



Mentoring Community Vocational Training Centers (Badan Latihan Kerja Komunitas) as Entrepreneurial Incubators in Region 4, Indonesia

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Abstract: *The issue of entrepreneurship development through Community Vocational Training Centers (BLKK) is a key aspect in supporting local economic growth, especially in rural areas. The Community BLKK Program as an Entrepreneurial Incubator in Region IV, 2024, aims to strengthen the role of BLKK in fostering independent businesses within their communities. Mentoring was conducted to address technical challenges faced by BLKK, including difficulties with the System for Registration, Information, and Incubation Evaluation (SIPENSI), reported by several centers. The method used for this community service activity was Rapid Rural Appraisal (RRA), which facilitates the quick and accurate collection of data from various BLKKs in the region. Using this approach, the LPPM UINSA team identified obstacles and provided direct solutions to BLKKs facing technical issues. Results of the community service activity indicate that direct mentoring is effective in resolving technical issues that hinder BLKK participation in the entrepreneurial incubation program. Restoring SIPENSI access enhances the performance and contribution of BLKKs to community entrepreneurship development.*



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Introduction

The rapid and dynamic global changes today present new challenges in the labor market, demanding innovative solutions. The Fourth Industrial Revolution and digital transformation are shifting the economy from traditional sectors to a technology-driven era, emphasizing creativity and skills. One crucial solution to these challenges is fostering entrepreneurship, which can create new jobs and drive local economies. In this context, the role of Community Vocational Training Centers (BLKK) has become increasingly relevant. Originally designed to provide competency-based training for local

communities, BLKK has significant potential to evolve beyond a training center and become an entrepreneurial incubator.¹

Traditionally, BLKK focused on improving technical skills and preparing workers for employment. However, with the increasing demand for jobs, especially in rural areas, the need for solutions beyond simple job training has emerged.² Transforming BLKK into entrepreneurial incubators is a strategic step to address this need. An entrepreneurial incubator not only provides technical training but also mentors participants through the entire process of business development, from business idea formulation and market analysis to launching and managing independent businesses.³

This mentoring aims to empower participants to become independent entrepreneurs who can create high-value products or services, access markets, and run sustainable businesses. The approach includes enhancing managerial skills, developing business plans, marketing strategies, and providing access to capital and technology. Thus, BLKK serves as a strategic partner in building a resilient and inclusive entrepreneurial ecosystem. A major challenge for communities in starting businesses is limited access to necessary resources such as business knowledge, market networks, and capital.⁴ Through mentoring programs, BLKK can bridge the gap between aspiring entrepreneurs and the resources they need to succeed.

One concrete example of this effort is the collaboration between UIN Sunan Ampel Surabaya and the Balai Besar Perluasan Kesempatan Kerja (BBPKK), part of the Directorate General of Placement and Expansion of Employment Opportunities under the Ministry of Manpower, which has been successful since 2023. This program aims to enhance human resource quality through mentoring for BLKK Cluster 31 and Cluster 50, with the goal of transforming them into entrepreneurial incubators.

This transformation of the program, which aligns with the Ministry of Manpower's "Nine Leap" initiatives, focuses on expanding employment opportunities and transforming vocational training centers into entrepreneurial incubators. It is expected that BLKK will play a key role in reducing unemployment in Indonesia.⁵

¹ Yeni Nuraeni et al., "Peran Balai Latihan Kerja (BLK) Komunitas Dalam Menyediakan Tenaga Kerja Pada Dunia Usaha Dan Industri," *Jurnal Ketenagakerjaan* 17, no. 1 (2022): 11–26.

² Jazimatul Husna et al., "Sosialisasi Dan Pelatihan Literasi Digital Untuk Meningkatkan Pengetahuan Dan Inovasi Produk Unggulan Masyarakat Desa Poleng Kabupaten Sragen," *BIDIK: Jurnal Pengabdian kepada Masyarakat* 4, no. 1 SE-Articles (October 19, 2023): 1–11, <https://journal.unilak.ac.id/index.php/bidik/article/view/14057>.

