

## Development of a Business Incubator to Promote Youth Entrepreneurship in RT 013, Lubuk Gaung Subdistrict, Sungai Sembilan District

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**Abstract.** Youth entrepreneurship plays a strategic role in strengthening local economic development; however, limited knowledge, skills, and business mentoring remain major challenges for rural youth. This community service program focuses on developing youth entrepreneurship through a village business incubator based on the 8P principles: Place, People, Process, Partnership, Profit, Promotion, Product, and Price. The program aims to improve access to entrepreneurial knowledge, skills, and resources for youth in RT 013, Lubuk Gaung Subdistrict, Sungai Sembilan District. The approach employed socialization, entrepreneurship training, participatory discussions, and business mentoring tailored to local potential. The results show increased understanding of business planning, market identification, partnership development, and the use of information technology in business activities. The implementation of the 8P-based incubator model successfully strengthened entrepreneurial mindset, motivation, and youth readiness to develop sustainable local businesses. Furthermore, this program also opens up opportunities for more structured, collaborative business development, which is crucial for long-term sustainability at the village level. Overall, this program contributes to increasing the capacity of youth as agents of change in the local economy.

## 1. INTRODUCTION

National development is a multidimensional and sustainable process of change with the primary objective of improving the quality of life of society in an equitable manner. Development is not merely understood as economic growth, but also encompasses the strengthening of human resources, the equal distribution of opportunities, and the enhancement of social welfare. Therefore, the success of development is highly determined by the active participation of all elements of society, including youth as a productive group that plays a strategic role in supporting the sustainability of national development (Saifudin 2007; Ginanjar 2017).

In this context, the development of entrepreneurship becomes one of the important instruments in addressing development challenges, particularly in overcoming unemployment and economic inequality. Youth entrepreneurship has great potential to create new employment opportunities, encourage innovation, and strengthen community economic independence. However, this potential has not been fully realized, especially in rural areas, due to limited

human resource capacity, weak managerial skills, and minimal access to mentoring and supportive business ecosystems (Surya 2011).

These objective conditions are also found within the youth community of RT 013, Lubuk Gaung Subdistrict, Sungai Sembilan District. Preliminary observations indicate that although there is an interest in entrepreneurship, most youth lack adequate understanding of business planning, financial management, marketing strategies, and the utilization of information technology. This situation reflects a gap between youth potential and actual capacity, which, if not promptly addressed, may hinder the role of youth in local economic development.

These challenges become increasingly complex amid the dynamics of the Society 5.0 era, which requires business actors to be adaptive, innovative, and technology-based. Without systematic support, youth risk becoming mere consumers of technological development rather than key actors in productive economic activities. Therefore, an empowerment approach that is not partial but comprehensive and oriented toward strengthening sustainable youth entrepreneurial capacity is required.

One strategic approach relevant to addressing these issues is the development of village business incubators. Business incubators serve as intervention instruments that provide structured guidance through training, mentoring, networking, and access to resources during the early stages of business development. Through this model, synergy among academics, business actors, and government can be optimized to create a conducive and competitive entrepreneurial ecosystem (Wendy and Sheila 2021).

This Community Service activity focuses its intervention on the development of youth entrepreneurship through the application of the 8P principles, namely Place, People, Process, Partnership, Profit, Promotion, Product and Price. The 8P principles are used as an analytical and practical framework because they are able to integrate internal and external business aspects, enabling youth not only to understand how to start a business but also to manage and develop it sustainably.

The youth of RT 013, Lubuk Gaung Subdistrict, were selected as the subjects of this community service based on considerations of their considerable human resource potential that has not yet been supported by structured entrepreneurship development programs. This activity is expected to generate social change in the form of increased youth entrepreneurial capacity, the strengthening of independent and innovative mindsets, and the establishment of business networks that support local economic growth. In the long term, this intervention is expected to contribute to reducing unemployment, increasing youth economic independence, and

strengthening development based on village potential.

