

The Role of Business Incubator as a Reinforcement of Entrepreneurial Literacy Influence on Vocational College Students' Entrepreneurial Interest

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ABSTRACT

The entrepreneurial interest of students is still relatively low, and the majority of students tend to prefer seeking employment after graduation. However, the number of job opportunities available does not match the number of graduates, highlighting the need for efforts by universities to enhance students' entrepreneurial interest. This is crucial for creating job opportunities and reducing unemployment. This research aims to examine the role of business incubators in strengthening the relationship between entrepreneurial literacy and students' entrepreneurial interest, particularly in Vocational Colleges in Surakarta. The results of this study not only provide insights into the reinforcement of business incubators in the relationship between entrepreneurial literacy and students' entrepreneurial interest but also contribute to understanding this dynamic in Vocational Colleges in Surakarta. This quantitative research utilizes a survey method and was conducted at 8 Vocational Colleges in Surakarta with a sample size of 205 respondents. Data collection techniques included the use of questionnaires. The analysis techniques employed in this research include Moderating Regression Analysis (MRA), F-test, t-test, and coefficient of determination test.

INTRODUCTION

Indonesia, as a developing country with a large population, grapples with challenges related to poverty and unemployment. The current number of impoverished individuals in Indonesia stands at 26.5 million (Indonesia, 2023). Entrepreneurship is seen as a vital initiative capable of accelerating economic growth in the country. By creating new job opportunities, individuals engaged in entrepreneurship can establish new organizations, process raw materials to produce new goods or services, and enhance the economic well-being of the community (Meftahudin, 2020).

Presently, many students heavily rely on existing job markets, even though the available job opportunities do not align with the increasing number of graduates, resulting in higher unemployment rates. Recognizing this phenomenon, there is a need to boost entrepreneurial interest among students. Various factors influence students' entrepreneurial interest, often stemming from the motivation to create something new, contribute to society, or achieve greater financial gains than being employed as a regular worker (Ardiansyah et al., 2019).

The growth of the entrepreneurial sector must be accompanied by diverse knowledge to drive strategies for business or venture development (Widayanto et al., 2023). The most influential factors affecting students' entrepreneurial interest in Indonesia are internal, such as motivation and attitudes toward entrepreneurship (Irawan, Y., Aryani, D. F., 2020). These findings underscore the importance of developing character and entrepreneurial skills among students in Indonesia to enhance their interest in entrepreneurship.

Current higher education curricula include entrepreneurship education to cultivate students' interest in entrepreneurship. Previous studies indicate that students acquire entrepreneurship knowledge through formal education, fostering creativity to develop skills and abilities based on environmental factors (Irawan, Y., Aryani, D. F., 2020). Higher education plays a significant role in fostering entrepreneurial spirit among students by providing entrepreneurship education with the aim of improving students' entrepreneurial literacy.

Entrepreneurial success in Indonesia is also influenced by internal factors such as motivation and interest. Entrepreneurial literacy, including the ability to understand, use, and develop knowledge and skills, is essential for becoming a successful entrepreneur. To support students' entrepreneurial practices, universities can establish business incubators as facilities to accelerate entrepreneurial growth (Adawiyah et al., 2022). Business incubators are designed to promote the commercialization of technological innovations and nurture technology-based startups. Through business incubators, it is anticipated that beginner entrepreneurs can develop profitable, well-managed, sustainable businesses with a positive social impact on society (Adawiyah et al., 2022).

Research on the influence of entrepreneurial literacy on students' entrepreneurial interest has been extensively conducted. Low entrepreneurial interest among students is influenced by various factors, and one of them is

entrepreneurial literacy. Knowledge literacy in entrepreneurship, the ability to process theories and apply entrepreneurial principles in daily life, can significantly impact students' entrepreneurial interest (Gani et al., 2022). Students with strong entrepreneurial literacy are better positioned to cultivate entrepreneurial interest within themselves. Literacy positively affects entrepreneurial interest (Anwar, 2019).