³ Virtuous Setyaka et al., "Pendampingan Peningkatan Kapasitas Produksi Dan Pemasaran Melalui Pembentukan Ekosistem Wirausaha Berbasis Komunitas Untuk Pengembangan Kedai Gumarang," *Warta Pengabdian Andalas* 28, no. 3 SE-Articles (September 30, 2021), <https://wartaandalas.lppm.unand.ac.id/index.php/jwa/article/view/619>.

⁴ Kristina Sedyastuti, "Analisis Pemberdayaan UMKM Dan Peningkatan Daya Saing Dalam Kancan Pasar Global," *INOBIS: Jurnal Inovasi Bisnis dan Manajemen Indonesia* 2, no. 1 SE- (July 31, 2018): 117–127, <https://inobis.org/ojs/index.php/jurnal-inobis/article/view/65>.

⁵ Dinka, "Pendampingan BLKK Menuju Inkubator Kewirausahaan," last modified 2022, accessed October 3, 2024, <https://bbpkk.kemnaker.go.id/news/detail/pendampingan-blkk-menuju-inkubator-kewirausahaan>.

Since 2021, UIN Sunan Ampel Surabaya has successfully completed the BLKK roadmap document for becoming an entrepreneurial incubator. The program has been implemented in 2022, 2023, and will continue in 2024, marking the third year of mentoring BLKK toward entrepreneurial incubation.

Based on evaluations and reflections from previous years, the 2024 program has undergone changes in design, including adjustments to instruments, mentoring methods, institutional capacity strengthening, and monitoring activities. The program's implementation follows a structured and logical framework, as outlined in this proposal. This document aligns with the goals of the BLKK roadmap developed in 2021 and is presented in an actionable and measurable manner with the expectation of accelerating the transformation of BLKKs into entrepreneurial incubators.

The success of this community service program relies on the active involvement of various stakeholders. In addition to government support and relevant institutions, collaboration with private sector partners, educational institutions, and community organizations is crucial.⁶ Private sector partners can provide market access and business partnerships, while educational institutions such as UIN Sunan Ampel Surabaya can strengthen entrepreneurial theory and research. On the other hand, community organizations play a vital role as intermediaries between training participants and the local market, creating closer ties between new entrepreneurs and local market needs. This synergy among stakeholders will not only strengthen the entrepreneurial ecosystem but also ensure the program's long-term sustainability. The transformation of BLKK into entrepreneurial incubators is expected to have a significant impact on local economic growth and community empowerment.

Method

The approach used in this study is Rapid Rural Appraisal (RRA), which integrates a participatory approach focused on understanding local community contexts combined with scientific knowledge.⁷ Information is gathered from both formal and informal community groups through semi-structured interviews and secondary data analysis. The RRA approach can be understood as a method for quickly developing an initial understanding of a situation, with research techniques selected from various available options.⁸ There are three key assumptions underlying this method: (1) it is assumed that

⁶ Danial Kusumah and Irwan Fauzy Ridwan, "Optimization of the Halal Fashion Industry Based on Islamic Boarding Schools in Tasikmalaya City," *al-Afkar, Journal For Islamic Studies* 7, no. 3 SE-Articles (August 26, 2024): 1458-1472, https://www.al-afkar.com/index.php/Afkar_Journal/article/view/1054.

⁷ *Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA): A Manual for CRS Field Workers and Partners* (Catholic Relief Services, n.d.), 1-15.

⁸ John P. Titre, Allan S. Mills Cf, and Mark F. Mallaney, "Rapid Appraisal of User Stakeholders for Forest Recreation Area Planning: The Little Molas Case," *Open Journal of Forestry* 2, no. 3 (July 17, 2012): 167-73, <https://doi.org/10.4236/ojf.2012.23020>.

all relevant aspects of the local system cannot be identified in advance, (2) it is assumed that the best way to understand the system and local wisdom is by combining the expertise of a multidisciplinary team that includes local residents and community leaders while incorporating previously collected information, direct observation, and semi-structured interviews, and (3) time must be structured to ensure team interaction as part of the interactive process.

