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**ENTREPRENEURSHIP ECOSYSTEM IN THE COASTAL AREA
OF SPECIAL REGION OF YOGYAKARTA
TOWARD AN INTERSYSTEMIC POLICY
FOR EDUCATION AND MICRO, SMALL, MEDIUM ENTERPRISE**

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ABSTRACT

This research explores how education fosters youth entrepreneurship and bolsters the coastal region to support the entrepreneurial ecosystem in the Special Region of Yogyakarta, including Gunungkidul Regency, Bantul Regency, and Kulonprogo Regency. It employs an explanatory sequential design with qualitative description, collecting data through focus group discussions and semi-structured interviews. The findings identify three interconnected barriers to effective vocational entrepreneurship: first, fragmented institutional collaboration among education, government, and Micro, Small, and Medium Enterprise (MSME) actors; second, curriculum-market misalignment that restricts experiential and place-based learning; and third, insufficient continuity of incubation and post-program support, which impedes the transition from entrepreneurial intent to viable enterprise. While institutional support and perceived market opportunities are strong predictors of entrepreneurial intent among students. The study concludes that, if Super's vocational development theory is adapted to reflect the entrepreneurial ecosystem, it suggests an integrated policy to align curriculum, incubation, finance, and multi-actor governance. Policy recommendations include place-based curriculum localization, institutionalization of MSME-school relationships, diversification of financing mechanisms, and the development of

regional monitoring dashboards. This research provides guidance for policymakers and educators aiming to transform vocational schools from a job-seeking pathway to a job-creating pathway in coastal local economies.

Keywords: Entrepreneurship ecosystem, coastal area, intersystem, MSME.

INTRODUCTION

The southern region of the Special Region of Yogyakarta (DIY) comprising Gunungkidul, Bantul, and Kulon Progo faces persistent challenges in human capital development, particularly within the employment sector (Faulkner-Gurstein & Wyatt, 2023). One of the most pressing issues is the high unemployment rate among graduates of Senior High Schools (SMA) and Vocational High Schools (SMK). In response, the Government of Yogyakarta has positioned entrepreneurship as a strategic priority in the Regional Medium-Term Development Plan (RPJMD) 2022–2027 to reduce youth unemployment. Entrepreneurship is widely recognized as a driver of inclusive and sustainable economic growth, capable of generating self-employment, leveraging local potential, and strengthening community-based economies (Government of DIY, 2022). Empirical evidence supports this approach. Dvouléty et al. (2018) found that integrating entrepreneurship education into secondary schooling can reduce youth unemployment by up to 20% in regions implementing it consistently. From a theoretical standpoint, this policy orientation aligns with the Human Capital Theory (Becker, 1964), which emphasizes that investments in education and skills development enhance individual productivity and employability (Subekti et al., 2023). However, in the context of the southern region of DIY, this theory must be complemented by the Entrepreneurial Ecosystem Theory (Isenberg, 2011), which highlights the importance of interconnected institutional, cultural, and infrastructural factors that enable entrepreneurial growth (Mutiarin et al., 2024). An ecosystem approach suggests that fostering entrepreneurship is not solely a matter of education but also of creating a supportive environment where knowledge, finance, infrastructure, and market access interact dynamically (Martin & Osberg, 2007; Wang et al., 2022).

Despite several initiatives launched by the Yogyakarta Government such as *Saka Wirausaha* and *Momenku Siap Berkemas* current efforts remain fragmented and uneven in their implementation. These programs have yet to produce significant transformative impacts in the southern region, where geographical disparities and disaster vulnerability further constrain economic opportunities (Korsgaard et al., 2015). Therefore, a reorientation of policy is required to integrate vocational entrepreneurship education with local economic ecosystems, enabling the creation of a more adaptive, resilient, and context-sensitive model of youth entrepreneurship development (Kasiwi et al., 2024). Within this broader ecosystemic framework, Vocational Entrepreneurship Theory offers a more targeted perspective by linking entrepreneurship development directly with vocational education and skill formation (Stein et al., 2026). Vocational Entrepreneurship emphasizes the integration of practical, skill-based learning with entrepreneurial orientation enabling students not merely to seek jobs but to create them (Kasiwi et al., 2022). It positions vocational institutions as incubators of innovation and local enterprise creation, bridging the gap between technical competence and business acumen. According to Rae (2005) and Nabi et al. (2017), vocational entrepreneurship nurtures entrepreneurial mindsets through experiential learning, problem-based projects, and exposure to real-world business environments. In Indonesia, this theoretical framework resonates with several national policy initiatives, including the SMK Revitalization Program (*Revitalisasi SMK*) launched by the Ministry of Education and Culture, which aims to strengthen linkages between vocational schools, industries, and local

economic sectors (Sakir et al., 2023). The Merdeka Curriculum (*Kurikulum Merdeka*) also encourages schools to provide flexibility in learning, enabling the integration of local potential and entrepreneurship-based modules into classroom practices. Moreover, the One Million Young Entrepreneurs Movement (*Gerakan Seribu Wirausaha Muda*) and programs under the Ministry of Cooperatives and MSMEs further reflect the government's commitment to building an entrepreneurship ecosystem at the grassroots level (Mutiarin et al., 2019).