With entrepreneurial literacy, students can more easily develop entrepreneurial interest compared to those without entrepreneurial literacy. The higher the literacy levels, the greater the individual's entrepreneurial interest. Conversely, lower literacy levels correspond to lower entrepreneurial interest. This statement is reinforced by Anwar, asserting that literacy positively influences entrepreneurial interest (Anwar, 2019). To determine the true impact of the connection between entrepreneurial literacy and entrepreneurial interest, and to assess whether business incubators can indeed facilitate the influence of entrepreneurial literacy on students' entrepreneurial interest at vocational colleges in Surakarta, further research is necessary.

LITERATURE REVIEW

Entrepreneurial Interest of Students

Entrepreneurial interest is a concept that evolves from the theory of planned behavior, first developed and modified by (Ajzen, 1991) as the theory of reasoned action. This theory explains that an individual's behavior tends to be influenced by three main aspects: attitude, social norms, and cognitive control (Ajzen, 1991). Attitude reflects the extent to which individuals can evaluate behavior, which is related to the outcomes or consequences that may arise from that behavior. Social norms or subjective norms refer to the social pressure faced by individuals to exhibit desired behavior; this aspect serves to depict normative beliefs acquired from others or references in influencing decision-making. Meanwhile, cognitive control is the third aspect that encompasses individuals' perceptions of their experiences, which function as anticipation when facing obstacles. This aspect describes individuals who are confident in controlling their behavior when encountering problems; the stronger the control they possess, the greater the interest individuals have in becoming entrepreneurs.

Successful students who have their own businesses generally show a high level of interest, as evidenced by their enthusiasm to continue learning new things in the business world and their readiness to start new ventures. This indicates that interest is positively influenced by behavioral attitudes, which means the stronger individuals' assessment of the benefits of entrepreneurship, the stronger their desire to work independently or manage their own business. In other words, the stronger the attitude toward entrepreneurship, the greater the interest in becoming an entrepreneur (Komara et al., 2020).

Entrepreneurial interest in students can be influenced by many factors, such as the desire to have a side business in addition to existing ones, the desire to have their own income, wanting to help the family economy, aiming to self-develop and create job opportunities, as well as desiring freedom from

time constraints and financial freedom (Rorin et al., 2022). Furthermore, self-efficacy and entrepreneurial literacy are also factors that can influence students' entrepreneurial interest (Anwar, 2019); (Sintya, 2019); (N. A. C. Putry, D. K. Wardani & Jati, 2020); (Meftahudin, 2020) (Gani et al., 2022) and (E. R. Adam et al., 2020). Additionally, digital literacy is also a factor that can influence students' entrepreneurial interest (Widayanto et al., 2023); (Lin & Chen, 2017). Moreover, support from the social environment such as family and the campus environment around the student's residence can also influence students' entrepreneurial interest. Campus support such as through business incubator programs implemented in developing students' entrepreneurial interest is also related to students' entrepreneurial interest (Ardiansyah et al., 2019); (Komara et al., 2020); and (Widayanto et al., 2023).

Entrepreneurial Literacy in Enhancing Students' Entrepreneurial Interest

Entrepreneurial literacy is an individual's ability to understand, use, and develop the knowledge and skills required to become a successful entrepreneur. Entrepreneurial literacy skills include understanding business concepts, finance, marketing, human resource management, and risk management, as well as the ability to develop business ideas and understand the processes involved in starting and running a business (Widayanto et al., 2023). Additionally, entrepreneurial literacy also encompasses the ability to recognize business opportunities and take appropriate actions to exploit them, as well as the ability to adapt to market changes and manage business risks. Entrepreneurial literacy is crucial for developing entrepreneurial potential, increasing business opportunities, and creating new jobs (Gani et al., 2022).