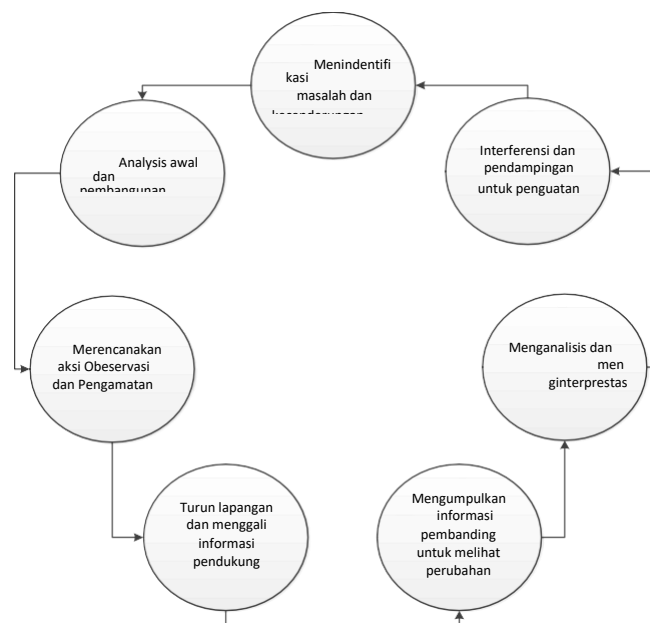


Figure 1: BLK Community Information Gathering Cycle

As shown in Flowchart 3, the participatory information gathering cycle begins with defining the issues at hand. The next step involves observing activities and developments within the Community Vocational Training Centers (BLK-K) as they respond to market challenges. The subsequent step is collecting necessary data from various BLK-K managers, tenants, strategic partners, and the Pesantren (Islamic boarding schools) that oversee the centers. The BLK-K management strategy is key to identifying resources and elements for institutional development, capturing actionable opportunities, and recognizing potential barriers. The following stage is to interpret and categorize the BLK-K conditions based on established assessments. Afterward, the role of BLK-K is repositioned as an entrepreneurial incubator with support from government agencies in the form of guidance and strengthening. The final step is to document, evaluate, and reflect on the implementation to identify current problems and market trends.

The BLK-K development program, initiated by the Ministry of Manpower (Kemnaker), is an annual program that has been ongoing since 2017. In 2017, 50 BLK-K centers were established. In 2018, this number increased to 75, and in 2019, 988 BLK-K centers were built. By 2020, the Ministry continued the development program aiming for

1,000 more centers. By the end of 2021, the total number of BLK-K centers reached 2,127. However, the preparation process for these Community Vocational Training Centers has not been without its challenges.

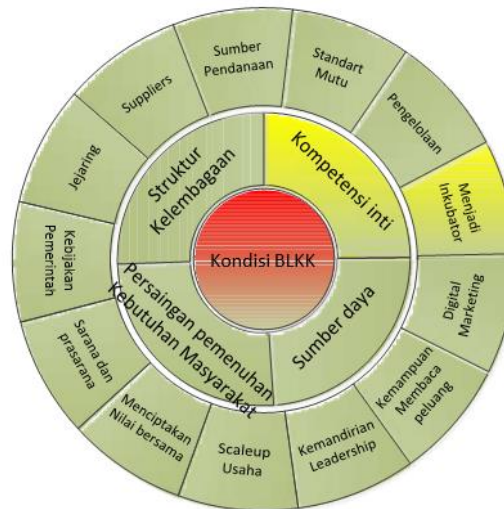


Figure 2: Issues Faced by Community Vocational Training Centers (Source: Field Observation, 2021)

Figure 4 highlights the main challenges faced by BLK-K centers in Indonesia, with four primary issues identified: strengthening basic competencies, reinforcing institutional structures, market competition, and resource availability. To address these challenges, UIN Sunan Ampel, in collaboration with Kemnaker, has developed a roadmap to guide BLK-K centers toward their goal of becoming entrepreneurial incubators. Two approaches have been employed to create this entrepreneurial incubator roadmap: the Diamond Strategy and Frugal Innovation. Below is an explanation of these two approaches.

1. Diamond Strategy as a Strategic Analysis Tool

The Diamond Strategy is a tool used to analyze, visualize, summarize, and share business strategies. Developed by Hambrick and Fredrickson, this strategy aims to provide solutions to organizational problems.⁹

⁹ Donald C Hambrick, "Are You Sure You Have a Strategy?," *Academy of Management Executive* 15, no. 4 (2001): 48–59.