## **2. METHOD**

The implementation method of this Community Service (PKM) activity employs a participatory community organizing approach. This approach positions youth as the main subjects of the service process, rather than merely as beneficiaries. The subjects of the service are youth groups in RT 013, Lubuk Gaung Subdistrict, Sungai Sembilan District, selected based on initial mapping results indicating entrepreneurial potential that is not yet supported by adequate knowledge, skills, and business mentoring. Community involvement begins at the planning stage through discussions and needs identification to ensure that the designed program aligns with objective field conditions.

The service strategy used is the extension method. Extension is understood as a process of disseminating science and technology from universities to the community so that it can be applied in daily life practices (Mardikanto and Pepi 2019). In its implementation, extension activities are carried out using an interactive approach through a combination of short lectures and question-and-answer sessions. The lecture method is used to convey core concepts of entrepreneurship and business incubators based on the 8P principles, while the question-and-answer sessions are utilized to encourage active participation, explore participants' experiences, and clarify understanding. This approach is chosen to enhance communication effectiveness and prevent participant fatigue, as emphasized by Panuju (2018).

The stages of the PKM activities include: (1) the preparation stage, consisting of coordination with RT officials and mapping youth needs; (2) the participatory planning stage, involving the preparation of extension materials based on the mapping results; (3) the implementation stage, in the form of interactive entrepreneurship extension activities; and (4) the evaluation stage, namely joint reflection to assess the level of understanding and youth responses to the activities.

## **3. RESULTS**

The implementation of the Community Service Program (PKM) in RT 013, Lubuk Gaung Subdistrict, Sungai Sembilan District demonstrates a mentoring process that developed dynamically and participatively. The activities did not merely serve as a medium for delivering material, but functioned as a space for social dialogue that enabled the exchange of ideas between the service team and the youth group. In this process, youth were positioned as subjects with experiences, aspirations, and potential, allowing the mentoring process to become

more contextual and relevant to the realities of their lives.

The range of activities carried out included entrepreneurship counseling, open discussions, and practical discussions on business planning based on the 8P principles. These actions were directed at addressing real problems faced by youth, such as limited understanding of business management, hesitation in starting a business, and lack of insight into marketing strategies and partnerships. Through a communicative and interactive approach, entrepreneurship materials were more easily accepted and understood as part of everyday needs rather than merely theoretical concepts.

During the mentoring process, a shift in youths' perspectives toward entrepreneurship was observed. Entrepreneurship, which was previously perceived as an individual and high-risk activity, began to be understood as a collective effort that can be developed gradually. Youth began to realize that limitations in capital and experience are not the main obstacles, but rather challenges that can be addressed through cooperation, careful planning, and the utilization of local potential available in their environment.

Changes were also evident in the behavior and attitudes of participants throughout the activities. Youth showed openness in expressing opinions, proposing business ideas, and discussing obstacles they had encountered. The evolving discussions encouraged the emergence of self-confidence and courage to think more critically about business opportunities around them. This process became an early indicator of growing awareness that entrepreneurship is not merely about profit-seeking, but also about independence and social contribution.

Within group dynamics, individuals began to emerge who played more active roles and exerted positive influence on other participants. These youths spontaneously assumed roles as discussion facilitators, mediators of differing opinions, and motivators for the group. The emergence of such figures indicates the potential formation of local leadership, which is crucial for sustaining community-based entrepreneurship initiatives.

Overall, the results of the PKM indicate the occurrence of a social learning process leading to changes in attitudes, mindsets, and collective awareness among youth. Although the changes achieved are still at an initial stage, the activities have opened space for social transformation by instilling values of entrepreneurship, togetherness, and independence. This PKM serves as an initial step toward building a youth community that is more empowered, adaptive, and oriented toward long-term local economic development.