Entrepreneurial literacy can have an impact on entrepreneurial interest among young generations such as students. Students who have entrepreneurial literacy skills with an understanding of business, financial management, marketing, human resource management, risk management, and business idea development tend to choose to develop their business interests (Widayanto et al., 2023). Based on the statements above, hypotheses can be formulated in this research as follows:

H1. Entrepreneurial literacy has a positive influence on students' entrepreneurial interest.

Business Incubator in Enhancing Students' Entrepreneurial Interest

According to the Technology Business Incubation Handbook in 2017, a Business Incubator is a process aimed at supporting the development of products and/or business development of technology-based start-up, with the goal of making the company profitable with proper organizational and financial management, and sustainable in the long term, thereby providing a positive impact on society (Komara et al., 2020).

Business Incubators have become a strategic necessity for universities that offer entrepreneurship courses. This is because the goal of learning outcomes in these courses is not only to shape the attitudes and entrepreneurial character of students but also to produce a generation of young entrepreneurs capable of driving the nation's economic growth.

Activities of this Business Incubator include the development of entrepreneurial spirit, management training, and business skills for tenants, business consultations, visits to established companies, and providing facilitation to tenants in entrepreneurship to create new business opportunities (Ardiansyah et al., 2019).

The role of universities includes establishing Entrepreneurship Laboratories and Business Incubation Centers aimed at encouraging students to have sustainable businesses of their own. Providing services to students such as places to develop businesses in the early stages, entrepreneurship skill-building including providing equipment for creating new products, business consultation places, providing support for research access, networking, technology, and investment-related facilities (Kurniawan et al., 2022).

Another issue related to the development of entrepreneurial interest is the limited capital participation in the form of funding investment in business development, followed by a lack of information on access to raw materials and markets, then the low quality of human resources and the low ability to produce innovative products, as well as the lack of mentoring from experienced mentors or business practitioners, thus the need for direct participatory roles from experienced business practitioners to young aspiring entrepreneurs or prospective tenants (Hasbullah, 2015). This statement is reinforced by Mahani, (2015), who describes that systematically, the business incubation model is a form of transformational tool in developing and forming the quality of human resources that lack creativity and are not yet productive in generating business ideas, with the aim of transforming them into active entrepreneurs who have innovative, productive, and collaborative spirits in facing business competition with clear visions and missions.

Therefore, this business incubation model is very important and must encompass various strategic sectors such as society, industry, universities, the private sector, government, financing institutions, and business consultants. The target of this business incubator activity is students and the community, to guide them towards an interest in developing business ideas through training and mentoring so that they can become young entrepreneurial candidates. The implementation stages start with business strategy formulation, identifying target markets, seeking appropriate partners and relations, and choosing the type of business and products through product analysis with high sales value. Each step aims to produce individuals who are ready and able to develop their businesses sustainably. The success of this incubation program will be measured based on the profitability achieved by each business they run.

Business incubator programs in every vocational college have a positive and significant influence on increasing students' entrepreneurial interest. Business incubators in colleges can be a strategy for colleges, especially vocational colleges, in providing entrepreneurship education to students besides through entrepreneurship courses. Furthermore, besides shaping entrepreneurial behavior and character in students to create young

entrepreneurs that can help drive the nation's economy, through this business incubator, it is hoped that entrepreneurial spirit can be developed, management training and business skills for tenants can be improved, business consultations can be provided, reviews of established companies can be conducted, and new entrepreneurs can be facilitated (Ardiansyah et al., 2019).

The business incubator program in this study has been proven to have a positive and significant impact on students' entrepreneurial interest, this research result is in line with previous research results related to the effect of business incubators on students' entrepreneurial interest, which explained that through business incubators, strategic business ideas can be developed for young entrepreneurs among students (Kurniawan et al., 2022). This business incubator program, besides providing training and mentoring for young aspiring entrepreneurs, also provides an understanding of business technology that can be applied in current business practices.

Based on the statements above, the better the business incubator program in vocational colleges, the more impact it will have on increasing students' entrepreneurial interest. Therefore, in this study, hypotheses are formulated as follows:

H₂. Business incubators have a positive influence on students' entrepreneurial interest.

