieve the Sustainable Development Goals (SDGs), especially in point two "No Poverty", point eight "Decent Work and Economic Growth", and seventeen points "Partnership for the Goals". According to BPS Indonesia (2021), Indonesia's open unemployment rate in 2021 is 6.49% which is a decrease of 0.58% compared to 2020. Although it has decreased, youth with characteristics of Indonesian citizens aged 16 to 30 years still have a high open unemployment rate in 2021 which is 14% above the average of open unemployment rate in Indonesia and this has been happening consistently since 2015 (BPS, 2021a). One way to overcome

the high unemployment rate is to create entrepreneurs so that they are able to create jobs and absorb a lot of existing human resources optimally.

According to the Deputy for Financing of Kemenkopukm (2020), Indonesia's entrepreneurship ratio in 2019 is only 3.47% and targets that the national entrepreneurship ratio indicator can reach 3.9% and entrepreneurial growth of 4% by 2024. To achieve this target, the government organizes various entrepreneurship training programs so as to encourage the quantity and quality of entrepreneurs in Indonesia, especially for the youth. This is because the interest of youth in entrepreneurship in Indonesia is still low. 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. Meanwhile, the results of research with case studies of Semarang State Economics Faculty students in 2015 showed that entrepreneurship education plays an important role in increasing entrepreneurial interest (Nisa & Murniawaty, 2020). Therefore, the implementation of entrepreneurship training programs such as business incubators will be very helpful in encouraging the public interest, especially young people in Indonesia, through increasing entrepreneurship knowledge and skills. Academics, businesses, governments, and communities have organized a variety of entrepreneurship training programs and business incubators. However, the implementation is still running independently and has not been integrated between stakeholders. According to Setyodono *et al.* (2016) and Badan Pusat Statistik (2019), there was an increase of 1.82% for the ratio of entrepreneurship and 2.46% for the number of entrepreneurs in Indonesia from 2016 to 2019. This increase shows the positive impact and effectiveness of training programs as well as existing business incubators in increasing the number of entrepreneurs in Indonesia. However, this figure is still low when compared to other countries, meaning that more innovative strategies are needed from existing training programs and business incubators so that they can help Indonesia catch up.

As time goes by, in 2021 the Ministry of Education, Culture, Research, and Technology (Kemedikbud Ristek) implements the Independent Learning-Independent Campus policy in universities, which gives the right to study three semesters outside of the study program. In addition, there are several key performance indicators (KPIs) that must be achieved by universities in the context of implementing Independent Learning-Independent Campus (MBKM). Therefore, several learning activities that are held related to MBKM must refer to the KPI. According to Permendikbud Number 3 of 2020, Article 15, Paragraph 1, there are several learning activities both within the study program and outside the study program, including student exchanges, internships/work practices, teaching assistance in education units, research/research, humanitarian projects, entrepreneurial activities, independent studies/projects, and village building/thematic KKN (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 includes hard and soft skills and involves 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 designed specifically for students throughout Indonesia, with the goal of providing hands-on experience in starting their own online business and becoming an independent entrepreneur. This program has been held twice in 2021. The first batch was held in 2020, while the second batch was held in 2021. However, there is a difference between the 1st batch and the 2nd batch, namely that the 1st batch is still not involving the government and the implementation is done offline, whereas in the 2nd batch there are representatives from all stakeholders, including the government, who have been involved and the implementation has been done 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 is an innovation from the entrepreneurship training and business incubators that already exist but which are still running independently without collaboration from all stakeholders. The implementation of this program, of course, refers to the college's KPI. The government's involvement in the second batch was also very large in providing financial assistance to each participant with a total of Rp115,600,000.00 as capital for the implementation of the business. It is important to assess the feasibility of investing funds issued by the government in this program. According to Supriyati & Abraham (2021), the development model of the Kirkpatrick evaluation model with the use of Return on Training Investment (ROTI) provides more tangible results and can be measured by monetary value so as to be able to make more accurate decisions on program sustainability, and analysis with ROTI can show a clearer and responsible use of program funds. Therefore, the objectives of this study include: (1) analyzing the implementation of the 2nd Bright Cube Batch program in 2021; (2) evaluating Bright Cube activities at the reaction, learning, behavior, and result levels; and (3) evaluating Bright Cube activities at the Return on Training Investment (ROTI) level.

