Ismi Rajiani

Cetakan Ke-2

MENULIS ARTIKEL JURNAL INTERNASIONAL

Merangkai Makna Membaca Pikiran Editor

PROGRAM STUDI PENDIDIKAN IPS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS LAMBUNG MANGKURAT
BANJARMASIN

Ismi Rajiani

MENULIS ARTIKEL JURNAL INTERNASIONAL : MERANGKAI MAKNA MEMBACA PIKIRAN EDITOR

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PENGANTAR

Bismillahirrahmanirrahim.

Kementrian Pendidikan, Kebudayaan, Riset dan Teknologi sejak bernama Kementrian Riset Teknologi, dan Pendidikan Tinggi mengembangkan sistem SINTA (*Science and Technology Index*) bertujuan untuk mengukur kinerja riset institusi pendidikan tinggi se Indonesia melalui publikasi dosen-dosennya yang terindeks di jurnal bereputasi dan jumlah sitasinya. Dalam bahasa lebih vulgar, ada yang mengatakan : “SINTA merupakan mesin pemberi malu kepada dosen-dosen perguruan tinggi yang karya tulisnya tidak dipublikasi di jurnal terindeks bereputasi. Sebab, SINTA menampilkan artikel terindeks *Scopus* dan mesin pengindeks internasional lainnya. Makin banyak artikel terindeks *Scopus* dan sitasinya semakin bagus peringkat dosen bersangkutan, baik di institusi maupun level nasional.

Di kalangan millenia yang melek dan akrab dengan teknologi informasi, SINTA dijadikan tolak ukur kesaktian dosen sekaligus bahan ajang balas dendam atau menyuarakan kekesalan. “Lihat saja skor SINTA-nya”, celetukan mahasiswa untuk meledek kehebatan dosennya. Biasanya bila dosennya dianggap “*kille*r”, apabila di tayangan SINTA publikasi dosennya 0,0 atau ala kadarnya, menjadi bulan-bulanan mahasiswa.

Tentu, kita akan terenyuh mendengarnya, tetapi itulah tantangan dosen di era keterbukaan informasi ini. Tanpa *Scopus* dan publikasi terindeks internasional dosen dianggap *FB without no friends, Twitter without any followers, You Tube without musics, Instagram without picture and Google with no answers*.

Agar mimpi-mimpi publikasi di jurnal bereputasi dan terindeks internasional menjadi kenyataan, serta terhindar dari stigma tidak produktif, perlu bagi peneliti (dosen dan mahasiswa) untuk mengikuti prinsip-prinsip dasar penerbitan ilmiah, terutama jurnal yang terindeks *Scopus*.

Dalam buku ini, saya menguraikan pandangan pribadi tentang bagaimana menerbitkan artikel di jurnal-jurnal yang bereputasi dan terindeks setelah menerbitkan 14 artikel terindeks di *Web of Science* dan 75 di *Scopus* dan 180 artikel terindeks di pengindeks terkemuka lain seperti *Ebsco, Proquest, DOAJ,* dan *Copernicus* yang mana sebagian ada yang terbit di Oxford dan Cambridge, United Kingdom. Dari pengalaman saya sebagai reviewer di beberapa jurnal terindeks Scopus, termasuk di jurnal yang dikelola oleh Elsevier sebagai pemilik Scopus, saya memformulasikan strategi untuk artikel penelitian bereputasi dan terindeks, tingkat keberhasilan, dan alasan kegagalan. Juga dipaparkan tentang apa yang dicari editor dalam naskah serta saran tentang cara mencapai kesuksesan tersebut.

Semoga bermanfaat.

Banjarmasin, 17 Juli 2021

Dr. Ismi Rajiani, MM.

Sambutan
Ersis Warmansyah Abbas
Koodinator Program Studi Pendidikan IPS
FKIP ULM

Bismillahirrahmanirrahim.

Program Studi Pendidikan IPS di lingkungan FKIP ULM berdasarkan SK Dirjen Pendidikan Tinggi, Djoko Santoso, 4 September 2014. Setelah izin operasional, memenuhi persyaratan, Pendidikan IPS FKIP ULM berkembang dinamis. Sejak awal, satu diantara "ambisi" yang dikembangkan, dosen pengampu mata kuliah menulis buku ajar dan buku referensi. Alhamdulillah direspon positif dosen pengampu mata kuliah.

Pada awalnya, buku karya dosen-dosen diterbitkan penerbit profesional sebagaimana aturan umum penerbitan. Hanya saja, karena diperlukan kecepatan terbit dan berbagai faktor lainnya, Pendidikan IPS FKIP ULM menerbitkan buku-buku karya dosen dan mahasiswa. Kalau awalnya bekerjasama dengan penerbit, kini kerja sama dikembangkan dengan percetakan. Puluhan buku telah diterbitkan.

Buku Ismi Rajiani, *Menulis Artikel Jurnal Internasional : Merangkai Makna Membaca Pikiran Editor*, pada awalnya "syarat" menjadi pengampu mata kuliah *Penelitian* dan mata kuliah *Sumber Daya Manusia*. Pendidikan IPS FKIP ULM melaksanakan beberapa kali pelatihan penulis, Ismi Rajiani sebagai pelatih, dituntut adanya buku karya sebagai "sertifikat". Jadilah buku ini.

Untuk itu sebagai Koordinator Program Studi Pendidikan IPS FKIP ULM saya menyambut baik dan bangga dengan karya Ismi Rajiani. Sekalipun demikian, ada tagihan janji terselip, buku berikutnya, dan pengembangan buku ini. Bagaimanapun, tulisan yang dibukukan adalah bukti, "*kada pandir wara*". Buktikan pikiran dengan menuliskannya.

Salam menulis salam berkarya.

Banjarmasin, 17 Juli 2021

Prof. Dr. Drs. Ersis Warmansyah Abbas, BA, M.Pd.

Sambutan
Sutarto Hadi
Rektor Universitas Lambung Mangkurat Banjarmasin

Bismillahirrahmanirrahim.

Menulis karya ilmiah merupakan kewajiban bagi dosen di perguruan tinggi. Dapat dipastikan, dosen yang tidak menulis karya ilmiah, tidak dapat naik pangkat atau jabatan karena karya ilmiah merupakan satu diantara syarat yang harus dipenuhi. Menulis karya ilmiah beragam bentuk dan levelnya, sesuai hakikat dan peruntukkan karya ilmiah tersebut.

Implementasi Tri Dharma Perguruan Tinggi ---Pengajaran, Penelitian dan Pengabdian Masyarakat--- bermuara kepada menuliskan laporan dalam arti karya ilmiah. Dalam pada itu, ketentuan Kementerian Pendidikan dan Kebudayaan, Riset dan Teknologi, mewajibkan dosen yang mengusulkan jabatan profesor diwajibkan mempunyai karya ilmiah (artikel jurnal) internasional bereputasi sebagai syarat khusus. Tanpa artikel jurnal internasional bereputasi, pengusulan tidak dapat dilanjutkan.

Bahkan, manakala seorang berpangkat Lektor mengusulkan naik pangkat menjadi Lektor Kepala diharuskan mempunyai artikel jurnal internasional bereputasi. Syarat tersebut berlaku bagi kandidat doktor untuk ujian promosi mendapatkan gelar doktor (Dr). Sekali lagi, menulis artikel jurnal internasional bereputasi merupakan kewajiban dosen.

Universitas Lambung Mangkurat (ULM) Banjarmasin merespon hal tersebut, bukan saja dengan berbagai aktivitas menulis artikel jurnal internasional bereputasi, melainkan dengan kebijakan mewajibkan dosen meneliti dengan menyediakan dananya. Penelitian tersebut sebagai bahan dasar untuk menulis artikel.

Ismi Rajiani, penulis buku "*Menulis Artikel Jurnal Internasional : Merangkai Makna Membaca Pikiran Editor*", satu diantara nara sumber untuk berbagai pelatihan menulis artikel jurnal internasional bereputasi. Di ULM, pelatihan dilakukan di tingkat program studi, jurusan, fakultas, universitas dan lembaga-lembaga. Semogalah buku ini menjadi pencerahan dan motivasi dalam giat tersebut.

Sebagai Rektor ULM, saya menyambut baik terbitnya buku ini dan bermanfaat adanya. Aamiin.

Banjarmasin, 17 Juli 2021

Prof. Dr. Sutarto Hadi, , M.Sc., M.Si.

DAFTAR ISI

MERANGKAI MAKNA
MEMBACA PIKIRAN EDITOR

I. PENDAHULUAN

Dengan aturan pemerintah yang mensyaratkan jurnal bereputasi seperti *Web of Science* (dulu *Thomson Reuters*) dan *Scopus* sebagai syarat kenaikan pangkat dan pembayaran tunjungan profesi, banyak peneliti (baca dosen & mahasiswa program pascasarjana) yang bermimpi menerbitkan karya mereka di jurnal bereputasi. Bagi dosen yang mau naik pangkat menjadi Guru Besar, *Scopus* adalah tiket untuk menjadi profesor (Guru Besar) dan bagi mahasiswa pascasarjana perguruan tinggi negeri ini adalah tiket untuk mendapatkan gelar Magister dan Doktor. Bagi profesor, *Scopus* syarat untuk menikmati tunjangan kehormatan sebagai profesor. Tanpa *Scopus* artinya tidak terhormat dan tidak berhak mendapat tunjangan kehormatan. Jadi, jika tidak mempunyai artikel terindkes *Scopus,* bagi para akademisi, tidak ada kenaikan pangkat ke guru besar, tidak dapat ijazah doktor dan tidak ada tunjangan profesi.

Sampai sekarang tidak ada tanda-tanda *Scopus* sebagai syarat mutlak akan dihapuskan. Ini terlihat dari anggaran untuk Pendidikan Tinggi yang mencapai 20 % dari anggaran nasional dimana dalam anggaran ini termasuk untuk biaya publikasi. Jadi para akademisi perguruan tinggi Indonesia tidak ada pilihan selain harus berdansa mengikuti irama tersebut.

Namun, seperti yang ditunjukkan Summers (2019), peneliti tidak harus menjadi novelis pemenang penghargaan atau penyair hebat untuk menulis hasil studi yang dikonseptualisasikan dan dilaksanakan dengan baik. Peneliti hanya perlu terorganisir, akurat, jelas dan ringkas dalam tulisan serta harus memperhatikan detailnya, karena saat menulis artikel akademis, kunci utama ada di detailnya (Veter, 2017).

Hal ini berarti bahwa ada aturan baku yang harus diterapkan pada sebuah judul, abstrak, pendahuluan, tinjauan pustaka, metodologi, hasil dan pembahasan, kesimpulan serta penulisan referensi.

Berdasarkan pengalaman penulis mempublikasikan tulisan di jurnal terindeks *Scopus* yang terbit di Eropa, tidak ada satu cara yang pasti untuk menulis artikel ilmiah. Meskipun kerangka kerja, prinsip, dan contoh yang disajikan didasarkan pada artikel yang terbit di jurnal terindeks Scopus Q1 & Q2, peneliti harus menyesuaikannya untuk memenuhi persyaratan tertentu jurnal, karena setiap jurnal memiliki gaya penulisan tersendiri. Penulis dan calon penulis artikel *Scopus* sebaiknya membaca karya Datuk Cendekia Hikmadiraja Ersis Warmasyah Abbas: *Menulis Jurnal Internasional* (Abbas, 2020) dan *Menulis Artikel Konferensi Internasional* (Abbas, 2020) karena bermuatan inspirasi mengenai liku liku penulisan jurnal internasional yang tidak pernah dibayangkan. Lebih bagus lagi kalau diteruskan dengan membaca karya Datuk Cendekia Hikmadiraja Sutarto Hadi: *Membingkai Bayang Bayang* (Hadi, 2019) supaya motivasi menulis tetap terjaga.

Sebelum mengirimkan naskah, penting disadari bahwa peneliti hanya memiliki satu kesempatan untuk menarik perhatian editor. Jika disia-siakan oleh kesalahan atau kecerobohan, maka peluang tersebut hilang. Karena itu, sebelum menulis renungkanlah: Apakah topik yang mau dipublikasikan baru dan menarik? Apakah topik tersebut masih hangat diperbincangkan sampai saat ini? Sudahkah ada bayangan apakah solusi untuk masalah tersebut? Apakah sudah ada sponsor atau anggaran untuk membayar Biaya Pemrosesan Artikel? Jawaban tidak pada tiga pertanyaan pertama berarti tidak ada peluang diterbitkan.

Bagian pertama buku ini memberikan gambaran umum tentang struktur artikel jurnal akademik. Kemudian diikuti dengan pembahasan rinci dari masing-masing bagian utama sebuah artikel ilmiah, yaitu judul, abstrak, kata kunci, pendahuluan, tinjauan pustaka, metodologi, hasil dan diskusi. Di bagian akhir dicantumkan dua contoh artikel yang telah diterbitkan oleh *Entrepreneurial Business and Economics Review* (Q2) dan P*olish Journal of Management Studies* (Q2).

II. STRUKTUR ARTIKEL JURNAL ILMIAH

Berhasil atau tidaknya artikel ilmiah ditentukan sebelum kata pertama ditulis atau huruf pertama diketik tersebab dimulai konseptualisasi awal dan desain penelitian. Summers (2019) mencantumkan empat alasan utama mengapa artikel ditolak jurnal ilmiah terkemuka:

1. Penelitian tidak memberikan kontribusi yang signifikan terhadap ilmu pengetahuan dalam ranah keilmuan (tidak baru dan menarik). Penelitian murni deskriptif atau hanya mereplikasi penelitian sebelumnya tanpa menambahkan sesuatu yang baru (bukan topik yang sedang hangat dan tidak memberi solusi apapun). Dengan bahasa yang vulgar: seperti laporan praktek kerja lapangan.

2) Kerangka konseptual (tinjauan literatur) tidak dikembangkan dengan baik, tidak memiliki definisi konseptual yang tepat untuk konstruks utama yang diteliti serta tidak memiliki kajian teoretis yang meyakinkan untuk sampai kepada hipotesis.

3) Metodologi dalam penelitian sangat lemah (misalnya, sampel terlalu kecil atau reliabilitas dan validitas dipertanyakan).

4) Gaya penulisan tidak teratur dan artikel tidak terstruktur dengan baik.

Jurnal merupakan pengawal kegiatan akademis dan kemajuan ilmu pengetahuan dengan tujuan menerbitkan penelitian yang baik sehingga artikel yang diterbitkan harus divalidasi dengan cermat. Karena itu, penerbit jurnal terindeks Scopus hanya mempublikasikan materi yang berdampak pada komunitas ilmiah. Elemen-elemen kunci dari tulisan tersebut adalah hal baru yang berpotensi untuk menstimulasi diskusi dan penelitian lebih lanjut. Analisa terhadap penerimaan artikel di jurnal bereputasi di seluruh dunia menunjukkan 33 % diterima, 27 % ditolak setelah di review, tetapi 40 % langsung di reject tanpa di review: hanya jurnal predator yang tingkat penerimaannya 80 – 100% (Bjork, 2019). Sebagai penulis, tujuannya adalah tidak menghasilkan dokumen yang termasuk 40% tersebut.