H₃. Business incubators reinforce the influence of entrepreneurial literacy on students' entrepreneurial interest.

Based on the development of hypotheses in this study, the conceptual framework of this research can be illustrated as shown in the figure below.

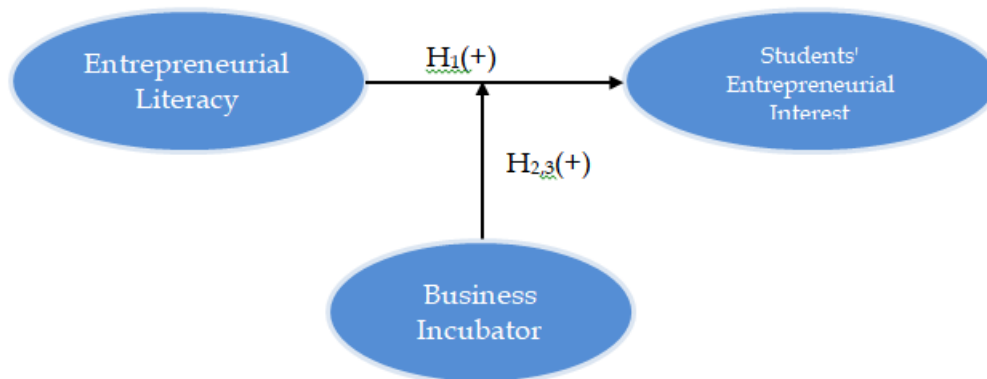


Figure 1. Conceptual Framework of the Study

METHODOLOGY

This research falls into the category of quantitative research employing a survey method. The aim of this study is to test hypotheses using statistical methods established concerning the role of business incubator reinforcement in influencing self-efficacy, entrepreneurial literacy, digital literacy on students' entrepreneurial interest. The subjects of this research are students who have taken entrepreneurship courses at Vocational Colleges in Surakarta City, with a sample size of 205 respondents.

Data collection techniques used in this research include literature study, questionnaire, and interviews. The analysis technique employed in this research is descriptive analysis to assess the evaluation of business incubators, self-efficacy, entrepreneurial literacy, digital literacy, and students' entrepreneurial interest. Hypothesis testing in this research utilizes the following analyses:

Linear Regression

Linear regression analysis is used to evaluate the relationship between two or more variables, indicating the direction and strength of the influence between independent and dependent variables (Ghozali, 2018). In the linear regression equation, variable Y represents the dependent variable, while variable X represents the independent variable. The general multiple linear regression equation is typically written as follows:

$$Y = a + b_1X_1 + \varepsilon$$

In this equation, a is a constant, and b₁ is the regression coefficient, each depicting the influence of independent variable X₁ on dependent variable Y. By using this equation, we can evaluate how entrepreneurial literacy (X₁) influences students' entrepreneurial interest (Y).

Moderated Regression Analysis (MRA)

The data analysis technique used to determine the reinforcement of business incubators (Z) on the influence of entrepreneurial literacy variables on students' entrepreneurial interest is conducted using Moderated Regression Analysis (MRA). In addition to using multiple linear regression analysis, this method also employs moderated regression analysis (MRA), which is a regression model involving a moderator variable. A moderator variable is a variable that can strengthen or weaken the relationship between independent and dependent variables. This method is used to evaluate the influence of moderator variables on the relationship between independent and dependent variables.

The equations used in this research include:

$$Y = b_0 + b_1X_1 + b_2Z + b_3X_1.Z + e$$

(2)

Explanation:

Y = Students' Entrepreneurial Interest

b₀ = Constant

b₁-b₂ = Regression coefficients

X₁ = Entrepreneurial Literacy

Z = Business Incubator

X₁.Z = Interaction Entrepreneurial Literacy and Business Incubator

Coefficient of Determination Test (R²)

The coefficient of determination analysis is used to evaluate how well the model can explain the variation in the dependent variable, with values ranging from zero to one. If R² = 0, it indicates that the independent variables have no ability to explain the variation in the dependent variable, while R² = 1 indicates that the independent variables have the ability to explain all the variation in the dependent variable (Ghozali, 2018).