This research will focus on the 2nd batch of the Bright Cube program in 2021 because it has involved all stakeholders, its implementation is carried out online, and it has a more structured MBKM system than the 1st batch. This study uses the Kirkpatrick-Phillips evaluation model to evaluate the effectiveness of the program from the level of reaction, learning, behavior, outcomes, and ROTI.

LITERATURE REVIEW

Effectiveness of training is the accuracy of the implementation of a training program or level of the training process that produces the right output at the right time, in the right place, and at the right price. (Lengkong *et al.* 2018). The Bright Cube 2nd batch program has several outputs, including an increase in the number of entrepreneurs in Indonesia; the achievement of higher education KPIs in organizing MBKM; and the fulfillment of program eligibility for the use of government aid funds. That way, the 2nd batch of Bright Cube programs can be said to be effective if all these outputs can be achieved.

the evaluation model developed by Donald L. Kirkpatrick in which there are four levels in evaluating the effectiveness of a human resource training program, and then this model was developed by Jack J. Phillips by adding one level to the four levels of the Kirkpatrick model, namely the Return on Training Investment (ROTI) level, which assesses the effectiveness of a program from a financial perspective.(Blaga & Gabor, 2018). The five levels include:

1. **Reaction level (*feedback, satisfaction and planned actions*)**, evaluate the program in terms of participants' reactions through their level of satisfaction with the training program.
2. **Learning level (*learning and confidence in application*)**, evaluate participants' understanding of the things learned during the training program. If the participants are able to understand and acquire new skills and knowledge through the training program, it can be said that the training program was a success.
3. **Behavior level (*application and implementation on the job*)**, evaluate the behavior of participants in implementing the things learned well during the training program in the form of actions or tasks that are completed. If the participants are able to implement the things learned well, then the training program can be said to be a success.
4. **Result level (*impact on organization's business results*)**, evaluate the program in terms of its direct perceived impact on business results. This is usually indicated by achievement, quality improvement, cost savings, and participant satisfaction.
5. ***Return on Training Investment* (ROTI) level**, evaluate the program in terms of financial benefits by comparing the amount of income generated with the total costs incurred to organize the training program.

METHOD

This research is descriptive research with a quantitative approach. The research was conducted online by distributing questionnaires on social media. The research was carried out by selecting participants of the 2nd batch of the Bright Cube program in 2021 as respondents. The time of the study begins in November 2021 and ends in March 2022. This study uses primary and secondary data sources with a cross-section data collection approach. Researchers used two questionnaires. The first questionnaire aims to obtain respondent data related to evaluating the effectiveness of the program at the reaction, learning, behavior, and outcome levels. The second questionnaire aims to obtain respondent data related to the evaluation of the level of behavior and outcomes after three months since the end of the program.

This study uses a non-probability sampling method with a purposive sampling technique and the respondents' criteria are Indonesian students who take part in the 2nd batch of the Bright Cube Program in 2021. The research population is 286 people. Sampling was carried out using the Slovin formula. The Slovin formula is used to measure the sample if the total population is known, assuming the population is normally distributed (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 validity test of the questionnaire, it shows that all question items on each variable are valid with an $r_{count} > 0.361$. 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.

To analyze the effectiveness, the researcher used the 2019 version of the Microsoft Excel application. The analysis of the effectiveness of the program was carried out based on program effectiveness evaluation model by Kirkpatrick and Phillips. A descriptive analysis was performed using a mode concentration measure and an average. A Likert scale with a range of 1–5 is used to evaluate the effectiveness at the reaction level, which aims to evaluate the reactions or perceptions of participants to the material, program design, facilitators, and supporting factors of the 2nd batch of Bright Cube programs. According to Pranatawijaya *et al.* (2019), the Likert scale can be used to measure attitudes, perceptions, and opinions of a person or group towards a social phenomenon or event. Then the results of the average respondents' perceptions were concluded based on the descriptive analysis scale range obtained from the results of the researchers' calculations and classified them into very low categories (1.00–1.80), low (1.81–2.60), adequate (2.61–3.40), high (3.41–4.20), and very high (4.21–5.00). Then, at the learning level, a gap analysis was carried out. Data from the average calculation results are compared to see the gap between before and after participating in the program to see whether there is an increase or not from before participating in the program to after participating in the program so that improvements can be made in order to increase knowledge and skills. In addition, the researchers also used the Net Promoter Score (NPS) method to indicate how much participants would recommend the Bright Cube program compared to other incubator programs. According to Situmorang *et al.* (2017), NPS is a method used to assess

how big and strong a brand will be recommended by customers compared to other brands by categorizing them into Promoters, Passives, and Detractors. Meanwhile, Return on Training Investment (ROTI) is the total financial return of the investment results obtained by a business (Alotaibi, 2018). The ROTI level is calculated using the following formula:

$$\text{ROTI} = \frac{\Sigma\, Benefit - \Sigma\, Cost}{\Sigma\, Cost} \times 100$$

