

DEVELOPING THE ENTREPRENEURSHIP INCUBATOR MODEL TO INCREASE STUDENTS INDEPENDENCE OF ENTREPRENEURSHIP MENTALITY¹

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ABSTRACT

This research aims to develop a model of entrepreneurial incubator for students in entrepreneurship learning. The model developed by the incubator includes: the empowerment of learners, the concept of problem, problem solution, through the structure of the incubator models doing, empowering, facilitating, and evaluating.

This research was a research and development. In model validation, the data were collected from 130 students who got incubator treatment selection using the simple random sampling technique. The data were analyzed using the concept of SEM (Structural Equation Modeling). The method used in experimental field trials was the experimental group and control group (pretest-posttest control group design). The subjects of the tryout were 75 students of informatics engineering course who were not the subjects of the incubator program (the control group) and 75 students of chemistry education, chemistry, mathematics education, mathematics, biology education, and biology were referred to as the experimental group (program subject to the incubator). The data were analyzed using t-test trials to find out a significant difference in the behavior of the experimental group and control group.

The results of the study of the entrepreneurship incubator model development is otherwise valid according to the probability (p) 0.0685, Goodness of Fit Model (GFI) 0.8256, Adjusted Goodness of Fit Index (AGFI) 0.7706, Comparative Fit Index (CFI) 0.9883, and the Root Mean Square Error of Approximation (RMSEA) 0.054. This model is considered effective because it can increase the independence of learners. The result of the confirmatory analysis (CFA) shows that each latent variable is proved to be formed by the manifests of one dimension. The model is applied to have a positive impact on enhancing the students tendency in mental independence, after receiving treatment assistance incubators. Latent variable-power is reflected by the manifest: (a) the technical capabilities in writing,

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(b) awareness for entrepreneurship, (c) motivation for entrepreneurship, (d) the excess of self to self-employed, (e) the lack of self to self-employed, (f) access to other party to entrepreneurship, and (g) networking for entrepreneurship. While professionals have a manifest latent variables: (a) believing in themselves to entrepreneurship, (b) being independent for entrepreneurship, (c) being resilient and determined to entrepreneurship, (d) perseverance up to entrepreneurship, (e) writing creatively on entrepreneurship. Manifest variables in the form of mental self-reliance has increased after the mentoring model of entrepreneurial incubator. This suggests that the better the model of mentoring incubator, the better it will form a mental model of the entrepreneurial independence.

Keywords: models of incubators, entrepreneurship, independence, students.

INTRODUCTION

One of education orientation is to make graduate independent in the sense of having a strong mental effort to make their own, not as job seekers but as a creator of jobs. "Education shall prepare the learners (students) in the development, knowledge and be able to enter the workforce or a specific profession or job-related work" (Goodsell, 2005). The achievement of educational goals, the government issued a new rule, the suggestion that the compulsory education curriculum include entrepreneurship courses. Through entrepreneurship courses students will be expected to have a strong mental effort in performing independently.

Development of entrepreneurial incubators in order to improve student mental entrepreneurial independence is considered very important, it is seen: (a) is still low college graduates who dared to do an independent business, entrepreneurs registered in Indonesia in 2009 engaged in the field of small and medium businesses around 48.9 million business units and employment 85.4 million people; (b) the number of entrepreneurs in Indonesia is still below 0.2% of the total population (Astamoen, 2005), (c) there is a support lecturer entrepreneurship subject not understand the expectations-based education entrepreneurship, (d) has not been found effective ways (methods and strategies) increased autonomy (helplessness and professional) students in entrepreneurship learning; (e) has not

made up appropriate learning designs, able to bear the increased independence of students in the fields of business; (f) incubator of new business initiatives in the field of education understood cognitively, resulting in less optimal self-reliant students.

Above phenomenon is an indication that the orientation of graduating students more independent education has not been reached, it means there are still problems in the learning model of entrepreneurship education mainly. Entrepreneurship through the course material is expected to Indonesia will have a skipper, so that graduates do not solely rely on the work of others. If the skipper who was born many, Indonesia will become the producers, no longer a nation of consumers, so the prosperity and welfare of the people will be better. Scored independently graduates are deemed less successful, not because graduates do not have the skills or technical skills alone. This proved to be some educational institutions have given packets of real activities through field surveys, personal development, training, and the results are less than optimal. It is influenced by many factors, such as: methods and learning strategies, facilitator, and "mental students". Mental question is the mental self-employed independently. Mental indicators in entrepreneurship can be described as follows: courage, self-confident, powerful, professional, persistent, tenacious, skilled, communicative, responsive, market work, and a positive mental support of the business independently.