Simultaneous Test (F-statistic test)

The F-statistic test is used to determine whether all independent variables included in the model collectively influence the dependent variable. The null hypothesis (H0) tested is whether the parameters in the model are equal to zero. The rule for the F-statistic test is if the F value > 4 , then H0 can be rejected at a significance level of 5%. Thus, we can accept the alternative hypothesis stating that all independent variables together significantly influence the dependent variable (Ghozali, 2018).

Partial Test (t-statistic test)

This test is conducted to determine the significance of each regression coefficient. The t-statistic test indicates the individual influence of each independent variable on the variation in the dependent variable. The rule for the t-statistic test is to compare the significance value of t with a significance level usually using 5% (0.05). If the significance value of $t < 0.05$, then the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted, indicating a significant influence of the independent variable on the dependent variable. Conversely, if the significance value of $t > 0.05$, then H0 is accepted, and H1 is rejected, indicating no significant influence of the independent variable on the dependent variable (Ghozali, 2018).

RESEARCH RESULT

The study utilizes student respondents from Vocational Colleges in Surakarta City, with the detailed distribution of respondents as follows.

Table 1. Distribution of Research Respondents

Vocational College in Surakarta		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AK Tekstile Solo	12	5,9	5,9	5,9
	Akademi Pelayaran Nasional	14	6,8	6,8	12,7
	Politeknik ATMI	17	8,3	8,3	21,0
	Politeknik Indonusa	89	43,4	43,4	64,4
	Politeknik Pratama Mulia	21	10,2	10,2	74,6
	Politeknik Santo Paulus	5	2,4	2,4	77,1
	Sekolah Vokasi UNS	27	13,2	13,2	90,2
	STT Warga	20	9,8	9,8	100,0
	Total	205	100	100	

The distribution of respondents in this study originated from 8 vocational colleges in the city of Surakarta, with a total of 205 respondents. The highest number of respondents came from Politeknik Indonusa Surakarta, with 89 respondents (34.3%) filling out the questionnaire for this research. The next vocational college was Sekolah Vokasi UNS, with 27 respondents (13.2%) participating in this research questionnaire. The fewest respondents came from Politeknik Santo Paulus, with only 5 respondents (2.4%) out of the total respondents.

Assessment of respondents' perceptions regarding variables in this study includes respondents' self-efficacy assessment as follows.

Table 2. Results of Entrepreneurial Literacy Assessment

No.	Interval	Frequency	Procentage	Category
1	12 – 16	79	39%	Not Very Good
2	17 – 21	72	35%	Quite Good
4	22 – 25	54	26%	Good
Total		205	100%	

The assessment of respondents regarding entrepreneurial literacy shows that the majority of respondents have a poor assessment. There are 79 respondents (39%) out of a total of 205 respondents who have a poor assessment of entrepreneurial literacy, while 72 respondents (35%) out of the total respondents have a poor assessment of entrepreneurial literacy. The remaining 54 respondents (26%) out of the total respondents have a good assessment of entrepreneurial literacy.

Table 3. Results of Business Incubator Assessment

No.	Interval	Frequency	Procentage	Category
1	13 – 16	61	30%	Not Very Good
2	17 – 20	102	50%	Quite Good
4	21 – 24	42	20%	Good
Total		205	100%	

The assessment of respondents regarding the business incubator program at their campus shows that the majority of respondents have a poor assessment. There are 102 respondents (50%) out of a total of 205 respondents who have a poor assessment of the business incubator program at their campus, while 61 respondents (30%) out of the total respondents have a poor assessment of the business incubator program at their campus. The remaining 42 respondents (20%) out of the total respondents have a good assessment of the business incubator program at their campus.