Benefit : benefits or income derived from the program

Cost : costs incurred for program implementation

RESULT AND DISCUSSION

Overview of the Implementation of the 2nd Batch Bright Cube Program in 2021

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. The Bright Cube 2nd batch program is part of the Indonesian Student Micro Credential (KMMI) program. This program aims to provide hands-on experience for students in starting a business as well as learning to accept the challenges of surviving in the midst of setbacks, seeing effort as a way of mastery, and learning from criticism to successfully cultivate a growth mindset. 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 an investment fund of Rp. 400,000 per person; regular webinars with experts in business development; regular mentoring sessions with experts; the opportunity to get skill certification as a Certificate of Companion Diploma (SKPI); conversion of activities that are equivalent to three credits with the subject of Project Management (MAN305); and networking opportunities with experts, professionals, and suppliers.

The Bright Cube program is organized by the Department of Management, Faculty of Economics and Management, IPB University in collaboration with A.M. Incubators from PT Teman Muda Berkarya and LRT City Sentul as partners in the industrial world and in collaboration with the Ministry of Education and Culture, Research and Technology in the context of MBKM and integrated into the Indonesian Student Micro Credential Program (KMMI). This program is held over a span of four months with a total of 533 registrants. The total number of participants selected after being selected was 286 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). There are eight parallel classes facilitated by mentor lecturers (teaching team), peer 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 things are designed to optimize the learning received by the participants.

The stages of implementing the Bright Cube 2nd batch of 2021 program are starting from the opening of registration. Then Launch Day activities will be held. The course starts for four weeks. Then the program of running a business begins by running a business. After running the business for six weeks, a final evaluation will be carried out by conducting elevator pitching. Then, at the end of the program, an Awarding and Graduation Day was held as a form of appreciation for the

participants. Meanwhile, the 106 selected participants had the opportunity to take a certification exam regarding online marketing design. Before taking the certification exam, participants are required to take a pre-assessment. Then the certification exam will be held offline in Bogor, and online via the Zoom Meeting platform.

The implementation of the 2nd batch of Bright Cube programs has been referred to in the College's Main Performance Indicators (KPI) in MBKM. The following is the achievement of the 2nd batch of Bright Cube programs against MBKM KPI as shown in Table 1.

Table 1. The 2nd batch of Bright Cube achievements against KPI of MBKM

No.	KPIs of MBKM	The 2nd Batch of Bright Cube Achievements
1	Students gain off-campus experience	Participants of the 2nd batch of the Bright Cube program are Indonesian students. The Bright Cube program is a form of activity from MBKM, namely entrepreneurial activities, and is part of KMMI program. The subject being taught is Project Management (MAN305), with a credit load of three credits and a total of credits that can be converted after attending the program of 17 credits.
2	Practitioners teach on campus	The 2nd batch of the Bright Cube program collaborates with A.M Incubator from PT Teman Muda Berkarya and LRT City Sentul and involves practitioners as mentors for participants through regular webinars and regular mentoring as well as acting as brand partners of businesses managed by participants. Some of the brand partners involved include PT Paragon Technology and Innovation, PT Unilever Indonesia Tbk, Berkah Chicken Indonesia, JBL by Desound Indonesia, Hody.id, and Dropshipaja.com. This program also collaborates with the Independent Entrepreneurship and Productivity Management Professional Certification Institute (LSP MWPM) and the National Professional Certification Agency (BNSP) to certify the competence of online marketing design for 106 selected participants.
3	Study programs in collaboration with world-class partners	The 2nd batch of the Bright Cube program was organized by the Management Study Program of IPB University in collaboration with several national and multinational companies and entrepreneurs as brand partners and mentors of the participants.
4	Collaborative and participatory classes	The Bright Cube 2nd batch program implemented a team-based project in which participants were grouped into 56 groups, with each group consisting of four to five people. Each group will run its business for six weeks and must achieve KPIs that have been set at the beginning of the program, such as sales, profit, expense, and social media KPIs. Then an evaluation is carried out every week at the time of the weekly meeting, and at the end of the program, participants must make a final presentation related to KPI achievements for six weeks of running their business.

