Implementation of Digital Entrepreneurship (DE) Program in Improving Entrepreneurship Competence Students of the University of 17 Agustus 1945 Banyuwangi

Oktavima Wisdaningrum

Faculty of Economic, University of 17 Agustus 1945 Banyuwangi, Indonesia

Corresponding Author: Oktavima Wisdaningrum (oktavima@untag-banyuwangi.ac.id)

ARTICLE INFO

ABSTRACT

Based on the results of the situation analysis that has been done, some students who take entrepreneurship courses feel that the concept of theory and application of entrepreneurship is not enough to compete in the current era. Increasing entrepreneurial competence through the Digital Entrepreneurship Program is an alternative solution to overcome these problems. The method used a descriptive qualitative approach. The variables in this study were Student Entrepreneurial Competence and the implementation of the Digital Entrepreneurship Program. The research results from the observation category related to the cognitive, affective, and psychomotor competencies of students in the field of entrepreneurship include; student abilities related to Online Store and Promotion Business by 30%, Community-Based Business by 20%, Content-Based Business and Matchmaking Business by 10%, Data Analysis by 45%, Cybersecurity by 35%, Cloud Computing by 15%, and Artificial Intelligence is 5%, Communication-customer services is 60%, Communication-customer services is 60% and Communication-customer complains is 40%. The results of the implementation of the Digital Entrepreneurship program related to increasing entrepreneurial competence in students are one of the recommendations of various parties in providing services for students who have businesses to improve their competencies so that their businesses can compete locally and globally.

Keywords: Digital Entrepreneurship, Entrepreneur, Student.

INTRODUCTION

Students of the University of 17 August 1945 Banyuwangi, the majority of whom are millennials, are potential resources to be maximized in entrepreneurial activities. This is in line with the objectives of the entrepreneurial activity program in the independent study-independent campus policy, among others, to provide students who have an interest in entrepreneurship to develop their businesses early and be guided and to deal with unemployment problems that result in intellectual unemployment among undergraduates (Directorate General of Higher Education, 2020). Based on the results of the situation analysis that has been carried out, there are many students at the University of 17 August 1945 Banyuwangi who have businesses, both independent and group businesses that

are run in teams. Based on the results of interviews with several students who took entrepreneurship courses in each study program, The concept of theory and application of entrepreneurship is not enough to prepare prospective entrepreneurs who are able to compete in the current era of the industrial revolution 4.0. Cooperation between institutions and partner institutions in providing an entrepreneurial learning system with direct practice is felt by students to be still not enough as a provision to become competitive young entrepreneurs.

Competence in entrepreneurship in students needs to be optimized so that they are able to be competitive in global business competition (Hardiyanto, 2018: Yatminiwati et al., 2021). The results showed that there are six factors that influence business success, namely, competence of 73.522%, experience of 14.998%, finance of 7.857%, business location of 2.336%, motivation of 0.909%, and business ability of 0.376% (Suarmawan et al., 2015). This proves that increasing student competence in the field of entrepreneurship is an important factor in achieving the entrepreneurial program in the independent learning-campus independent program (Setiyo et al., 2021). The world of digital entrepreneurship, is entrepreneurship that is influenced by, or takes advantage of, digital transformation in business and society. The basic principles of entrepreneurship still apply and can be applied in the world of digital entrepreneurship, such as: fostering an entrepreneurial mindset, identifying good opportunities, getting to know your customers, meeting legal requirements, or trying to raise capital. In digital entrepreneurship, the fundamental change lies in efforts to be active in business activities and connect with digitally literate people (Gunawan & Hazarwady, 2020). The digital world also provides new ways to combine these resources. For example, small businesses can take advantage of large advertising networks, Artificial Intelligence (AI) based chatbots, global freelancers, or language translation with just a few clicks or a few lines of code.

Etymologically competence is defined as the behavioral dimension of expertise or excellence of a person who has good skills, knowledge and behavior (Soegoto, 2009; Atoillah & Kasno, 2022). The concept of ability or competence is the main determining factor for someone in producing excellent performance. Capabilities are generated from knowledge (quick response to information, techniques and facts), skills/expertise (skills at tasks that are important for achieving more complex behaviors) and talents (potential abilities that have not been fully developed or applied) (Utami & Mulyaningsih, 2017). According to Law No. 13 of 2003 concerning manpower article 1 paragraph, entrepreneurial competence is the work ability of each individual which includes aspects of knowledge, skills, and work attitudes in accordance with established standards (Mangkunegara, 2005). Entrepreneurial competence is a basic factor possessed by someone who has more abilities, which makes it different from someone who has average abilities. Entrepreneurial competence is an individual characteristic that includes attitudes and habits, by which entrepreneurs can achieve and maintain business success (Ahmad, Kummerow, & Wilson, 2006). Entrepreneurial competence as a higher-level characteristic that includes personality traits, skills and knowledge, and therefore can be seen as the total ability of the entrepreneur to perform a job role successfully (Man, Law, & Chan, 2002). competence as an individual character such as the knowledge, skills, and abilities needed to perform a particular job. Competence is a concept related to knowledge.