Table 4. Results of Entrepreneurial Interest Assessment

No.	Interval	Frequency	Procentage	Category
1	10 – 15	58	28%	Not Very Good
2	16 – 20	101	49%	Quite Good
4	21 – 25	46	22%	Good
Total		205	100%	

The assessment of respondents regarding entrepreneurial interest shows that the majority of respondents have a fairly good assessment. There are 101 respondents (49%) out of a total of 205 respondents who have a fairly good assessment of entrepreneurial interest, while 58 respondents (28%) out of the total respondents have a poor assessment of entrepreneurial interest. The remaining 46 respondents (22%) out of the total respondents have a good assessment of entrepreneurial interest.

Table 5. Results of Instrument Validity and Reliability Test

No. Item	r _{hitung}	Sig	Desc.	No. Item	r _{hitung}	Sig	Desc.
Entrepreneurial Literacy (X)				Entrepreneurial Interest (Y)			

1	0,703	0,000	Valid	1	0,834	0,000	Valid
2	0,780	0,000	Valid	2	0,892	0,000	Valid
3	0,832	0,000	Valid	3	0,801	0,000	Valid
4	0,769	0,000	Valid	4	0,790	0,000	Valid
5	0,743	0,000	Valid	5	0,750	0,000	Valid
Business Incubator (Z)				Var.	Conbach's Alpha	Desc.	
1	0,615	0,000	Valid	X	0,821	Reliable	
2	0,594	0,000	Valid	Z	0,660	Reliable	
3	0,741	0,000	Valid	Y	0,874	Reliable	
4	0,540	0,000	Valid				
5	0,759	0,000	Valid				

Each question/statement on the instrument used in this research has been proven to be valid and reliable, thus the research data in this study are suitable for analysis.

Table 6. Contribution of the Influence of Entrepreneurial Literacy and Business Incubator on Students' Entrepreneurial Interest

R²	F_{hitung}	Sig.
0,795	22,826	0,000

The influence of entrepreneurial literacy and business incubator simultaneously affects students' entrepreneurial interest. With the calculated F value in this study being 22,826 and a p-value (Sig.) of 0.000, which is smaller than 0.05, it can be concluded that entrepreneurial literacy and business incubator factors simultaneously have a significant influence on students' entrepreneurial interest. For the contribution of entrepreneurial literacy and business incubator factors to students' entrepreneurial interest, the value of (R²) = 0.795 indicates that the contribution of these factors to students' entrepreneurial interest is 79,5%, with the remainder being influenced by other factors.

Table 7. Results of the Influence of Entrepreneurial Literacy and Business Incubator on Students' Entrepreneurial Interest

Model	Coeffisien Regression	t	Sig
(Constant)	-9,275	-7,356	0,000
Entrepreneurial Literacy	0,416	7,057	0,000
Incubator Business	0,293	2,933	0,000

a. Dependent Variable: Entrepreneurial Interest

The variables of entrepreneurial literacy and business incubator have a positive influence on students' entrepreneurial interest. This is evidenced by the positive regression coefficient values of each variable, indicating that entrepreneurial literacy and business incubator have a positive influence on students' entrepreneurial interest. This indicates that an increase in self-efficacy and other variables considered constant will lead to an increase in students' entrepreneurial interest, and vice versa. Similarly, an increase in digital literacy and other constant variables can increase students' entrepreneurial interest, and vice versa. An increase in entrepreneurial literacy with other constant variables can lead to an increase in students'

entrepreneurial interest, and vice versa. Likewise, an increase in business incubator with other constant variables can increase students' entrepreneurial interest, and vice versa.

The results of testing the strengthening of business incubator on entrepreneurial literacy on students' entrepreneurial interest can be seen in the table below.