Based on Table 1, it shows that four of the eight MBKM KPIs were achieved by the 2nd batch of Bright Cube programs. Thus, the implementation of this program has supported the achievement of

the MBKM policy implemented by the Ministry of Education and Culture for all universities in Indonesia.

Activities in the 2nd batch of the Bright Cube program are divided into four categories: online class sessions, offline class sessions, project assignments, and presentation sessions. Online class sessions are learning sessions conducted in the form of webinars on the Zoom meeting platform. The online class session is divided into a lecturer class, which is a class session with lecturers, and a practitioner class, which is a class session with a practitioner mentor. Meanwhile, offline class sessions, project assignments, and presentation sessions are learning sessions carried out by participants themselves without assistance from lecturers or practitioner mentors, also called self-study. Offline class sessions and project assignments consist of activities that participants carry out while running their business together with their respective teams for six weeks. Based on the learning method and duration per activity carried out by the participants, the comparison ratio of lecture class, practitioner class, and self-study is shown in Table 2.

Table 2. The 2nd batch of Bright Cube program implementation ratio

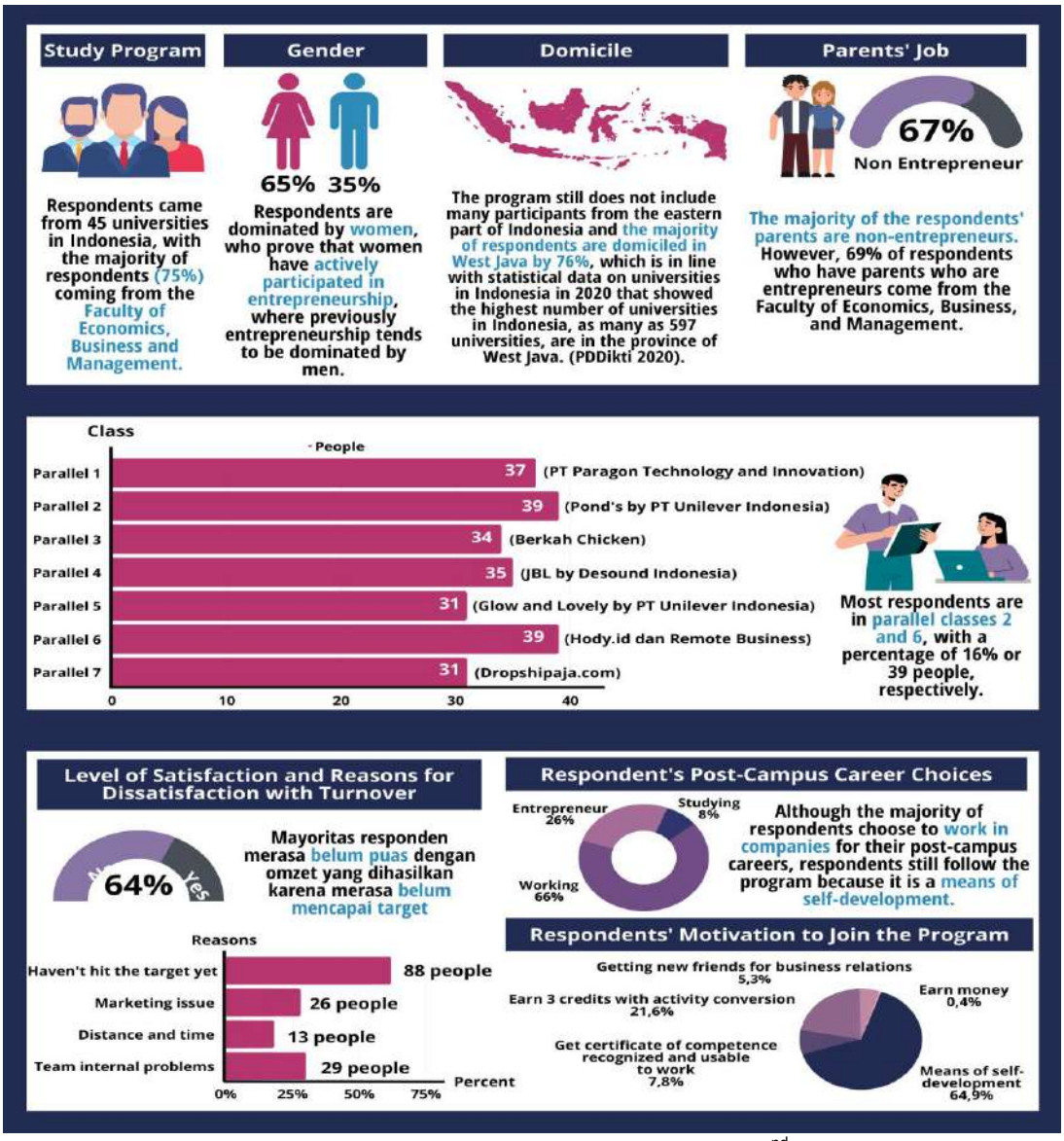
No.	Activities	Duration (Days)	Total Duration (minutes)	Weight
I	***Lecturer class***			**3%**
1	*Webinar*	4	600	
2	*Weekly founder*	6	720	
	Sub-Total		**1320**	
II	***Practitioner class***			**4%**
1	*Webinar*	12	1500	
2	*Mentoring*	6	360	
	Sub-Total		**1860**	
III	***Self Study***			**93%**
1	Sesi kelas *offline*	42	41160	
2	Project assignment	42	2520	
3	Presentation session	2	600	
	Sub-Total		**44280**	
	Total Duration (minutes)		**47460**	**100%**