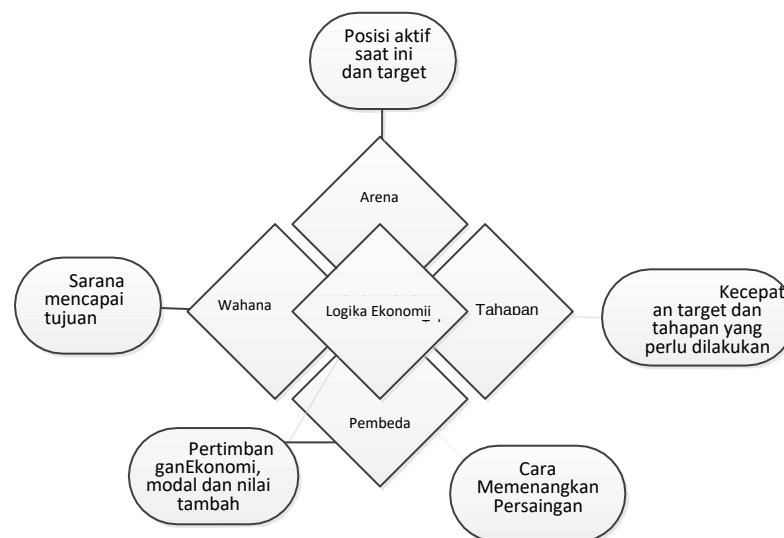


Figure 3: Hambrick and Fredrickson's Diamond Strategy (2001)

According to Hambrick and Fredrickson, business organizations often face challenges related to core competencies, intense competition, organizational resources, value chains, and other potential issues, but struggle to determine appropriate strategies. To meet the effectiveness demands of organizations, Hambrick and Fredrickson propose five strategic elements to tackle these challenges: arena, vehicle, staging, differentiation, and economic logic.¹⁰

2. Frugal Innovation as an Approach

Frugal innovation can be simply understood as the effort to minimize unnecessary elements, practicing thriftiness, and being economical in utilizing limited resources.¹¹ The concept of frugal innovation is adapted from Radjou and Prabhu's "How to Do Better with Less,"¹² aiming to develop high-quality products and create more business and social value while minimizing the use of increasingly scarce resources such as fuel, electricity, capital, and time. In other words, frugal innovation is smart innovation without compromising quality. Basu et al. emphasize that frugal innovation is an approach highly relevant to the digital era, where continuous improvement is essential, as frugal innovation adds value to innovations over time.¹³

¹⁰ Hambrick.

¹¹ Navi Radjou, Jaideep Prabhu, and The Economist, *Frugal Innovation: How to Do More with Less* (PublicAffairs, 2015).

¹² Radjou, Prabhu, and Economist.

¹³ Radha Basu, Preeta Banerjee, and Elizabeth Sweeny, "Frugal Innovation: Core Competencies to Address Global Sustainability," *Journal of Management for Global Sustainability* 1 (August 28, 2013): 63–82, <https://doi.org/10.13185/JM2013.01204>.

Table 2: Frugal Innovation as an Approach

Frugal Principle	Implementation
Engagement and Repetition (Engage and Literate)	Networking with other communities/institutions, particularly to support entrepreneurial independence
Flex Your Assets	Utilizing all components of assets and resources flexibly
Create Sustainable Solutions	Business models, business plans, project-based e-commerce learning
Shape Customer Behavior	Cadre training, human resource upgrading, training and motivation, gathering with potential consumers
Co-Create Value with Prosumer	Building shared standards with prosumers, business exhibitions, testers, and free giveaways
Make Innovative Friends	Forming business groups and collaborating with millennial groups

These approaches aim to optimize resources and strategies to strengthen BLK-K as sustainable entrepreneurial incubators.

Result and Discussion

Result

The BLKK Business Incubator Program in East Java focuses on empowering local communities through training and development in sectors such as agriculture, fisheries, creative industries, and local crafts. The program targets both youth and women, offering practical skills training for young people in technology and entrepreneurship, while women are trained in home-based businesses and crafts. Pesantren (Islamic boarding schools) play a vital role in the program as centers for skills training and self-sustaining business units, such as agriculture processing, printing, and culinary ventures. In collaboration with local financial institutions, the program provides access to capital through low-interest loans for beginner entrepreneurs, coupled with intensive mentoring in business management, marketing, and finance. The overarching goal is to enhance workforce skills, reduce unemployment, and create sustainable entrepreneurs in rural and coastal areas like Surabaya, Madura, and Kediri, among others.

