

FEBpreneur Hub: Digital Incubation Platform at Srikandi FEB UNESA and Student-Based Inclusive Research

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ABSTRACT

The purpose of this study is to evaluate FEBpreneur Hub, a digital learning platform based on mastery that integrates riset functions, digital UMKM transactions, and implicit monitoring. The study's methodology uses the Research and Development (R&D) approach, which includes literature reviews, field observations, in-person interviews, and prototyping of designs. The results also show that 75% of the mahasiswa use the riset and mentoring features on the digital platform, while 80% of the students at UMKM Srikandi FEB UNESA require an online learning system. As a design inspiration, this study adapts elements from SIPENDI (Sistem Pemesanan Digital Srikandi) to strengthen the relationship between knowledge and functionality. The primary features of the draft platform, which is made up of mock-ups, are the digital incubator, the UMKM dashboard, and the riset mahasiswa system. This study contributes to the literature on digital entrepreneurship and also offers practical solutions for UMKM Kampus's day-to-day operations.

INTRODUCTION

The development of digital technology has impacted Indonesian business, including the higher education environment. As digital natives, students have great potential to be change agents in the technology-based development of MSMEs. However, field realities indicate that there is still a lack of a platform that can integrate student research with digital MSMEs. For example, UMKM Srikandi FEB UNESA still faces challenges related to online communication systems, digital marketing, and digital literacy. Based on the aforementioned conditions, this study offers solutions such as FEBpreneur Hub, a digital incubation platform that supports research, entrepreneurship, and digital inclusive services..

Additionally, mahasiswa has the potential to be a pioneer in digital innovation. [20] According to Utami et al. (2025), sinergi mahasiswa in the development of technology, such as websites or e-commerce, to increase UMKM also includes knowledge of pendapatan and business growth. This gives us a very long time to study the digital mahasiswa paradigm as an innovation in UMKM at UNESA (Srikandi) in February. However, the tinggi, mahasiswa, and UMKM students at FEB UNESA (Srikandi) do not yet have a cohesive and inclusive learning environment.

According to research [6] by Putra & Sakti (2023), the minat berwirausaha mahasiswa FEB UNESA is greatly impacted by the education of kewirausahaan and creativity. Conversely, [5] Rrofiah et al. (2023) emphasize the importance of inclusive education. Because of this, there must be a platform as a digital incubator that also serves as a riset and monitoring tool to foster the creative ideas of the UMKM riset students at UNESA (Srikandi) in February.

Another issue that arises with UMKM at UNESA (Srikandi) in February is the daya saing among UMKM that is caused by a lot of keuangan technology integration and digital communication with FEB students themselves. As a result, there are still a lot of FEB mahasiswa who purchase food and beverage items from UMKM at FEB UNESA (Srikandi). In [21] Sun & Zhang (2024) highlight the importance of digital currency in boosting UMKM innovation, but only a small percentage of UMKM practitioners are aware of the challenges of digital finance.

Not only that, [22] Hermawan et al. (2022) also state that the financial literature's quality also contributes to this problem. It is necessary to develop an inkubasi model that not only provides technical analysis but also how to develop adaptability based on research and understanding of the UMKM context. In addition, there are other issues, such as data integration and UMKM kinerja monitoring in some government programs or even swasta. [19] Wahyudi et al. (2024) emphasize the importance of implementing a data-based monitoring system, such as Tableau Public, particularly in the area of genuine and transparent information sharing.

The riset integralisasi platform, the digitalization of UMKM at UNESA (Sri Lanka), and the mahasiswa pemberdayaan are all becoming more and more relevant. According to [1] Studi Nafari et al. (2024), it is crucial to launch a virtual global incubator to increase social dampak. The "FEBpreneur Hub" concept was

developed as a remedy for the aforementioned problem. This platform will implement Research and Development (R&D) to develop, test, and evaluate a digital incubator specifically designed for students at UMKM in FEB UNESA (Srikandi). With this platform, the mahasiswa is not only a program participant but also an active participant in the development of business models and related technologies. This raises a number of issues in the research. 1) How can we find an inclusive digital learning platform for UNESA FEB students? 2) Are the primary features and design of the platform need to be in line with user needs? 3) How effective is the "FEBpreneur Hub" platform in increasing inclusive business participation? In light of this issue, the Fakultas Ekonomika dan Bisnis Universitas Negeri Surabaya's mahasiswa-based digital inkubasi platform can be developed.