Based on Table 2 shows that the comparison ratio of self study, practitioner class, and lecturer class is 3:4:93. Meanwhile, according to Johnson *et al.* (2018), the ideal ratio that is effective in developing skills and transferring learning is 70% learning based on direct experience that occurs through work-based challenges, 20% social learning obtained through peer support, managerial support, and mentoring in the form of mentoring and feedback, and 10% formal learning through structured classes. Referring to the ideal ratio, the implementation of the 2nd batch of the Bright Cube program still does not meet the ideal ratio of 70:20:10 so that it is effective in developing skills and transferring learning. For this reason, it is necessary to increase the duration of meetings for lecture classes and practitioner classes so that they can get more knowledge, assistance, and feedback from lecturers and practitioner mentors, which help in implementing the participants' businesses.

Respondents Characteristics

Respondents in this study were the participants of the Bright Cube 2nd batch program in 2021, totaling 246 people from 45 universities in Indonesia, with the majority of respondents amounting to 155 students from IPB University, with the majority of respondents amounting to 185 respondents from the Faculty of Economics, Management, and Business and dominated by the Management

Study Program with as many as 125 respondents. The characteristics of respondents who participated in the program are shown in Figure 1.



Picture 1. Respondent characteristics of the Bright Cube 2nd batch program

Based on Figure 1, during the 2nd batch of the Bright Cube program, participants 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.

Then, based on Figure 1, shows that the majority of respondents are still not satisfied with the resulting turnover. This dissatisfaction can be overcome by setting more realistic targets; conducting more stringent 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.

Reaction Level

The results of the effectiveness analysis at the reaction level were carried out on the material variables, program design, population factors, and facilitators (speakers, teaching teams, practitioner mentors, and learning partners). The results of the descriptive analysis show that the average value of all variables at the reaction level is included in the high (positive) category, which is 4.11. However, there are two statement indicators at the reaction level that are in the sufficient category, namely the program design variable related to the statement of the length of the program and the supporting factor variables related to the statement of investment funds provided as business capital. For this reason, improvements are needed regarding the length of the program by extending the duration of the program and related to the investment funds provided so that it is more adapted to the needs of participants in running their business.

Meanwhile, the results of the evaluation of respondents' satisfaction levels were carried out on the teaching team facilitators, practitioner mentors, and learning partners. The Parallel 2 class teaching team got the highest satisfaction score of 9.10. Then, Practitioner Mentor 12 as a practitioner mentor in the Parallel 6 class for Remote Business got the highest satisfaction score of 9.33. Meanwhile, Learning Partner 3 as a learning partner in Parallel 4 got the highest satisfaction score of 9.25.

Learning Level

One of the outputs of the 2nd batch of Bright Cube programs is the online marketing design professional competency certification in collaboration with the Independent Entrepreneurial Management and Productivity Management Professional Certification Agency (LSP MWPM) and the National Professional Certification Agency (BNSP). Therefore, the learning materials in the 2nd batch of the Bright Cube program have also been compiled based on competency units in online marketing design, which consist of preparing a marketing plan (M.702093.001.01), creating a product brand strategy (M.702093.002.01), conducting digital marketing activities for retail businesses (G.46RIT00.055.1), determining an online business model (e-business) (G.46RIT00.073.1), planning marketing (M.702093.004.01), and planning product promotion (M.702093.03.01).