One of the efforts that can be done in improving student competence in the field of entrepreneurship is the implementation of the Digital Entrepreneurship (DE) Program (Allen, 2019). This program is an effort to stimulate digital training to prepare reliable digital talents in the face of business competition in the era of the Industrial Revolution 4.0. This program collaborates with global technology companies, local startups, entrepreneur practitioners in the digital field, and business partners inside and outside Banyuwangi. Students will learn and practice several competencies that need to be mastered in entrepreneurship in the digital era such as data analysis, artificial intelligence (AI), cloud computing, cybersecurity and digital-based business management. Based on this background description.

METHODS

The implementation of the Digital Entrepreneurship (DE) Program is expected to increase students' entrepreneurial competencies so that they are able to compete in the global age world. If the entrepreneurship program in higher education can run optimally, students who have businesses can develop their businesses and be able to compete globally. This effort is expected to minimize the potential for unemployed graduates because they are equipped with sufficient competence in entrepreneurship in the current era of the industrial revolution 4.0. The method used in this study is a descriptive qualitative approach because the data obtained are descriptive data in the form of written statements from the observations of the behavior of people who are the object of research (Moleong, 2018). Descriptive qualitative research obtains data sources through interviews, observations, photos, and others.

The variables in this study were Student Entrepreneurial Competence and the implementation of the Digital Entrepreneurship (DA) Program. The indicators that are observed and measured from the variable of student entrepreneurial competence include aspects of knowledge, skills, and attitudes. For indicators from the Digital Entrepreneurship (DA) Program, among others; data analysis, artificial intelligence (AI), cloud computing, cybersecurity and digital-based business management (Content-Based Business, Community-Based Business, Online Store, Matchmaking Business, and Promotion Business) which will be implemented for students. The population in this study were students of the University of 17 August 1945 Banyuwangi who have businesses and are taking entrepreneurship courses in their respective study programs. The sampling technique used is total sampling.

The data collected include data on increasing student entrepreneurial competence covering aspects of knowledge, skills, and attitudes through the Digital Entrepreneurship (DA) Program, including; data analysis, artificial intelligence (AI), cloud computing, cybersecurity and digital-based business management (Content-Based Business, Community-Based Business, Online Store, Matchmaking Business, and Promotion Business). The following instruments are used to collect the required research data;

Table 1. Research Instruments

No	Student Entrepreneurial Competence	Implementation of Digital Entrepreneurship (DE)	Evaluation				
			A	B	C	D	E
1	Knowledge	Data Analysis					
		Artificial Intelligence (AI)					
		Cloud Computing					
		Cybersecurity					
2	Skills	Content-Based Business					
		Community-Based Business					
		Online Store					
		Matchmaking Business					
		Promotion Business					
3	Attitude	Communication-customer services					
		Communication-customer complain					

Source: Data Processed, 2022

Information :
The scoring system uses a Likert scale, namely (Sugiyono, 2015):
A : Very good with the score   = 5
B : Good with score   = 4

C : Medium with a score   = 3
D : Not good with score   = 2
E : Not very good with the score   = 1

RESULTS AND DISCUSSION

Based on the identification results, there are 25 students who have businesses that have been running for a long time or those who are just starting their business. The 25 students who became the subject of this research to be implementedDigital Entrepreneurship (DA) Program. The results of the implementation of the program include:

Knowledge (Cognitive)
ImplementationThe Digital Entrepreneurship program in cognitive aspects includes data analysis, artificial intelligence (AI), cloud computing, and cybersecurity. Based on the data obtained by the researcher, the following results were obtained:
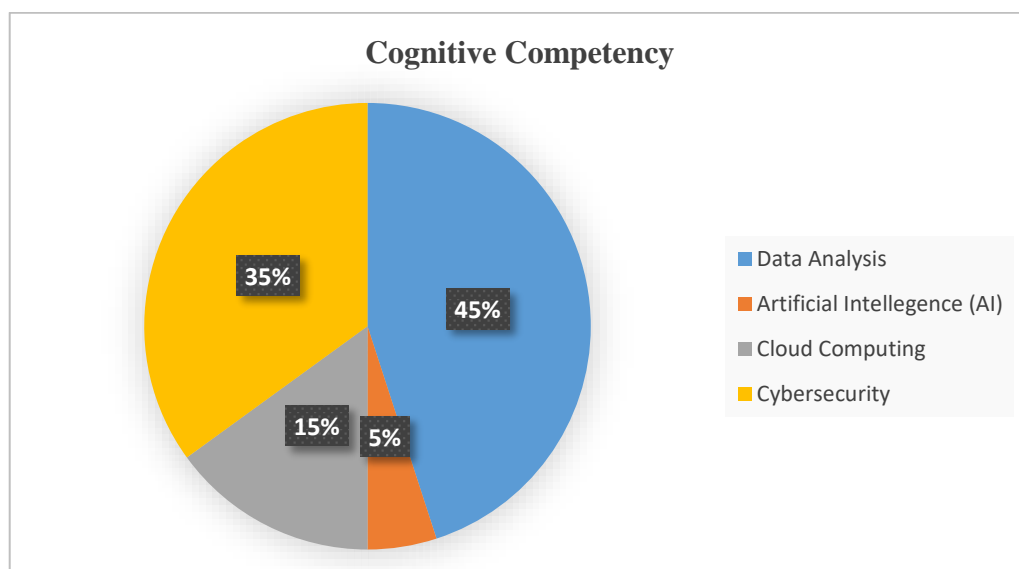
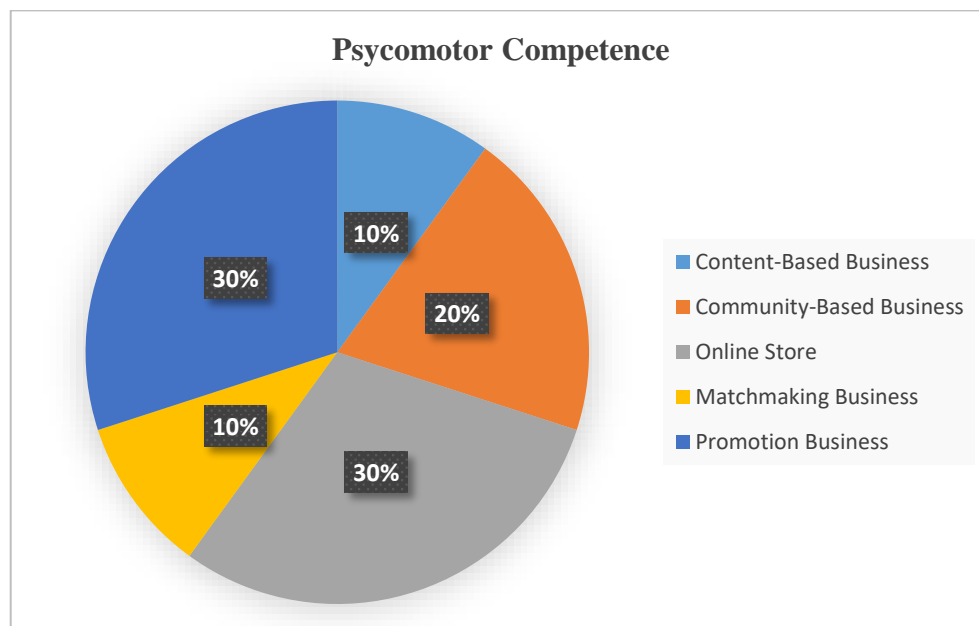**Figure 2. Results of DA Program Implementation on Cognitive Aspects**
Source: Data Processed, 2022

Identification of changes in cognitive aspects of students after implementationThe Digital Entrepreneurship Program is Data Analysis at 45%, Cybersecurity at 35%, Cloud Computing at 15%, and Artificial Intelligence (AI) at 5%. Based on the evaluation results obtained from 25 students, the most prominent competencies are Data Analysis and Cybersecurity criteria. This is evidenced by the student's ability to create and analyze and evaluate the analysis of data obtained from customers starting from sales data, cash-flow, and identification of the effectiveness of marketing techniques that have been carried out. In addition to the Cybersecurity aspect, students are able to take security measures on several E-Commerce applications, starting from securing personal data, confirming payments, to various anticipations of hacker attacks that can be detrimental to entrepreneurs. For the Cloud Computing aspect, students can only backup data related to their business in the cloud and some students are identified as not yet familiar with using this method. Some students prefer to use the manual method by recording all their sales activities. AfterimplementationIn the DA program, the aspect that is least mastered is Artificial Intelligence (AI). This is due to the lack of student knowledge regarding abilities in the field of artificial

intelligence that can be utilized to maximize sales in their businesses. Solutions that can be offered include using third parties related to the use of AI to maximize business sales results to students.

Skills (Psychomotor)
The implementation of the Digital Entrepreneurship Program in cognitive aspects includes Content-Based Business, Community-Based Business, Online Store, Matchmaking Business, and Promotion Business. Based on the results of the data obtained by researchers related to the ability of students to carry out predetermined instructions, the following data were obtained:
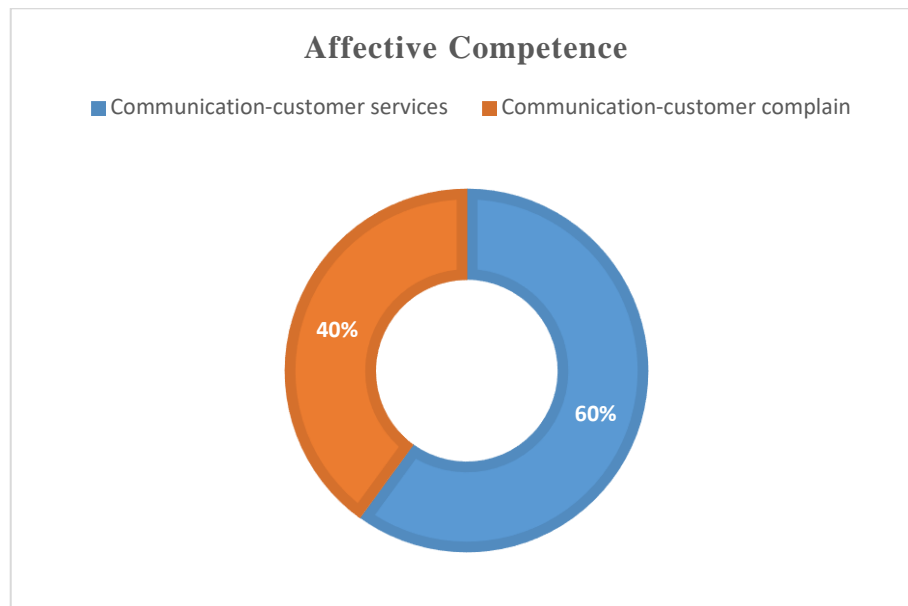

Figure 3. Results of DA Program Implementation on Psychomotor Aspects
Source: Data Processed, 2022

After the implementation of the DA program, students' abilities related to the Online Storeand Promotion Business by 30%. This is shown by the ability of students to practice good and optimal promotional techniques and the use of digital-based sales through several E-Commerce platforms that have the potential to increase the percentage of income from their businesses. Competencies related to Community-Based Business of 20% are shown by the ability of students to establish social networks and the ability to get relationships that support their businesses. Students have successfully joined several communities that match their businesses with the aim of improving their skills so that they can compete globally. Furthermore, the ability of students related to Content-Based Business and Matchmaking Business is 10%. There are 5 students who have not been able to apply a situation analysis related to their business that is in accordance with consumer needs and how the location of global market competition is. This affects consumer interest in the products and services of businesses owned by students.

Attitude (Affective)
ImplementationDigital Entrepreneurship Program in aspects, among othersCommunication-customer services and Communication-customer complaints. Based on the results of the data obtained by the researchers obtained the following results:

Figure 4. Results of DA Program Implementation on Affective Aspects
Source: Data Processed, 2022

The implementation of the DA program in the affective aspect includes the competence of Communication-customer services and Communication-customer complaints. Based on the results of data analysis that has been obtained, 60% of students' abilities related to Communication-customer services are shown by several indicators, including the subject's ability to establish good communication with customers, provide friendly and friendly service and the subject's ability to provide the best service that makes customers feel comfortable and provide positive feedback on student-owned businesses. For communication-customer complaints of 40%, it is indicated by indicators of the subject's ability to handle customer complaints, communication skills with customers who are dissatisfied with the products or services provided, as well as how the subject's ability to apply preventive measures so that customers do not complain. From the results of the identification carried out, there are 3 students who always have difficulty in overcoming the problems of customer complaints. This has an impact on the credibility of their already owned

Results of program implementation Digital Entrepreneurship (DA) for students at the University of 17 August 1945 Banyuwangi showed that the impact of the program had an impact on increasing students' abilities in cognitive, affective, and psychomotor aspects related to entrepreneurial competencies with various business fields owned by students. By increasing student entrepreneurial competencies, it is hoped that businesses owned by students will be able to compete at the local and global level so that businesses owned by students can continue to compete in the digital era that demands creativity and adaptive change along with current technological developments.

CONCLUSION

Overall iImplementation of the Digital Entrepreneurship (DE) Program for students at the University of 17 August 1945 Banyuwangi who have businesses can improve their competence in the field of entrepreneurship related to cognitive, affective, and psychomotor aspects. In the cognitive aspect, the abilities that have the most significant improvement are Data Analysis by 45% and Cybersecurity by 35%. For the psychomotor aspect, a significant increase in competence isOnline Store and Promotion Business by 30%. While in the affective aspect, a significant increase in competence is Communication-customer services by 60%. From the results of the evaluation of the data, there are

several categories of competencies that need to be improved in the implementation of the Digital Entrepreneurship Program, including aspects of Artificial Intelligence (AI), Content-Based Business and Matchmaking Business as well as Communication-customer skills in students. The results of this study become recommendations for stakeholders in an effort to facilitate students who have businesses to develop their competencies in the field of entrepreneurship so that their businesses are able to compete locally and globally.

REFERENCES

Ahmad, N., Kummerow, L., & Wilson, C. (2006). A cross-cultural study of entrepreneurial competencies among business owners in SMEs: evidence from Australia and Malaysia. *International Journal of Entrepreneurial Behavioral & Research*, *16*(3), 182-203.

Allen, J. A. (2019). *Digital Entrepreneurship*. New York: Routledge.

Ato'Illah, M., & Kasno. (2022). Model of Assistance for BUMDesa Fisheries Business Groups in Improving Community Economy. *Innovation Business Management and Accounting Journal*, *1*(1), 16–19. https://doi.org/10.56070/ibmaj.v1i1.5

Directorate General of Higher Education. (2020). Free Learning Guidebook-Independence Campus. http://dikti.kemdikbud.go.id/wp-content/uploads/2020/04/Buku-Panduan-Merdeka-Belajar-Kampus-Merdeka-2020. Accessed June 2022.

Gunawan, A., & Hazwardy, D. (2020). Pelatihan Digital Entrepreneurship untuk Mewujudkan Generasi Milenial Berjiwa Wirausaha. *Abdimas Dewantara*, *3*(1), 81–88. https://doi.org/10.30738/ad.v3i1.4311.

Hardiyanto, L. (2018). Motivasi Mahasiswa Menjadi Start Up Digital Entrepreneur (Technopreneurship). *Journal of Educational Sciences (JIP) STIKP Kusuma Negara*, 10 (1), 1-15.

Man, T. W. Y., Lau, T., & Chan, K. F. (2002). The Competitiveness of Small and Medium Enterprises – A Conceptualization with Focus on Entrepreneurial Competences. *Journal of Business Venturing*, *17*(2), 123-142.

Mangkunegara, A. P. (2005). Evaluasi Kinerja. Bandung: Refika Aditama.

Moleong, L. J. (2018). Metodologi Penelitian Kualitatif. Bandung: PT Remaja Rosdakarya.

Setiyo, J., Paramita, R. W. D., & Sulistyan, R. B. (2021). Exploration Community Empowerment of Lumajang Typical Batik Enterprises for Culture Preservation. *IJEBD (International Journal of Entrepreneurship and Business Development)*, *4*(3), 351-355. https://doi.org/10.29138/ijebd.v4i3.1392

Soegoto, Eddy Soeryanto. (2009). Entrepreneurship: Menjadi Pebisnis Ulung. Jakarta: PT Elex Media Komputindo, Kompas Gramedia.

Suarmawan, K. A., Suharsono, N., & Suwena, K. R. (2015). Analisis Faktor-Faktor Yang Mempengaruhi Keberhasilan Usaha Mikro Dan Kecil (Studi Pada Usaha Kerajinan Ingka Di Desa Bulian, Kec. Kubutambahan). *Journal of the Department of Economic Education (JJPE)*, *5*(1), 1-10. https://doi.org/10.23887/jjpe.v5i1.6377

Sugiyono. (2015). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D. Bandung: CV Alfabetha.

Utami. E., & Mulyaningsih, H. (2017). Pengaruh Kompetensi Kewirausahaan Terhadap Kinerja Umkm (studi Pada UMKM Dalam Program Puspa 2016 Yang Diselenggarakan Oleh Bank Indonesia). *e-Proceedings of Management*, 4(1), 642-651.

Yatminiwati, M., Setyobakti, M. H., Sulistyan, R. B., & Ermawati, E. (2021). Social Entrepreneurship in MSME Development. *International Journal of Environmental, Sustainability, and Social Sciences*, *2*(3), 239-243. https://doi.org/10.38142/ijesss.v2i3.111