THEORETICAL REVIEW

Digital Incubation and MSMEs Student

Inkubasi digital refers to the process of a business using information technology to increase business capacity, day-to-day operations, and UMKM. According to Nafari, Honig, and Siqueira (2024), a virtual incubator can encourage ad-hoc social intrapreneurship and increase social dampak through actor collaboration. In addition, Wahyudi et al. (2024) emphasize the importance of a monitoring system based on publicly available data, such as Tableau Public, to increase the transparency and validity of UMKM information. This context is relevant to UMKM in high-level environments that still face challenges with documentation systems and digital integration

Entrepreneurship and Inclusive Education

Student has enormous potential as an economic change agent in the digital age. According to Utami et al. (2025), the adoption of website technology can serve as an innovative platform for UMKM mahasiswa, contributing to the growth and expansion of business. In addition, Putra & Sakti (2023) assert that the quality of kewirausahaan and creativity education significantly affects mahasiswa minat berwirausaha. This indicates the existence of an inkubasi system that not only provides technical capabilities but also innovation and risk-taking. According to Asqui et al. (2024), from an inclusive education perspective, integrating information technology with everyday life might enhance students' participation in academic and business activities.

Financial Difitalization and MSME Literacy

Digital transformation in UMKM cannot be explained by the financial aspect. According to Sun and Zhang (2024), digital financial inclusion is crucial for advancing UMKM innovation, but its implementation is still hindered by business owners' lack of enthusiasm. According to Hermawan, Gunardi, and Sari (2022), financial literacy has a significant impact on UMKM's ability to use digital financial services. Rendahnya digital literacy, even financial literacy, is frequently used to support UMKM capabilities, including in the FEB UNESA environment.

Digital Platform Innovation Education and Business

Many studies have previously focused on the development of digital platforms to support education and business, but they are still largely fragmented. Zahra et al. (2024) compare UMKM keterlibatan in e-commerce but do not incorporate mahasiswa riset. Nurwijayanto et al. (2024) highlight the creative and social aspects of technology development, but they do not address the systematic integration of academia. As a result, there is room for research to develop a platform that connects digital transactions, inkubasi, and riset functions.

Research Novelthy

Based on the data, it can be concluded that the majority of the research is focused on one area, such as e-commerce, business education, or digital literacy. The findings of this study are based on the development of FEBpreneur Hub, which integrates the three primary dimensions, namely:

1. Student-based digital incubation to support Srikandi MSMEs.
2. The UMKM dashboard and pemesanan system are inspired by the SIPENDI project, but they also require monitoring and riset functions.
3. Student-based inclusive research, therefore the platform serves as both a practical and academic laboratory for digital innovation.

Based on this theoretical framework, it is expected that this research will contribute to the literature on digital enterprises and innovation in higher education, as well as provide solutions for the development of SMEs on campus

METHODOLOGY

This study uses the Research and Development (R&D) methodology, adapted from the Borg & Gall model, with the aim of developing and testing a prototype of the FEBpreneur Hub platform as a student-based digital platform. The research process includes needs analysis, platform design, prototype development, limited testing, impact evaluation, and revision leading to the final platform.

1. Research Design

Literative research begins with data collection, analysis, testing, and improvement. Each step is crucial to ensuring that the final product meets the user's needs.

2. Location and Subject of the Study

- a) The study location is the University of Negeri Surabaya's Faculty of Economics and Business (FEB UNESA). Subject of the study:
- b) Srikandi MSMEs as an implementation tool..
- c) FEB UNESA students as digital research agents and platform users..