Beberapa persyaratan penting diperlukan dan jangan sampai gaya penulisan tidak teratur menjadikan artikel lemah dan tidak memiliki nilai jual. Karena itu, diasumsikan penelitian telah dirancang dengan baik dan tiga masalah lainnya telah terpecahkan serta tiga/empat pertanyaan diawal telah dijawab ya.

Artikel jurnal ilmiah kira-kira berukuran 20 hingga 25 halaman A4 (spasi 1½ baris) atau panjangnya 4000 hingga 7000 kata. Artikel jurnal ilmiah penelitian kuantitatif biasanya memiliki struktur seperti di Tabel 1.

Tabel 1:

Struktur artikel ilmiah penelitian kuantitatif

Judul	8-15 kata
Abstrak	200-250 kata
Kata kunci	5-8 kata kunci
Pengantar	500 -1000 kata
Tinjauan Pustaka (Atau: Latar belakang, pengembangan konseptual atau kerangka konseptual)	1000-2000 kata
Metode (Alternatif: Metodologi) Sampel Target populasi dan konteks penelitian Profil responden Metode pengumpulan data Pengukuran	500-1000 kata
Hasil (Alternatif: Temuan) Statistik deskriptif (Atau: Analisis pendahuluan) Pengujian hipotesis (Atau: Statistik inferensial)	1000-1500 kata
Diskusi Kesimpulan Implikasi manajerial Keterbatasan	
Rekomendasi untuk penelitian lanjutan	1000-1500 kata
Total	4000-7000 kata

Dalam beberapa jurnal ilmiah bagian kesimpulan dibuat terpisah. Untuk kasus semacam itu, keterbatasan dan rekomendasi untuk penelitian lanjutan menjadi satu bagian dengan kesimpulan.

Dari unsur-unsur tersebut di atas, judul, kata kunci, abstrak, pendahuluan dan diskusi adalah yang paling penting karena merupakan pintu dan jendela di mana pembaca masuk menilai kekokohan satu artikel. Oleh karena itu, menggunakan kata kunci yang efektif, judul yang menarik perhatian dan abstrak yang memikat pembaca adalah syarat mutlak supaya pembaca tertarik untuk pergi lebih jauh ke bagian pendahuluan dan diskusi (Gernsbacher, 2018).

Elemen struktural yang tercantum dalam Tabel 1 dibahas secara lebih rinci di bagian berikut.

III. JUDUL ARTIKEL

Judul, dengan maksimal 8-15 kata, adalah hal pertama yang dapat memikat editor atau reviewer untuk membaca penelitian. Masalah utama para peneliti di Indonesia adalah merasa kurang afdol kalau judul penelitian itu tidak di mulai dengan kata "pengaruh" dan tidak mencantumkan lokasi penelitian dengan alamat lengkap sehingga judulnya menjadi sangat panjang. Misalnya: "Pengaruh Biaya Promosi Terhadap Peningkatan Penjualan Kacang Merek Kelinci di Kotamadya Banjarmasin Provinsi Kalimantan Selatan Indonesia (Studi Kasus Pada Distributor Unit Banjarbaru) ". Judul yang baik harus singkat, menyampaikan topik utama penelitian, dan menyoroti pentingnya temuan penelitian (kata kunci). Tantangan peneliti adalah membuat judul yang tidak terlalu panjang atau terlalu pendek.

Tullu (2019) merekomendasi hal berikut mengenai judul:

Judul harus menarik perhatian pembaca (WOW effect).

Editor jurnal lebih memilih judul formal yang tidak terlalu bombastis dan tidak memberikan harapan palsu.

Judul harus secara jelas mencerminkan tema utama, isu atau tema yang dibahas dalam artikel. Karena sifatnya yang menimbulkan ekspektasi tentang isi artikel, judul harus secara akurat mencerminkan sifat dan fokus penelitian sehingga tidak menciptakan ekspektasi yang salah.

Beberapa kata kunci yang dicantumkan setelah abstrak akan muncul di judul.

Judul sebaiknya menjawab pertanyaan-pertanyaan berikut:

Apa akan diteliti?

Bagaimana topik tersebut akan diteliti?

Dengan siapa? Menjelaskan populasi penelitian dan satuan pengukuran, dan

Di mana/dalam konteks apa penelitian dilakukan?

Untuk menjawab pertanyaan-pertanyaan ini, Buerger (2019) menyarankan struktur dasar berikut untuk judul:

Tema utama atau topik penelitian: Desain penelitian + populasi + wilayah geografis

Perhatikan contoh berikut:

Contoh 1:

Value profiles and susceptibility to interpersonal influence: A survey of student smokers at the Lambung Mangkurat University of Banjarmasin

Consumer trade-offs in jewellery purchases: A conjoint analysis among female diamond buyers in Martapura.

Travellers destination perceptions as a source of new product concepts: A Structural Equation Model of visitors to the Martapura diamond mining

The impact of need for social affiliation and relationship proneness on behavioural intentions: a survey of Indonesian consumers in a hairdressing context

Potential spectators perceptions regarding safety and security at 2021 Soccer World Cup: a survey of students at the Lambung Mangkurat University of Banjarmasin

Karena keterbatasan panjangnya judul penelitian (maksimal 15 kata), sering tidak mungkin untuk memasukkan keempat elemen dalam sebuah judul. Dalam hal ini, dua elemen terakhir populasi dan wilayah geografis sering dihilangkan. Akan tetapi, judul harus tetap dengan jelas menunjukkan topik utama dan, jika mungkin, desain penelitian dari penelitian. Perhatikan contoh berikut:

Contoh 2:

Colour and shopping intentions: An experimental examination of the intervening effect of price fairness and perceived affect

The portrayal of preadolescent children in South Kalimantan television commercials: a content analysis

Management innovation in balancing technology innovation to harness universities performance in the era of community 4.0.

Nascent entrepreneurs of millennial generations in emerging market of Indonesia

Perhatikan bahwa judul dalam bentuk frase tidak dalam kalimat dan tidak ada titik di akhir judul.

Judul, kata kunci, dan abstrak sebaiknya ditulis setelah menyelesaikan artikel dan penulis sudah memiliki pandangan yang komprehensif mengenai struktur dan isinya.

IV. ABSTRAK

Abstrak adalah ringkasan singkat artikel. Sebagian besar editor terlebih dahulu akan memindai abstrak untuk memutuskan apakah membaca lanjutan isi artikel atau tidak. Kalau tidak, maka artikel akan di-*reject* tanpa di *review*. Abstrak, oleh karena itu, berfungsi sebagai jendela atau iklan bagi penulis dan alat untuk memberi kesan kepada pembaca (Tullu, 2019).

Masalah utama dengan abstrak adalah penulis sering menulis abstrak begitu samar-samar sehingga tidak menarik perhatian pembaca (baca: editor dan reviewer). Seorang penulis harus selalu berusaha memberi pembaca informasi konkret yang cukup dalam bentuk abstrak untuk membuat mereka tertarik (Ansarifar et al., 2018).

Perry dkk. (2003) merekomendasikan bahwa abstrak harus mencakup tujuh elemen berikut:

1. Elemen 1 : Abstrak harus dimulai dengan kalimat tema singkat untuk mengarahkan pembaca tentang keseluruhan masalah yang dibahas dalam artikel. Kalimat ini harus menarik perhatian.
2. Elemen 2 : Abstrak harus menunjukkan tujuan utama atau tujuan penelitian.
3. Elemen 3 : Selanjutnya, kepentingan akademis dan/atau praktis dari penelitian harus dijelaskan.
4. Elemen 4 : Metodologi yang digunakan dalam penelitian harus dijelaskan secara singkat.
5. Elemen 5 : Temuan utama penelitian harus diringkas (Tidak melaporkan semua yang dihipotesakan).
6. Elemen 6 : Pernyataan kesimpulan harus menunjukkan kontribusi yang dibuat oleh penelitian dalam mengisi kesenjangan dalam literatur (*novelty*).
7. Elemen 7 : Akhirnya, implikasi praktis atau manajerial dari temuan studi harus dibahas.

Selain elemen 1, semua elemen tidak harus muncul berurutan.

Ketujuh elemen ini ditunjukkan dalam contoh berikut:

Contoh 3:

Judul:

Management innovation in balancing technology innovation to harness universities performance in the era of community 4.0.

The Internet of things (IoT) has changed the way universities managing the people and the way of transferring knowledge (*Elemen 1*). To go with the current trend, universities invest a considerable amount in technology to be acknowledged as an innovative university. However, lower productivity of lecturers, the complaint on the quality of outputs as well as the decreased enrolment require universities to explore another arena to innovate (*Elemen 6*). Academia has started accentuating that to capture the comprehensive benefits of innovation, technological innovation must be mixed with management innovation that is altering the practice of management within organizations by adopting new organizational structures, processes, and practices to generate a valuable source of competitive advantage (*Elemen 5*). As most innovations are associated with product development, this study highlights management practices as a process innovation in responding to the trend (*Elemen 2*). While there is a growing body of in-depth qualitative research that provides insight into the sequence of events that occurs during process innovation, these studies have not systematically analyzed the organizational capabilities that fuel management innovation mainly in an educational organization (*Elemen 3)*. Therefore, Structural Equation Modelling (SEM) is employed to spot the arena for further study (*Elemen 4)*. Finally, the model is expected to provide the model for universities wishing to promote innovation within the organization in supporting the Indonesian government' aspire to achieve the economic growth above 7% in the years to come (*Elemen 7*).

Sumber: Rajiani & Ismail (2019).

Perhatikan juga prinsip-prinsip berikut saat menulis abstrak (Hartley & Cabanac, 2017) :

Karena abstrak adalah ringkasan artikel, tidak boleh ada apa pun di dalamnya yang tidak termasuk dalam teks utama.

Abstrak bukanlah pengantar. Salah satu cara untuk memastikan ini adalah dengan menulis abstrak setelah menyelesaikan sisa artikel.

Abstrak biasanya ditulis sebagai satu paragraf.

Abstrak tidak boleh mengandung gambar, tabel, rumus, atau referensi dalam teks, hanya teks biasa.

Referensi dalam teks dapat dimasukkan ketika peneliti mereplikasi penelitian sebelumnya dan ini secara khusus disebutkan dalam abstrak.

V. KATA KUNCI

Maksimal 5-8 kata kunci harus dimasukkan dalam artikel setelah abstrak. Kata kunci berfungsi sebagai penyambung yang menarik perhatian pembaca dan juga digunakan untuk menemukan artikel dalam database elektronik (Perry et al., 2003).

Kata kunci sebaiknya mencerminkan disiplin, sub-disiplin, tema, desain penelitian dan konteks (industri dan/atau negara) penelitian. Jika sesuai, sinonim yang sering digunakan dapat digunakan sebagai kata kunci terpisah. Perhatikan contoh berikut:

Contoh 4:

Keywords: Management, technology, innovation, complementary, university, Indonesia.

Kata kunci harus diketik dalam kasus kalimat dan miring seperti yang ditunjukkan pada Contoh 4 di atas.

VI. PENDAHULUAN

Pendahuluan dapat digambarkan sebagai ringkasan eksekutif yang memberi pembaca pandangan sekilas tentang apa yang akan terjadi. Dengan demikian, pendahuluan harus menarik perhatian pembaca melalui konsep AIDA: Attract, Interest, Desire, Action. Dengan kata lain, pendahuluan harus secara efektif menjual tulisan (Summers, 2019). Ironisnya, bagian pendahuluan seringkali menjadi bagian tersulit dari sebuah artikel untuk ditulis (LaPlaca et al, 2018).

Bagian ini membahas masalah yang berkaitan dengan penyusunan pendahuluan. Enam elemen yang umumnya ditemukan dalam pendahuluan dipaparkan, kemudian diikuti dengan contoh pendahuluan yang ditulis dengan baik.

6.1 Enam Elemen Pendahuluan

Pendahuluan umumnya terdiri dari enam elemen:

1. Elemen 1 : Penulis pertama-tama harus menyatakan tema atau topik penelitian secara luas.
2. Elemen 2 : Setelah tema/topik yang luas diperkenalkan, kontribusi akademis dan praktisnya harus dijelaskan. Singkatnya, penulis harus memberikan jawaban yang meyakinkan untuk pertanyaan: Apa perlunya saya membaca artikel ini? (Gernsbacher, 2018).
3. Elemen 3 : Penulis selanjutnya merangkum literatur yang tersedia dan mengutip penelitian sebelumnya yang paling penting dan relevan dengan penelitian ini. Jika penelitian merupakan replikasi, harus dinyatakan dengan jelas di bagian ini.
4. Elemen 4 : Selanjutnya, penulis menunjukkan kesenjangan, inkonsistensi, dan/atau kontroversi terpenting dalam literatur

yang akan dibahas. Penulis juga harus menjelaskan kontribusi utama penelitian.

5. Elemen 5 : Pendahuluan harus selalu memberikan indikasi yang jelas tentang hal-hal berikut:
   - inti masalah/pertanyaan penelitian yang akan dibahas,
   - tujuan penelitian spesifik yang akan memandu penelitian,
   - konteks di mana penelitian akan dilakukan, dan
   - unit analisis penelitian.
6. Elemen 6 : Akhirnya, beberapa jurnal meminta pembaca untuk memberikan garis besar struktur artikel I.

Beberapa elemen dan sub-elemen tersebut dapat digabungkan.

6.2 Contoh Pendahuluan Yang Baik

Contoh 5:

Judul: *Nascent entrepreneurs of millennial generations in emerging market of Indonesia*

(**Elemen 1**) Previous studies showed that the tendency in the development of entrepreneurship is triggered by economic pressures for an individual is made to create employment for himself (Freiling & Harima, 2019), unemployment (Meyer & Meyer, 2020), the frustration of former job (Duan et al., 2020), and the desire for of a better life (Chansuchai, 2019) with the different results of success informed (Covin et al., 2020). (**Elemen 2**) But, the most recent studies on entrepreneurship, mostly still focuses on the old-timers – entrepreneurs born in the 1950s, 1960s, and 1970s (Liu et al., 2019). Thus, it remains vague if the current millennial generation is as passionate as the older counterparts in starting a new venture. (**Elemen 3**) However, entrepreneurship researchers are fundamentally interested in exploring the uproar and propel of recent business rise and fall. Improved methodological rigour in the determination of nascent entrepreneurs – i.e., business people recently in the development of opening a new business (He et al.,2020) have fascinated many scholars to analyze the existence of nascent entrepreneurial attempts.

