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EDUCATIONAL COMPETITIVENESS IMPROVEMENT THROUGH VIRTUAL-BASED EDUPRENEURSHIP

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Abstract

This study aimed to improve the competitiveness of university through virtual-based edupreneurship programs by increasing student interest in entrepreneurship. This study used a cross sectional quantitative approach with a sample of 300 respondents consisting of students and lecturers at private universities in West Java. The technique of collecting data through online questionnaires using a Likert scale (5 points) with data analysis techniques using the SmartPLS ver 2.0 application. The results of the study indicated that there is an influence between virtual-based edupreneurship and student interest in entrepreneurship on the competitiveness of university Virtual-based edupreneurship that is a program prepared by universities to be able to increase interest in entrepreneurship and of course increase the competitiveness of universities in facing the digitalization era. Virtual-based edupreneurship will certainly have an impact on improving the quality of university.

Keywords: company competitiveness, enterpreneurship interest, visual-based edupreneurship.

I. INTRODUCTION

We know that universities in Indonesia generate graduates every year. It has resulted in a dilemma for educated graduates in Indonesia. Because bachelor degrees and diplomas do not guarantee the a job. On the other hand , the educated unemployment rate continues to increase due to not being absorbed by the world of work [1-3]. In this case it means that unemployment is not only due to a lack of employment opportunities but the ability of the world of education to be able to create a workforce that is in accordance with the needs of the existing work world and the needs of the industrial world. Viewed on BPS data (2019) educated unemployment in Indonesia has increased.

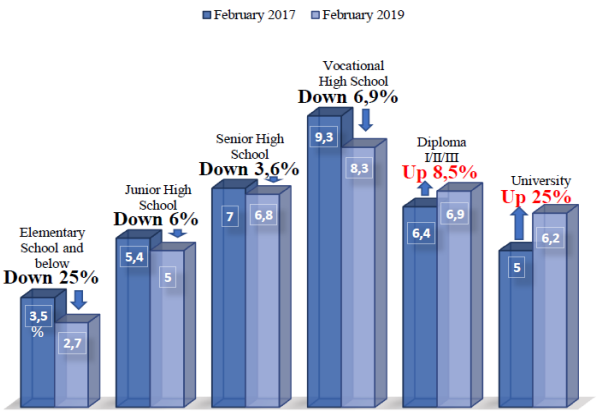

Figure 1. *Educated unemployment in Indonesia*

Source : BPS 2019

Based on the Figure above, the educated unemployment rate is caused by various factors. One of them is that college graduates do not have the competencies as demanded by industries. Competencies and teaching materials presented to students are not related (link) and appropriate (match) with industry needs [4-6]. So that the LPTs failed in the selection of employee admissions, because the competencies they had were not in line with the competencies needed in the industry. Graduate competence is one of the basic pillars in the National university Standards (SNPT) that is one of the determining factors for university quality as seen from the graduates.

Educated unemployment, especially at the tertiary becomes a common concern. It takes a gradual effort to increase the competitiveness of college graduates. One of the efforts made by universities is to include an entrepreneurship curriculum that is given to students with the expecation that graduates are not only fixated on job seekers, but also job creators through entrepreneurship activities. This condition is also based on the limited number of employment opportunities, it is necessary to create new jobs driven by educated people or graduates from tertiary institutions.

In the education world, the implementation of entrepreneurship education is carried out with the concept of edupreneur or edupreneurship. Edupreneurship is a training program to introduce entrepreneurship concepts and applications through the educational process as an effort to build the character of edupreneurs in the field of education [7-15]. In this case, the edupreneurship concept emphasizes the creative and innovative efforts of students to gain achievements and experiences to pioneer a more successful future. The types of edupreneurship activities in university include student creativity programs such as community service, research, entrepreneurship, technology, scientific articles, and written ideas [16]. Edupreneurship activities in this is carried out virtually. The student creativity programs are documented and then socialized virtually. Either through webinars and journal articles on the results of the program's activities.

Of course, this virtual-based edupreneurship is an effort to increase students' interest in entrepreneurship, it has an impact on increasing the competitiveness of college graduates. Research related to edupreneurship on student interest and competitiveness has been carried out by several previous studies, such as research conducted [17] and [18] which proved the positive influence of edupreneurship on entrepreneurial interest and competitiveness at the school level (vocatinal high school).

2. LITERATUR REVIEW

a. Digital-based Edupreneurship

Edupreneurship is a combination of two words, namely education and entrepreneurship [19]. The eduprenurship is entrepreneurial education. Edupreneurship focuses on entrepreneurial activities that are packaged through learning both theoretically and practically in the education field [20-23]. The concept of edupreneurship is interpreted as a reflection of the entrepreneurship education concept with the goal is to educate someone to be able to do and generate economic added value and be beneficial in the future both for himself and his group [24-25]. Edupreneurship is also an effort to make someone creative and innovative by being able to see and create opportunities and implement them into something that has added value by calculating the risks they will take [26-28]. Generally, the goal of edupreneurship is to develop individuals in building self-potential through a learning process that makes the individual independent, creative and innovative [29-30]. Meanwhile, virtual-based edupreneurship is the concept of entrepreneurship education using virtual or electronic as a tool or media in develop creative and innovative ideas to be able to create business opportunities that are flexible and situational. Of course this means that virtual-based edupreneurship contains three main things, namely creativity innovation that uses digital media as renewal, opportunity creation, and calculated risk taking [31]. Practically, virtual-based edupreneurship is an education and training program that teaches and introduces the concept of entrepreneurship with a virtual / digital application model using planned business strategies [7].

b. Enterpreneural Interest

Interest is defined as an individual situation before taking action that is used as a basis for predicting the behavior or action [32].