3. Method for Gathering Data

Data is gathered through literature studies, field observations, focus group discussions (FGD), in-depth interviews, and discussion boards. The purpose of this technique is to collect information about the needs of MSMEs and students regarding digital platforms.

4. Research Instrument

Interview guidelines, observation guidelines, questionnaires based on the Likert scale, and usability testing checklists are the instruments used.

5. Research Procedur

The stages of the research are as follows:

- a) Analysis of Needs: Determining the gap between the needs of SMEs and students with the available digital resources.
 - b) Design Platform: Create functional blueprints and mock-ups by adapting SIPENDI (Srikandi Digital Ordering System) elements.
 - c) Prototype Development: Create a prototype based on a website using the user-centered design principle.
 - d) Limited Testing (Usability Testing): Utilizing a group of MSMEs and small students to assess usability and functionality.
 - e) Impact Evaluation: Conduct pre- and post-tests to measure the growth of digital literacy, business participation, and MSME productivity after using the platform.
 - f) Revision and Refinement: Integrate the findings from the limited trial into the final platform development. The diagram above illustrates the various stages of the research process, starting from needs analysis, platform development, prototype development, limited trial, impact evaluation, revision and refinement, and ending with the final FEBpreneur Hub platform..
- #### 6. Data Analysis Techniques
- a) Thematic analysis is used to analyze qualitative data.
 - b) Quantitative data is analyzed using deskriptif statistics and a paired sample t-test to assess platform effectiveness.

7. Research Validity

The validity of the study is determined through member verification with respondents, Instrument Trials, and triangulation of methods.

RESULTS

User Needs Analysis Results (MSMEs and Students)

The first step of the study is to analyze the needs of the users, which include the students of UMKM Srikandi FEB UNESA and the FEB UNESA students. This analysis is carried out through field observation, in-depth interviews, and questionnaire research. The results of the data collection indicate that there is a clear discrepancy between the users' needs and the available digital services.

According to survey results, almost 80% of Srikandi MSME participants state that they need an integrated digital payment system. Currently, a large number of transactions are still conducted manually or using a short messaging application, which is considered somewhat inefficient and unreliable in transaction processing. MSME actors further emphasize that the aforementioned limitations impact their ability to carry out periodic sales evaluations.

In addition, 75% of FEB UNESA students mention the need for a platform that serves both as a practical learning environment and a research tool, in addition to being a medium for business. Students anticipate the availability of

risk documentation, mentoring, and access to MSME data that can be used as academic analysis tools. This indicates that the students do not want to be passive users but rather actively participate in research and in supporting MSMEs.

Findings from both groups of respondents show a convergence of needs, namely the need for a digital platform that can connect MSME business activities with research activities and student learning in a single, integrated system.

Design Result of The FEBpreneur Hub Platform Mock-up

Based on user needs analysis, the next step is to use the FEBpreneur Hub mock-up platform. The design process is carried out by adapting several elements from SIPENDI (Srikandi Digital Ordering System), and then it is developed in accordance with research and incubation students.

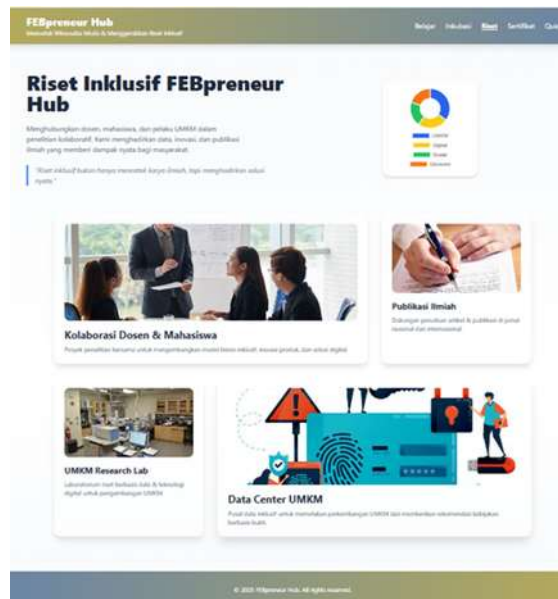


Figure. 1 Design Result of The FEBpreneur Hub Platform Mock-up

The final product is a mock-up platform with three main features. First, the digital incubator serves as a collaborative space for UMKM students. This feature is designed to facilitate discussions, business consultations, and mentoring based on the issues raised by UMKM.