(**Elemen 4**) Examining some notable millennial entrepreneurs like Mark Zuckerberg (Facebook), Brian Chesky, (Airbnb), and Kevin Systrom (Instagram), we have detected that they entirely are from western and developed territories in the planet. However, the world's economic movement has been swinging from the western to the eastern hemisphere, from the northern to the southern hemisphere (Makszin et al.,2020), and this tendency is prospective to produce millennial entrepreneur from this country.

Though the millennial generation all over the world has one thing in common: familiarity with digital and information technology, characters of this generation across different countries are different distinctively. For example, the U.S. millennials have been labeled as "pragmatic idealists," after being distressed by several terrorist attacks and realizing their country's relative power is lowering (Rauch, 2018). Chinese millennials, on the other hand, have been described as more and more maverick, inventive, bold, and prepared to alter the world (BBC News, 2019). Further, millennials from western developed countries like the U.K. and Japan may have an indistinct entrepreneurial viewpoint because of sluggish national economic progress. In the same perspective, we question will it be possible to see innovative grassroots entrepreneurs from emerging markets like Indonesia which demonstrate encouraging entrepreneurial atmosphere in the recent decade? (Zamrudi & Yulianti, 2020). Global Entrepreneurship Monitor (GEM) defines three dominant reasons or motives why individuals participate in start-ups (Chadha & Dutta,2020): High-expectation Entrepreneurship Activity (HEA) - all start-ups and newly formed businesses, Opportunity Entrepreneurship Activity (OEA)- individuals who perceive a business opportunity and start a business as one of several possible career options, and Necessity Entrepreneurship Activity (NEA)- individuals see entrepreneurship as their last resort and start a business because all other work options are either non-existent or unsatisfactory. Previous research indicated that countries with low per-capita income have high nascent entrepreneurship rates, as do countries with high per-capita income (Erkut, 2016; Gawel, 2020). (**Elemen 4**) Since an emerging market of Indonesia is in the transition to a developed country, characteristics and motivation of millennial entrepreneurs motivations to entrepreneurial start-ups (whether OEA or NEA) must be well understood by policymakers to formulate a better strategy for economic growth through entrepreneurship.

(**Elemen 5.2 & 5.4**) This article aims to highlight our understanding of the millennial entrepreneurial tendency in start-up phase by observing personal characteristics, entrepreneurship characteristics and collectivist cultural values where respondents reside. (**Elemen 5.1**) Specifically, the following questions are explored: Why did the participants choose to start the business? How does the personality contribute to enhancing the entrepreneurial business start-ups among the participants in this study? Do participants in this study possess the necessary characteristics as entrepreneurs? And in what ways are the businesses practised in the cultural context in where the participants reside?

(**Elemen 5.3**) The article contributes to the entrepreneurship to the millennial entrepreneurship literature particularly in three ways: first, by highlighting the typical personality traits of millennial entrepreneurs; second, by identifying the entrepreneurship characteristics of participants, it can be revealed whether the motivation of millennial entrepreneurial is opportunity or necessity. Finally, the result will show parts of western entrepreneurship theories applicable to Asian milieu.

(**Element 6**) This article is structured in the following way: we will initiate by presenting the relevant literature for this study. We will then describe the conceptual and methodological framework before establishing the analysis of the empirical data. For confirmation, we are using Covariance Base (CB) -SEM with the aids of SPSS Amos software. CB-SEM is used in the model as there are existing theories to test. In the final section, we will portray conclusions, limitations and suggestion for future research.

Sumber: Basuki, Widyanti and Rajiani, (2021).

Contoh 6:

Apakah anda dapat mengidentifikasi di paragraf mana unsur-unsur pendahuluan yang disebutkan di atas dalam contoh berikut?. Cek jawaban anda apakah sama dengan seperti yang terdapat di akhir teks.

Judul: *Javanese Indonesia: Human Resource Management Issues in a Uniquely Collectivist Culture Introduction*

By referring to Geertz (1984), ecologically, Indonesian culture can be classified for two kinds of significant culture: inner and outer Indonesia. Inner Indonesia (Javanese culture) consists of Kejawen areas, Pesisir Barat, Pesisir Timur. Javanese culture emphasises respect, which means that age and social status must be acknowledged (Irawanto et al., 2011). As a result, society tends to be stratified. Outer Indonesia consists of southern West Java, Sumatera, Kalimantan, Sulawesi, Bali, Maluku, Nusa Tenggara, and Papua which are characterised by openness, adaptive, and responsiveness. In the outer culture, human beings have autonomy and independence. Therefore, even though they generally come from traditional society, they can move out by the spirit of outward-looking and able to survive independently. In this culture, the status of the people depended upon the skill and capability, not on the heredity.

However, since the Javanese is the largest and most dominant group in Indonesia, the impact of workplace behaviour rooted in traditional Javanese philosophy is translated as a proxy at any level of organisational leadership (Rajiani & Kot, 2018). This phenomenon implies that non-Javanese Indonesian is demanded to act as Javanese. The Chinese may dominate the Indonesian economy, but the Javanese, with their numerical superiority and political influence, set the tone in which business is conducted. Therefore, it would be misleading to perceive the role of the Javanese in purely political terms. The impact of the harmony ethic, which is still highly significant for Indonesians today, is blatantly observable. This ethic has rigid, formal rules of interaction within social hierarchies, including linguistic forms to humble oneself politely and demonstrate correct behavior. Everyone should know their position to that of others. Behaving and choosing words correctly according to who is being addressed is a mark of being educated. Although modern education has introduced more egalitarian attitudes, in daily interaction presenting this custom is still highly demanded.

Human resource management, however, has historically not had a crucial role in Indonesian business practice (Turner et al., 2009). It has traditionally been regarded as a personnel function, almost totally administrative in orientation. Even in this capacity, human resource management is not regarded highly. Some argue, however, that culture constrains the adoption of such practices (Riana et al., 2020; Napathorn & Kuruvilla, 2018; Rupidara & Darby, 2017). In Indonesia, the commitment of the organisation to the employees and the employees to the organisation - which begins to emerge as a necessity in the arrangement of valuing human dignity and fundamental human rights - is to have good cooperation and partnership in the management process (Abbas et al., 2018). Within the Indonesian organisation setting, employees are demanded to be loyal regardless of what types of leadership are practised (Passakonjaras et al., 2019).

Consequently, there are frequent tendencies in which people merely please the boss for the sake of saving their socio-economic positions. The popular term for this behaviour is Asal Bapak Senang (Keeping Fathers Happy) - ABS-syndrome (Dick, 2019). Bapak means father but can also mean a charismatic figure that cares for community members. ABS behaviour does not necessarily imply a personal commitment to the work done; instead, this apparent obedient behaviour is only formal role-behaviour and hides attitudes of indifference or apathy.

The attitudes of fear, shame and unwillingness which have been learned since childhood, all describe why the Javanese are so slow in answering "yes" for having heard and agreed spontaneously and simultaneously (Sutarto, 2006). It is hard to interpret the yes from the Javanese whether the answer is yes for indeed yes, yes for no, yes for yes or no, especially along with the unique characteristics of Javanese Indonesian politeness and friendliness which is often accompanied by a radiant smile all over the face and presumably the answer is always yes or no (Rajiani & Pyplacz, 2018). This part of ambiguity is necessary to save face. Consequently, it is often found in several organisations in which someone who knows as a dedicated and committed employee is expected to assume the top-level managerial position, and then surprisingly moves to a competing company.

Due to this particular case, the writers integrate the buzzing world in HRM: personality, commitment, and culture to justify why certain people in the Indonesian organisation, particularly Javanese behave in a specific tone.

Sumber: Rajiani & Kot(2020).

Jawaban:

Elemen 1: tema atau topik penelitian yang luas. Paragraf 1

Elemen 2: kontribusi akademis dan praktis: Apa pentingnya membaca artikel ini. Paragraf 2

Elemen 3: penelitian sebelumnya yang paling penting dan relevan dengan penelitian saat ini. Paragraf 3

Elemen 4: menunjukkan kesenjangan, inkonsistensi, dan/atau kontroversi terpenting dalam literatur yang akan dibahas oleh studi ini. Paragraf 4

Elemen 5: 1. inti masalah/pertanyaan penelitian yang akan dibahas dalam penelitian, 2. tujuan penelitian spesifik yang akan memandu penelitian, 3. konteks di mana penelitian akan dilakukan, dan 4. unit analisis penelitian. Paragraf 5

Elemen 6: garis besar struktur artikel. (Tidak ada karena jurnal tidak meminta).

6.3 Komentar Tambahan Mengenai Pendahuluan

Pertimbangkan panduan tambahan berikut saat menyusun pendahuluan:

- Selalu masukkan paling sedikit lima dari keenam elemen yang disebutkan di atas dalam pendahuluan.
- Tujuan penelitian biasanya ditulis di paragraf- paragraf terakhir.

Elemen 1: Artikel ilmiah harus ditulis sedemikian rupa sehingga masyarakat umum (non-akademisi) bisa memahami apa yang dimaksud dan dapat mengikuti garis besar dari apa yang dilakukan oleh peneliti dan mengapa (Gernsbacher, 2018). Oleh karena itu, perkenalkan tema/topik penelitian secara luas dalam paragraf pembuka sehingga pembaca memahami dengan tepat apa yang dimaksud dalam penelitian ini. Hal ini dapat dicapai dengan mendefinisikan secara jelas konstruks utama yang tercakup dalam penelitian menggunakan istilah non-teknis dan memberikan contoh untuk mendeskripsikan konstruks tersebut.

Gernsbacher, (2018) memberikan panduan berikut untuk menulis paragraf pembuka dari sebuah pendahuluan:

Tulis paragraf pembuka dalam bahasa Inggris sederhana tanpa menggunakan jargon teknis.

Jangan menjerumuskan pembaca yang tidak siap langsung ke masalah atau teori. Luangkan waktu untuk mengarahkan pembaca ke pernyataan formal dari masalah penelitian langkah demi langkah.

Gunakan contoh untuk menggambarkan konstruks asing atau istilah teknis.

Gunakan pernyataan pembuka yang menarik, lebih disukai pernyataan tentang perilaku orang atau organisasi.

Elemen 2: Kontribusi ilmiah dari topik/tema (Elemen 2) dapat mengacu pada kurangnya penelitian sebelumnya tentang topik tersebut atau dengan menyoroti kesenjangan, inkonsistensi dan/atau kontroversi dalam literatur ilmiah yang memerlukan penelitian lebih lanjut. Kepentingan praktis suatu topik dapat ditekankan dengan mengacu pada pertanyaan/ masalah manajemen tertentu yang disorot dalam industri atau dengan mengutip data statistik industri yang sesuai untuk menggambarkan kepentingan praktisnya.

Perhatikan contoh berikut:

Contoh 7

(**Kontribusi akademis-terbatasnya penelitian sebelumnya)** Previous studies showed that the tendency in the development of entrepreneurship is triggered by economic pressures for an individual is made to create employment for himself (Freiling & Harima, 2019), unemployment (Meyer & Meyer, 2020), the frustration of former job (Duan et al., 2020), and the desire for of a better life (Chansuchai, 2019) with the different results of success informed (Covin et al., 2020). But, the most recent studies on entrepreneurship, mostly still focuses on the old-timers – entrepreneurs born in the 1950s, 1960s, and 1970s (Liu et al., 2019). Thus, it remains vague if the current millennial generation is as passionate as the older counterparts in starting a new venture.

(**Kontribusi praktis**) Global Entrepreneurship Monitor (GEM) defines three dominant reasons or motives why individuals participate in start-ups (Chadha & Dutta,2020): High-expectation Entrepreneurship Activity (HEA) - all start-ups and newly formed businesses, Opportunity Entrepreneurship Activity (OEA)- individuals who perceive a business opportunity and start a business as one of several possible career options, and Necessity Entrepreneurship Activity (NEA)- individuals see entrepreneurship as their last resort and start a business because all other work options are either non-existent or unsatisfactory. Previous research indicated that countries with low per-capita income have high nascent entrepreneurship rates, as do countries with high per-capita income (Erkut, 2016; Gawel, 2020). Since an emerging market of Indonesia is in the transition to a developed country, characteristics and motivation of millennial entrepreneurs motivations to entrepreneurial start-ups (whether OEA or NEA) must be well understood by policymakers to formulate a better strategy for economic growth through entrepreneurship.

Sumber: Basuki, Widyanti dan Rajiani, (2021).

Perhatikan bahwa tidak cukup bagi peneliti hanya menyatakan bahwa ada sedikit atau tidak penelitian sebelumnya yang telah dilakukan. Jika ingin menggunakan argumen ini, harus ditunjukkan peneliti telah meninjau secara ekstensif literatur internasional terbaru tentang topik tersebut menggunakan pendekatan seperti diilustrasikan pada Contoh 7.

Elemen 3: Ringkasan literatur yang ada (Elemen 3) harus sangat ringkas (lihat tiga contoh yang diberikan sebelumnya) dan harus dibatasi pada studi terbaru yang langsung relevan dengan penelitian. Pendekatan umum berikut bisa digunakan untuk meringkas literatur yang ada tentang suatu topik:

Previous research has addressed several aspects of [topic]: (1)- ... (kutip dua atau tiga artikel yang relevan) (2) ... (kutip dua atau tiga artikel yang relevan), and (3) ... (kutip dua atau tiga artikel yang relevan). It is always best to focus on studies that were conducted in the recent past (i.e., in the last three to five years). Hal terbaik adalah fokus pada studi terbaru (dalam tiga tahun terakhir).

Jika mereplikasi penelitian yang sudah ada, tunjukkan dengan jelas di Elemen 3. Juga harus disebutkan referensi dalam teks untuk penelitian yang direplikasi.

Elemen 4:Karena penelitian ilmiah bertujuan untuk memperluas pengetahuan tentang topik tertentu, penelitian harus mengacu terhadap pemecahan masalah, pengisian kesenjangan, inkonsistensi dan/atau kontroversi dalam literatur. Seorang peneliti harus secara eksplisit menyatakan kesenjangan utama, inkonsistensi atau kontroversi yang dibahas pada Elemen 4 dari pendahuluan dan menjelaskan mengapa penelitian ini penting (lihat juga diskusi sebelumnya dari Elemen 2). Juga harus dinyatakan kontribusi utama dari penelitian di sini.

Elemen 5: Pendahuluan harus selalu memberikan indikasi yang jelas tentang hal-hal berikut: inti masalah/pertanyaan penelitian yang akan dibahas dalam penelitian, konteks (misalnya, industri, pasar, wilayah geografis, organisasi dan/atau budaya) di mana studi akan dilakukan, dan unit analisis studi. Masing-masing dari empat masalah ini dibahas secara lebih rinci di bawah ini.