Despite the strategic importance of entrepreneurship development in the southern coastal region of Yogyakarta, current efforts to cultivate youth entrepreneurship remain fragmented and limited in scope. The high unemployment rate among SMA and SMK graduates indicates a systemic disconnect between educational outcomes and labour market needs. This gap suggests that vocational education has not yet fully evolved from its traditional "job-seeking" orientation toward a "job-creating" paradigm. The absence of a coherent framework linking schools, industries, and government institutions has constrained the growth of an enabling entrepreneurial ecosystem that could empower young people to transform local resources into sustainable economic opportunities. Empirical findings from surveys and focus group discussions conducted in Gunungkidul, Bantul, and Kulon Progo reveal that students in vocational and general high schools possess moderate entrepreneurial awareness but face significant limitations in access to practical training, mentorship, and institutional support. The demand-side potential in terms of emerging markets in tourism, coastal economy, and creative industries is not sufficiently matched by the supply-side readiness of human capital. Furthermore, while the entrepreneurial intent among youth is high, the ecosystem to support the translation of ideas into viable enterprises remains underdeveloped. At the policy level, two flagship regional programs *Saka Wirausaha* (under the Office of Cooperatives and MSMEs) and *Momenku Siap Berkemas* (under the Office of Education, Youth, and Sports) illustrate the government's commitment to nurturing youth entrepreneurship. However, these initiatives operate in silos, with minimal coordination, overlapping targets, and the absence of a shared monitoring and evaluation framework (Scott, 2025). As a result, program implementation tends to be sectoral rather than systemic, leading to inefficiencies in resource allocation and duplication of efforts. Additionally, there is no unified platform for post-program incubation or linkage with local MSMEs, causing promising student innovations to stagnate after pilot implementation. From an institutional standpoint, the policy gap lies in the lack of integration between the education sector's curricular innovation (such as the Merdeka Curriculum and SMK Revitalization Program) and the economic sector's entrepreneurship development policies. While the Ministry of Education encourages contextualized learning through project-based curricula, there is insufficient coordination with regional MSME and cooperative programs that could provide real-world business experience and market access. This disconnect is particularly detrimental in coastal areas, where local economic activities such as fisheries, eco-tourism, and small-scale creative industries require tailored entrepreneurial and technical competencies. Moreover, existing entrepreneurship programs often adopt a one-size-fits-all approach, overlooking geographical, cultural, and environmental specificities of southern coastal Yogyakarta. The region's vulnerability to natural disasters, coupled with limited infrastructure and financial inclusion, necessitates an adaptive and resilient entrepreneurship model. Without integrating local context into vocational entrepreneurship education, policy interventions risk remaining normative rather than transformative.

Contemporary entrepreneurship ecosystem (EE) scholarship has moved beyond linear "inputs–outputs" views toward systemic, place-based, and relational explanations of how entrepreneurship emerges through interactions among institutions, markets, culture, and support infrastructures. Recent studies emphasize (1) multi-actor coordination (government–business–community–media), (2) institutional thickness (policies, intermediaries, and governance capacity), (3) ecosystem resources and pipelines

(finance, mentoring, incubation, and market access), and (4) context sensitivity, particularly for peripheral and rural/coastal regions where infrastructure constraints and segmented markets shape entrepreneurial trajectories. Parallel to this, vocational education research has increasingly framed entrepreneurship not only as skills training but as identity formation and career development, where learning environments, social networks, and local opportunity structures mediate students' entrepreneurial intentions and pathways.