To evaluate the effectiveness of the Bright Cube program at the learning level can be seen from the scores obtained by participants through evaluation of assignments or Bright Cube Challenges, including pre-test quizzes, assignments to prepare PMC/BMC and sales plans, assignments to compose RACI Matrix, and pitching or presentations. business at the beginning and at the end of the program. A pre-test quiz was held as an instrument to evaluate participants' knowledge at the beginning of the program. Meanwhile, assignments in the form of preparation of PMC/BMC, sales plan, and RACI Matrix are intended as instruments used in preparing business proposals, which will be presented at the beginning of the program. To evaluate the effectiveness of the Bright Cube 2nd batch program at the learning level, it can be done by comparing the scores obtained by participants on assignments at the beginning of the program, namely the assignments of preparing PMC/BMC and sales plans, compiling RACI Matrix, and pitching business proposals at the beginning of the program. with the final score obtained by participants after participating in the program. The comparison of the average score of participants at the beginning of the program with that after the program is shown in Figure 2.

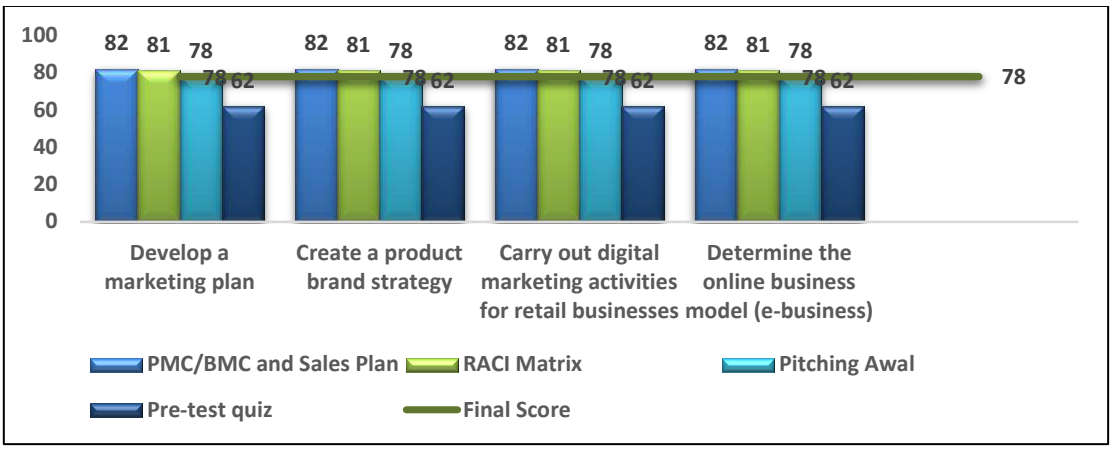


Figure 2. Comparison of the average value of participants at the beginning of the program with at the end of the Bright Cube 2nd batch program

Based on Figure 2, it can be seen that there was an increase in the competence of participants during the program, as indicated by the average final score of the participants being greater than the pre-test quiz scores conducted at the beginning of the program. Although the average final score of the participants looks lower than the scores on the assignments at the beginning of the program, namely compiling PMC/BMC, compiling RACI Matrix, and doing initial pitching, this is because the final score calculation is based on 40% of the pre-test quiz, attendance and activity in lecture classes, webinars, mentoring, and weekly founder meetings, as well as 60% of the Bright Cube Challenges, which are assignments in the form of compiling RACI matrix, PMC/BMC (Business Modal Canvas), company profile, business KPI, elevator pitching, and e-commerce management. Meanwhile, there was an increase in the assessment of participants' pitching, where the average score for participants' pitching at the beginning of the program was 78, while the average score for participants' pitching at the end of the program was 80.6. At the beginning of the program, participants only presented their company profile and business plan, while at the end of the program, participants presented their Key Performance Indicators (KPI) achievements from their business that had been running for six weeks. That way, the increase in value that occurs shows participants' skills in pitching better, achieving business KPIs set at the beginning of the program better, and building a company profile that is more structured and stable than at the beginning of the program. Based on these data, it can be concluded that learning outcomes related to competency units in preparing marketing plans (M.702093.001.01), making product brand strategies (M.702093.002.01), conducting digital marketing activities for retail businesses (G.46RIT000.055.1), and determining the online business model (e-business) (G.46RIT00.073.1) in online marketing design have increased with the 2nd batch of Bright Cube program.