Elemen 5.1- Pernyataan inti masalah penelitian/pertanyaan penelitian: Penelitian harus menyatakan tujuan atau sasaran utama yang spesifik dan jelas. Dengan kata lain, seorang peneliti harus mampu menjawab secara singkat, tetapi meyakinkan ketika ditanyakan : Apa sebenarnya tujuan utama penelitian ini?

Ketika mendefinisikan tujuan atau sasaran utama dari sebuah penelitian, ada baiknya untuk berpikir pada kerangka masalah akademis atau manajerial tertentu yang akan dipecahkan oleh penelitian, atau dalam kerangka pertanyaan inti yang akan dijawab oleh penelitian (perumusan masalah atau pertanyaan utama penelitian), (Newman & Covrig, 2013).

Seorang peneliti dapat menjelaskan maksud atau tujuan utama suatu penelitian dalam bentuk pernyataan masalah yang ringkas atau dalam bentuk pertanyaan penelitian inti. Sebuah pernyataan masalah harus dalam bentuk satu atau lebih kalimat lengkap secara tata bahasa, sedangkan pertanyaan utama penelitian harus dalam bentuk pertanyaan tunggal. Perhatikan contoh berikut:

Contoh 8: Pernyataan masalah

"This article aims to highlight our understanding of the millennial entrepreneurial tendency in start-up phase by observing personal characteristics, entrepreneurship characteristics and collectivist cultural values where respondents reside".

"As innovation is considered to be the main driving force of advancements and prosperity (Keklik, 2018), as well as the recent condition where every country is struggling to identify educational innovations compatible to the necessity of the nation (Rasiah, 2017), the purpose of this study is to advance our understanding on the dimensions of management innovation and, its impact on university's performance".

"Due to this particular case, the writers integrate the buzzing world in HRM: personality, commitment, and culture to justify why certain people in the Indonesian organisation, particularly Javanese behave in a specific tone".

Contoh 9: Pertanyaan utama penelitian

Dari rumusan masalah pertama dalam Contoh 8, pertanyaan penelitian inti yang memandu penelitian ini dapat dinyatakan sebagai berikut: "Specifically, the following questions are explored: Why did the participants choose to start the business? How does the personality contribute to enhancing the entrepreneurial business start-ups among the participants in this study? Do participants in this study possess the necessary characteristics as entrepreneurs? And in what ways are the businesses practised in the cultural context in where the participants reside?"

Elemen 5.2 - Konteks penelitian:

Elemen 5 dari pendahuluan juga harus berisi deskripsi yang jelas, tetapi singkat tentang konteks spesifik di mana studi dilakukan. Bergantung pada sifat studi, konteksnya dapat merujuk pada negara, wilayah, industri, sektor industri, organisasi, budaya dan/atau kelompok konsumen tertentu di dalam atau di antara tempat studi dilakukan (misalnya, pembeli di pasar terapung; manajer menengah di industri perbankan ritel Indonesia, mahasiswa pasca sarjana ilmu sosial di Universitas Lambung Mangkurat). Bisa juga merujuk pada bentuk/varian spesifik dari suatu fenomena atau objek yang telah dipelajari (misalnya muncul di instagram, perilaku belanja selama COVID 19; pengaruh pembelajaran online terhadap prestasi mahasiswa di Banjarmasin; motivasi dosen tidak menggunakan teknologi pembelajaran). Konteksnya dapat ditentukan sebagai bagian dari pernyataan masalah inti / pertanyaan penelitian atau dalam tujuan penelitian. Atau, juga dapat dijelaskan secara terpisah sebagai bagian dari Elemen 5 dari pendahuluan.

Elemen 5.4 - Unit analisis: Unit analisis penelitian mengacu pada entitas yang ingin ditarik kesimpulan oleh peneliti (Froehlich et al., 2019). Oleh karena itu, unit analisis dapat merujuk pada individu, keluarga, sub-unit organisasi, organisasi, hubungan pembeli-penjual, wilayah, negara, budaya, bangsa, atau pengelompokan atau entitas lain apa pun yang ingin ditarik kesimpulan oleh peneliti.

Dalam kebanyakan kasus, unit analisis adalah individu (misalnya, konsumen individu atau karyawan individu), tetapi, dalam kasus lain, unit analisis merujuk pada beberapa pengelompokan individu atau entitas lain.

Misalnya, jika ingin membandingkan tingkat kecemasan tentang metodologi penelitian mahasiswa di fakultas yang berbeda, maka kita harus menghitung skor kecemasan tunggal untuk setiap fakultas berdasarkan data yang diperoleh dari masing-masing mahasiswa di fakultas. Bila fokus adalah membandingkan fakultas dan bukan siswa individu, fakultas adalah unit analisis. Demikian pula, jika ingin membandingkan praktik pengembangan produk baru hotel bintang satu dan dua versus empat dan lima, dua pengelompokan hotel-hotel bintang satu dan dua versus hotel bintang empat dan lima adalah unit analisisnya.

Identifikasi unit analisis suatu penelitian dapat dilakukan dengan mengajukan pertanyaan berikut:

“Entitas mana yang ingin ditarik kesimpulan oleh peneliti? “

Elemen 6: Dalam beberapa jurnal, pendahuluan diakhiri dengan memberi pembaca gambaran umum tentang struktur artikel (lihat Contoh 1-3 di atas).

Sekalipun pendahuluan muncul di awal artikel, bagian ini dapat ditulis setelah peneliti menyelesaikan sisa artikel dan memiliki pandangan yang kuat tentang struktur dan isinya.

VII. TINJAUAN PUSTAKA

Tinjauan pustaka (panjang yang direkomendasikan: 1000-1500 kata) mewakili inti teoritis dari sebuah artikel. Pada bagian ini, dibahas tujuan dari tinjauan pustaka dan bagaimana mencari literatur yang sesuai untuk mendasari tinjauan pustaka. Ada empat pertanyaan yang sering dihadapi oleh para peneliti saat menyusun tinjauan pustaka :

1. Aspek mana yang harus disertakan dalam tinjauan pustaka?
2. Bagaimana mensintesis informasi dalam tinjauan pustaka?
3. Bagaimana menyusun tinjauan pustaka?
4. Gaya penulisan apa yang harus digunakan saat menyusun tinjauan pustaka?

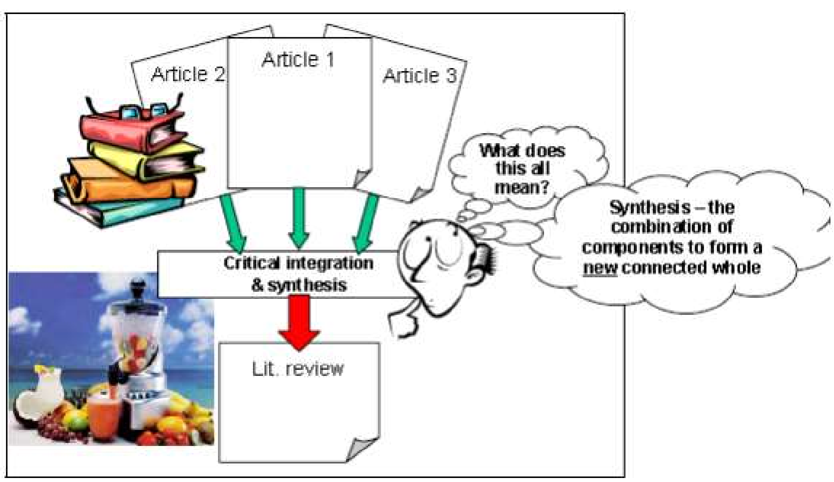
7.1 Tujuan Tinjauan Pustaka

Tujuan dari tinjauan pustaka adalah untuk melihat kembali (re+view) apa yang telah dilakukan peneliti lain mengenai suatu topik (Newman & Covrig, 2013). Tinjauan pustaka adalah sarana dan tujuan, yaitu untuk memberikan latar belakang dan berfungsi sebagai latar belakang tujuan dan hipotesis yang memandu penelitian (Snyder, 2019).

Tinjauan pustaka yang baik tidak hanya meringkas penelitian sebelumnya yang relevan, tetapi juga peneliti secara kritis mengevaluasi, menata ulang, dan mensintesis karya orang lain (Snyder, 2019). Dalam arti tertentu, menyusun tinjauan pustaka seperti membuat jus buah. Produk akhir adalah campuran kental yang benar-benar berbeda tampilannya dari masing-masing bahan yang digunakan sebagai bahan baku. Kunci dari tinjauan pustaka terletak pada kemampuan mencerna informasi dari berbagai sumber, mengevaluasinya secara kritis dan menyajikan kesimpulan secara ringkas, logis, dan ramah pembaca. Proses ini diilustrasikan pada Gambar 1.

Gambar 1: Memproduksi tinjauan pustaka

Sumber: Gotze (2007).



Peneliti sering secara naif mempercayai semua yang dibaca atau takut mengkritik karya orang lain. Namun, penelitian ilmiah adalah masalah investigasi secara kritis! Oleh karena itu, peneliti harus mengevaluasi secara kritis materi yang dibaca. Apakah peneliti setuju dengan argumen dan kesimpulan peneliti lain? Jika peneliti tidak setuju, mengapa? Dapatkah peneliti mengidentifikasi argumen atau temuan yang kontradiktif? Bagaimana menjelaskan kontradiksi ini? Apakah temuan penelitian sebelumnya berlaku dalam semua konteks atau apakah temuan itu hanya berlaku dalam konteks tertentu? Apa kritik terhadap model konseptual atau pendekatan pengukuran yang dibahas dalam literatur? Keterbatasan mana yang harus dipertimbangkan ketika menafsirkan hasil penelitian sebelumnya?

Peneliti harus hati-hati membaca literatur terbaru yang ada dengan tujuan untuk mengidentifikasi kesenjangan tertentu, inkonsistensi dan/atau kontroversi yang mungkin menjadi dasar penelitian. Selalu tunjukkan bahwa peneliti telah melihat suatu masalah dari sejumlah sudut dan memahami argumen yang mendukung dan menentang sudut pandang tertentu. Banyak peneliti di bidang pemasaran, misalnya, menggunakan skala pengukuran Marketing Mix (Bauran Pemasaran) tanpa mempertimbangkan sekarang marketing telah memasuki era digital dan timbul tren baru yang namanya e-marketing. Untuk menyusun tinjauan pustaka yang tepat, peneliti harus mengatasi tiga tantangan khusus, yaitu: menemukan literatur yang sesuai tentang topik tertentu, mengelola informasi, dan menyajikan tinjauan logis, sintesis, dan ramah pembaca dari pengetahuan terkini yang berkaitan dengan topik tertentu.

7.2 Menyusun Tinjauan Pustaka

Seperti disebutkan di atas, tinjauan pustaka bukan hanya ringkasan kronologis dari apa yang dikatakan penulis lain tentang topik tertentu. Untuk menyusun tinjauan pustaka yang baik, anda harus mencerna literatur yang ada dan kemudian memberikan evaluasi kritis dan ringkasan yang disintesis dari pengetahuan terkini terkait dengan topik yang diteliti.

Peneliti sering galau dengan empat pertanyaan utama saat menyusun tinjauan pustaka:

1. Aspek mana yang harus dimasukkan?
2. Bagaimana mensintesis informasi?
3. Bagaimana menyusun tinjauan pustaka?
4. Gaya penulisan apa yang harus digunakan?

7.2.1 Aspek apa yang harus ada dalam tinjauan pustaka?

Tinjauan pustaka yang baik harus selalu mencakup pembahasan aspek-aspek berikut:

Sebuah diskusi singkat tentang di mana topik tertentu yang sedang hangat masuk disiplin akademik secara keseluruhan (misalnya, di mana posisi pengusaha milenial di teori kewirausahaan).

Definisi konseptual semua konsep kunci/konstruk dalam penelitian.

Penjelasan terfokus dan disintesis dari temuan penelitian sebelumnya yang relevan terkait konstruks /konsep studi. Penelitian sebelumnya mungkin menunjukkan: kemungkinan hubungan antara konstruk yang dipilih (misalnya, korelasi antara kepribadian dan karakteristik wirausahawan pekerjaan), kemungkinan variabel mediasi (intervening) dan/atau moderasi yang mempengaruhi hubungan antara konstruk yang dipilih, kemungkinan perbedaan antara kelompok pada konstruk yang dipilih (misalnya, perbedaan antara laki-laki dan perempuan berkaitan dengan kewirausahaan), konteks di mana konstruk dan hubungan sebelumnya telah diuji (misalnya, di antara siswa atau dalam industri tertentu), kemungkinan kesenjangan, inkonsistensi, kontroversi dan/atau pertanyaan yang belum terjawab dalam literatur yang dapat membentuk dasar teori baru, hasil uji hipotesis sebelumnya yang melibatkan konstruk/konsep atau hubungan yang dipilih, dan kemungkinan hipotesis atau proposisi yang belum diuji yang melibatkan konstruk yang dipilih.

Banyak konstruk teoretis dalam ilmu sosial bersifat abstrak, kompleks, dan multidimensi. Tinjauan literatur harus selalu memberikan ringkasan pendekatan untuk pengukuran konstruk yang relevan. Dengan kata lain, anda harus menjelaskan bagaimana peneliti lain mengukur konstruks yang ingin anda ukur.

Akhirnya, tinjauan pustaka harus memberikan dukungan teoretis yang memadai untuk hipotesis yang akan diuji dalam penelitian.

7.2.2 Bagaimana mensintesis informasi dalam tinjauan pustaka?

Tinjauan literatur bukan ringkasan kronologis dari apa yang dikatakan atau ditemukan orang lain. Dengan kata lain, tidak boleh ditulis dalam bentuk: Penulis A mengatakan ini, penulis B mengatakan bahwa ... Tantangan terberat dalam menyusun tinjauan pustaka adalah mencerna atau mensintesis, bukan sekadar meringkas, pengetahuan yang ada. Banyak peneliti sering menyalin dan menempel informasi tanpa mencerna informasi sama sekali dan ini tidak bisa diterima sama sekali oleh editor dan reviewer.

Pada bagian ini, diberikan contoh bagaimana mensintesis dua jenis informasi: definisi, faktor atau kriteria dan sudut pandang yang berlawanan tentang masalah tertentu. Síntesis definisi: peneliti harus mendefinisikan dengan jelas semua konstruksi/konsep dan istilah teknis / khusus yang digunakan dalam penelitian. Konstruk/konsep atau istilah teknis segera didefinisikan setelah diperkenalkan untuk pertama kalinya dalam tulisan.