Entrepreneurial Ecosystem Theory

The Entrepreneurial Ecosystem Theory (EET) emerged as a response to traditional, firm-centered approaches that viewed entrepreneurship mainly through individual or resource-based perspectives. Instead of focusing solely on entrepreneurs as isolated agents, this theory conceptualizes entrepreneurship as a systemic, context-dependent phenomenon embedded in a network of interdependent actors, institutions, and resources (Isenberg, 2011; Stam, 2015). In essence, an entrepreneurial ecosystem is a dynamic environment consisting of interconnected elements such as policy, finance, culture, human capital, infrastructure, and markets that collectively influence the creation, growth, and sustainability of entrepreneurial ventures (Mason & Brown, 2014). These elements do not operate in isolation but interact synergistically, reinforcing or constraining entrepreneurial activity within a particular territory or community. The EET draws conceptually from systems theory and institutional theory. From a systems perspective, entrepreneurship ecosystems exhibit autopoietic properties—self-organizing and self-reinforcing structures that evolve through feedback loops between individual agency and institutional environment (Roundy, Bradshaw, & Brockman, 2018). From an institutional viewpoint, entrepreneurship is shaped by the legitimacy and stability of norms, regulations, and networks that enable opportunity recognition and exploitation (Acs et al., 2017). This aligns closely with Niklas Luhmann's systems theory which explains that social systems (such as entrepreneurial ecosystems) sustain themselves through continuous communication and interaction. The ecosystem, therefore, is not static; it reproduces its structure through adaptation, learning, and co-evolution of actors. In the context of vocational entrepreneurship and local economic development, EET provides a valuable framework for understanding how education systems, MSMEs, government policies, and community networks collectively shape youth entrepreneurship. For instance, vocational schools can act as ecosystem anchors providing not only technical training but also social and institutional linkages to local industries, cooperatives, and innovation hubs (Feld, 2012). In regions like coastal southern Yogyakarta, the entrepreneurial ecosystem perspective highlights that youth entrepreneurship cannot thrive through education alone. It requires a supportive environment involving:

- a. Local governments that provide enabling regulations;
- b. Financial institutions offering accessible microcredit;
- c. Educational institutions embedding entrepreneurship in curricula; and
- d. Cultural norms that encourage innovation and self-employment.

Thus, fostering an entrepreneurial ecosystem is both an educational and governance challenge demanding cross-sectoral collaboration among schools, MSMEs, policymakers, and communities. The Entrepreneurial Ecosystem Theory has significant implications for policy design (Stein et al., 2026). It shifts attention from isolated entrepreneurship programs toward systemic, collaborative interventions that strengthen interconnections between actors.

Vocational Development Theory

Donald E. Super's Vocational Development Theory (VDT) is one of the most influential frameworks in the field of career and vocational psychology, emphasizing that career choice and development are dynamic, lifelong processes rather than single-point decisions. Super (1957, 1980) argued that individuals implement their self-concept through work, and that vocational behavior evolves as people grow, mature, and respond to social and environmental influences. The theory integrates two major dimensions life-span and life-space to explain how individuals develop their careers across different stages and social roles. The life-span perspective identifies five developmental stages: growth, exploration, establishment, maintenance, and disengagement, each associated with specific vocational tasks and attitudes (Super, Savickas, & Super, 1996). Meanwhile, the life-space dimension underscores that people play multiple roles throughout life such as student, worker, and citizen which influence their career trajectories (Hartung, 2013). Super's model departs from the earlier trait-and-factor theories by emphasizing that vocational choice is not merely a function of matching skills to jobs, but rather a psychosocial process in which individuals strive to realize their evolving identity through work (Savickas, 2002). In the context of vocational education, this implies that effective programs must not only provide technical skills but also facilitate students' career maturity and self-concept crystallization. Gysbers (1994) suggests that vocational education should be designed to help students transition from crystallization understanding their interests and values to implementation translating these into real career actions. Similarly, Brown and Lent (2013) emphasize that schools play a critical role in nurturing self-awareness, adaptability, and resilience, especially in uncertain labor markets where traditional employment pathways are increasingly unstable.

Super's developmental framework is particularly relevant for vocational institutions that seek to foster entrepreneurial identity among students (Dutta & Forbes, 2025). As Niles and Harris-Bowlsbey (2017) note, vocational guidance must move beyond occupational placement and instead focus on helping learners develop transferable skills and career adaptability. This aligns with the goals of vocational entrepreneurship, which combine skill-based learning with entrepreneurial competence. Integrating Super's concept of self-concept development with entrepreneurial learning models (Rae, 2005; Nabi et al., 2017) allows students to internalize innovation, creativity, and problem-solving as core aspects of their vocational identity. In this way, entrepreneurship education becomes not merely an economic tool but a process of self-construction and identity realization. In the context of Indonesia particularly the southern coastal region of Yogyakarta Super's theoretical framework provides a valuable lens for addressing the persistent gap between education and employment. Vocational education in this region must respond to local realities where traditional employment opportunities are limited, and the potential for self-employment through local entrepreneurship is high. The Government of Indonesia's policies, such as the SMK Revitalization Program and the Merdeka Curriculum, reflect Super's developmental principles by promoting flexible, student-centered learning and linking education to local economic contexts. These initiatives aim to transform vocational schools into centers of innovation, where students can explore and implement their career aspirations through experiential projects (Ministry of Education, Culture, Research, and Technology, 2023). However, the challenge remains in integrating these educational reforms with broader economic policies. Super's life-space construct suggests that effective career development requires collaboration across institutional systems education, family, community, and labor markets (Hartung, 2013). In Yogyakarta's coastal economy, where livelihoods depend on tourism, fisheries, and creative industries, students' entrepreneurial growth must be supported by interlinked ecosystems involving schools, MSMEs, and local governments. Super's theory thus provides both a developmental and systemic foundation for understanding how vocational entrepreneurship can catalyse local economic transformation by aligning self-concept development with