#### 4. DISCUSSION

The implementation of the Community Service Program (PKM) in RT 013, Lubuk Gaung Subdistrict illustrates that entrepreneurship mentoring plays a strategic role in building youth capacity as agents of social change. The findings indicate that participatory counseling opens reflective spaces for youth to understand the economic conditions they face and the opportunities that can be developed. This reinforces the view that community service should not stop at knowledge transfer, but rather encourage social learning processes oriented toward empowerment (Mardikanto and Pepi 2019).

The interactions established during the activities were a key factor in the success of the mentoring process. A dialogical approach that allowed participants to ask questions, discuss, and share personal experiences proved effective in increasing active youth engagement. This finding aligns with development communication theory, which emphasizes participation as a prerequisite for behavioral and attitudinal change. As stated by Panuju (2018), two-way communication enables messages not only to be received but also critically interpreted by recipients.

The discussion of entrepreneurship through the 8P principles provided a more systematic framework for youth to understand business processes. These principles helped participants see the interconnections among production, marketing, human resources, and partnerships as an integrated whole. This finding supports entrepreneurship literature emphasizing that business sustainability is strongly influenced by the ability of entrepreneurs to manage multiple elements in an integrated manner, rather than focusing solely on products or profits (Wendy and Sheila 2021).

From a social perspective, this PKM activity triggered changes in youths' views of entrepreneurship as a collective practice. Awareness of the importance of cooperation and social networks began to grow through discussion and experience-sharing processes. This aligns with community-based development concepts that position social capital as a key element in fostering economic independence and strengthening local communities (Ginanjar 2007).

The mentoring process also revealed the emergence of individuals with leadership capacity who positively influenced the group. The presence of youth acting as discussion drivers and initiative-takers indicates that PKM contributes to the formation of local leadership. This finding strengthens the argument that youth entrepreneurship not only generates economic benefits but also impacts the formation of new, more adaptive and participatory social structures (Surya 2011).

Overall, this discussion shows that community-based entrepreneurship PKM can be understood as a gradual process of social change. The process begins with increased understanding, develops into attitudinal change, and culminates in the growth of collective awareness and local initiatives. Thus, community service activities not only produce practical outputs but also provide conceptual contributions to understanding how entrepreneurship mentoring can serve as an instrument of social transformation at the community level.

## **5. CONCLUSION**

The Community Service Program (PKM) in RT 013, Lubuk Gaung Subdistrict demonstrates that youth entrepreneurship mentoring through a participatory counseling approach can open new awareness regarding the importance of community-based economic independence. However, the findings also indicate that increased knowledge and motivation do not automatically transform into sustainable entrepreneurial practices. This underscores that community service should not be understood as a short-term intervention, but rather as a social process requiring continuity and structural support.

From a reflective-theoretical perspective, the results of this PKM reinforce the view that youth entrepreneurship is a social phenomenon influenced by interactions among human capital, social capital, and the institutional environment. The application of the 8P principles helps youth understand business complexity, but its effectiveness is highly dependent on local context and collective community capacity. Therefore, the development of village business incubators should not focus solely on technical business aspects, but must also emphasize strengthening networks, local leadership, and collaborative culture as prerequisites for social transformation.

Furthermore, the emergence of youth actively participating in discussions and initiative-taking indicates local leadership potential that has not yet been fully institutionalized. This condition suggests that the social changes occurring are still at an early and vulnerable stage if not followed by mechanisms for continued mentoring. Therefore, PKM needs to be positioned as part of a broader community development strategy, rather than merely as a standalone educational activity.

Based on these findings, it is recommended that future community service programs integrate medium- and long-term approaches, including the establishment of support structures for youth entrepreneurship at the local level. The involvement of village governments, educational institutions, and business actors is essential to create an ecosystem that enables youth not only to understand entrepreneurship, but also to access real resources and

opportunities. Without such support, community service risks remaining at a normative level and losing its driving force as an instrument of sustainable social change.

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