Flake et al (2017) menunjukkan bahwa definisi yang baik harus: (a) menentukan tema konseptual konstruk, (b) dalam istilah yang tidak ambigu, (c) dengan cara yang konsisten dengan penelitian sebelumnya, dan (d) membedakannya dengan jelas dari konstruks terkait. Definisi yang baik juga harus menentukan sejauh mana nilai konstruk diharapkan berbeda di seluruh kasus, kondisi, dan waktu. Mendefinisikan konstruks/konsep dan istilah teknis lainnya umumnya berarti meminjam definisi dari literatur. Dalam praktiknya, masing-masing penulis sering memberikan definisi yang berbeda untuk konstruks yang sama. Karena itu peneliti harus menggabungkan definisi tersebut dengan kata-kata sendiri untuk menghindari plagiasi yg biasa terbaca lewat software.

Contoh 10:

In his seminal works, Hirschman as cited in Lee & Varon (2020) postulated that primary behaviours of employees in organisations are "exit", on turnover intentions, and "voice", referring to the active and constructive endeavors to improve the condition at the office. "Loyalty" is a passive but positive behavioural mode, that loyal employees stay positive under entire organisation circumstances and wait passively until the impact of negative occurrences is finished. Later on, "neglect" was acknowledged as a prospectively vital behaviour (Weiser & Weigel, 2014), denoting to people who silently permit things get deteriorated in the organisation, for instance by coming late and by putting small effort. Exit and voice are active behaviours, contrary to loyalty and neglect, which are passive ones. Current studies posed three main variables mostly to impact the responses public sector employees will display in problematic work situations: (a) job satisfaction (Lee & Sabharwal, 2016) , (b) magnitude of investment in the job (Du et al.,2019), and (c) quality of job alternatives (Wadsworth et al.,2018).

Sumber : Akhmad, Suryadi dan Rajiani (2020).

Menyintesiskan sudut pandang yang berlawanan tentang masalah tertentu: setiap penulis sering memiliki sudut pandang yang bertentangan tentang masalah yang sama. Perspektif yang berlawanan ini dapat dibandingkan sebagai titik diskusi dalam tinjauan literatur. Ketika membandingkan sudut pandang yang berlawanan, perlu dijelaskan sifat dan perbedaan antara perspektif yang berlawanan. Jika relevan dengan penelitian, peneliti harus menunjukkan perspektif mana yang didukung dan apa alasannya.

Perhatikan dua contoh berikut:

Contoh 11:

E-learning has been defined in many ways to reflect different perspectives such as educational-driven, technology-driven, delivery-system oriented and communication-oriented (Huslan et al., 2016; Giglio, 2019). Besides, Caporarello and Sarchioni (2014) defined e-learning as a set of models, methodologies and processes for the acquisition and use of knowledge distributed and facilitated primarily by electronic means. Due to various definitions, Rodrigues et al. (2019) have provided an exclusive definition of e-learning as the transformation of traditional educational processes, products, practices and outcomes to digital formats to make them more personalized, convenient, interactive, communicative and accessible. This trend will change the role of lecturers from the main resources into classroom managers in disseminating information (Ariel & Malka, 2019).

Sumber: Sarbaini dkk.,(2019).

Contoh 12:

Critical work of Dunk (1990) argues the following century organizations will become more participative in functional relationships and because employees' level of attachment with their profession is profoundly connecting, budget participants' tendency to create budgetary slack will be low. Nevertheless, the unique and specific business environment in Indonesia is unlikely to support Dunk's (1990) initial assumptions as up to this point 75 regional heads and 144 legislative members have been detained by the Indonesian Corruption Eradication Commission due to budget fraud participation (Surbakti, 2018).

Sumber: Suryadi, Mulyaningsih, & Rajiani (2019).

7.2.3 Memberikan latar belakang untuk hipotesis

Hipotesis adalah harapan berbasis teori mengenai beberapa karakteristik target populasi (atau subkelompok populasi) yang mungkin benar atau tidak dan dirumuskan untuk pengujian statistik. Seperti yang ditunjukkan oleh kata “berbasis teori”, hipotesis harus didasarkan pada teori yang ada, temuan penelitian sebelumnya atau hasil penelitian eksplorasi.

Oleh karena itu, peneliti harus menyajikan teori yang memadai atau temuan penelitian sebelumnya untuk melatarbelakangi setiap hipotesis yang ingin diuji dalam sebuah penelitian. Teori atau temuan penelitian tersebut disediakan di dalam bagian tinjauan pustaka dari sebuah artikel akademis dan mendahului kata-kata dari setiap hipotesis alternatif yang ingin diuji dalam penelitian. Hipotesis alternatif harus secara logis dan langsung mengikuti latar belakang yang diberikan. Dengan kata lain, pembaca harus dapat melihat dengan jelas bagaimana hipotesis mengikuti teori sebelumnya (Sias, 2020).

Gunakan pendekatan dasar berikut untuk memastikan hal tersebut:

Pertama, bahaslah teori yang sesuai, temuan penelitian sebelumnya atau hasil penelitian eksplorasi yang akan menjadi latar belakang hipotesis. Pastikan bahwa ada hubungan langsung dan logis antara latar belakang yang diberikan dan kata-kata hipotesis yang ingin diuji.

Selanjutnya, membangun petunjuk ke hipotesis dengan menggunakan frase seperti:

“Based on the aforementioned discussion, it is hypothesised that:….”

“This leads to the following hypothesis:..”

“ It is, therefore, hypothesised that…”:

“ It is, therefore, posited that…”:

“The following hypothesis is then stated….

“These empirical results allowed to assume the following research hypotheses:..”

Hipotesis harus dinyatakan langsung setelah paragraf yang menjustifikasi, bukan di bagian terpisah di akhir tinjauan pustaka. Perhatikan contoh berikut:

Contoh 13:

Scrutinizing individual and entrepreneur characteristics by observing which ones are more entrepreneurial than others is crucial to identify potential business leaders whose contributions in kick-starting economy. This mainly is advantageous in Indonesian economies, where the recession in the late 2020s due to Covid-19 pandemic has risen unemployment at new entry levels. Consequently, identifying prospective millennial entrepreneurs is one way towards finding solutions to reduce joblessness (Meyer & Meyer, 2020). However, previous research has not investigated these two factors in tandem on their relation to entrepreneurial inclination. Since most research on entrepreneurship is based on theoretical frameworks established applying data from Western cultures, little is revealed on the relevance of these frameworks in diverse cultural settings (Erpf et al.,2020). As such ,testing such frameworks in another location will offer confirmation of cross-cultural generalizability. Notably, in this research, cultural characteristics of Banjarese Indonesia are identified based on a differentiating cue hypothesis, which may constitute selected personality and entrepreneurial characteristics being significant predictors of entrepreneurial tendency.

These empirical results allowed to assume the following research hypotheses:

H1:Individual characteristics reflected in typical personality traits significantly influence the entrepreneurial tendency of the millennial generation.

H2:Cultural value has a significant effect on the entrepreneurial tendency of the millennial generation.

H3:Entrepreneurial characteristics significantly influence the entrepreneurial tendency of the millennial generation.

Sumber: Basuki, Widyanti dan Rajiani (2021).

Contoh 14:

Most importantly, the primary differentiation in the HEXACO model, as opposed to the FFM, is the HonestyHumility (HH) factor. Individuals scoring high in Honesty-Humility (HH) are considered avoiding fraud, stealing or cheating, and tending to be genuine in their interpersonal relationship. The HEXACO model then gains popularity in explaining the dark side of personality traits in explaining the criminal behavior from the trait of Honesty-Humility and Conscientiousness (Lee and Aston, 2014) and these two basic personality dimensions found in the HEXACO model are related to budgetary slack (Boster et al., 2018). Previous studies have found a negative correlation between the HH factor and counterproductive work behavior such as unethical business decisions (de Vries et al., 2017) and cheating behavior (Kleinlogel et al., 2018). This way, our hypothesis reflects a consistent, parsimonious prediction of the relation between HH and slack. We thus hypothesize as follows:

Hypothesis 2: Managers with lower Honesty-Humility scores will include budgetary slack when participating in budget setting.

Sumber: Suryadi, Mulyaningsih, & Rajiani (2019).

7.2.4 Gaya penulisan apa yang harus di gunakan saat menyusun tinjauan pustaka?

Tinjauan pustaka yang baik akan mudah dibaca dan dipahami. Peneliti dapat meningkatkan kualitas tinjauan literatur dengan mempertimbangkan prinsip-prinsip umum berikut:

Prinsip umum tentang gaya penulisan

Sebuah artikel akademis harus ditulis sedemikian rupa sehingga dapat diakses oleh orang awam (orang non-akademik yang tidak memiliki keahlian dalam disiplin ilmu tertentu). Tidak peduli seberapa teknis artikel anda, orang awam yang cerdas tanpa keahlian dalam disiplin tertentu dan tanpa pengetahuan statistik harus dapat mengikuti garis besar dari apa yang anda lakukan dan mengapa.

Jangan mencoba untuk mengesankan pembaca dengan menggunakan kata-kata yang sulit dan asing. Ingatlah bahwa anda sedang berbicara dengan pembaca. Gunakan istilah yang sudah dikenal dan selalu definisikan konstruks atau istilah teknis yang tidak dikenal dengan jelas saat pertama kali diperkenalkan.

Meskipun artikel akademis harus ditulis dalam bahasa yang jelas dan mudah diakses, tetapi juga harus diingat bahwa banyak pembaca terutama editor dan reviewer akan skeptis tentang apa yang ditulis peneliti.

Ketika membaca mereka akan terus mempertanyakan:

Bukti apa yang peneliti miliki untuk mengklaim atau pernyataan faktual ini?

Pada argumen mana peneliti mendasarkan kesimpulan ini?

Bagaimana peneliti tahu bahwa pilihan atau keputusan ini tepat dan logis secara ilmiah?

Peneliti perlu memberikan bukti yang diperlukan dalam argumen untuk menjawab pertanyaan di atas.

Dalam penulisan akademis, bukti biasanya dimulai dari referensi dalam teks sampai ke sumber yang mendukung pernyataan, kesimpulan, atau pilihan metodologis.

Gunakan kalimat lengkap saat menulis. Sebuah kalimat harus selalu mengandung kata kerja!

Peneliti harus, sebisa mungkin, menjelaskan sesuatu dengan kata-kata anda sendiri (tetapi ingat untuk menyebutkan sumbernya!). Jangan gunakan kutipan langsung (copy paste). Kutipan langsung menunjukkan bahwa penulis terlalu malas untuk memahami ide-ide yang mendasari dan mengintegrasikannya ke dalam tulisannya sendiri (Perry et al., 2003).

Berhati-hatilah untuk tidak mengulangi informasi atau argumen yang sama di paragraf atau bagian artikel yang berbeda.

Pastikan bahwa anda mematuhi semua persyaratan perawatan teknis yang biasanya ditemukan di bagian submission.

Selain prinsip-prinsip umum tersebut, peneliti juga harus mempertimbangkan dua hal khusus yang berkaitan dengan gaya penulisan, yaitu:

Memberikan ikhtisar dan membangun penghubung, dan

Tetap singkat.

Memberikan ikhtisar dan membangun penghubung

Selalu berikan gambaran umum tentang isi yang akan diikuti pada awal setiap bagian utama dalam tinjauan pustaka. Akhiri setiap bagian utama dengan ringkasan singkat. Pastikan juga peneliti menautkan berbagai bagian dan sub-bagian dalam artikel menjadi satu kesatuan yang koheren dengan membangun penghubung untuk membantu pembaca melakukan transisi dari satu bagian ke bagian berikutnya.

Tetap pendek

Gaya penulisan yang ringkas sangat penting dalam kasus artikel akademis. Ingat: ruang jurnal terbatas! Oleh karena itu, setelah menulis draf pertama artikel, penghubung perlu mengerjakannya lagi dan lagi dan lagi.

Karena pekerjaan ini menghadirkan tantangan yang sangat sulit, pertimbangkan panduan berikut:

Jaga agar kalimat tetap pendek. Kalimat yang lebih panjang dari tiga baris seringkali sulit dibaca dan dipahami.

Hati-hati dengan kalimat yang mengandung kata dan. Kalimat-kalimat seperti itu seringkali dapat dipecah menjadi kalimat-kalimat yang lebih pendek.

Berlatih membuang kata-kata yang tidak perlu dengan mengedit karya orang lain. Asah keterampilan dengan cara ini, karena ini akan membantu mempersingkat tulisan sendiri.

Setelah menulis draf pertama, sisihkan artikel itu selama satu atau dua hari kemudian baca lagi dan jangan terkejut dengan kesalahan dan kata-kata yang tidak perlu.

Baca artikel keras-keras! Jika terengah-engah saat membaca, kalimat atau paragraf pasti terlalu panjang.

Saat membaca, selalu tanyakan pada diri sendiri hal-hal berikut:

Sudahkah saya mendefinisikan dengan jelas konsep/konstruks ?

Apakah yang saya presentasikan logis ?

Apakah saya banyak mengulang hal yang sama?

Bagaimana saya bisa mempersingkat tulisan ini?

Mintalah mitra peneliti dan orang awam yang cerdas (orang tua, teman atau anggota keluarga yang bukan spesialis subjek) untuk membaca artikel tersebut. Mintalah mereka menunjukkan kesalahan terutama, aspek yang tidak jelas. Jangan berdebat dengan mereka jika mereka menunjukkan hal-hal yang membingungkan. Jika mereka tidak memahami tulisan tersebut, editor dan reviewer kemungkinan besar juga akan bingung.

Setelah menulis, mengedit, dan memoles tinjauan pustaka, tantangan berikutnya adalah menjelaskan metodologi yang digunakan dalam studi.

VIII. METODOLOGI

Bagian metodologi atau metode (panjang yang direkomendasikan: 500-1000 kata) menjelaskan langkah-langkah yang diikuti dalam pelaksanaan penelitian dan juga memberikan justifikasi singkat untuk metode penelitian yang digunakan (Snyder, 2019). Bagian ini harus berisi detail yang cukup untuk memungkinkan pembaca mengevaluasi kesesuaian metode serta realibilitas dan validitas temuan peneliti. Selanjutnya, informasi tersebut harus memungkinkan peneliti berpengalaman untuk mereplikasi penelitian tersebut.

Bagian metodologi biasanya memiliki sub-bagian berikut:

Sampel

Deskripsi populasi sasaran, konteks penelitian dan unit analisis

Profil responden

Metode pengumpulan data

Pengukuran

Peneliti harus menjelaskan pilihan metodologi di semua sub-bagian dengan rinci sehingga pembaca yang tidak terlibat dalam penelitian akan memahami dengan pasti apa yang peneliti lakukan dan mengapa.

Peneliti juga harus menjustifikasi pilihan metodologi sehingga pembaca dapat mengevaluasi bahwa pilihan peneliti tepat dan logis secara ilmiah.

Peneliti dapat menjustifikasi pilihan metodologi dengan beberapa cara:

Jelaskan bahwa pilihan yang dibuat adalah yang paling praktis/ layak mengingat tujuan penelitian, sifat target populasi, dan sumber daya yang tersedia, tapi jangan gunakan kendala sumber daya sebagai satu-satunya alasan.