Table 8. Results of Moderating Regression Analysis (MRA)

Model	Coeffisien Regression	t	Sig
Entrepreneurial Literacy*Incubator Business Interaction	0,037	8,356	0,000
a. Dependent Variable: Entrepreneurial Interest			

Based on the results of the Moderating Regression Analysis (MRA) in this study, it can be observed that the role of strengthening the business incubator in influencing the factor of self-efficacy that affects entrepreneurial interest is evident. With a calculated t-value of 8,717 and a p-value (Sig) of 0.000, which is smaller than 0.05, it can be concluded that the incubator plays a role in reinforcing the influence of self-efficacy on students' entrepreneurial interest.

DISCUSSION

Based on the hypothesis testing results on the influence of self-efficacy on students' entrepreneurial interest, it can be observed that the calculated t-value is 6.952 with a p-value (sig) of 0.000, which is smaller than 0.05. This indicates that self-efficacy has a significant influence on students' entrepreneurial interest. Thus, it can be concluded that the hypothesis of this study is proven to be true. Self-efficacy has long been recognized as a potential factor underlying a student's ability to achieve a goal, particularly in entrepreneurship. The better a student's level of self-efficacy, the stronger their interest in entrepreneurship (Nurhayati & Farradinna, 2019). Through one's self-efficacy, they demonstrate motivation and a positive attitude towards their entrepreneurial aspirations (Pratiwi et al., 2021). Improved self-efficacy reflects increased motivation and a positive attitude towards a specific endeavor, indicating a greater understanding and capability. Therefore, a student's enhanced self-efficacy contributes to increased entrepreneurial interest. This statement is consistent with previous research findings that examined the influence of self-efficacy and motivation on entrepreneurial interest, demonstrating that self-efficacy and motivation have a positive impact on entrepreneurial interest (Meftahudin, 2020); (Anwar, 2019); (E. R. Adam et al., 2020); (Islami, 2017); (Sintya, 2019); and (Adawiyah et al., 2022).

The influence of digital literacy on students' entrepreneurial interest in this study can be determined by the calculated t-value of 2.400 with a p-value (sig) of 0.017, which is smaller than 0.05. Therefore, it can be concluded that digital literacy significantly affects students' entrepreneurial interest in this research, confirming the hypothesis of this study. Students with good digital literacy skills will find it easier to develop their careers and foster

entrepreneurial interest amidst the digital technology advancements of today. Proficiency in digital literacy, enabling effective use of digital technology, enhances the ability to search, evaluate, and process information. In the current business landscape, many businesses and jobs require the use of digital technology as part of their operations (Widayanto et al., 2023). Students' entrepreneurial interest can be influenced by their ability to use digital technology, such as utilizing online platforms to market products or services or managing business operation finances through digital devices. Enhanced digital literacy significantly aids a student in developing innovative business ideas and leveraging digital technology to expand business reach and improve operational efficiency (Widayanto et al., 2023). The findings of this study support previous research regarding the influence of digital literacy on entrepreneurial interest, indicating that digital literacy factors have a positive and significant impact on entrepreneurial interest (Lin & Chen, 2017). Consequently, it can be inferred from this research that the better a student's digital literacy, the greater their entrepreneurial interest will be.

The influence of entrepreneurial literacy on students' entrepreneurial interest in this study can be determined by the calculated t-value of 7.057 with a p-value (sig) of 0.000, which is smaller than 0.05. Consequently, it can be concluded that entrepreneurial literacy has a significant impact on students' entrepreneurial interest. Thus, the hypothesis of this study stating that entrepreneurial literacy affects students' entrepreneurial interest is proven to be true. Entrepreneurial literacy, as a form of one's ability to understand, utilize, and develop the knowledge and skills required to become a successful entrepreneur, significantly impacts students' entrepreneurial interest. Students with entrepreneurial literacy skills, understanding business, financial management, marketing, human resource management, risk management, and developing business ideas, tend to choose to develop their business interests (Widayanto et al., 2023). From the results of this research, it can be inferred that students with better entrepreneurial literacy skills are more inclined to develop their entrepreneurial interests. Entrepreneurial literacy skills are crucial for students in harnessing entrepreneurial potential, increasing business opportunities, and creating new job opportunities.