Realize the independent-minded graduates to become entrepreneurs, needed methods, tools as a strategy, and the model of entrepreneurial learning scenarios appropriate to the subject of entrepreneurship. This can be through the implementation of the incubator, which has been widely used in various fields, including education. Literally, the incubator is a term often used in the healthcare field. Babies born by a mother, if still weak, yet has the ability to act like a baby in general such as: eating, drinking, moving to put in an incubator (Hubeis, 2009).

Development of research focusing on developing an entrepreneurial incubator models, because the entrepreneurial incubator has a purpose: (a) model of entrepreneurial incubator is expected to be one solution to increase student self-employment mental independence, (b) the concept of incubator models entrepreneurship used as a tool in the teaching of entrepreneurship education; (c) the concept of incubator models has not been much studied in the world of education, (d) has not been much development in the field of entrepreneurship incubator model of script writing popular science books, (e) model can be applied to an entrepreneurial incubator university through entrepreneurship courses.

Entrepreneurial incubator model development is focused on formal education, if successful, have a good model keterterapan, to the formation of entrepreneurial student mental independence, did not rule can be applied in various types of formal and nonformal education in a similar business types. The concept of entrepreneurial incubator models developed are not derived from the concept of a particular model, but the design (innovation) of new models by using the reference of the existing models of incubators such as: (a) an incubator of new entrepreneurs who developed the education sector, (b) economic investment industry incubator and developed business sector Small and Medium Enterprises (SMEs), (c) agribusiness incubator applied to agriculture.

Referring to the three criteria of the incubator concept (INWUB, SMEs, agribusiness), there is a difference compared to a model of entrepreneurship incubator (IK) is developed in this study, the type of business of script writing popular science books, according to the specifications of the product is flexible, applicable, visible, non-capital, easy to be operated, integration and layered. Development of incubator models on entrepreneurial learning understood as "the place" when making the empowerment of entrepreneurs who are still weak on the student, interpreted as a "method" when used as guidelines for entrepreneurial learning scenarios, and interpreted as "a means or strategy" when the model is used to empower students.

The development of this model to assess validity and effectiveness of the working model, test the model in a field, identify trends and student behavior as a result of the implementation of the model. Test entrepreneurial incubator model development is limited to seven courses, S1, namely: (1) chemical education, (2) chemical, (3) mathematics education, (4) mathematics, (5) biology education, (6) biologist, called the experiments, and; (7) computer informatics technique called control group, was in the Faculty of Science and Technology of the State Islamic University (UIN) Sunan Kalijaga Yogyakarta.

The goal of developing this model are: (a) find an entrepreneurial incubator models developed criteria valid and effective in the field of business of script writing popular science books, (b) determine the impact of application of the model of entrepreneurial incubator. Formulation of a major study are: (a) whether the goodness of fit parameter in the model meets the criteria adopted in the concept of valid Structural Equation Modeling, (b) how the impact of the entrepreneurial type of business incubator model of writing a scientific manuscript is developed; (c) how much reflection of the manifest variables on latent variables developed achievements.

This study will provide the benefits of: (a) for institutions/organizations that are committed in the field of entrepreneurship, the research results to be considered in conducting entrepreneurship development, especially the empowerment of the prospective entrepreneurs; (b) for the entrepreneurs, the research results as a correction and introspective mental in increasing entrepreneurship for students, (c) for those who have an interest in and concern for entrepreneurial incubators, research for information in determining the steps of coordination, collaboration, and synchronization with various related parties; (d) for participants to build student mental and doing business in the delivery to market of new business, (e) the results of the study is expected to enrich, strengthen the existing theories, especially theories related to: (1) human resource management, in particular the field of entrepreneurship, trade or vocation; (2) management of entrepreneurial education programs, (3) analysis of social problems, (4) government policies in independence community (student participants), (5) policy for secondary and higher education levels, (6) found an entrepreneurial incubator models, can be a trigger point for academics and researchers to conduct studies or research with a focus similar attention.