Tunjukkan bahwa peneliti terkemuka lain telah menggunakan pendekatan serupa (kutip artikel tersebut untuk membuktikan). Tunjukkan bahwa pilihan metodologi sesuai dan logis secara ilmiah berdasarkan persyaratan yang berlaku untuk pendekatan penelitian tertentu (misalnya, penelitian kualitatif, penelitian survei, penelitian eksperimental, dll.) Jangan menerapkan pedoman umum yang berlaku untuk penelitian survei ke bentuk penelitian lain, seperti penelitian kualitatif!

Masing-masing sub-bagian dari bagian metodologi akan dibahas secara lebih rinci sebagai berikut:

8.1 Sampling

Peneliti harus mendiskusikan isu-isu berikut di sub-bagian tentang pengambilan sampel:

Elemen 1: Menjelaskan dengan jelas target populasi dan konteks di mana penelitian dilakukan. Juga ingatkan pembaca tentang unit analisis penelitian.

Elemen 2: Menjelaskan metode pengambilan sampel yang digunakan secara rinci. Deskripsi ini mencakup:

Deskripsi dan alasan menggunakan metode pengambilan sampel.

Indikasi kelemahan yang terkait dengan penggunaan metode pengambilan sampel tertentu (misalnya, kelemahan dalam hal generalisasi temuan).

Deskripsi kerangka sampling yang digunakan (jika digunakan).

Deskripsi tentang bagaimana unit sampling dipilih.

Indikasi dari:

Ukuran target sampel, bagaimana menentukan besarnya sampel, ukuran sampel yang direalisasikan (berapa banyak kuesioner yang diterima kembali), tingkat respons (ukuran sampel yang terealisasi, jumlah kuesioner yang dibagikan atau responden yang diwawancara), dan jumlah kuesioner yang dapat digunakan dalam analisa (ukuran sampel yang direalisasikan - kuesioner yang dikeluarkan dari analisa data).

Elemen 3: Menyajikan profil demografis dan/atau perilaku responden yang berpartisipasi dalam penelitian.

Profil ini juga dapat dimasukkan di awal bagian hasil. Tunjukkan bukti bahwa ukuran sampel cukup besar dan responden sudah mewakili target populasi.

Elemen 4: Menjelaskan periode waktu data dikumpulkan.

Pertimbangkan juga panduan tambahan berikut:

Penjelasan tentang pengambilan sampel harus dalam bentuk paragraf normal; tidak dalam bentuk daftar (bullet- list). Jangan sertakan pembahasan buku teks tentang teori sampling di bagian ini. Batasi deskripsi singkat tentang pendekatan pengambilan sampel yang digunakan dalam penelitian dan alasan mengapa pendekatan ini tepat.

Perhatikan contoh berikut:

Contoh 15:

[Element 1] Using a quantitative method, the sample was purposively selected from 551 small business owner in Banjarmasin born in 1980 or later corresponding to the ages of the millennial cohort. [Element 2] Purposive sampling was employed as it is the most efficient way to study specific domain of culture (Campbell et al.,2020) mainly Banjarese people who have been known for long as devoted entrepreneurs (Rajiani et al., 2019). [Element 4] This research was conducted from November 2019 until May 2020 in the area of Banjarmasin City. Respondents of 200 are public sector employees in South Kalimantan Province, Indonesia. [Element 3] The sample taken based on the willingness of the member joined in Whatsapp social media group of newly established business group millennial in South Kalimantan, Indonesia.

Sumber: Basuki, Widyanti dan Rajiani (2021).

8.2 Pengumpulan Data

Hal-hal berikut disajikan di sub-bagian pengumpulan data:

Elemen 1: Jelaskan secara singkat bagaimana melakukan pra-tes instrumen pengumpulan data yang digunakan dalam penelitian sebutkan metode pra-tes khusus yang digunakan (jika ada).

Elemen 2: Jelaskan bagaimana data dikumpulkan.

Deskripsi ini dapat mencakup: Uraian yang jelas tentang alasan metode pengumpulan data yang digunakan, Referensi silang ke instrumen pengumpulan data akhir (misalnya, kuesioner survei atau jadwal diskusi) disertakan sebagai lampiran artikel, Deskripsi tentang bagaimana data dikumpulkan (tentang proses pengumpulan data), Indikasi apakah insentif digunakan untuk memotivasi responden partisipasi.

Alasan justifikasi metode pengumpulan data dapat dilakukan dengan: menjelaskan bahwa metode yang dipilih adalah satu-satunya pilihan yang paling tepat mengingat keunikan dari penelitian/atau menunjukkan bahwa peneliti berpengalaman lainnya telah menggunakan pendekatan serupa dalam penelitian tentang topik yang sama atau terkait (kutip sumber yang relevan untuk mendukung argumen ini).

Terkadang pengumpulan data digabungkan dalam satu paragraf dengan bagian sampling seperti contoh di atas.

8.3 Ukuran

Sub-bagian tentang ukuran menjelaskan skala pengukuran dan pertanyaan yang digunakan dalam kuesioner. Feldman (2004) menyarankan bahwa urutan terbaik yang pertama adalah membahas variabel independen dan kemudian variabel dependen, moderasi atau mediasi dan kontrol. Saran ini secara khusus berlaku untuk penelitian di mana model kausal telah diuji.

Pertimbangkan panduan berikut saat menyusun bagian pengukuran:

Batasi deskripsi pada skala yang digunakan untuk mengukur konstruks/konsep utama dalam studi.

Konstruks/konsep utama biasanya yang termasuk dalam hipotesis yang telah dinyatakan.

Tidak perlu menjelaskan skala atau pertanyaan yang digunakan untuk mengukur variabel demografis dan pengelompokan dasar secara rinci. Cukup daftar variabel demografis dan pengelompokan yang telah diukur.

Skala pengukuran harus mencakup informasi berikut (untuk setiap skala pengukuran yang digunakan):

Indikasi yang jelas tentang desain skala dasar yang digunakan (misalnya, skala Likert, diferensial semantik,

atau skala respons tunggal pilihan ganda),

Jumlah item skala dan poin skala dalam skala penilaian beberapa item,

Indikasi tentang bagaimana poin skala atau opsi respons diberi label/kata,

Jumlah sub-dimensi dalam skala penilaian multi-item dan aspek-aspek yang diukur oleh setiap sub-dimensi, Indikasi tentang apa arti skor tinggi atau rendah pada skala tertentu dalam kaitannya dengan konstruks yang diukur, referensi silang ke nomor pertanyaan yang relevan dalam kuesioner,

Referensi ke sumber literatur dari mana skala itu diambil atau diadaptasi, petunjuk bagaimana skala yang ada, diambil dari literatur, diubah,

Tunjukkan item mana yang diberi skor terbalik,

Jelaskan metode (rata-rata atau penjumlahan) yang digunakan untuk menghitung skor skala komposit (dijumlahkan / total),

Indikasi reliabilitas konsistensi internal (Cronbach 'alpha, Loading factor) dari beberapa skala penilaian item. Sertakan dan tafsirkan tabel keluaran analisis reliabilitas yang dihasilkan oleh SPSS dalam lampiran artikel Anda.

Bandingkan nilai Cronbach Alfa yang diperoleh dalam penelitian dengan yang ada dalam penelitian sebelumnya bila skala pengukuran yang sama digunakan (jika nilai perbandingan tersebut tersedia).

Contoh 16:

Individual characteristics are measured with brief big five inventories developed by Rammstedt & John (2007). The items are labelled Openness to Experience (P1), Extra-version (P2), Conscientiousness (P3), Agreeableness (P4) and Neuroticism (P5). Cultural beliefs of collectivism/ individualism were estimated utilizing a 6-item Hofstede's national-culture (Minkov, 2018). The items are labelled as self-interest (CV1), togetherness (CV2), group-welfare (CV3), group success (CV4), individual goals (CV5), group loyalty (CV6). Entrepreneurial characteristics were measured by adopting the work of Mujahid et al.(2020) and Ndofirepi,(2020). The items are risk-taking propensity (EC1),tolerance for ambiguity (EC2), internal locus of control (EC3), innovativeness(EC4), and independence (EC5). The entrepreneurial tendency is quantified with the Measure of Entrepreneurial Tendencies and Abilities (META), developed by Ahmetoglu et al., 2015).META has four dimensions: Entrepreneurial Proactivity (ET1; =I am quick to spot profitable opportuni-ties‘), Entrepreneurial Creativity (ET2; =In groups, I usually have the most innovative ideas‘), Entrepreneurial Opportunism (ET3; =I try to take advantage of every profitable opportunity I see‘), and Entrepreneurial Vision (ET4; =I want to make a difference in the world‘). Items were measured on a five-point Likert scale from completely disagree‘ to completely agree‘, and Structural Equation Modelling with the assistance of SPSS Amos was used to examine the relationship. SEM is employed as this methodology designed predominantly to confirm substantive theory from empirical data. At this research, a theory suggests that certain personality traits do not affect other traits and that certain variables of entrepreneurial intention do not load on certain factors, and SEM is best fitted to test the theory.

SEM includes a series of statistical procedures allowing the assessment of causal relations between latent variables through a set of observed variables. The relationships or effects displayed in the model are justified through an appropriate comprehensive measurement. Schreiber et al.,(2006) confirm that the measures enabling justification were, mainly: Chi-square (?2) ; The Minimum Sample Discrepancy Function (?2 /df); Goodness-of-Fit Index (GFI); Adjusted Goodness-of-Fit Index (AGFI); CFI (Comparative Fit Index) and RMSEA (Root Mean Square Error of Approximation). Factors loading are es-timated to ascertain discriminant validity by retaining factors loading of 0.50 or higher in the model (Hair et al., 2020). The coefficient alpha was examined to determine reliability, and those values must be 0.60 or higher (Bonett & Wright, 2015).

Sumber: Basuki, Widyanti dan Rajiani (2021).

Setelah mendiskusikan metodologi yang digunakan dalam penelitian, fokus selanjutnya beralih ke pelaporan hasil penelitian.

IX. HASIL

Bagian hasil (panjang yang disarankan: 1000-1500 kata) merangkum data yang dikumpulkan dalam bentuk statistik deskriptif dan juga melaporkan hasil analisis statistik inferensial yang relevan (uji hipotesis). Beberapa jurnal menggabungkan hasil dan diskusi.

Peneliti perlu melaporkan hasil penelitian dengan detail sehingga pembaca dapat melihat analisis statistik mana yang dilakukan dan mengapa, serta untuk membenarkan kesimpulan. Kemukakan semua hasil yang relevan, termasuk yang bertentangan dengan hipotesis yang dinyatakan. Tidak ada acuan pasti untuk menyajikan temuan penelitian. Oleh karena itu, penulis pertama-tama menunjukkan pedoman umum dan kemudian beralih ke opsi untuk melaporkan statistik deskriptif dan hasil uji hipotesis.

9.1 Pedoman Umum Pelaporan Hasil Penelitian

Peneliti harus menyajikan temuan sesingkat mungkin tetapi tetap memberikan detail yang cukup untuk membenarkan kesimpulan serta memungkinkan pembaca untuk memahami apa yang peneliti lakukan dalam hal analisis data.

Penulis boleh berasumsi bahwa pembaca memiliki pengetahuan statistik dasar. Oleh karena itu, tidak perlu membahas prosedur statistik dasar secara rinci, tetapi lebih fokus menjelaskan metode statistik multivariat lanjutan (misalnya, Pemodelan Persamaan Struktural).

Gambar dan tabel sering memungkinkan peneliti untuk menyajikan temuan dengan cara yang jelas dan ringkas. Namun, pertimbangkan hal berikut:

Patuhi aturan berikut saat menggunakan tabel dan gambar: Jika bisa mengatakannya dalam kalimat atau paragraf, lakukanlah. Gunakan tabel untuk menyajikan temuan rinci. Jangan mengulangi informasi yang sama dalam tabel dan gambar.

Idealnya penulis tidak memasukkan lebih dari 3-5 tabel dan 1-2 gambar dalam teks isi artikel.

Gambar menempati ruang yang luas dalam artikel penelitian dan sebaiknya hanya digunakan ketika melaporkan temuan yang hanya bisa disajikan dalam format grafis (misalnya kerangka konsep hasil output dari SEM).

Selalu berikan referensi silang yang jelas ke tabel dan gambar dalam teks. Referensi silang ini harus selalu mendahului tabel atau gambar.

Contoh 17:

The mean of each variable is presented in Table 2. Observing the mean score of respondents' personality = 14. 02 (out of 10 – 18), the respondents for this research is considered in the mix of higher values in Extraversion, Conscientiousness, and Openness to Experience, and lower in Agreeableness and Neuroticism which are acknowledged as entrepreneurs' personality across the region. The mean score of cultural value: 27 (out of 14 – 40) indicates the tendency of the respondents is in collectivist types where business are set in patrimonialism tones. The mean score for entrepreneurial characteristics: 10 (out of 8 – 12) denotes the low prevalence of these specific characteristics of entrepreneurs among Banjarese Indonesia millennial generation. The mean score for the entrepreneurial tendency of 18 (out of 10-26) indicates the mild direction of the millennial generation in this area to become entrepreneur.

Sumber: Basuki, Widyanti dan Rajiani (2021).

Tabel/gambar juga harus berdiri sendiri dengan keterangan di bagian atas dan catatan di bagian bawah untuk memungkinkan pembaca memahami tujuan dan isinya tanpa harus membaca teks.

Pastikan bahwa tabel dan gambar diformat dengan benar sesuai dengan pedoman teknis yang terdapat dalam pedoman penulisan di jurnal tujuan.

Peneliti harus selalu menginterpretasikan semua temuan penelitian untuk pembaca. Jangan biarkan pembaca mencoba dan mencari apa arti angka-angka dalam tabel atau gambar. Untuk menghemat ruang, peneliti dapat menggunakan singkatan statistik yang diterima secara umum untuk melaporkan temuan statistik.

9.2 Pelaporan Statistik Deskripsi dan Inferensial

Statistik deskriptif yang harus dilaporkan ditentukan oleh tujuan penelitian, tingkat pengukuran variabel, dan persyaratan lain yang mungkin diminta jurnal tujuan. Pertimbangkan panduan berikut:

Peneliti harus melaporkan dan menafsirkan statistik deskriptif univariat yang sesuai untuk semua pertanyaan, skala dan item skala, serta untuk semua skor skala komposit (total) yang digunakan dalam penelitian.

Peneliti harus selektif saat memilih statistik deskriptif univariat mana yang akan dilaporkan pada tingkat pengukuran tertentu.

Setiap kali melaporkan mean (rata-rata), harus disertai dengan standar deviasi.