Similarly, the BLKK Business Incubator Program in West Sulawesi targets the empowerment of local communities, particularly in agriculture, fisheries, and local crafts. The program, implemented in Mamuju District, offers training for youth in technology, entrepreneurship, agriculture, and fisheries, while women are taught skills in home-based businesses and local crafts. The program collaborates with farmer groups, fishermen, and pesantren to promote community-based entrepreneurship, with an emphasis on using local resources. Access to capital is facilitated through partnerships with BUMDes, local banks, and the People's Business Credit (KUR) program. The program also provides intensive mentoring from local experts in business management, financial planning, and sustainable marketing. The primary objectives are to improve local skills, foster new entrepreneurs, and reduce unemployment, ultimately contributing to the development of the region's local economy.

The BLKK Entrepreneurship Incubator Program in Southeast Sulawesi, Central Sulawesi, and South Sulawesi aims to empower local communities through skill development and entrepreneurship in key sectors such as agriculture, fisheries, and local crafts. In Southeast Sulawesi, the program focuses on community empowerment in Buton Utara and Kolaka Utara Districts, with training in agricultural product processing, fish farming, and handicraft production. The program also targets youth with technical and entrepreneurial skill development, and women are trained in home-based businesses. Collaborations with local farmer groups, fishermen, and financial institutions facilitate access to business capital through the Credit for People's Business (KUR) program and regional banks. The primary goal is to create new entrepreneurs, boost the local economy, and reduce unemployment by developing businesses based on local potential.

In Central Sulawesi, the program is implemented in Luwuk and Parigi Moutong Districts, focusing on community empowerment through training in agricultural product processing, fish farming, and craft production. As in Southeast Sulawesi, collaboration with farmer groups, fishermen, and pesantren (Islamic boarding schools) is critical for entrepreneurship development. Access to business capital is facilitated through regional banks and the KUR program. The goal is to create new entrepreneurs who can optimize local potential and improve community welfare.

In South Sulawesi, the program is implemented in several districts, including Barru, Gowa, Luwu, and Pinrang. The training focuses on the agriculture sector (agricultural product processing, coconut and cocoa farming), fisheries (fish farming, seafood processing), as well as crafts and creative industries such as Toraja weaving and rattan weaving. The program also empowers youth with skills in agriculture, fisheries, and technology, while women receive training in home-based entrepreneurship. Collaboration with local communities, including farmer groups, fishermen, and pesantren, supports business development. Access to financing through KUR and regional banks is also a key component of the program.

The primary objective of the BLKK Entrepreneurship Incubator Program across these three provinces is to empower communities with relevant skills, create new entrepreneurs, and reduce unemployment by developing businesses based on local potential. The program also focuses on enhancing the local economy and developing businesses that can improve income and the welfare of local communities.

The BLKK Entrepreneurship Incubator Program in the Maluku and Papua regions is designed to empower local communities through targeted training in various sectors, with an emphasis on creating sustainable, locally-driven businesses. In Maluku, the program focuses on key sectors such as fisheries, agriculture, and local crafts. Located in West Seram Regency, the program provides training in fish farming, seafood processing, and the cultivation of cloves and coconuts. Youth and women are particularly involved in creative ventures and food production, with partnerships established with local fishermen, farmers, and traditional institutions. This collaborative effort is supported by

access to funding through BUMDes (village-owned enterprises) and the Credit for People's Business (KUR) program. The main objectives are to improve skills, foster independent entrepreneurship, and reduce unemployment by leveraging local resources.

In Papua, the program operates in Jayapura Regency, focusing on similar sectors such as agriculture, fisheries, and local crafts. Training in this region includes the management of coffee, cocoa, and sago plantations, along with fish farming and seafood processing. The program also highlights the creation of traditional crafts, including wood carving, weaving, and making the traditional "noken" bags. Like in Maluku, youth and women are empowered through specialized training in agriculture, technology, and small-scale businesses, with a strong emphasis on digital and cultural entrepreneurship. Collaboration with local farming and fishing communities, as well as traditional and religious institutions, facilitates the development of small businesses based on regional resources. Financial support is provided through local banks and KUR. The goals of the Papua program include enhancing skills, fostering independent entrepreneurship, and reducing unemployment by utilizing the region's natural and cultural assets.