The incubator have been developed in entrepreneurship learning as a means of, mental independence of the media in increasing student entrepreneurs (tenants) in order to have better entrepreneurial skills. Incubators have a program to build mental human resources capable of managing and able to utilize the knowledge and technology... "An incubator provides resources like space, goals, marketing, management, structure and financing to knowledge and technology-intensive new technology based firms" (Aaboen, 2009; Autio

& Klofsten, 1998; John, 2005; Abramson, 1997). Incubator is defined as a means of helping new entrepreneurs and increase the container as a strategy of empowerment of students (Kadiman, 2000; Grimaldi, 2005; Willing, 2008; Doris, *et al.*, 2006; Bempt, 2007).

Incubator useful for supporting entrepreneurs in starting new businesses, so the model becomes an important incubator for the run and developed in order to: (1) guide and build mental entrepreneurial students, (2) build student self-reliance, (3) a high commitment to build a mental effort, (4) increase the innovative creative spirit of students, (5) train prospective young entrepreneurs to market a product in the world of business and industry, (6) real results-oriented, (7) develop the knowledge (knowledge, skills, attitude and behavior) students (Mc Adam, 2008; Brown, 1989; Azmat, 2010; Perrini, 2006). "The success of an incubator depends on the performance of its tenants incubator benefits from limiting the tenant failure rate", (Bempt, 2007; Grandi & Rosa, 2001; Philips, 2002; Suherman, 2008; Zimmerer & Scarborough, 1996; Smillor & Gill, 1987).

Empowerment activities include guiding, counseling, and mentoring to students, this can be done through an integrated and layered learning (held in conjunction with the development of entrepreneurial learning and entrepreneurship in the classroom after students graduate from entrepreneurship courses), in which the concept of a model containing entrepreneurial incubator according to Figure-1. Incubation process includes the concept of a model of entrepreneurship: Doing, Empowering, facilitating, and Evaluating (DEFE), the ultimate goal of the incubator process is independent in the sense of having mental empowered and professional (Suranto, 2012).

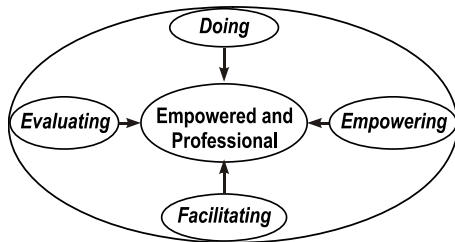


Figure 1. The Concept of Entrepreneurship Incubator Model

Doing it means students have direct action to make a scientific manuscript and markets its products (Rafa, 2007; Barlow, 1974). Empowering means of capacity building activities as a prospective student entrepreneurship, accompanied by a chaperone to be empowered, guided, directed, dug its ability to write, and market the resulting product (Kalantaridis, 2004; Faire, 1973; Dechace, 2007; Anderson, 1995; Istiningsih, 2008). Facilitating or facilitation is the provision of assistance to students, making them easier to follow education, particularly the entrepreneurial learning process with any real action to make the manuscript popular science books and markets its products (Beary, 1999; Bens, 2005; Clements & Jones, 2008). Evaluating is a process evaluation of the extent to which an activity has been achieved (Guek, 1978; Tyler, 1949; Cernea & Tepping, 1977; Isaac & Michael, 1983).

Achievements of the final result is students who have mental of independence (Pavlin, 1981), characterized by; empowered and professionals (Johnson, 2007; Yang, 2007). Empowered are capable of independent life in the access, networking, technical ability, motivation, trying to advance, be able to market the product, capable of generating capital. While professionals are adept abilities, capable, creative, and skilled, confident running the job, without despair and never give up inherent in the personal (McKeown, 2002; Pitmann, 2009; Fayolle, 2006; Dun, 2007; Murphy & Ellen, 2005). Mental effort is a state of mind and an entrepreneurial attitude

that at the start of the process of creative, innovative, committed by people who have the entrepreneurial spirit and attitude, on the mark with a confident attitude, confident, optimistic, full of commitment, initiative, energetic, results-oriented, forward-looking, leadership, daring to be different, dare to take risks, and ready to challenge goddess (Puspitasari, 2007; Shane, 2003).

Mental characteristics that are expected in this development of entrepreneurial model is the student has achievement results independent minded, that is empowered and entrepreneurial professional conduct. Entrepreneurial independence mental achievements appropriate element empowered and professional. Latent variable "empowered" has an element of the manifest form of: (1) technical capability to write manuscripts, intended to be: (a) capable of triggering the theme of writing, (b) able to determine the main ideas the theme of writing, (c) be able to write rules writing popular science books, (2) have the awareness of entrepreneurship, covering several aspects: (a) aware of the usefulness of entrepreneurship in the material and nonmaterial journalism, (b) know the business prospects of journalism, (3) the motivation of business or business to keep ahead, including: (a) the motivation to write, (b) motivation to run a writing business, (4) knowing his strengths include: (a) mental excess, (b) advantages of journalism skills, (5) knowing his shortcomings include: (a) recognize the mental weakness of entrepreneurship, (b) recognize the shortage of skills in journalism, (6) has the ability to independently access the other hand, include access to: (a) negotiations on the issuer, (b) control of access to the role of information technology, (c) access to the author/fellow entrepreneurs, (7) able to build a networking marketing, including: (a) open up new markets, (b) running a business/marketing network for its products; (8) has venture capital, including (a) venture capital script writing, (b) capital marketing operations.

Latent variable "professional" has the manifest: (1) has sense of confidence, including: (a) not hesitate in running the business of journalism, (b) not easy to change as well as negative issues about business journalism, (2) stand-alone, including: (a) does not wait for orders, decrees and orders of the issuer, (b) able to solve business problems followed, (c) continue to work to improve the technical knowledge of journalism, (3) resilient and determined, including: (a) observant of business journalism, (b) write business through the full commitment, (4) never give up, include: (a) are not easily discouraged when faced with the problem of writing and marketing, (b) trying to find ways to solve the problem, (5) creative and innovative writing, include: (a) to quickly determine the theme, (b) quick and good at illustration, writing with the correct rules.

Latent variable "assistance" has the characteristics: (1) service, (2) communication, (3) managerial skills, (4) competence, (5) networking, (6) facilitation, (7) business mentality. The meaning is: (1) is able to serve, that is capable of providing service, service minded, understands the importance of serving, has motivation and ability to serve students; (2) capable of communicating means has the ability, skill, the transfer of knowledge, interaction and communication control method good; (3) has managerial skills is the companion has managerial skills, administration, management, programming, has leadership, in running the program; (4) has entrepreneurial competence is competitiveness in the entrepreneurial, business minded, passion, proficiency in business; (5) has networking, is the companion has networking capabilities, network inter-author, entrepreneur and co-operation between the network; (6) has a soul that is capable of facilitating acts as a facilitator, serving, guiding students; (7) has mental effort, that a business-minded companion, never give up, innovative and creative, inspiring and in an effort to become an entrepreneur.

Latent variable "the beginning student" has the characteristics: (1) willingness, (2) the communication interaction, (3) work ethic, (4) knowledge of entrepreneurship, (5) courage entrepreneurship, (6) mastery of technology. The meaning is: (1) have the willingness in entrepreneurial it means, willing and interested students to enter in business, not just theory but for the actions of business, possess a willingness to learn, to change the mindset, motivation and the spirit and action; (2) the ability of communication, means of communication is important to convey a message or idea on the other hand, it is characterized able to communicate orally and in writing, confidence in communication, able to negotiate; (3) has a work ethic, means that a prospective entrepreneur spirit and character of work, have a work ethic characterized by a high awareness, enthusiasm for change, motivated and never give up, have a personal soft skills in their personal; (4) have knowledge of entrepreneurship, meaning that it actions are not enough so the knowledge and the ins and outs of entrepreneurship should be understood, it has elements of science related to the entrepreneur to recognize, recognize potential, recognize their talents and interests, recognizing the work that will be produced and form a mental effort in him; (5) entrepreneurial courage, courage means to act to create something works, which is characterized by having a mental brave, tough, tenacious, steadfast in the establishment, the right mindset and self-confident, creative, innovative; (6) mastery of the technology means that the prospective entrepreneur must open to technology, both the virtual world as well as technological applications, because it would be useful in business continuity writing, mastery of the technology (software applications), to market products with the latest technology, communication skills and hardware technology, as well as mastering the role of technology in building access mental effort.

METHODS

Quantitative methods are used for this research approach. This study uses Improve student subjects in State Islamic University Sunan Kalijaga Yogyakarta, this study used 130 student subjects, including: student of biology education, biology, mathematics education, mathematics, chemistry and chemical education to test the latent variable and manifest a model using simple random sampling. Once the model is known goodness of fit models are met, then the trial experiment using students of biology education, biology, mathematics education, mathematics, chemistry, and education. Seventy five students of chemistry department are drawn at random as a non-experimental group and 75 students of informatics techniques as a control group. On research and development according to the procedures and guidance offered by Borg & Gall (1983).

Techniques of research data collection is done through a questionnaire (questionnaire), structured interviews, observation, documentation and study of the theory. Content validity (content validity), is calculated by testing the validity of the content of the instrument gauges. Construct validity is an instrument based on the theories/concepts can use the opinions of experts/specialists in the field based on empirical experience. Normality test is used in a normally distributed population. Homogeneity test used to determine whether the variance of the data groups of students from the research variables are the same. T test used to determine an average of more than two groups of samples are significantly different or not and measure the effectiveness of the working model of the experimental group and control group (Sugiyono, 2010).

To find and measure changes in student behavior due to treatment, using the experimental analysis of time series, which is analyzed on observations, record keeping, preparation of events from time to time. For example a series symptoms in the given symbols

$Y_1, Y_2, \dots Y_n$ and the recording was given the symbol t (time), there will be the equation $Y = F(t)$, ie Y is a function of t . This may imply that the magnitude of the symptoms of Y depends on the timing of the symptoms, which can be linear or not the chart data. Observations made through observation of students during the six observation times of 75 students as experimental and control groups. Observations made during the student gets an incubator treatment.

RESULTS

Phase Development and Test Instruments

The study was conducted through two phases, namely: (1) the development stage testing and validation of a questionnaire instrument hypothetical models, (2) the pilot phase applied model. Activities undertaken in the first stage, the testing instruments in the hypothetical model validation aims to measure the goodness of fit model was developed. The second phase of trial applied model, consisting of several activities, namely: (a) test the effectiveness of the model, (b) observed tendency of changes in student behavior.

Confirmatory Factor Analysis (CFA) technique was used for measuring the confirmatory manifest in the model. CFA aims to confirm whether: (1) model is applied effectively, (2) proved the manifest variables reflect the latent variable. The model developed is based on theories put forward by the experts or specialists.

Results Validation Instrument

Model validation activities carried out once the analysis. The model developed to explain the incubator of entrepreneurship involves three latent variables, they are: the initial condition of the learner (student), mentoring the incubator, and achievements, while achievement measured results by the second order confirmatory latent-power and professional. The manifest that reflected the latent

variable is a composite score of several questions that are set according to the indicator. The internal consistency of each variable was tested by using Cronbach's Alpha, while the latent ability to reflect the Confirmatory Factor Analysis evaluated (CFA) and reliability of the constructs.

Internal reliability, the ability of question to give meaning to all respondents consistently produces consistent measurements. Consistency can be explained by the internal reliability test results by means of Cronbach's Alpha, and the manifest variable declared reliable. Confirmatory Factor Analysis (CFA) was used to measure the confirmatory manifest in the model. CFA aims to confirm whether: (1) model is applied effectively, (2) proved the manifest variables reflect the latent variable. Construct reliability, construct Reliability of the latent variable in the initial conditions of the learners (students) that consists of 0.930 manifest to has the reliability coefficient, coefficient of > 0.7 indicates all manifests measure the same thing or are unidimensional. This result indicated a consis-

tency measurement. Coefficient for the latent variable initial conditions, mentoring incubator, empowered, and professionals each in sequence as follows: 0.930, 0.924, 0.950, and 0.908. four more than 0.7 signify "reliable". Structural equation model aims to evaluate the match between the sample covariance with the population to conform to the goodness of fit, if the results fit means the model is empirically supported, so no changes or modifications required. Model results obtained are good and fit, according to Figure 2 and the recapitulation of Table 1.

The next stage was to test the structural test results, which are useful to determine the relationship between variables in the model incubator.

Shown in Figure 2 and Table 2 that there are two functions in a model of an incubator, the first function describes the influence of initial conditions for learners (students) for assisting the incubator, the second function describes the influence of initial conditions of the learners (students) and incubator assistance to the achievement of results.

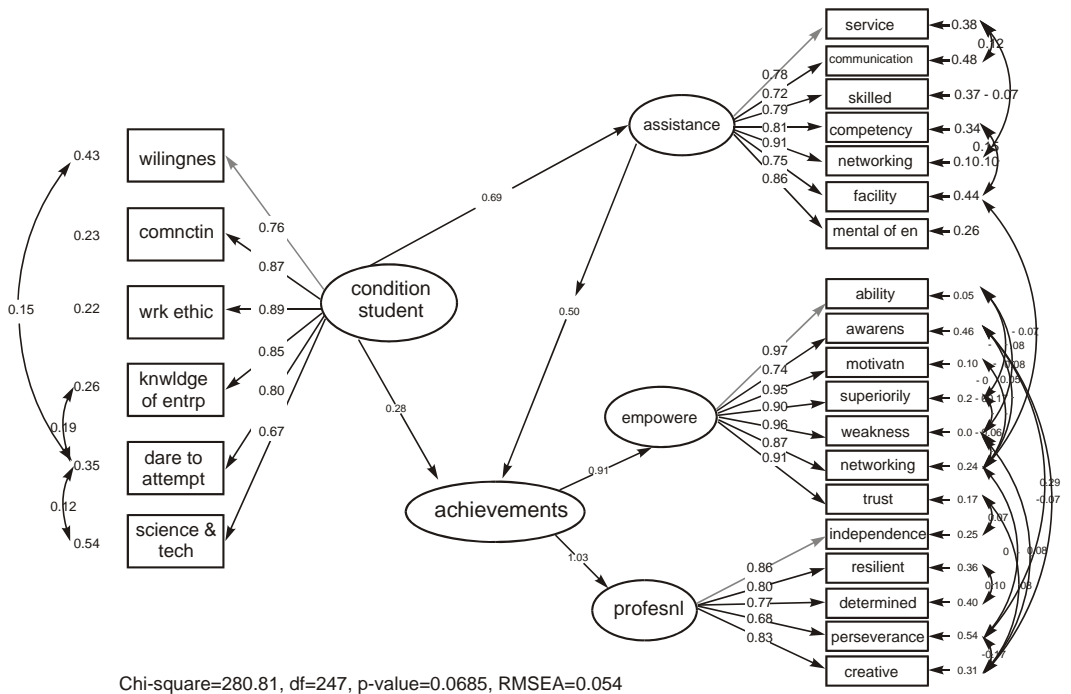


Figure 2. Entrepreneurship Incubator Model Good and Fit

Table 1. The recapitulation of SEM testing

No	Index	Cut of Value	Specification	Results
1	Kai Squares (p)	Small (p> 0.05)	280.8148 (0.0685)	Fulfilled
2	CFI	≥ 0.90 (max 1)	0.9883	Fulfilled
3	GFI	≥ 0.90 (max 1)	0.8256	Moderate
4	AGFI	≥ 0.90 (max 1)	0.7706	Moderate
5	RMSEA	≤ 0.08 (Min 0)	0.054	Fulfilled

Source: Results of SEM testing

Table 2. Structural Testing Results

Function	Endogenous	Exogenous	γ	β	t-hit	Ket*	R ²
1	Assistance Incubators	the initial conditions of learners (students)	0.685		6.748	Sig	0.4692
2	Achievement of results	the initial conditions of learners (students)	0.281		2.839	Sig	0.3270
		Assistance Incubators		0.499	4.740	Sig	

Source: Results of SEM testing

* T-table (df = 127, α = 5%) = 1.979, t-count ≥ 1.979 and t = sig-count < 1.979 = not sig

Two of these functions describe the initial conditions influence student achievement results to indirectly through mentoring incubator. The first function is obtained equations, mentoring incubator =0.685, where t is calculated for 6.748. Calculate the value of t-> t-table (df=127, α=5%) for 1.979 indicate a significant effect on the variable incubator assistance. While donations (reflection) the initial conditions of learners (students) to the accompaniment incubator for 46.92%, as a contribution to a single variable can be quite large. Because it indicates the contribution of the remaining 53.08% will be divided by several other variables that could be developed. Exogenous initial conditions along with mentoring students incubators give effect to the achievement of results. Significance is indicated by t count> t-table for each exogenous. Influence in the form of equation can be written: Achievement Results = 0.281 initial conditions of learners (students) 0.499 + incubator assistance.

Collectively contribute both to the achievements of 32.70% means of achievement outcomes (empowerment and professional), students can be explained by a model of an incubator. This contribution also shows that the empowerment and professionalism can not be formed only through the incubator, but must be formed with other variables or other real business. Ability aspects (manifest) to reflect latent variables measured by the coefficient lambda is described. The larger value indicates the stronger, while hinting that the smaller the error. Visually, the reflection can be seen in Figure 2, the numbers in the line of the manifest (lambda) is the equation coefficient manifest. Variable initial conditions, reflected by: the willingness, communication, work ethic, entrepreneurial knowledge, courage entrepreneurship, and technology. Each has the equation:

Willingness = 0.7562 initial condition ----- 1
Communication = 0.8749 initial condition -- 2

Work ethic = 0.8858 initial condition -----3
Knowledge Entrepreneurship = 0.8610
initial condition ----- 4
Courage entrepreneurship = 0.8040 initial
condition ----- 5
Mastery of Technologies = 0.6747 initial
condition ----- 6

The equation can be explained that this aspect of the business will be able to reflect the initial conditions of learners (students). Image the magnitude of the initial conditions will be shown aspects of 0.7562. Then communication 76.55%, 74.13% entrepreneurial knowledge, courage aspects of entrepreneurship while 64.64%, 57.18% of business will, and mastery of technology 45.52%. What is found is to answer some questions about the aspects of the build variables in the model, show that all reflecting aspects contribute to the latent variables.

Development of Student Behavior

Figure 2 describe the results of structural testing to prove empirically that the results of student achievement can be explained by the researchers developed a model incubator. The results of studies that support the theory that has been described previously, that the success of students included in the empowerment and professionalism can be managed through the involvement of the incubator through an appropriate model.

Further need continued evaluation to determine the extent of the productivity model in producing graduates who have qualified independent mental (helpless and professional). Implementation of the model have been carried out on 75 students (called the experimental group) and 75 control group students for 6 periods, each period is 2 weeks. Developmental achievements in the six periods in both groups equally showed an increase, explained that basically the old way (without model) is also well used. But in terms of effectiveness

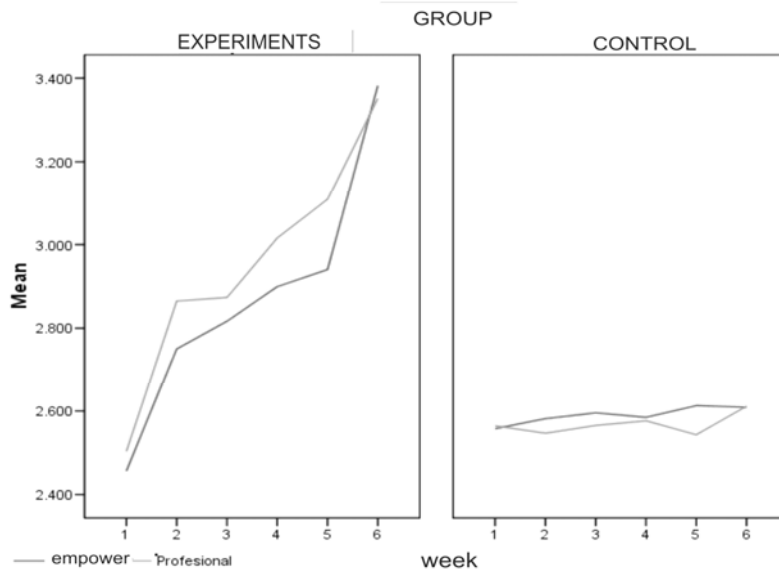


Figure 3. Comparative Development of Achievement Results

seen the use of an entrepreneurial incubator models can more quickly produce a higher ability in the same time. T test results, statistically proven achievements in the first week of the period differed significantly in the negative ($t\text{-count}=-2.372$, $p=0.064$), interpreted in the control group is better than the experiment, and Figure 3 is the trend of mental development trend of independence entrepreneurial behavior students.

The Development Trend is Partially Behavior of Students

Model of entrepreneurial incubator "type of effort to write a script" is applied to have a positive impact in enhancing the tendency of mental independence of students, after receiving treatment incubator assistance, based on the trend of student behavior. Empowered to have the manifest with the equation: (a) the technical capabilities in writing $Y_t=2.375+0.135*t$; (b) awareness for entrepreneurship $Y_t=2.125+0.190*t$, (c) motivation for entrepreneurship $Y_t=2.375+0.163*t$, (d) the excess of self to entrepreneurship $Y_t=2.410+0.145*t$,