In addition to evaluating individual competencies, researchers also evaluate participants' competencies in terms of business groups. To evaluate the effectiveness of the Bright Cube 2nd batch program at the level of learning per business group, it can be seen in the sales growth of each team that occurred over a period of six weeks in running their business, which is one indicator in measuring the achievement of the online marketing design competency unit, namely planning sales. The results of the sales evaluation of all business groups have increased. In this way, the learning objective of achieving a sales planning competency unit (M.702093.04.01) has been achieved. Meanwhile, there has also been an increase in the number of Instagram followers for each business group, driven by the target number of followers that must be achieved every week in accordance with the social media KPI or social media management that was created at the beginning of the

program. This is also due to the implementation of weekly webinars and mentoring so that they can hone the competence of participants regarding product promotion through social media. Participants' competence in planning product promotions is getting better every week after participating in the program, indicating that learning outcomes related to the competency unit planning product promotion (M.702093.03.01) in online marketing design have increased with the 2nd batch of Bright Cube program.

Behavior Level

Evaluation of the effectiveness of the program at the behavioral level is carried out through the variables of respondents' interest and readiness to become entrepreneurs as well as the respondents' desire to continue the business they run while participating in the 2nd batch of the Bright Cube program. The results of the evaluation of the effectiveness of the behavior level are shown in Figure 3.

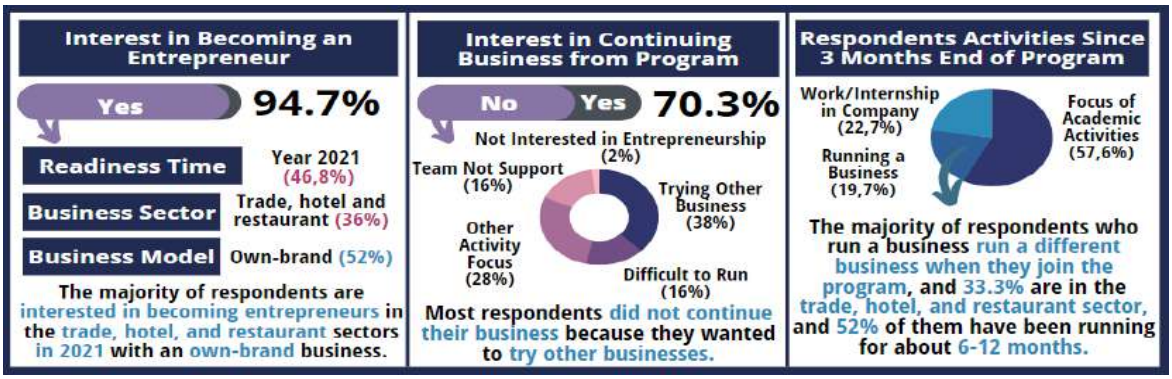


Figure 3. Behavioral level effectiveness evaluation results

Based on Figure 3, the majority of respondents are interested in becoming entrepreneurs. This is in accordance with the purpose of implementing the program to encourage participants' entrepreneurial interests. But unfortunately, the majority of participants wanted to try a different business from the one they were running while participating in the program, so they did not continue their business. Then again, the majority of participants are more focused on academic activities after the program ends.

Result Level

Evaluation of program effectiveness at the outcome level is 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 of the effectiveness of the outcome level are shown in Figure 4.