regional potentials and institutional synergies. In summary, Super's Vocational Development Theory positions career development as a dynamic and identity-driven process that evolves through interaction between personal growth and environmental opportunity. The integration of Super's concepts—particularly self-concept, career maturity, and life-space roles into vocational entrepreneurship frameworks enhances the relevance of education to socio-economic development. By embedding these principles within regional policy and curriculum design, vocational education in coastal southern Yogyakarta can nurture not only employable graduates but also entrepreneurial change agents capable of driving inclusive and sustainable economic transformation

METHODOLOGY

This study employed a qualitative explanatory sequential design (Creswell & Plano Clark, 2018) to investigate how vocational education contributes to the development of entrepreneurial identity and ecosystem integration in the southern coastal region of Yogyakarta. The qualitative phase was subsequently conducted to explain, elaborate, and contextualize the quantitative findings through focus group discussions (FGDs) and semi-structured interviews with relevant stakeholders. This aligning with the systemic nature of entrepreneurial ecosystem theory and the developmental lens of Super's vocational theory. The research was conducted in three regencies of southern coastal Yogyakarta are Gunungkidul, Bantul, and Kulon Progo, which were purposively selected due to their distinct geographical, socio-economic, and educational characteristics. These areas face persistent disparities in employment opportunities and access to entrepreneurship support compared to urban Yogyakarta. The regional economy in these locations relies heavily on tourism, fisheries, small-scale creative industries, and agribusiness, making them ideal contexts for examining vocational entrepreneurship as a mechanism for inclusive local development. The qualitative phase aimed to interpret and enrich the statistical findings by exploring the lived experiences of actors within the vocational ecosystem. Focus Group Discussions (FGDs) were organized in each regency, focusing on themes such as (1) institutional collaboration, (2) policy implementation challenges, and (3) entrepreneurial incubation practices. Discussions were recorded, transcribed, and analyzed using thematic analysis in NVivo 12 Plus. In addition, document analysis was performed on regional policy documents, including RPJMD DIY 2022–2027, SMK Revitalization Reports, and MSME development programs. Qualitative analysis was conducted using Nvivo 12 Plus software, beginning with node creation based on theory and survey results, followed by coding interview data and classifying them according to indicators (Miles & Huberman, 2014). Features such as Crosstab Query and Word Cloud were used to calculate term frequencies and visualize qualitative data relevant to the theoretical framework (Bryman, 2016).

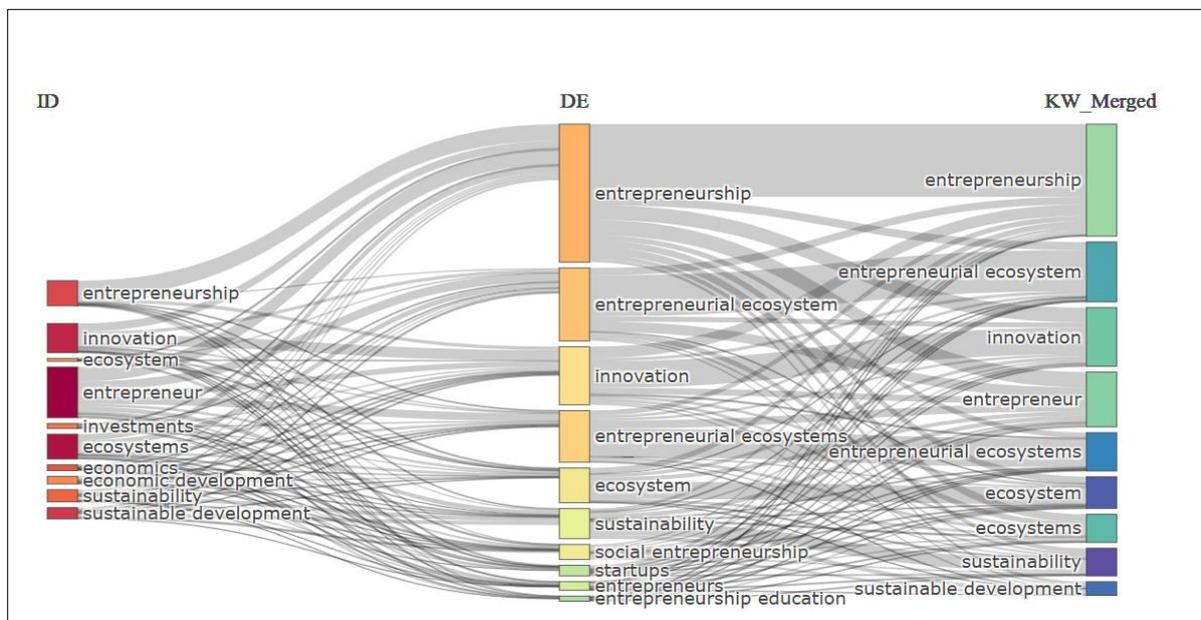
The combination of these two approaches in this research identified factors influencing low levels of entrepreneurship and the absorption of high school and vocational school graduates, and provided a comprehensive picture of the role of policies and the student environment in supporting them to become young entrepreneurs. The results of this regression and thematic analysis also strengthen the foundation for more targeted policymaking in the context of vocational education and the development of regional entrepreneurial ecosystems. Overall, this contributes to bridging the gap between vocational education and the needs of the workforce by emphasizing the importance of synergy between students, educational institutions, and regional policymakers (Hendren et al., 2018).

RESULTS

Building an entrepreneurial ecosystem in the community requires strengthening efforts to encourage innovation and create a culture of business development. Encouraging innovation and creating a culture of business development is not solely the responsibility of entrepreneurs; it requires the participation of others, in addition to universities and research institutions, to encourage business creation in the community by encouraging innovation with a multiplier effect. Encouraging community-based entrepreneurial innovation can foster a spirit of community involvement, leading to the creation of an entrepreneurial ecosystem. In addition to funding and financial support, the role of all parties in realizing this entrepreneurial ecosystem is also crucial. Table 1 is not designed to generate entirely new policy formulations, but rather is positioned as a conceptual instrument that serves to bridge and enrich existing policies through the integration of roles across actors. This approach emphasizes that the dynamics of youth entrepreneurship in the Special Region of Yogyakarta (DIY) already possess various policy instruments, programs, and institutional support from various actors. However, without an integrative framework, the potential synergy between actors is often underutilized. From the perspective of Niklas Luhmann's systems theory, the Pentahelix framework presented in the table reflects the principle of structural coupling, namely the interconnectedness of systems while maintaining their respective autonomy. Government, business, academia, communities, and the media are not viewed as a single entity, but rather as systems that interact through specific points of connection (regulations, programs, collaborations, or public opinion), resulting in functional resonance and coordination. Thus, the resulting policy value is not only richer and more efficient, but also more adaptive to the complexity of the social environment. Academically, this approach aligns with the policy integration paradigm, which emphasizes the importance of policy consistency, coherence, and coordination.

Figure 1

Three-field Entrepreneurs Ecosystem



The alluvial diagram illustrates the conceptual evolution and semantic consolidation of key themes related to entrepreneurship research across three analytical stages: Initial Descriptors (ID), Derived

Elements (DE), and Merged Keywords (KW_Merged). This visualization captures how fragmented terminologies converge into more stable and theoretically significant constructs through iterative analytical refinement. At the Initial Descriptor (ID) stage, the diagram shows a wide dispersion of keywords such as entrepreneurship, innovation, ecosystem, entrepreneur, economic development, sustainability, and related variants. This diversity reflects the multidimensional and interdisciplinary nature of entrepreneurship studies, where economic, social, educational, and developmental perspectives coexist but are often expressed using overlapping or synonymous terms.

The Derived Elements (DE) stage represents an intermediate analytical process in which these initial descriptors are clustered and normalized based on conceptual similarity. Terms such as entrepreneurial ecosystem, innovation, sustainability, social entrepreneurship, and entrepreneurship education emerge as dominant analytical categories. This stage reflects a theory-informed coding process, where raw terms are reorganized to align with established frameworks in entrepreneurial ecosystem theory and innovation studies. The thickness of the flows indicates the relative frequency and strength of conceptual connections, highlighting entrepreneurship and entrepreneurial ecosystem as central bridging constructs. Finally, the KW_Merged stage demonstrates the semantic integration and consolidation of these derived elements into a more coherent and analytically robust set of core concepts. Here, variations such as ecosystem and ecosystems or entrepreneurial ecosystem and entrepreneurial ecosystems are merged, reducing redundancy while preserving theoretical meaning. The dominance of merged categories particularly entrepreneurship, entrepreneurial ecosystem, innovation, and sustainability indicate their role as foundational pillars in the analyzed knowledge structure. Overall, this diagram reveals a process of conceptual convergence, moving from terminological diversity toward theoretical coherence. It demonstrates how entrepreneurship research increasingly positions entrepreneurial ecosystems as integrative frameworks linking innovation, sustainability, and development-oriented outcomes. Methodologically, the diagram also validates the rigor of the analytical procedure by showing transparent transitions from raw descriptors to theoretically grounded constructs, supporting the robustness of subsequent qualitative or mixed-methods interpretations.

The pentahelix framework enables the creation of a youth entrepreneurship ecosystem that is not only formed from partial initiatives, but from structured collective synergy, based on structural coupling relationships between actors that interact autonomously but mutually reinforce each other. Several parties can be involved in realizing this synergy in the entrepreneurial ecosystem, including:

Table 1

Pentahelix in the Synergy of Youth Entrepreneurship Ecosystem in DIY

Actor	Role	Input	Output
Government	Regulator, facilitator, and provider of policies and incentives	Regulations, funding, training programs, business incubation initiatives	A conducive environment for entrepreneurship; increased number of young entrepreneurs
Business Sector	Mentor, investor, and market absorber of products/services	Capital, managerial experience, market access	Business partnerships, collaboration opportunities, enhanced competitiveness of local products

(continued)

Actor	Role	Input	Output
Community	Social mobilizer, network builder, and mentor	Local solidarity, social networks, empowerment programs	Strengthened ecosystem, inter-actor collaboration, social and moral support for entrepreneurs
Media	Information disseminator and opinion shaper	Publications, promotional materials, digital campaigns	Positive branding of youth entrepreneurship, increased visibility and market access

The integration of quantitative regression results with qualitative thematic analysis revealed that the development of youth entrepreneurship in the southern coastal region of Yogyakarta is influenced by three dominant dimensions: (1) institutional collaboration and ecosystem connectivity, (2) curriculum and policy misalignment, and (3) limitations in incubation and sustainability mechanisms. These findings collectively explain the persistence of low entrepreneurial absorption among SMA and SMK graduates, despite government efforts to promote entrepreneurship through regional programs such as *Saka Wirausaha* and *Momenku Siap Berkemas*. These findings suggest that motivation to become entrepreneurs is primarily driven by perceived opportunities and institutional encouragement rather than access to capital or physical resources. The qualitative phase supported these results by showing that schools and local government institutions play a central but often uncoordinated role in shaping the entrepreneurial mindset of students. Across all three regencies such as Gunungkidul, Bantul, and Kulon Progo, participants consistently emphasized weak institutional linkages between education, MSMEs, and local government. FGDs revealed that entrepreneurship programs within vocational schools often operate independently without systematic alignment to regional MSME development strategies. A participant from *Disdikpora DIY* noted that “each program runs in isolation; SMK has its own entrepreneurship modules, while Diskop UKM conducts separate training, and there is no shared monitoring or data system.” This finding illustrates a fragmented ecosystem structure, which corresponds with Isenberg’s (2011) argument that successful entrepreneurial ecosystems require synergy across policy, finance, culture, and human capital. In the southern coastal context, institutional silos hinder the self-reinforcing mechanisms that typically sustain entrepreneurial ecosystems (Roundy et al., 2018). The absence of integrative governance results in duplication of efforts and minimal post-program impact, particularly on student-led enterprises. The convergence of findings supports a conceptual linkage between Super’s Vocational Development Theory and the Entrepreneurial Ecosystem Theory. Quantitative data identified institutional support and opportunity recognition as primary drivers of entrepreneurial intent, while qualitative findings revealed structural and pedagogical gaps that impede entrepreneurial identity formation. When viewed together, these results suggest that entrepreneurial capability is both developmental (individual growth) and systemic (institutional interaction). Super’s framework provides a psychological foundation for understanding the “internal dimension” how self-concept and career maturity evolve through education. In contrast, the Entrepreneurial Ecosystem Theory explains the “external dimension” how policies, institutions, and networks facilitate or constrain entrepreneurial practice. Integrating these perspectives allows for a more holistic policy interpretation: entrepreneurship must be cultivated as both a personal competency and a structural condition. The findings underscore the need for adaptive, place-based entrepreneurship policies that align educational programs with regional ecosystems. Policymakers in Yogyakarta should move beyond fragmented, sectoral initiatives and adopt integrative mechanisms that ensure curriculum relevance, institutional synergy, and post-program sustainability. The creation of inter-ministerial working groups and regional entrepreneurship dashboards could strengthen coordination and accountability. Moreover, vocational schools should institutionalize entrepreneurship learning as a

career development pathway, not an extracurricular option. Embedding experiential learning within local industries such as coastal tourism, aquaculture, and creative crafts can help students develop entrepreneurial identity consistent with their community's economic structure. Finally, partnerships with media and community organizations could enhance cultural support, visibility, and youth motivation to pursue entrepreneurship. Through these interventions, the southern coastal region of Yogyakarta can transform its vocational education system from a supply-driven training model into a demand-responsive ecosystem that nurtures resilient, self-reliant, and innovative young entrepreneurs.

Figure 2

Coordination Input to Output Ecosystem of Entrepreneurship



The Figure 2 illustrates a coordinated multi-actor model of the entrepreneurship ecosystem, highlighting how government, the business sector, community actors, and media interact synergistically to foster youth entrepreneurship. Rather than operating in isolation, these actors are positioned within a relational governance framework in which their respective inputs converge toward a shared objective: the creation of a resilient and inclusive entrepreneurial ecosystem. The government plays a central role as a regulator, facilitator, and policy provider. Through regulations, funding mechanisms, training programs, and business incubation initiatives, the government establishes the institutional and structural conditions necessary for entrepreneurial activity. Its contribution is primarily systemic, shaping a conducive environment that reduces entry barriers, enhances entrepreneurial capacity, and encourages the emergence of young entrepreneurs. In ecosystem terms, the government functions as an enabling actor that provides formal legitimacy and policy coherence. The business sector contributes through market-oriented mechanisms, acting as a mentor, investor, and absorber of entrepreneurial outputs. Inputs such as capital, managerial expertise, and access to markets enable entrepreneurs to translate ideas into viable ventures. The resulting outputs such as business partnerships, collaboration opportunities, and enhanced competitiveness of local products, strengthen the economic sustainability of the ecosystem. This actor anchors entrepreneurship within real market dynamics, ensuring that innovation and enterprise development remain demand-driven. The community serves as a social mobilizer and network builder, providing informal support structures that complement formal institutions. Through local solidarity,

social networks, and empowerment programs, community actors foster trust, collective learning, and moral support for emerging entrepreneurs. These contributions reinforce social capital within the ecosystem, facilitating inter-actor collaboration and reducing the social risks associated with entrepreneurial activities. In this sense, the community acts as a relational backbone that sustains entrepreneurial motivation and resilience. The media functions as an information disseminator and opinion shaper, amplifying entrepreneurial narratives through publications, promotional materials, and digital campaigns. Its role is crucial in shaping public perceptions of entrepreneurship, enhancing visibility, and strengthening the branding of youth-led enterprises. By increasing market access and public recognition, media actors contribute to the symbolic and communicative dimensions of the ecosystem, which are essential for legitimacy and scalability. At the center of the diagram, entrepreneurship ecosystem synergy represents the cumulative outcome of these coordinated interactions. The convergence of regulatory support, market access, social capital, and public visibility produces a dynamic ecosystem in which entrepreneurship is not merely an individual endeavor but a collectively supported process. This model underscores that sustainable entrepreneurial development depends on cross-sectoral coordination, shared responsibility, and continuous interaction among actors, aligning with contemporary entrepreneurial ecosystem theory and collaborative governance perspectives.

Based on the findings, there are quite unique problems in explaining efforts to improve the entrepreneurial ecosystem from two (2) major aspects: financial support (capital) and infrastructure accessibility. Quantitative findings show that high school students actually give a relatively low assessment of the importance of financial support and infrastructure facilities. This is further strengthened by the program financing support of the two status quo policies, namely *Momenku Siap Berkemas* and *Saka Wirausaha*, which provide selective/limited access to capital assistance. This condition is understandable given the limited government budget allocation. However, the problem lies not only in financial limitations alone, but also in the suboptimal strengthening of access to information and education regarding capital, which should be an integral part of the entrepreneurship development strategy (World Bank, 2021; OECD, 2021). Thus, more comprehensive policy interventions are needed so that financial and infrastructure support can truly function as a catalyst in the formation of an inclusive and sustainable entrepreneurial ecosystem. This condition creates disparities, not only in financial assistance, but also in the aspect of information regarding access to capital sourced from the government. As a result, high school (SMA/SMK) students tend to undervalue the urgency of financial support, as they lack a comprehensive understanding of the crucial role of capital in fostering an entrepreneurial spirit (Fayolle & Gailly, 2015). The opposite was revealed in a qualitative exploration of the FGD agenda, which emphasized the importance of financial facilities and infrastructure for high school (SMA/SMK) students to foster their entrepreneurial spirit. Another issue highlighted was the disparity in monitoring product development under both status quo policies. There is no ongoing monitoring scheme before, during, and after the incubation process for beneficiaries of the status quo policies. Furthermore, the lack of information regarding products incubated under both status quo policies also needs to be addressed to ensure public awareness and improve market access and economic turnover. Access to capital/support should also consider a variety of schemes, not just through fresh money, which tends to be short-term without managerial training. Management of fresh money financial support can be directed toward purchasing goods or tools and sustainable product materials. This study offers novelty by reframing the entrepreneurship ecosystem for the young generation in coastal Yogyakarta through an intersystemic and integrative policy lens that connects education and MSME development as a single, coordinated governance architecture. The novelty is articulated in three contributions. Firstly, it is an intersystemic ecosystem model bridging education and MSME policy whereby rather than treating vocational education and MSME development as parallel tracks, this

research conceptualizes them as interdependent subsystems that require interoperability in rules, programs, data, and coordination routines. Hence, the ecosystem is reframed as an intersystemic policy arrangement in which learning institutions, business actors, community networks, and media form structured coupling mechanisms (e.g., joint incubation, shared mentoring pools, co-designed curricula, and coordinated market access interventions).

Secondly, youth entrepreneurial identity as the missing link in ecosystem integration. The study advances the ecosystem literature by positioning entrepreneurial identity formation (informed by Super's vocational developmental perspective) as a key mechanism connecting institutional support to entrepreneurial outcomes. This shifts the analytical focus from how many startups are created to how youth transition into entrepreneurship through identity, aspiration, and capability development within coastal socio-economic realities.

Thirdly, a coastal-specific ecosystem reframing grounded in local economic structure. The research contributes an empirically grounded EE model tailored to coastal contexts where opportunity structures are dominated by tourism, fisheries, creative micro-enterprises, and agribusiness, often characterized by informality and seasonal markets. This coastal reframing clarifies which ecosystem levers matter most (e.g., logistics/market channels, place branding, micro-finance suitability, community-based mentoring, and digital visibility), making the model more context-responsive than generic urban-centric ecosystem frameworks. However, the novelty lies in moving from a descriptive ecosystem map to an intersystemic governance and policy integration model that explicitly connects vocational education and MSME systems to support youth entrepreneurship in coastal Yogyakarta producing both theoretical advancement (ecosystem + vocational identity + intersystemic coordination) and practical contribution (an implementable integrative policy design).

CONCLUSION

This study demonstrates that vocational education in coastal southern Yogyakarta holds substantial potential to function as a catalyst for inclusive local economic transformation, but only if educational reforms are embedded within a supportive, coordinated ecosystem. The mixed-methods explanatory sequential analysis reveals a clear pattern: students exhibit entrepreneurial intent and moderate awareness of market opportunities; however, their capacity to found and sustain enterprises is constrained not only by individual motivation but also by systemic deficits. Specifically, three core constraints emerged: (1) fragmented institutional collaboration; (2) curriculum–market misalignment; and (3) insufficient incubation and continuity mechanisms. Firstly, institutional fragmentation, evidenced by parallel, uncoordinated programs (e.g., *Saka Wirausaha* and *Momenku Siap Berkemas*), prevents the formation of reinforcing relationships among schools, MSMEs, and government actors. Such silos reproduce duplication of effort, weaken monitoring and evaluation, and limit pathways for student projects to scale into marketable ventures. From an entrepreneurial ecosystem perspective, the absence of coherent governance and shared information systems undermines the self-reinforcing dynamics necessary for ecosystem vitality. Secondly, curriculum and pedagogical approaches often fail to capitalize on place-based economic strengths. Although national initiatives (SMK Revitalization, Merdeka Curriculum) provide flexibility, local implementation tends to remain theoretical and decontextualized. Super's vocational development theory emphasizes that career maturity and entrepreneurial identity formation necessitate sustained, experiential learning situated within the students' life-space, linking school, family, community, and local markets. Without locally adapted,

practice-oriented modules that align with fisheries, coastal tourism, agribusiness, and creative industries, vocational schooling will struggle to produce entrepreneurs whose competencies match regional demand. Thirdly, incubation limitations and the lack of post-program mentoring create a gap between early-stage prototypes and commercially viable enterprises. Financial support schemes tend to be short-term and supply-driven (fresh money), with limited managerial capacity building or follow-through. Students, therefore, often undervalue financing because they lack a comprehensive understanding of sustainable capital use and effective business management. This disconnect reduces the effectiveness of otherwise well-intentioned training events.

Taken together, these findings suggest a reorientation of policy from sectoral programming toward an integrative, place-sensitive approach. Policy actors should also diversify financing instruments beyond one-off grants, introducing revolving funds, outcome-based microfinance, and public-private matched funds that prioritize capacity building and sustainability. Monitoring and evaluation must capture longitudinal outcomes (6–24 months post-incubation) to assess enterprise survival and employment creation, rather than focusing solely on short-term activity counts. Theoretically, the study contributes by demonstrating how Super’s vocational development constructs (self-concept crystallization, career maturity, life-space roles) interact with ecosystem conditions to shape entrepreneurial trajectories. Practically, it offers a replicable blueprint for coastal and peri-urban regions where place-based constraints and opportunities require adaptive, ecosystemic policy design. Limitations of the present study include its regional focus and the explanatory nature of the qualitative phase; future research should incorporate longitudinal tracking of incubated student enterprises and comparative evaluations of alternative incubation models. Nevertheless, the evidence supports a decisive policy shift: to transform vocational education from a pathway that merely prepares youth for employment into an integrated system that equips them to create resilient, locally rooted enterprises, thereby advancing the economic transformation of coastal southern Yogyakarta.

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