(e) lack of self to entrepreneurship $Y_t=2.435+0.138*t$, (f) access to the other party to entrepreneurship $Y_t=2.307+0.142*t$, (g) networking for entrepreneurship $Y_t = 2.394 + 0.144*t$, and professionals have a manifesto includes: (a) believe themselves to entrepreneurship $Y_t=2484+0.126*t$; (b) for self-employed independent $Y_t=2.2871+0.211*t$, (c) resilient and determined to entrepreneurship $Y_t=2.4689+0.121*t$, (d) give up to entrepreneurship have $Y_t=2.564+0.128*t$, (e) creative writing for entrepreneurship $Y_t = 2.4044 + 0.144*t$, the above equation has a meaning, the better the model is applied to the incubator assistance will better the mental self-reliance in an increase in student entrepreneurship.

CONCLUSION AND SUGGESTIONS

Based on the results of research and discussion that has been presented, the conclusions drawn from the answers to research questions, as follows: (1). The model developed is valid, it is based on the GOF (Goodness of Fit test), the probability of receiving a significance level of probability (p)

0.0685>5%, (there is no difference in the instruments used by the actual conditions). Model Goodness of Fit (GFI) 0.8256<0.90 (the results are moderate, meaning that the model being tested close to/in accordance with reality), Adjusted Goodness of Fit Index (AGFI) 0.7706<0.90 (the results are moderate, meaning that the models tested adjustment with the fact that under study), comparative fit Index (CFI) 0.9883>0.90 (results are met, meaning that the ratio/difference model was tested with the usual models, good and appropriate measurement), and Root mean Square Error of Approximation (RMSEA) 0.054<0.08, (met, meaning that samples have proved/showed no differences in either model); (2). Model development is said to be effective, because: (a) effective to have a good implementation of the model used for the improvement of mental independence of entrepreneurial students, it is evident from the trend of student behavioral tendencies; (b) practical (easy) to run, (c) meet the reliability and construct confirmatory factor analysis, (3). It is known that the magnitude of the manifest to the latent effects of: (a) aspects of technical writing skills reflect the mental helplessness of 94.58%, (b) awareness of mental self-employment reflects the helplessness of 54.23%, (c) reflects the mental powerful motivation for 89.81%, (d) the excess reflect the mental self-power by 80.35%, (e) reflects the lack of mental self-empowered by 91.95%, (f) access to the other side reflects mental helplessness of 75.50%, (g) reflects the mental-power networking of 83.12%, (h) of capital is not able to "reflect" or significantly affect, to the mentally helpless because no significant effect in the business of writing a scientific manuscript, these variables fall in the confirmatory test factor analysis (CFA), does not meet the validity of: (i) reflects the confidence of 74.67% of professional mental, (j) an independent professional mental reflected by 63.84%, (k) reflects the tenacious and diligent professional mental for 59.78%, (l) never give up/unyielding reflects the mental of professionals at

46.25%, (m) an innovative creative writing professional mental reflected by 69.04%.

This model have been implemented in UIN Yogyakarta at 2011 (about writing popular article) and economics Faculty UNS Surakarta at 2012 (marketing product). The model that have been implemented at UNS is applied to have an impact a positive trend in the increase of mental independence of entrepreneurial students, after receiving treatment incubator assistance. Latent variable power reflected by the manifest: (a) the ability to market products, (b) awareness of entrepreneurship: (c) motivation for entrepreneurship; (d) the excess themselves to entrepreneurship; (e) lack of self to entrepreneurship; (f) access to the another for entrepreneurship; (g) networking to entrepreneurship. Variable manifest in the form of mental independence increased after getting mentoring entrepreneurial incubator entrepreneurial models, this suggests that the better model of mentoring incubator, the better they form a mental model of entrepreneurial independence.

The suggestion from the results of this study is related to the application of entrepreneurial incubator models are developed, which can be used: (1) for educational institutions, the establishment of student independence mental competence can be built through incubator models. Competence is fulfilling aspects of psychomotor, cognitive and affective; and entrepreneurship courses lecturer expect a business person; (2) for the community, based on research results have shown that the model of the entrepreneurial type of business incubators of writing a scientific manuscript has been effective in improving student mental independence, suggested a model incubator should be tested on non-formal institutions; (3) for all policy makers, that entrepreneurial learning is not only emphasizes affective and cognitive aspects, but aspects of psychomotor through the implementation of the incubator; adding culture as indicator initial condition of students.

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