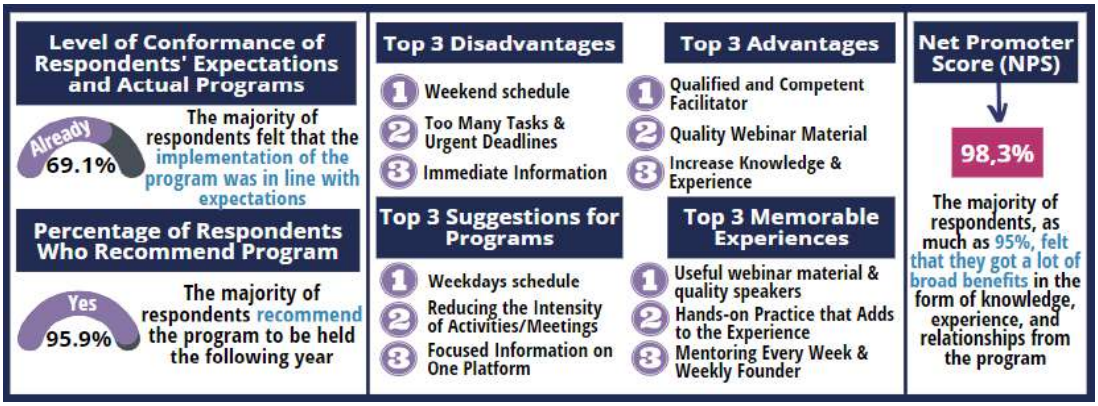


Figure 4. Result level effectiveness evaluation results

Based on Figure 4, the majority of respondents who recommend programs and program implementation have met expectations. Then the NPS value of the 2nd batch of Bright Cube programs given by participants indicates that participants would recommend 98.3% of the program compared to other incubator programs. That way, the results of the evaluation of effectiveness at the overall level of the variables show positive results. However, there are still some shortcomings that need to be corrected based on suggestions from respondents so that the program can run more effectively in the future.

Return on Training Investment (ROTI) Level

Each participant receives funds from the government of Rp400,000 per participant as initial capital for running a business so that they can generate turnover and profit if the funds are used properly. It is hoped that the funds will be used effectively by participants so that the government, as the funder, can assess the feasibility of providing funds to the Bright Cube program if it is to be re-implemented the following year. A positive ROTI value indicates that the funds provided by the government are appropriate to be given to program participants because they provide benefits with the positive reciprocity, and vice versa. The total investment funds given to the 2nd batch of the Bright Cube program with 56 groups amounted to Rp115.600.000. Meanwhile, the total omzet generated was Rp478,397,786. Through the calculation of ROTI analysis, the overall of ROTI result obtained from the program is as follows:

$$\text{ROTI} = \frac{\text{Rp}478.397.786 - \text{Rp}115.600.000}{\text{Rp}115.600.000} \times 100\% = 314\%$$

Based on the calculation above, it shows that the ROTI value of the Bright Cube 2nd batch program as a whole is positive. This shows that the investment made by the government in the 2nd batch of the Bright Cube program is feasible and has the potential to be held in the following year because it provides positive feedback. Meanwhile, if viewed from the analysis of ROTI per business group with investment funds from the government of Rp2,000,000 per business group, it shows that as many as 31 business groups, or 55% of the 56 business groups, have a negative ROTI value. This shows that the business carried out by the business group does not provide positive or beneficial feedback. It is hoped that in the future, the organizers or organizers of the Bright Cube program will be able to select participant businesses more strictly, especially for the remote business group, and pay more attention to participants and business groups when running their business for six weeks more strictly regarding the use of the investment funds provided and encourage an increase in sales

so that they can use these funds more effectively to increase sales and generate greater turnover and exceed the investment funds provided as business capital.

CONCLUSION

The implementation of the 2nd batch of Bright Cube programs has achieved the MBKM Key Performance Indicators (KPI), namely student getting experience off campus, practitioner teaching on campus, study program in collaboration with world-class partners, and collaborative and participatory classroom. Meanwhile, the comparison ratio of learning with self-study, practitioner class, and lecturer class methods is 3:4:93, which still does not meet the ideal ratio that is effective in developing competence and transfer of learning, which is 70:20:10, so that it is necessary to increase the duration of learning. using lecture class and practitioner class methods in order to get more guidance and good feedback from lecturers and practitioner mentors in running a business.

The 2nd batch of Bright Cube programs runs effectively according to the results of the effectiveness analysis with the Kirkpatrick-Phillips concept. At the reaction level, the average value of the reaction level variable is included in the high category, which is 4.11, and the average level of satisfaction with the facilitator is above 8 on a scale of 1 to 10. Then at the learning level, learning has encouraged the improvement of participants' competencies in achieving the competency units needed in online marketing design competencies. At the behavioral level, it shows that the majority of participants are interested in becoming entrepreneurs but choose to run a different business from the one that was run during the program and after the end of the program, they are more focused on academic activities. At the result level, the program objectives to provide knowledge, experience, and networking opportunities to participants have been achieved, and the majority of participants recommend a program with an NPS of 98.3%.

The results of the feasibility analysis from the financial side show that the overall ROTI value is positive, namely 314%, which shows that investment in the program is feasible and has the potential to be held again in the following year. However, based on the analysis of ROTI per business group, there are 55% of the 56 groups that have a negative ROTI value.

The organizers are advised to make improvements related to funding, program schedules, intensity of tasks and activities, participant quotas, brand partners, and dissemination of information about assignments and meetings. For universities in Indonesia, the 2nd batch of the Bright Cube program can also be applied and used as an example of an entrepreneurial incubator program that involves the role of all stakeholders, both academic, business, government, and community within the scope of Indonesian universities, both with the same program or with other programs.

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