Meanwhile, entrepreneurial interest is a person's desire / interest in realizing his / her ideas through hard work, confidence, courage, creativity and innovation in achieving what he wants without fear of the risks he will face [33-35]. The factors that influence students' interest in entrepreneurship are feelings of pleasure, interest, attention, and involvement [9] [36-38].

c. Competitiveness

Competitiveness is defined as a combination of the institution, policies and other factors that can determine the productivity level of an organization [39-43]. Besides that, competitiveness is the same as competitiveness. It means the strength of a person / organization in trying to be superior in certain things [44]. Furthermore, competitiveness is also defined as an organization's effectiveness in competing with other organizations that offer similar / same products / services [45-47]. Thus the competitiveness of university is the strength of the organization through the development / management of its resources to be superior and able to survive in a knowledge-based environment that is rapidly changing [48]. It has an impact on improving university performance [49-50].

3. METHODS

This research was a confirmatory study (Confirmatory) with a cross sectional quantitative approach. The research unit consisted of lecturers and students at private universities in West Java with 300 respondents. The technique of collecting data through a questionnaire used a Likert scale (5 points). The hypothesis proposed in this study will be tested using the SmartPLS Ver 2.0 application. The use of SmartPLS is suitable for prediction and theory building, and the required sample is relatively small, at least 10 times the most complex construct items [51].

4. RESULT AND DISCUSSION

a. Result

1) Outer Model

The results of testing the outer model on each of the indicators of this research variable showed an outer loading value of ≥ 0.50 that meets the requirements of analysis [52]. The measurement model (outer model) is used to test the construct validity and instrument reliability. In this study as follows:

a) Convergent Validity

Table1. *Convergent Validity Test Results*

Variable	**Indicator**	**Outer Loading**
Virtual-based Edupreneurship (X1)	X1.1	0,610
	X1.2	0,619
	X1.3	0,829
	X1.4	0,851
	X1.5	0,627
Student Interest for Enterpreneurhsip (X2)	X2.1	0,644
	X2.2	0,824
	X2.3	0,791
	X2.4	0,841
	X2.5	0,777
university Competitiveness (Y)	Y1	0,758
	Y2	0,746
	Y3	0,761
	Y4	0,865
	Y5	0,705

From Table 1 it is known that each indicator of the research variable had an outer loading value of ≥ 0.5 so that it meets the convergent validity requirements.

Table2. *AVE (Average Variant Extracted) Test Results*

Variable	**AVE (Average Variant Extracted)**
Virtual-based Edupreneurship (X1)	0,512
Student Interest for Enterpreneurhsip (X2)	0,606
university Competitiveness (Y)	0,591

From Table 2 it can be seen that the AVE (Average variant Extracted) value of the virtual-based edupreneurship variable, student interest, and PT competitiveness is above 0.05 (AVE ≥ 0.50). It can be concluded that the variable indicators in this study meet the criteria for the convergent validity test.

b) Discriminant Validity

Table3. *Output Cross Loading*

Indicator	Virtual-based Edupreneurship	Virtual-based Edupreneurship	Virtual-based Edupreneurship (X1)
X1.1	0,610	0,363	0,305
X1.2	0,619	0,250	0,522
X1.3	0,829	0,464	0,356
X1.4	0,851	0,526	0,613
X1.5	0,627	0,444	0,303
X2.1	0,278	0,644	0,426
X2.2	0,370	0,824	0,528
X2.3	0,473	0,791	0,572
X2.4	0,523	0,841	0,502
X2.5	0,560	0,777	0,536
Y.1	0,411	0,483	0,758
Y.2	0,536	0,366	0,746
Y.3	0,475	0,471	0,761
Y.4	0,535	0,777	0,865
Y.5	0,342	0,280	0,705

Based on the cross loading value in Table 3, it can be concluded that the indicators in the study meet the discriminant validity requirements.

c) Realibility Test

The reliability test in this study was carried out by looking at the Cronbach Alpha and Composite Reliability values.

Table4. *Hasil Uji Reliabilitas*

Variable	**Cronbach Alpha**	**Composite Reliability**
Virtual-based Edupreneurship (X1)	0,755	0,837
Student Interest for Enterpreneurhsip (X2)	0,836	0,884
university Competitiveness (Y)	0,830	0,878

Based on Table 4, the Cronbach Alpha value for each variable was ≥ 0.6, it can be concluded that it meets the criteria for being reliable. In addition to seeing the Cronbach Alpha value, reliability can also be seen from the Composite Reliability value for each variable indicator where the Composite Variable value was ≥ 0.7 so that it can be said to have a good reliability level.