The UMKM dashboard and ordering system, which enable business owners to monitor products, transactions, and sales data digitally. This dashboard is designed to make it easier for UMKM users with high levels of digital literacy to understand.

Three things intended for students are the monitoring system and research reporting. In general, the FEBpreneur Hub mock-up is designed with a user-centered approach so that the characteristics of users in the FEB UNESA environment align with the results of observations, the development of assisted UMKM (Micro, Small, and Medium Enterprises), and data-based reports that can be used for academic purposes.

Usability Testing

Limited trials are carried out to determine the usability and initial benefits of the FEBpreneur Hub mock-up. The results of the trial indicate that a large

number of users can understand the functionality of the platform without experiencing any negative consequences. The MSME actors' ordering features and business dashboard are very helpful in completing transactions more quickly. On the other hand, students evaluate the quality of documentation and monitoring to provide fresh insights into conducting research based on practical experience. Despite this, the trial also covers a few important points. Some users require a visual display, which is still necessary, as well as navigation that is not entirely intuitive. In addition, the platform's responsiveness on the given device still needs improvement in order to be used as efficiently as possible.

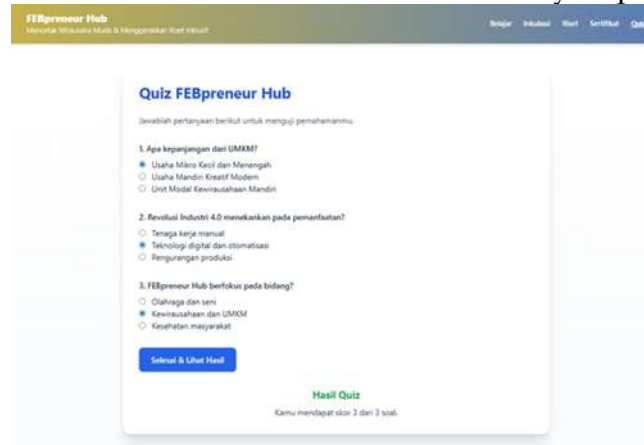


Figure. 2 Usability Testing

DISCUSSION

Integration of MSME and Student the FEBpreneur Hub

The study's findings indicate that the FEBpreneur Hub has the potential to act as a bridge between the needs of UMKM practitioners and academic students. This supports the idea that effective digital incubation is not only focused on business aspects but also needs to accommodate research and learning functions. The needs of UMKM will be met through a digital communication system that aligns with the widespread adoption of technology in UMKM literature. However, this study shows that this challenge is not entirely due to user resistance, as evidenced by the platform's compatibility with the local UMKM campus context.

In other contexts, students' needs for mentoring and research features indicate a paradigm shift in education. Students do not only need theory; they also require an active space to apply knowledge in a practical way. The FEBpreneur Hub addresses this need by providing a learning environment based on UMKM issues.

FEBpreneur Hub As A Model Of Inclusive Digital Incubation

When compared to the traditional incubation paradigm, FEBpreneur Hub offers more inclusive services. In this study, inclusivity is not only defined as accessibility but also as the active participation of students and MSMEs in a single digital ecosystem. The results show that students' participation as mentors and researchers provides valuable information to MSMEs, particularly in the areas of

data analysis and business evaluation. On the other hand, students appreciate more contextual and useful research experiences.