Both regions share a commitment to local economic development, focusing on creating jobs, improving income, and enhancing community welfare through entrepreneurial ventures. The programs aim to support sustainable businesses that are not only profitable but also environmentally and culturally aligned with the local context, ensuring long-term impact on both the economy and society.

Implementation of the Community BLK Activities as an Entrepreneurial Incubator for Region IV in 2024

Socialization of Community BLK Becoming an Entrepreneurial Incubator in Region IV

In relation to the implementation of the Sipensi Account Registration, UIN Sunan Ampel Surabaya held a socialization event for Sipensi Account Registration through Zoom, which was attended by 36 Community BLKs from Region IV, spread across seven provinces.



Figure 1: Invitation for Sipensi Account Registration Socialization



Figure 2: Zoom Socialization for Sipensi Account Registration



Figure 3: Invitation for Focus Group Discussion (FGD) on Sipensi Registration

After the Sipensi socialization, the next phase was the implementation of a Focus Group Discussion (FGD) among the managers of the Community BLKs, preceded by training and practical guidance by the UIN Sunan Ampel team. The event continued with the creation of Standard Operating Procedures (SOP), which were followed by the 36 Community BLKs present. Participants were tasked with creating the Entrepreneurial Incubator SOPs, which included:

- Developing SOP for Tenant Selection
- Developing SOP for Mentorship
- Developing SOP for Mentoring
- Developing SOP for Contracts
- Developing SOP for Tenant Exit
- Developing SOP for Coaching



Figure 4: Practical Training and Guidance for SOP Creation

The mentoring started by providing a basic understanding of the purpose and benefits of the system. The explanation covered how this system helps incubation program participants manage related information, conduct regular evaluations, and communicate with mentors or incubation managers. This understanding is crucial for participants to comprehend the function of each feature available in the system. There are several steps that need to be prepared before registering for the Sipensi Account (System for Registration of Information and Evaluation of Incubation), including:

Steps for SIPENSI Account Registration

1. Preparation of Documents

Before starting the registration process, participants must ensure they have prepared the necessary documents and information. This includes the BLKK's legality, establishment decree (SK Pendirian), management decree (SK Pengelola), SIPENSI account name, SIPENSI-specific email, business details, phone number, Entrepreneurial Incubator SOP, photos of infrastructure (building, workspace, meeting room, training room), and incubation program preferences. The mentor will verify the completeness of these documents to avoid any issues during the registration process.

2. Registration Steps

- a. Accessing the System: The mentor assists participants in accessing the official SIPENSI Registration and Evaluation System website through their computer. An explanation is provided on how to correctly access the site and the initial steps to start the registration process.
- b. Filling out the Registration Form: Participants are guided to fill out the

registration form, which includes details such as BLKK legality, establishment decree, management decree, SIPENSI account name, SIPENSI-specific email, business details, phone number, Entrepreneurial Incubator SOP, photos of infrastructure, and incubation program preferences. Each field in the form is explained in detail, including how to create a strong password and select the appropriate incubation category based on their business type.

- c. Account Verification: After filling out the form, participants will receive a verification email. The mentor ensures that participants understand how to check their email and click the verification link to activate their account.
- d. Completing Profile and Business Information: After the account is verified, participants are asked to complete their profiles with additional information about their business. This may include the type of products or services, target market, and the vision and mission of the business. The mentor ensures that all data is accurately and appropriately filled out.



Figure 8: Practical Training and Mentoring for SIPENSI Account Creation

SIPENSI Account Registration Results

Table 3: SIPENSI Account Registration Results

Result	Quantity	Description
Successful	28	Successful Registrations
Failed	8	Forgot Password
Total	36	

Based on the table 3 above, the success rate of the activity did not reach 100%, as there were 8 Community BLKs that successfully created SIPENSI accounts but forgot their

passwords, preventing them from accessing their accounts. Therefore, it can be concluded that the success rate of Community BLKs registering for SIPENSI accounts is 77% (28 Community BLKs), while the failure rate is 23% (8 Community BLKs).