The influence of business incubators on students' entrepreneurial interest in this study can be determined by the calculated t-value of 2.933 with a p-value (sig) of 0.004, which is smaller than 0.05. Therefore, it can be concluded that business incubators have a significant impact on students' entrepreneurial interest, confirming the hypothesis of this study. The presence of business incubator programs in vocational colleges has a positive and significant effect on increasing students' entrepreneurial interest. Business incubators in colleges serve as a strategy, particularly in vocational colleges, to provide entrepreneurship education to students beyond traditional entrepreneurship courses. These incubators not only cultivate entrepreneurial behavior and character in students but also aim to foster young entrepreneurs, thereby contributing to the nation's economy. Through business incubators, the aim is to develop entrepreneurial spirit, enhance management training

and business skills for tenants, offer business consultations, provide visits to established companies, and facilitate prospective entrepreneurs in producing new entrepreneurs (Ardiansyah et al., 2019). The business incubator program in this study proves to have a positive and significant influence on students' entrepreneurial interest. This finding aligns with previous research on the impact of business incubators on students' entrepreneurial interest, indicating that business incubators can enhance business strategy ideas for young entrepreneurs among students (Kurniawan et al., 2022). Moreover, business incubator programs not only provide training and mentoring for aspiring young entrepreneurs but also offer understanding of current business technologies applicable in today's businesses. Understanding technology's role in business today has been shown to enhance students' abilities to maximize technological platforms for business practices in the digital era, leading to increased product sales turnover by an average of 50%, with a final business value exceeding 70% (Kurniawan et al., 2022). College-based business incubator programs also provide services to students as a place to develop businesses at the initial stage, build entrepreneurial skills, including providing equipment for creating new products, business consultation, facilitating access to research, networking, technology, and investment-related matters (Komara et al., 2020). Additionally, these business incubator programs represent a form of social support within the campus environment, fostering creativity, entrepreneurial habits, and providing training and education to enhance entrepreneurial interest among students (Pratiwi et al., 2021). Entrepreneurship education programs conducted by universities are also a form of initiative to enhance entrepreneurship among students (Adawiyah et al., 2022); and (Meftahudin, 2020).

The role of strengthening business incubators in influencing the factor of entrepreneurial literacy affecting entrepreneurial interest is evident, with a calculated t-value of 8,358 and a p-value (Sig) of 0.000, which is smaller than 0.05. This suggests that the incubator plays a role in reinforcing the influence of entrepreneurial literacy on students' entrepreneurial interest. Based on this research, it is evident that business incubators play a role in strengthening the influence of entrepreneurial literacy factors on students' entrepreneurial interest. Therefore, it can be concluded that the business incubator programs implemented by vocational colleges in Surakarta City are effective in enhancing self-efficacy, digital literacy, and entrepreneurial literacy factors, thereby increasing students' entrepreneurial interest.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion of this study is that entrepreneurial literacy has a positive and significant influence on students' interest in entrepreneurship. The business incubator program has been proven to have a positive and significant impact on students' entrepreneurial interests. The business incubator program implemented by vocational higher education institutions in the city of Surakarta has been proven to strengthen the influence of entrepreneurial literacy on students' interest in entrepreneurship.

The recommendations related to the results of this research are that vocational higher education institutions should continue to develop and enhance the role of business incubators on campus to increase students' interest in entrepreneurship. There should be efforts to provide guidance in developing students' innovation and creativity on campus, and the business incubator program could also be applied in non-vocational higher education institutions.

ADVANCED RESEARCH

The research is limited to the role of strengthening business incubators in the influence of entrepreneurial literacy on students' interest in entrepreneurship at vocational higher education institutions in the city of Surakarta. Future researchers could use other variables such as student characteristics, digital literacy, and family support as variables to predict students' interest in entrepreneurship more broadly, such as in academic higher education institutions, or compare the role of business incubators in vocational and academic higher education institutions.

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