However, this study also shows that the success of the digital incubation model is highly beneficial to the user experience. Without increased digital literacy and mentoring, the potential of the platform is not fully utilized. This is a crucial element in the development of FEBpreneur Hub to the next stage.

Implications of the Findings on Platform Development

The study's findings indicate that the development of the FEBpreneur Hub must be carried out in a methodical and flexible manner. In addition, the integration of the FEBpreneur Hub into the official faculty program is a crucial component of the platform's sustainability. Refinement of the interface, the increase in system responsiveness, and the integration of a more visual monitoring feature make it necessary to make decisions based on the results of the trials. Without institutional support, a risky platform would only be a short-term project rather than an ongoing incubation model.

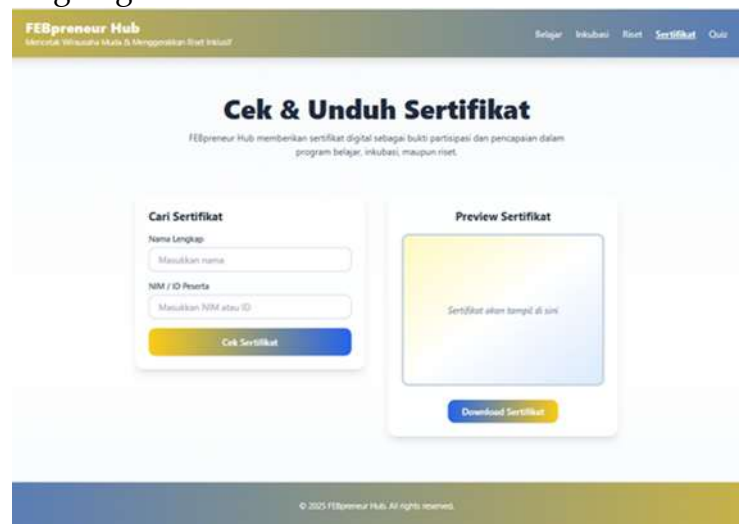


Figure. 3 Implications of the Findings on Platform Development

As a result, the study's findings not only produced a mock-up platform but also provided more insight into what happens when digital incubation is used by students in a classroom setting.

CONCLUSIONS AND RECOMMENDATIONS

This study's findings include the launch of the FEBpreneur Hub as a digital innovation model that integrates the needs of UMKM Srikandi FEB UNESA. Through research and development (R&D), the study successfully identifies user needs, analyzes problems, and develops a mock-up design based on SIPENDI inspiration, which is then presented clearly and concisely to UMKM students and staff.

According to the needs analysis, it is evident that 80% of UMKM participants require a digital business management system and dashboard that is easy to use, while 75% of students prefer features like mentoring, research, and documentation to be integrated into a single platform. The data above highlights the need for a

digital platform that can connect UMKM business processes with student research activities in a straightforward manner.

Three components are included in the FEBpreneur Hub platform:

1. As a means of collaboration between MSMEs and their mentors, the digital incubator facilitates discussion, consultation, and business development.
2. The MSME dashboard and ordering system help business owners manage digital transactions and promotions.
3. Data-driven monitoring systems support students in conducting more structured research and evaluation of MSME activities.

The results of the limited trial indicate that the initial prototype has met most of the user's needs, although there is still a need for improvement in the areas of navigation, data visualization, and interface responsibilities. Overall, the study concludes that integrating student research with the digitalization of campus MSMEs is a strategic step to increase the number of students involved in MSMEs while also improving their academic performance. FEBpreneur Hub can serve as a bridge between the practical needs of business owners and the development of knowledge within the FEB UNESA environment.

FURTHER STUDY

Future research is recommended to examine the long-term effectiveness of FEBpreneur Hub as a digital incubation platform, particularly in relation to the sustainability of student startups, the enhancement of digital entrepreneurship literacy, and its contribution to strengthening inclusive, student-based research. Further studies may also employ quantitative or mixed-method approaches to more comprehensively measure the program's impact at the individual, institutional, and campus entrepreneurship ecosystem levels.

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