2) Model Struktural (Inner Model)

Inner Model testing is carried out to determine the relationship between variables based on the value obtained from the path coefficient in the following Figure:

Figure 2. *Inner Model (Model Struktural)*

The structural model in SmartPLS was evaluated through a bootstrapping process using the t-statistical path coefficient and significance value [52].

3) Hypothesis Test

Based on Table 5, hypothesis testing is carried out by looking at the output path coefficient statistical value. The first hypothesis (H1) was stated that virtual-based edupreneurship has a positive and significant effect on student interest in supported entrepreneurship. This is evidenced by the t-statistic value 6,027> t-Table1,677 and with a p value of 0,000 <0.05. The second hypothesis (H2) was also supported by a t-statisk value of 4.018> t-Table 1.677 and a p value of 0.000 <0.05, so it can be concluded that student interest in entrepreneurship has a positive and significant effect on the competitiveness of university. The third (H3) states that virtual-based edupreneurship had a positive and significant effect on the competitiveness of university was also proven true with a t-statistic value of 2.826> t-Table 1.677 and a p value of 0.005 <0.05. The fourth hypothesis (H4) is also supported as evidenced by the t statistical value of 3,741> t-Table1,677 and a pvalues value of 0,000 <0.05, so it can be concluded that student interest in entrepreneurship mediates the effect of virtual-based edupreneurship on competitiveness in university.

Table5. *Inner Model Test Results (Path Coefficient)*

Relation	**Original Sample (O)**	**Sample Mean (M)**	**Standard Deviation (STDEV)**	**T Statistic (O/STDEV)**	**P Values**
Virtual-based enterpreneurship → The Interest of Student in	0,581	0,606	0,096	6,026	0,000

Enterpreneurship					
Student Interest for enterpreneurship → university Competitiveness	0,468	0,484	0,116	4,018	0,000
Virtual-based Edupreneurship → university Competitivenss	0,335	0,334	0,119	2,826	0,005
Virtual-based Edupreneurship → The Interest of Student in Enterpreneurship → university Competitivenss	0,272	0,289	0,073	3,741	0,000

b. Discussion

Based on the first hypothesis, it indicates that virtual-based edupreneurship had a positive and significant effect on student interest in entrepreneurship. It is in line with research [53] that states that there was a positive influence between edupreneurship on interest in entrepreneurship. It means that individuals participating in the edupreneurship program have a higher interest in entrepreneurship than individuals who do not participate in the program. Of course it shows that edupreneurship provides knowledge about the world of entrepreneurship and equips students with the ability to identify business opportunities that can be exploited in the future, so that later it will increase students' confidence to open business businesses according to their own interests. Similar to Fernández [30] who stated that one of the alternative paths for students to be ready to enter the world of work and industry is through the edupreneurship program. In this case, students are prepared in the era of digitalization where the virtual-based edupreneurship program is the right effort to increase student interest in entrepreneurship.

The second hypothesis showed that students' interest in entrepreneurship had a positive and significant effect on the competitiveness of university. working hard, confident, creative, and innovative to be able to pursue goals without fear [34]. The high entrepreneurial interest possessed by an educated graduate will encourage the individual to be able to improve his abilities, identify opportunities and risks that will occur in the future so that they have competences that are ready to enter the business world. It means that the higher the entrepreneurial interest of a college graduate will increase his competence in building a business / business, and in turn it will increase his competitiveness so that it will have an impact on increasing the competitiveness of university.

The third hypothesis showed that virtual-based edupreneurship had a positive and significant effect on the competitiveness of university. Similar to research [7] that proves that edupreneurship affects one's competitiveness, both at the student level and at the vocational level. Some characters such as courage to take risks and tolerance for high uncertainty are identical with an entrepreneur [55]. Furthermore, with regard to skills and knowledge, edupreneurship generates students with the ability to identify business opportunities, explore innovation, have initiative, and dare to take a stand in facing various challenges. It will encourage the competitiveness of students and of course universities.

The fourth hypothesis showed that virtual-based edupreneurship and student interest in entrepreneurship have a positive and significant effect on the competitiveness of university. It is in line with research [17] and [18] that there is an effect of edupreneurship and entrepreneurial interest on competitiveness. Virual-based edupreneurship is a program designed to equip students with knowledge and skills in entrepreneurship, which results are socialized virtually through social media, university blogs, webinars and indexed journal articles. This program is expected to equip students with the ability to analyze risks and opportunities that can be used to open new

businesses, or in other words, edupreneurship is expected to increase student competence through increasing student interest in entrepreneurship. This increased competence will boost the competitiveness of the university graduates.

5. CONCLUSIONS

The results showed that there was a positive and significant influence on the proposed hypothesis. Virtual-based edupreneurship is an effort made by universities in facing the era of digitalization to increase the competitiveness of universities through programs to increase student creativity so as to increase student interest in entrepreneurship. Of course, the virtual-based edupreneurship program will have an impact on the competence and quality of university graduates

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