Discussion

Risk Mitigation in Community Development

The participatory data-gathering approach used in this community service, employing *Rapid Rural Appraisal* (RRA) at the BLK-K, proves essential for identifying the needs and challenges faced by local communities. RRA is recognized for its ability to collect diverse and relevant information through both formal and informal means, involving the community in the process. However, as with any participatory method, risks such as incomplete or biased data, misinterpretation of community needs, and logistical challenges in conducting fieldwork must be mitigated.

In the context of BLK-K, the RRA approach provides an effective way to address these challenges, but it is vital to recognize and minimize the risks to ensure the collection of accurate and comprehensive data. By involving diverse community groups, ensuring inclusive facilitation, using local facilitators, and incorporating iterative problem-definition techniques, these risks can be minimized. This participatory process, when coupled with thoughtful planning and continuous feedback, ensures that the data collected is representative and supports effective decision-making for the community development projects. The implementation of proper risk mitigation strategies in RRA is backed by literature that stresses the need for careful planning in participatory research to yield valid and reliable results (Schwandt, 2014; Chambers, 1994).

Mentoring and Entrepreneurship Development

The transformation of the *Balai Latihan Kerja Komunitas* (BLK-K) into an entrepreneurial incubator is designed to strengthen the economic capabilities of the community. By supporting small and medium-sized enterprises (SMEs), this initiative seeks to enhance local entrepreneurship, which is essential for sustainable development. The mentoring process plays a crucial role in this transformation, offering guidance and support to entrepreneurs through various stages of business development.¹⁴

The RRA approach is instrumental in monitoring and evaluating the effectiveness of the mentoring process. By collecting both qualitative and quantitative data through semi-structured interviews and secondary data analysis, RRA helps assess the impact of the program on entrepreneurs. This participatory method facilitates the identification of

¹⁴ Nurfauzi Latif et al., "Tinjauan Ekonomi Islam Pada Praktek Balai Latihan Kerja Komunitas (BLKK) Dalam Meningkatkan Kompetensi Sumber Daya Manusia," *Bulletin of Islamic Economic Research* 1, no. 1 SE-Articles (June 26, 2024): 10–20, <https://attractivejournal.com/index.php/bier/article/view/1203>.

critical areas such as business viability, the skills of entrepreneurs, and the broader community's support mechanisms. The theoretical underpinning of mentoring in community entrepreneurship aligns with the idea that strong support systems can enhance entrepreneurial capabilities, particularly when tailored to the unique needs of local contexts .

Furthermore, the inclusion of RRA in this process allows for a dynamic, real-time evaluation of the mentorship, ensuring that any issues faced by entrepreneurs can be addressed promptly. This method reflects the importance of ongoing learning and adaptation in community service programs aimed at economic empowerment. By employing a participatory evaluation method like RRA, the program can adjust its mentoring strategies to better align with the evolving needs of local entrepreneurs.

Evaluation of Program Activities

The evaluation of the community service program, particularly the integration of RRA into the development of BLK-K as an entrepreneurial incubator, reveals important insights into the program's effectiveness. Using RRA for program evaluation allows for comprehensive data collection, providing a holistic view of the program's successes, challenges, and overall impact. The program's objectives, such as enhancing entrepreneurial skills, establishing new businesses, and supporting the sustainability of these enterprises, were assessed using a combination of semi-structured interviews and secondary data analysis.

In the evaluation process, the effectiveness of the program is measured using four main criteria: relevance, effectiveness, efficiency, and sustainability. Relevance is assessed by how well the program aligns with local needs and the strategic objectives of BLK-K. Effectiveness measures the extent to which program goals have been achieved, such as the improvement of entrepreneurial skills and the number of businesses established. Efficiency refers to the optimal use of resources, ensuring that time, money, and human capital are well-managed throughout the program. Finally, sustainability examines the long-term impact of the program, specifically how well participants are equipped to manage their businesses independently after the initial support ends.

The use of data triangulation, incorporating multiple data sources and collection methods, further strengthens the validity of the evaluation findings. This approach helps minimize bias and provides a comprehensive perspective on the program's success. The evaluation results are essential not only for refining and improving the program but also for guiding future decisions related to community-based entrepreneurship development.

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The findings from the evaluation process, supported by the literature on

¹⁵ S Pd Rukin, *Metodologi Penelitian Kualitatif* (Yayasan Ahmar Cendekia Indonesia, 2019).

participatory evaluation, suggest that continuous monitoring and the inclusion of diverse perspectives are critical to the success and sustainability of community development initiatives. This data-driven approach helps ensure that resources are allocated effectively, and programs remain relevant to the community's evolving needs.

SIPENSI Registration for Incubator Institutions

A key component of the community service program was the support provided to BLK-K managers in registering their incubator institutions through the SIPENSI platform. This platform facilitates the registration and management of incubators, ensuring that all necessary data and documentation are properly handled. During the *Focus Group Discussion* (FGD) sessions, participants were guided by experts and local government representatives from the East Java Cooperatives Department to complete the registration process.

The data collected from the registration process illustrates the level of engagement and commitment of BLK-Ks across the region. Of the 36 institutions that participated, 28 successfully registered their accounts, while 8 encountered issues with account access, primarily due to forgotten passwords. This success rate (77%) indicates a positive outcome, with a small percentage of institutions experiencing difficulties with the technical aspects of the registration process. These findings are consistent with the broader literature on community-based initiatives, which emphasizes the importance of user-friendly systems and accessible support structures to ensure successful program participation.

This community service program, through its integration of participatory methodologies such as RRA and its focus on entrepreneurship development, has demonstrated significant potential in empowering local communities. The theoretical frameworks guiding the process, combined with the practical application of these methods, have led to observable social changes, particularly in terms of economic empowerment and capacity building. The evaluation process has highlighted both successes and areas for improvement, offering valuable insights that will inform future iterations of the program. Ultimately, the program's design and evaluation methods underscore the importance of a participatory, evidence-based approach in fostering sustainable development in community-based initiatives.

Conclusion

This mentoring highlights the outcomes of the Forum Group Discussion (FGD) conducted for the transformation of the Community Training Centers (BLK) into Entrepreneurship Incubators in Region IV for 2024. From the activities, it can be concluded that a total of 36 participants attended the FGD and successfully registered on

the Information and Evaluation System for Incubator Registration (SIPENSI). However, after the FGD, some BLK centers faced challenges with forgotten passwords, leading to locked accounts. Specifically, eight BLK centers were unable to access their SIPENSI accounts and had to re-register. These centers included: BLK Komunitas YPI Umar Zahid Semelo, BLK Komunitas Yayasan Al-Ashfiya Brodot, BLK Komunitas PP Al Ihsan Muhammadiyah Tempurrejo, BLK Komunitas YPD Nurul Ulum Trenggalek, BLK Komunitas Ponpes Al-Ikhlash Addary DDI Takkalasi, BLK Komunitas Yayasan Al-Gazali Pammanu, BLK Komunitas Darul Khair, and BLK Komunitas Ponpes Alkhairaat Riyadhul Asybal Tada. In response, the UINSA BLK team took proactive measures by following up and directly assisting these centers with re-registration.

The issues encountered during the registration process emphasize the importance of robust and user-friendly systems in community service initiatives. Such systems should not only facilitate participation but also include continuous support and technical guidance, especially in community-based programs like entrepreneurship incubators. This aligns with the theoretical concept of participatory engagement, where community involvement in both the planning and execution stages leads to more sustainable outcomes. The challenges faced by the participants regarding password retrieval highlight a common obstacle in community development programs—lack of ongoing support and digital skills. In line with capacity building theory, it is crucial to provide ongoing support and technical assistance to ensure participants can fully engage with and benefit from digital platforms like SIPENSI.

To improve the process in future initiatives, it is recommended that digital literacy components be included in training programs, focusing on practical skills such as online system usage and password management. This would help reduce the likelihood of participants encountering similar technical challenges. Additionally, implementing regular follow-up sessions with the BLK centers to offer troubleshooting support and address any technical issues early would enhance the program's success. Strengthening the SIPENSI system itself, by improving the user interface and offering dedicated customer support channels, could further streamline the registration process and reduce participant frustration. By addressing these challenges, the program's sustainability and effectiveness can be significantly enhanced, ensuring smoother engagement and fostering the growth of entrepreneurship within the community.

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