Jangan pernah menempelkan secara langsung tabel yang dihasilkan oleh SPSS ke artikel. Tabel ini terlebih dahulu harus diedit untuk menghapus entri yang tidak perlu. Jangan pernah menggunakan nama variabel yang disingkat (misalnya CUSTSAT) dalam tabel atau gambar, karena label ini tidak berarti apa-apa bagi pembaca. Lebih baik ditulis penuh untuk menyatakan maksudnya: Customer Satisfaction.

Tidak perlu melaporkan statistik deskriptif untuk pertanyaan saringan (pertanyaan yang digunakan untuk menentukan apakah responden memenuhi syarat untuk berpartisipasi dalam penelitian).

Item yang dihapus selama analisa reliabilitas dan validitas harus dikeluarkan dari semua statistik deskriptif.

Tunjukkan asumsi pengujian signifikansi yang dipilih dan diskusi tentang proses untuk menguji asumsi serta kesimpulan yang telah dicapai. Sertakan dan interpretasikan tabel dan grafik keluaran SPSS/SEM dalam lampiran artikel. Juga sertakan referensi dalam teks untuk mendukung diskusi tentang asumsi dan tes yang digunakan untuk mengevaluasinya.

Contoh 18:

SEM demands small value for Chi-square statistic (?2) and probability (P) smaller than 0.05. Though these tatistics are usually conveyed in structural equation modelling results, they are rarely considered and generally unnoticed as researchers prefer to other alternative measurements to evaluate the model fit (Alavi et al.,2020). The justification is that Chi-square statistic (?2) and probability (P) are strictly connected to sample size that the bigger the sample then, the smaller the Chi-square statistic and the higher the probability. Hu and Bentler (1999) contend that limits approximate to 0.95 for Tucker-Lewis Index (TLI), 0.90 for Norm Fit Index (NFI), 0.90 for Incremental Fit Index (IFI), 0.06 for Root Mean Square Error of Approximation (RMSEA) sufficiently substantiate the acceptance of a precise fit between the suggested model and the data. Other researchers suggested other goodness-of-fit statistics containing CMIN/DF (The Minimum Sample Discrepancy Function) expected = 2.0 (Arbuckle, 2011); GFI (Goodness-of-Fit Index) approaching 0.90 and AGFI (Adjusted Goodness-ofFit Index) close to 0. 90 or greater (Hair et al., 2020). By referring to the ?2 test (?2 = 10.932) and probability (P = 0.10), and GFI (0.796), this model cannot represent goodness-of-fit of the model. However, when spotted from other measurement, the model demonstrate a permissible robustness: CMIN/DF = 1.203 (expected smaller than 2), AGFI = 0.988 (higher than 0.90), CFI = 1 (higher than 0.95), TLI = 0.983 (higher than 0.95), RMSEA = 0.09 (higher than 0.06).

Sumber: Basuki, Widyanti dan Rajiani (2021).

X. DISKUSI

Dalam banyak hal, bagian diskusi (panjang yang disarankan: 1000 1500 kata) adalah bagian terpenting dalam sebuah artikel karena banyak artikel ditolak disebabkan bagian diskusinya lemah. Umumnya penulis menggunakan pendekatan yang berbeda ketika menulis bagian diskusi, karena disinilah semua kreativitas penulis terlihat. Berdasarkan pengalaman penulis setelah mempublikasikan artikel di tiga jurnal terindeks Scopus: Entrepreneurial Business and Economics Review (Q2) (Basuki, Widyanti dan Rajiani, 2021), Polish Journal of Management Studies (Q2) (Rajiani & Ismail, 2019), Sustainability (Q1) (Rajiani & Kot. 2018), supaya Accepted, bagian diskusi harus memiliki elemen-elemen berikut:

Menyatakan kembali tujuan utama penelitian [Elemen 1]

Menegaskan kembali pentingnya penelitian dengan menyatakan kembali kontribusi utamanya [Elemen 2]

Merangkum hasil dari setiap tujuan penelitian atau hipotesis yang dinyatakan tanpa memperkenalkan materi baru [Elemen 3]

Menghubungkan temuan ke literatur dan hasil yang dilaporkan oleh peneliti lain [Elemen 4]

Memberikan penjelasan yang logis untuk temuan yang tidak terduga atau tidak signifikan [Elemen 5]

Mendiskusikan implikasi manajerial dari penelitian [Elemen 6]

Menyoroti keterbatasan utama penelitian yang dapat mempengaruhi validitas internal dan eksternalnya [Elemen 7]

Diskusikan arah yang belum dieksplorasi untuk penelitian masa depan tentang topik tersebut [Elemen 8]

Kedelapan elemen tersebut di atas seringkali dicampuradukkan dalam bagian diskusi; dengan kata lain, tidak selalu disajikan dalam nomor yang berurutan. Bagian pembahasan tidak boleh sekadar menyatakan kembali temuan yang dilaporkan di bagian hasil atau melaporkan temuan tambahan yang belum dibahas sebelumnya. Fokusnya lebih pada menyoroti implikasi yang lebih luas dari temuan penelitian dan menghubungkannya kembali dengan penelitian sebelumnya.

Ada beberapa faktor yang dapat disoroti sebagai kemungkinan keterbatasan studi sebagai bagian dari Elemen 7. Beberapa keterbatasan yang paling umum adalah:

Jika pendekatan pengambilan sampel non-probabilitas digunakan, hasil penelitian tidak dapat digeneralisasikan ke populasi yang lebih besar;

Penelitian terfokus secara eksklusif pada sampel tertentu seringkali merupakan suatu keterbatasan;

Hasil studi yang dilakukan dalam konteks tunggal (misalnya, industri tunggal atau pasar geografis) tidak serta merta dapat digeneralisasikan ke konteks lain;

Seorang peneliti harus mengakui setiap kesalahan (misalnya, bentuk kesalahan survei), kelalaian atau keadaan khusus lainnya (misalnya, peristiwa alam/sosial tertentu yang dapat mempengaruhi tanggapan responden) yang dapat mempengaruhi sifat dan kualitas data yang dikumpulkan.

Perhatikan baik-baik contoh berikut:

Contoh 19:

[Element 1 & 3] The summary result of structural equation modelling is exhibited in Table 4. The table demonstrated all paths are significant denoting that all three hypotheses are accepted. [Element 4] The finding supports the notion in developed countries that Big Five traits (higher values in Extraversion, Conscientiousness, and Openness to Experience, and lower in Agreeableness and Neuroticism) are related to greater regional entrepreneurial achievement (Audretsch et al. 2017; Obschonka et al.,2019). However, though the result reveals that the variable of entrepreneurial characteristics is the most dominant in determining the entrepreneurial tendency, the mean for this variable is the lowest. [Element 2] This confirms the finding that the research on entrepreneurship is often predicated Western individualism values which are not pervasive in collectivist cultures and ethnic communities like Banjarese Indonesia. [Element 5] As such the writers highlight the entrepreneurial characteristics in terms of risk-taking propensity, tolerance for ambiguity, locus of control, innovativeness, and independence which are also found low in another study conducted in another province of Indonesia (Herlinawati et al.,2019) ... [Element 6] In light of the economic recession during COVID 19 pandemic, the cultivating of millennial entrepreneurs to boost the economy is even more precarious. The government may set the crisis as a chance to start new businesses. Still, prospective entrepreneurs should be stimulated to take matters into their hands by moulding internal locus of control and not let the external motives dictate their actions. Further, the rewards to businesses when the recovery attains should be accentuated to the monetary and security motivations of the prospective entrepreneurs. The implication is also applicable to the recruiting and training of millennial employees in an entrepreneurial atmosphere .. [Element 7] One limitation of this research is that we employed a purposive sampling technique strategy to collect information among newly established owned by millennial entrepreneurs that may have affected the generalizability of the outcomes. Another limitation is that cross-sectional quantitative examinations have inhibited the ability to reveal comprehensive answers to questions: why do some people recognize opportunities while others do not?" and "why do some try to develop such opportunities while others do not?". [Element 8] Future research may examine obviously particular cultural variables that comprise the non-compatibility of contexts from the West when applied to Asia. Besides the cultural variables of collectivism investigated in the current study, future research may explore high versus low uncertainty avoidance. For example, in a society where individuals are may not be concerned about risks in the current business affairs as they are more comfortable with ambiguity and uncertainty (low uncertainty avoidance), entrepreneurship may not be more incorporated than one society with high uncertainty avoidance.

Sumber: Basuki, Widyanti dan Rajiani (2021).

Kalau bagian Kesimpulan (Conclusion) merupakan bagian tersendiri, maka kesimpulan itu tidak ditulis dalam bentuk: A signifikan terhadap Y; A,B,C secara bersama sama signifikan terhadap Y; C mempunyai pengaruh paling signifikan terhadap Y.

Aturan umumnya adalah sebagai berikut:

Harus menjawab tujuan penelitian.

Nyatakan bagaimana hasil penelitian di bidang ini memajukan ilmu pengetahuan yang sudah ada. Apa keunikannya?

Mengacu hanya pada karya yang dilakukan dalam penelitian.

Sertakan implikasi praktis / rekomendasi untuk peneliti selanjutnya.

Tidak ada lagi bahasa statistik seperti signifikan, korelasi, pengaruh

Contoh 20:

This study provides a way to identify and select the potential niches within the market in the setting of a developing country, Indonesia, which is collectivist (memajukan ilmu pengetahuan). This way, Schwartz's self-transcendence values (security and tradition) represent a collective interests and serve as guiding principles when making a purchase decision for green high-tech products, like green aviation, confirming that the extent of consumers' environmental efforts will likely depend on their value orientations (menjawab tujuan penelitian).

…. This way, the policymaker does not consider all of Indonesian people as the target market of the green hightech products of green aviation, because the segmenting philosophy is to 'select your market creatively!'(implikasi praktis).

Future studies should be expanded to more extensive geographic territories, so that the findings will be generalizable for the developing country of Indonesia (Rekomendasi untuk peneliti berikutnya).

Sumber: Rajiani & Kot, (2018).

XI. DAFTAR REFERENSI ARTIKEL

Daftar referensi harus memenuhi semua persyaratan umum dan pedoman khusus yang terdapat pedoman penulis dalam jurnal yang ditargetkan terutama gaya referensi. Jika gaya referensi adalah MLA, APA, Chicago, Harvard, dan Vancouver, penulis dapat menggunakan bantuan Google Cendekia tentang cara menulis referensi. Jika tidak, maka harus menggunakan software referensi lainnya (misalnya, Mendeley, Endnote).

XII. MENULIS ARTIKEL

Sebuah artikel biasanya ditulis dalam bentuk beberapa draf yang disempurnakan setelah setiap putaran penulisan. Perry dkk. (2003) menyarankan bahwa dua hingga empat draf yang mungkin diperlukan untuk menghasilkan artikel yang dipoles:

Draf pertama idealnya harus ditulis dengan cepat tanpa terlalu mengkhawatirkan detail referensi dan gaya. Idenya adalah untuk mendapatkan ide-ide di atas kertas.

Draf kedua adalah tentang struktur atau mendapatkan alur yang benar. Dalam tahap ini, bagian dan subbagian dipindahkan untuk memastikan alur ide yang logis. Fokusnya juga pada menghubungkan bagian-bagian yang berbeda; dengan kata lain, tentang membangun koneksi dan memberikan tinjauan.

Fokus draf ketiga adalah pada selingkung atau membuatnya terbaca dengan benar. Ini mungkin memerlukan pengeditan intensif untuk mempersingkat artikel dan meningkatkan keterbacaannya.

Draf keempat dan terakhir adalah yang paling rinci dan fokus pada masalah teknis seperti referensi, judul, penomoran tabel dan gambar, memastikan bahwa semua referensi yang tercantum dalam teks termasuk dalam daftar referensi dan pemeriksaan akhir ejaan dan tatabahasa. Sangat membantu jika meminta rekan kerja, teman atau anggota keluarga yang tidak terlibat dalam penelitian untuk mengoreksi draf akhir sebelum di submit.

Pastikan bahwa artikel akhir mematuhi semua persyaratan perawatan teknis yang diuraikan dalam template dokumen.

XIII. KESIMPULAN

Menulis artikel akademis adalah upaya yang menantang, tetapi memuaskan. Semoga panduan yang disajikan di sini memungkinkan penulis atau calon penulis untuk menulis artikel terindeks Scopus dengan relatif mudah. Walau bagaimanapun, menulis artikel penelitian dengan target terindeks *Scopus* tidak dapat hanya selesai dalam seminggu. Oleh karena itu, setidaknya tiga sampai empat minggu diperlukan untuk mengerjakan draf mengikuti aturan yang disebutkan di bagian 12. Kata kuncinya adalah: berlatih, sama seperti mengendarai mobil, satu-satunya cara mengemudi adalah dengan berlatih mengemudi! Selamat mencoba.

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CONTOH ARTIKEL

NASCENT ENTREPRENEURS OF MILLENNIAL GENERATIONS IN THE EMERGING MARKET OF INDONESIA

Basuki, Rahmi Widyanti, Ismi Rajiani

ABSTRACT

Objective: The objective of the article is to investigate the empirical linkages between personality, cultural values, and entrepreneurial characteristics and entrepreneurial behaviour in the context of SMEs' run by millennial generations in Indonesia.

Research Design & Methods: This study used survey methods to reveal the relationship between variables through hypotheses testing on 551 respondents from among SMEs' owners who just started business (nascent entrepreneur) in Banjarmasin, Indonesia, with the use of structural equation modelling.

Findings: Although the results prove that personality, cultural values, and entrepreneurial characteristics signif- icantly affect entrepreneurial behaviour, the entrepreneurial characteristics that distinguish entrepreneur from non-entrepreneurs are rated the lowest. The impact of low self-efficacy, which does not support the implemen- tation of entrepreneurial activities, makes it difficult to justify the millennial entrepreneur respondents are genuine to become the businessman or they are naively pursuing an unfeasible or inoperable opportunity.

Implications & Recommendations: Since the extant literature is very scarce in fully addressing the new gen- eration of entrepreneurs, our model can be used to identify unique characteristics of millennial entrepreneursfrom emerging market countries.

Contribution & Value Added: Up to this point, the majority of research in the field originated from English- speaking countries. The current study provides additional evidence on the entrepreneurial tendency of millennial

Indonesians, which contributes to the growing international research on this generation.

Article type: research article

Keywords: characteristics; personality; cultural values; entrepreneurial; behaviour; millennial

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INTRODUCTION

Previous studies show that the tendency in the development of entrepreneurship is triggered by eco- nomic pressures on an individual, who seeks to create employment for himself (Freiling & Harima, 2019), avoid unemployment (Meyer & Meyer, 2020), alleviate the frustration from a former job (Duan *et al.*, 2020), and seeks a better life (Chansuchai, 2019) with different results of regarding success (Covin *et al.*, 2020). However, most recent studies on entrepreneurship still focus mostly on old-timers, meaning entrepreneurs born in the 1950s, 1960s, and 1970s (Liu *et al.*, 2019). Thus, it remains un- known whether the current millennial generation is as passionate as the older one in starting new ventures. However, entrepreneurship researchers are very interested in exploring recent business rise and fall. Improved methodological rigour in the determination of nascent entrepreneurs – i.e. busi- nesspeople who recently opened new business (He *et al.*, 2020) – motivates many scholars to analyse the existence of nascent entrepreneurial attempts.Examining some notable millennial entrepreneurs like Mark Zuckerberg (Facebook), Brian Chesky (Airbnb), and Kevin Systrom (Instagram), we detected that they exclusively stem from western and developed countries. However, the world's economic movement slowly repositions from the western to the eastern hemisphere and from the northern to the southern hemisphere (Makszin *et al.*, 2020), which is a tendency that may produce millennial entrepreneurs in Indonesia.

Although the millennial generation all over the world has one thing in common – familiarity with digital and information technology – individuals from this generation differ distinctively across different countries. For example, the US millennials are called "pragmatic idealists," after distress caused by sev- eral terrorist attacks and the realisation that their country's relative power slowly diminishes (Rauch, 2018). On the other hand, Chinese millennials are described as increasingly maverick, inventive, bold, and prepared to alter the world (BBC News, 2019). Furthermore, millennials from developed countries like the UK or Japan may have an indistinct entrepreneurial viewpoint because of sluggish economic pro- gress of their countries. In the same vein, we consider whether it will be possible to see innovative grass- roots entrepreneurs from emerging markets like Indonesia, which demonstrate encouraging entrepre- neurial atmosphere in the recent decade (Zamrudi & Yulianti, 2020). The Global Entrepreneurship Mon- itor (GEM) defines three dominant reasons or motives why individuals participate in start-ups (Chadha & Dutta, 2020): *High-expectation Entrepreneurship Activity* (HEA) conveys all start-ups and newly formed businesses, *Opportunity Entrepreneurship Activity* (OEA) gathers individuals who perceive a business op- portunity and start a business as one of several possible career options, and *Necessity Entrepreneurship Activity* (NEA) comprises individuals that see entrepreneurship as their last resort and start a business because all other work options are either non-existent or unsatisfactory. Previous research indicated that countries with low per-capita income have high nascent entrepreneurship rates, as do countries with high per-capita income (Erkut, 2016; Gawe³, 2020). Since the emerging market of Indonesia undergoes transition to a developed country, the characteristics and motivations of millennial entrepreneurs to create entrepreneurial start-ups (whether OEA or NEA) must be well understood by policymakers so as to formulate a proper strategy for economic growth through entrepreneurship.

This article aims to highlight our understanding of the millennial entrepreneurial tendency in start- up phase by observing personal characteristics, entrepreneurship characteristics, and collectivist cul- tural values in places of respondents' residence. We explored the following questions. Why did the participants choose to start the business? How does personality contribute to enhancing entrepre- neurial business start-ups among the participants of this study? Do participants in this study possess the necessary characteristics as entrepreneurs? Finally, how are businesses practised in the cultural context of the participants places of residence?

This article contributes to the millennial entrepreneurship literature in three ways. First, it high- lights the typical personality traits of millennial entrepreneurs. Second, it identifies the entrepreneur- ship characteristics of participants, which clarifies whether the motivation of millennial entrepreneur- ial is opportunity or necessity. Finally, the results will consider some western entrepreneurship theo- ries that are applicable to Asian milieu.

This article is structured in the following way: we will begin by presenting the relevant literature for this study. We will then describe the conceptual and methodological framework, before establish- ing the analysis of the empirical data. For confirmation, we will use covariance base structural equation modelling (CB-SEM) with the aid of SPSS Amos software. In the final section, we will portray conclu- sions, limitations, and suggestion for future research.

LITERATURE REVIEW

Below, we present the literature review of research studies focused on personality, cultural value and entrepreneurial characteristics. Despite the fact that meta-analyses reveal that the Big Five personality traits (emotional stability, extraversion, openness to experience, agreeableness, and conscientious- ness) forecast business aspiration, forming, and attainment (Antoncic *et al.*, 2015), there is little concurrence about the significance of personality as a predictor of entrepreneurial success or failure (Ko-non & Kritikos, 2019). This is because the debates on whether entrepreneurs are made or born con- tinues (Viinikainen *et al.*, 2017; López-Núñez *et al.*, 2020). However, given that behaviour transpires in line with an individual's personality, we should believe that individual distinction in entrepreneurship is an expression of an individual's personality. Earlier studies reveal regional dissimilarity in intraindi- vidual entrepreneurial clusters of the Big Five traits (scoring high in extraversion, conscientiousness, and openness to experience and lower in agreeableness and neuroticism), which are to be associated with more compelling geographical entrepreneurial undertakings (Audretsch *et al.*, 2017; Obschonka *et al.*, 2019). Broadening this rationality to entrepreneurial accomplishment, we envisage people scor- ing higher on personality traits associated with the entrepreneurial behaviour to be more burgeoning entrepreneurs. This is because they will be easier to capture in the expected manner, will perform that way with less sensitive endeavour or pressure, and will remain in high spirit during hard times.

Arranz *et al.* (2019) accentuate that commitment to be an entrepreneur among millennial gen- eration is not only caused by personal factors but also by environmental influences such as government regulations, the country's financial and economic infrastructure, market opening, and numerous socio-cultural strands. Up till now, the Indonesian government supported entrepreneurship, although progress in the matter remains unconvincing. The authorities have initiated various actions to enhance the growth of entrepreneurship by arranging a propitious economic environment, financing, funding plans, tax deductions, and business consultation hubs. Moreover, the government has treated entrepreneurship as a fashion to accelerate the industrial configuration among the coming generation (Prasetyo & Kristanti, 2020).

Looi (2019) affirms that an individualistic culture supports entrepreneurship for it lets an individual do and alter whatever he/she intends irrespective of whether these are organised, probing, or specu- lative. Further, as noticed by Bogatyreva *et al.* (2019) individuals turn out to be entrepreneurs since they are committed to acknowledged values conflicting with those of their former proprietors. These disputes allure them to be independent and start their own business. In contrast, Indonesia is a collectivistic society where social attachment holds a contributory mantle in several exposures of living. Sim- ilar to other South East Asian collectivist countries, business is customarily set up in the patrimonialism tone, where there prevails paternalism, echelons, dependability, mutualism, favouritism, personalism, and patronage (Rajiani & Pyp³acz, 2018).

Studies devoted to investigating the factors affecting entrepreneurship suggests that individuals with specific personality traits make their desire to venture a business. Three big five personality traits (conscientiousness, disagreeableness and emotional stability) have a direct relationship with entrepre- neurship (Mahmoud *et al.*, 2020). Individual characteristics have been associated with entrepreneurs (Matos & Hall, 2020), and the more commonly observed and cited ones are risk-taking propensity, tolerance for ambiguity, internal locus of control, innovativeness, and independence (Embi *et al.*, 2019; Mujahid *et al.*, 2020; Ndofirepi, 2020). The contribution of values in entrepreneurial undertaking has received proportionately modest concern from scholars. Yet, implicitly or explicitly, the research on entrepreneurship is commonly grounded on such Western values as individualism, rivalry, material acquisition, and a strict work ethic

(Erpf *et al.*, 2020). These values are not immanent in several cultures and ethnic communities, which in turns may have insubstantial relevance, in particular, developing economies. Given this reality, understanding the implications of culturally based values for the successful creation and growth of entrepreneurial ventures becomes especially critical.

Several studies have been reported on millennial as employees in the workforce (Liu *et al.*, 2019), but research on millennial as entrepreneurs is very scarce. From this point of view, the main aims of this work are to analyse the prevalence of personality referred as individual characteristics, cultural value and entrepreneurial characteristics on entrepreneurial intentions among Indonesian millennial and to examine if they are supporting or hindering factors when applying to entrepreneurship context. Scrutinizing individual and entrepreneur characteristics by observing which ones are more entrepre- neurial than others is crucial to identify potential business leaders whose contributions in kick-starting economy. This mainly is advantageous in Indonesian economies, where the recession in the late 2020s due to Covid-19 pandemic has risen unemployment at new entry levels. Consequently, identifying pro- spective millennial entrepreneurs is one way towards finding solutions to reduce joblessness (Meyer& Meyer, 2020). However, previous research has not investigated these two factors in their joint rela- tionship to entrepreneurial inclination. Since most research on entrepreneurship is based on theoret- ical frameworks established by applying data from Western cultures, little is revealed on the relevance of these frameworks in diverse cultural settings (Erpf *et al.*, 2020). As such, the testing of such frame- works in another location will allow us to produce cross-cultural generalisability. Notably, in this re- search, cultural characteristics of Banjarese Indonesia are identified based on a differentiating cue hy- potheses, which may reveal selected personality and entrepreneurial characteristics as significant predictors of entrepreneurial tendency. Therefore, we assumed the following research hypotheses:

H1: Individual characteristics reflected in typical personality traits significantly influence the entrepreneurial tendency of millennial generation.

H2: Cultural value has a significant effect on the entrepreneurial tendency of millennial generation.

H3: Entrepreneurial characteristics significantly influence the entrepreneurial tendency of millennial generation.

RESEARCH METHODOLOGY

Using a quantitative method, the sample was purposively selected from 551 small business owners in Banjarmasin, born in 1980 or later, which corresponds to the age range of the millennial cohort. The proposed model is shown in Figure 1.

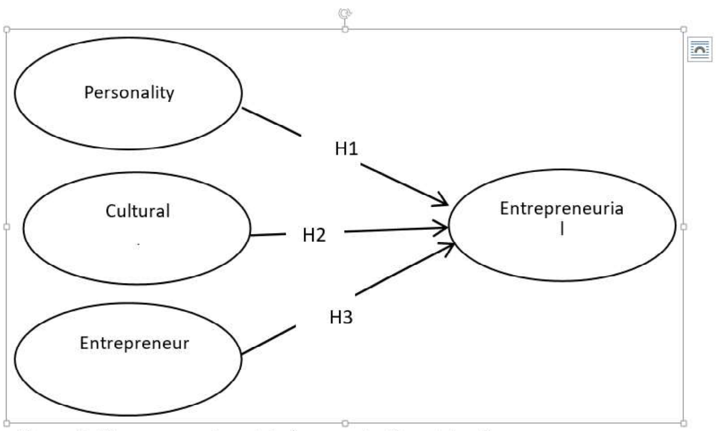

Figure 1. The proposed model of nascent millennial entrepreneurs
Source: own elaboration of Obschonka *et al.*, 2019; Bogatyreva *et al.*, 2019; Matos & Hall, 2020; Embi *et al.*, 2019.

Purposive sampling was employed as it is the most efficient way to study a specific domain of culture (Campbell *et al.*, 2020), in this case mainly Banjarese people are known as devoted entrepreneurs (Rajiani *et al.*, 2019). This research was conducted from November 2019 until May 2020 in the area of Banjarmasin City. The sample was taken based on the willingness of members who joined in a WhatsApp thread for newly established business group for millennials in South Kalimantan, Indonesia.

Instrument development

Individual characteristics were measured with brief Big Five inventories developed by Rammstedt and John (2007): the items are labelled Openness to Experience (P1), Extraversion (P2), Conscientiousness (P3), Agreeableness (P4) and Neuroticism (P5). Cultural beliefs of collectivism/individualism were estimated utilizing a six-item Hofstede's national culture insights (Minkov, 2018): the items are labelled self-interest (CV1), togetherness (CV2), group welfare (CV3), group success (CV4), individual goals(CV5), group loyalty (CV6). Entrepreneurial characteristics were measured by adopting the work of Mujahid *et al.* (2020) and Ndofirepi (2020): the items are risk-taking propensity (EC1), tolerance for ambiguity (EC2), internal locus of control (EC3), innovativeness (EC4), and independence (EC5). Entre- preneurial tendency was quantified with the Measure of Entrepreneurial Tendencies and Abilities (META), developed by Ahmetoglu *et al.* (2015), which has four dimensions: Entrepreneurial Proactivity (ET1; 'I am quick to spot profitable opportunities'), Entrepreneurial Creativity (ET2; 'In groups, I usually have the most innovative ideas'), Entrepreneurial Opportunism (ET3; 'I try to take advantage of every profitable opportunity I see'), and Entrepreneurial Vision (ET4; 'I want to make a difference in the world'). These items were measured on a five-point Likert scale from 'completely disagree' to 'completely agree,' while structural equation modelling with the assistance of SPSS Amos was used to examine the relationship among the items. Structural equation modelling was employed as this methodology was designed to confirm substantive theory from empirical data. In this research, theory suggests that certain personality traits do not affect other traits and that certain variables of entrepreneurial intention do not load on certain factors, so SEM was best fitted to test the theory.

What SEM includes is a series of statistical procedures allowing the assessment of causal relations among latent variables through a set of observed variables. The relationships or effects displayed in the model are justified through an appropriate comprehensive measurement. Schreiber *et al.* (2006) confirm that the measures enabling justification are mainly Chi-square (÷2), the Minimum Sample Dis- crepancy Function (÷2 /df), the Goodness-of-Fit Index (GFI), the Adjusted Goodness-of-Fit Index (AGFI), the Comparative Fit Index (CFI), and the Root Mean Square Error of Approximation (RMSEA). Factors loading are estimated to ascertain discriminant validity by retaining factors loading of 0.50 or higher in the model (Hair *et al.*, 2020). Cronbach's alpha coefficient was examined to determine reliability, which had to exceed 0.60 (Bonett & Wright, 2015).

However, self-report questionnaires were susceptible to social desirability bias – a tendency of respondents to answer in a more socially tolerable way. To mitigate the problem, Podsakoff *et al.* (2012) recommend the following steps: (*a*) detect one or more likely sources of method bias, (*b*) ma- nipulate them in the design of the study, and (*c*) test if the hypothesised estimates of the relationships among the constructs generalise across conditions. Sources of method bias are detected by observing the most extreme responses (MRS), which are items with the highest loading factor in confirmatory factor analysis (Mishra, 2016). Those items are excluded, and the model is recalculated. When the result displays no significant change in ÷2, ÷2/df, GFI, AGFI, CFI and RMSEA, then it is concluded that there is no social desirability bias.

RESULTS AND DISCUSSION

Respondent' demographic profiles related to gender, age, education, and length in current business are presented in Table 1. Most respondents were male (72.5%), with the majority (52.1%) of respondents being under 30 years old. Furthermore, most respondents received higher education, mostly at college level (45.7%), followed by partly college level (26.3%), and surprisingly 10 respondents (1.8%) possess graduate degrees. At the level of junior high school, the majority of respondents (18.9%) were in voca- tional/technical schools. Most start-ups are relatively new as the majority of respondents (56.6%) has started their business in less than a year, followed with those who started the business one to two years ago (25.8%). