

Comparison of Student Business Success at Universitas Pendidikan Indonesia and the National Movement of 1000 Digital Startups

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ABSTRACT

This study aims to compare the business success of Entrepreneurship Study Program students of Universitas Pendidikan Indonesia (UPI) with participants of the National Movement of 1000 Digital Startups (1000S) in West Java, based on five indicators: sales growth (X1), customer growth (X2), customer retention (X3), product/service validation (X4), and business efficiency (X5). This research uses a descriptive quantitative approach with comparative analysis between two groups. The samples used were 10 UPI students and 10 1000S participants. The results showed that of the five variables tested, the 1000S group had a significant advantage in the variables of sales growth (X1), customer growth (X2), and customer retention (X3) over the UPI group. The workshop-based entrepreneurship program was more effective in improving several aspects of business success.

Keywords: Business Success; Entrepreneurship; Entrepreneurship Education; Startup

INTRODUCTION

Business success is defined as the achievement of set business goals, which involves various activities to achieve this success (Suryana, 2014). Indicators of success include profit, productivity and efficiency, competitiveness, competence and business ethics, and corporate image (Noor, 2007). According to the latest sources, business success indicators include sales volume, profit, income, and labor growth (Suryana, 2014). Other indicators include increasing capital, amount of production, number of customers, expansion of business and marketing areas, improvement of physical facilities, and business income (Widodo, 2020). In this study, we formulate indicators of business success in startup companies by aligning previous research and current phenomena conditions, researchers will test indicators of startup business success consisting of sales growth, customer growth, customer retention, product or service validation, and business efficiency.

Business success is often associated with entrepreneurship education. Entrepreneurship education is an educational program that develops entrepreneurial attitudes and interests to become successful entrepreneurs in the future (Adnyana & Purnama, 2016). Entrepreneurship Education is a planned and applicable effort to increase knowledge, intention or intention and competence of students to develop their potential by manifesting in creative, innovative and courageous behavior to take and manage risks (Rosyanti & Irianto, 2019). Entrepreneurship education provides the understanding and skills necessary to manage a business effectively. Through this education, aspiring entrepreneurs learn various important aspects of running a business, such as business planning, financial management, marketing strategies, and market analysis. Entrepreneurship education also instills an innovative and adaptive mindset, which is crucial in dealing with ever-changing market dynamics.

Entrepreneurship education is organized in integrated teaching and learning activities at educational institutions in the form of self-development, changing theoretical learning to practice, integration in learning materials, integration through culture, and integration through local content (Dewi et al., 2015). Students who are given material about entrepreneurship from basic education to college will produce future generations with an entrepreneurial paradigm (Dira & Tranggono, 2021). The government developed entrepreneurship education in Indonesia by launching an entrepreneurship curriculum in educational units (Instruksi Presiden Republik Indonesia (Inpres) Nomor 4 Tahun 1995 Tentang Gerakan Nasional Memasyarakatkan Dan Membudayakan Kewirausahaan (GNMMK), 1995).

However, entrepreneurship education can also be implemented by other agencies outside of education. One of them is through formal training by institutions and informal training. Formal practice is an activity of seminars, workshops, training, and internships organized by an institution, and after

participating in the activity will get a certificate while for informal practice, namely increasing entrepreneurship by following the parents' business, learning with friends or other people who are already running a business, and or participating in working for others (Mukrodi et al., 2021). This scientific article will discuss the comparison of business success carried out in workshops or workshops with higher education institutions.

A workshop is a gathering of people working together in small groups, usually limited to their own problems. Workshops aim to produce a specific product, and usually take the form of an event with the start of problem identification, search, and problem solving efforts using available references and background materials (Suprayekti & Anggraeni, 2017). Entrepreneurship workshop activities help students develop a sense of initiative, understand the role of entrepreneurs in society, and increase their interest in entrepreneurship (Sababha & Basal, 2020).

The government also organizes entrepreneurship development for students through workshops such as the Student Development Program (P2MW) organized by the Ministry of Higher Education, Science and Technology (Kemendiknas) and the National Movement of 1000 Digital Startups initiated by the Ministry of Communication and Information Technology (Kemenkominfo). The National Movement of 1000 Digital Startups aims to create new digital startups and produce talents who are ready to contribute to the digital startup ecosystem both domestically and abroad. This movement aims to strengthen and develop the national digital economy, open up new job opportunities, and prepare Indonesia for Digital Indonesia 2045 (Peraturan Menteri Komunikasi Dan Informatika Nomor 2 Tahun 2021 Tentang Rencana Strategis Kementerian Komunikasi Dan Informatika Tahun 2020-2024, 2021).

This study aims to test the comparative hypothesis of two independent samples consisting of student businesses of the Entrepreneurship Study Program at the University of Education Indonesia (UPI) and student businesses in the National Movement of 1000 Digital Startups in the West Java Region, in this case comparing differences in business success in the two research objects. This comparison is important to analyze because in fact the type of entrepreneurship development has various forms and differences in learning methods which then produce different outputs.

METHODS

This research uses quantitative methods with the type of study that is comparative research or comparison. Quantitative research is based on the philosophy of positivism and uses certain instruments to observe actual problems, data analysis and results obtained are quantitative or statistical (Sugiyono, 2023). Meanwhile, comparative research is used to identify similarities and differences between variables such as elements, structures, systems, processes and policies in global, national, regional and local scopes (Coccia & Benati, 2018).

The sampling method used is non-probability sampling method with saturated sampling technique. Non-probability sampling method is a sampling method based on certain criteria without giving equal opportunities to each member of the population (Sugiyono, 2023). Meanwhile, saturated sampling is a sampling technique when all members of the population are used as samples and is used if the population is less than 100 (Arikunto, 2019; Sugiyono, 2022). The sample used was taken from 10 final semester students of the UPI Entrepreneurship Study Program who had a business and there were 49 students of the West Java Regional 1000 Digital Startup National Movement, so the sample used in this study consisted of 10 samples each from each group.

RESULTS

Data instrument testing was carried out using SPSS version 27 software involving the entire sample, namely 20 respondents. The validity test obtained an r-table value of 0.444. The research variable instruments, namely sales growth (X1), customer growth (X2), customer retention (X3), product / service validation (X4), and business efficiency (X5) have an r-count value greater than the r-table of 0.444. This shows that the research instrument is valid and suitable for use as a research instrument. The results of data reliability testing are as follows:

Table 1. Data Reliability Validity Testing for Data Instruments

	Cronbach Alpha	Limit Value	Description
Sales Growth (X1)	0,967	0,700	Reliable
Customer Growth (X2)	0,972	0,700	Reliable
Customer Retention (X3)	0,973	0,700	Reliable
Product/Service Validation (X4)	0,944	0,700	Reliable
Business Efficiency (X5)	0,960	0,700	Reliable

The results of the reliability test obtained an alpha value greater than the limit value of 0.700, indicating that the variable measuring instruments for sales growth, customer growth, customer retention, product/service validation, and business efficiency are consistent and can be used for further testing. After ensuring the instrument is reliable through the reliability test, the analysis continues with descriptive tests to describe the data and the Mann-Whitney test to test for significant differences between groups. The following are the results of the analysis:

Table 2. Descriptive Statistics Results

		N	Mean	Std. Deviation
Sales Growth (X1)	UPI	10	16,60	7,471
	1000S	10	25,60	4,502
Customer Growth (X2)	UPI	10	16,70	7,528
	1000S	10	26,80	4,962
Customer Retention (X3)	UPI	10	15,70	7,484
	1000S	10	26,10	6,523
Product/Service Validation (X4)	UPI	10	20,20	7,131
	1000S	10	25,20	1,398
Business Efficiency (X5)	UPI	10	19,20	7,406
	1000S	10	23,40	4,904

Based on the data presented in Table 2, there are significant differences between the UPI and 1000S groups in the five research variables observed. In the sales growth variable (X1), the 1000S group has an average value of 13.70 with a standard deviation of 4.502, which is higher than that of the UPI group which records an average of 16.60 with a standard deviation of 7.471. Meanwhile, in the customer growth variable (X2), the 1000S group is superior with an average value of 26.80 and a standard deviation of 4.962, compared to the UPI group which has an average of 16.70 with a standard deviation of 7.528. For the customer retention variable (X3), the 1000S group shows higher results with an average of 26.10 and a standard deviation of 6.523 compared to the UPI group which has an average of 15.70 with a standard deviation of 7.484. Furthermore, the product or service validation variable (X4), the 1000S group performed better with an average of 25.20 and a standard deviation of 1.398, compared to UPI with an average of 20.20 and a standard deviation of 7.131. Finally, the business efficiency variable (X5) shows the superiority of the 1000S group with an average value of 23.40 and a standard deviation of 4.904 compared to the UPI group which recorded an average value of 19.20 with a standard deviation of 7.406. The overall results of this study show that the 1000S group consistently performed better than the UPI group in all aspects observed.

Table 3. Mann-Whitney Test Results

		Variable Score
Sales Growth (X1)	Mann-Whitney U	18,000
	Wilcoxon W	73,000
	Z	-2,435
	Asymp. Sig. (2-tailed)	,015
	Exact Sig. [2*(1-tailed Sig.)]	,015 ^b
	Mann-Whitney U	12,000
Customer Growth (X2)	Wilcoxon W	67,000
	Z	-2,898
	Asymp. Sig. (2-tailed)	,004
	Exact Sig. [2*(1-tailed Sig.)]	,003 ^b
Customer Retention (X3)	Mann-Whitney U	18,000

	Wilcoxon W	73,000
	Z	-2,427
	Asymp. Sig. (2-tailed)	,015
	Exact Sig. [2*(1-tailed Sig.)]	,015 ^b
	Mann-Whitney U	28,000
Product/Service Validation (X4)	Wilcoxon W	83,000
	Z	-1,692
	Asymp. Sig. (2-tailed)	,091
	Exact Sig. [2*(1-tailed Sig.)]	,105 ^b
	Mann-Whitney U	35,000
Business Efficiency (X5)	Wilcoxon W	90,000
	Z	-1,149
	Asymp. Sig. (2-tailed)	,251
	Exact Sig. [2*(1-tailed Sig.)]	,280 ^b

Based on the statistical test results, it was found that there were statistically significant differences between the UPI and 1000S groups in several research variables. For the sales growth variable (X1), the two-way asymptotic significance value is 0.015, which means that the 1000S group has significantly better sales growth than the UPI group. The customer growth variable (X2) has a significance value of 0.004, indicating that the 1000S group has statistically superior customer growth compared to the UPI group. In the customer retention variable (X3), the significance value of 0.015 indicates that customer retention in the 1000S group is significantly better than the UPI group. In contrast, for the product/service validation variable (X4), the significance value of 0.091 indicates that there is no statistically significant difference between the two groups. Similarly, the business efficiency variable (X5) has a significance value of 0.251, indicating there is no statistically significant difference between the UPI and 1000S groups in this aspect.

The test of the first variable, sales growth (X1), found that the effort of 1000S students was higher than KWU UPI students. In growing sales, 1000S students use digital marketing strategies such as creating creative content which is then uploaded to social media. In terms of marketing their products, 1000S students use marketplace as an option of buying and selling platform because customers can easily transact without making a physical visit.

This statement is supported by research conducted in Denpasar City, Bali Province that when the Covid-19 pandemic hit Indonesia, business actors who utilized social media experienced an increase in online sales in their businesses (Manik Pratiwi, 2020). The results of another study at Ciputra Tallasa JO Makassar also stated that social media digital marketing has a positive and significant effect on increasing sales (Reken et al., 2024). In addition, research conducted on Food and Beverage Micro, Small and Medium Enterprises (MSMEs) in Malang City, East Java Province proves that there is an increase in sales above 50% and the frequency of transactions occurs every day by marketing products in marketplaces such as Tokopedia (Irawati & Prasetyo, 2021). The existence of a marketplace makes it easier for customers to access and buy the desired product quickly and efficiently (Yusuf et al., 2022).

Second, based on table 5, it shows that 1000S students have better customer growth variables (X2) than KWU UPI students. Before making a product or in the ideation stage, 1000S students are given a presentation related to Segmenting, Targeting, and Positioning (STP). Through the STP strategy, objective data is obtained from market research on demographic, geographic, psychographic, and consumer behavior aspects. Then, 1000S students use the research data as the basis for making business decisions regarding the products or services to be launched. This strategy ensures that the business can gain as much profit as possible by directing its resources to capture the largest market potential. Meanwhile, businesses that already have products, they utilize digital platforms to share positive reviews or reviews on social media.

During the Covid 19 pandemic, MSMEs in Indonesia had a negative impact, such as a decrease in the number of buyers and a change in the frequency of public shopping. To overcome this, MSME players in the creative economy sector in Sumurboto Village, Blora Regency, Central Java Province have succeeded in attracting consumers by implementing the halal market concept, the concept is the result of STP strategies carried out previously (Siagian & Cahyono, 2021).

The increasing number of new customers is also influenced by positive recommendations from other people who have used the product or service. This statement is supported by other studies that

word of mouth marketing has a positive impact on customer growth (Ashari et al., 2023; Tajul Muttaqin et al., 2021).

Third, the analysis results in Table 7 show that customer retention (X3) in 1000S students' businesses is higher than KWU UPI students. The strategy that 1000S students do to improve customer retention is by using Customer Relationship Management (CRM) strategy. For start-up businesses, they take simple steps such as recording customer data and creating loyalty programs. The data management makes it easier for businesses to share promotional information to existing customers. In addition, collecting feedback from customers is an important strategy in improving perception and trust while driving customer satisfaction. Through feedback, companies obtain information related to customer experience and assessment of the products and services provided.

Previous research supports the statement that CRM has a positive impact on customer retention (Bratan, Abdul & Yulinda L. Ismail, 2023; Tochukwu Ignatius Ijomah et al., 2024). Perception and trust have a significant positive effect on repeat visits (Putri et al., 2020). Customer satisfaction and sales promotion have a positive effect on repurchase intentions (Alam & Sarpan, 2022; Anggita & Trenggana, 2020).

Fourth, the product/service validation variable (X4) in table 9 that 1000S students managed to validate their product/service better than KWU UPI students, although table 10 shows that the significance value is not accepted or there is no significant difference. Both groups have applied Design Thinking, Business Model Canvas (BMC), Minimum Viable Product (MVP), and Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis.

Design Thinking is a collaborative method that gathers many ideas from disciplines to obtain a solution (Sari et al., 2020). BMC is an overview of the strategic planner's framework in developing a new business strategy that can be used to determine the company's success in achieving its targets (Sukarno & Ahsan, 2021). MVP is a basic concept in Lean Startup to start the learning process quickly by integrating the results that will be managed in the initial product development process (Anggi Aditiya Ningsih et al., 2023). SWOT analysis is the systematic identification of various factors to formulate company strategy (Mashuri & Nurjannah, 2020).

Fifth, 1000S students are able to run a business more efficiently than KWU UPI students based on the average in table 11, although in table 12 the resulting values show no significant difference. Both groups apply financial management materials and utilize digital systems, digitize from conventional ones, streamline the business organizational structure because the business is just starting out and adjusts to the needs, and optimize supply chain management.

Previous research conducted on the training of Micro and Medium Enterprises of halal food products in Mojolaban District, Sukoharjo Regency showed that financial management contributed to increasing efficiency in business financial management (Purwaningsih et al., 2024). Implementation of accounting information systems increases efficiency in managerial performance such as planning, investigation, coordination, evaluation, supervision, staff organization (Zeta Azzahrona et al., 2022). The operational and strategic success of the business is related to the quality of management of the organizational structure in the company (Pangestu & Purnama, 2024). Inventory control at Ao Daifuku has a significant effect on operational efficiency and optimizes product availability (Yunita et al., 2024).

CONCLUSION

A comparative study between Entrepreneurship students of Universitas Pendidikan Indonesia (UPI) and participants of the National Movement of 1000 Digital Startups (1000S), found that a workshop format program is more effective in accelerating crucial aspects of early stage business success. 1000S participants showed higher levels of sales growth (X1), customer growth (X2), and customer retention (X3) compared to UPI students. However, there was no statistically significant difference between the two groups in terms of product/service validation (X4) and business efficiency (X5).

Based on the research results and conclusions obtained, the UPI Entrepreneurship Study Program is recommended to adopt a workshop-based entrepreneurship development method for students, focusing on the five variables previously mentioned, while the Indonesian Government can continue similar programs that have proven successful and facilitate cooperation with universities, so as to raise new entrepreneurs from among students. Given the limitations of the current research sample, for researchers who have the same topic it is recommended to expand the scope of the sample so that the

results can be generalized to a wider population, it can also be studied not limited to the programs that have been discussed.

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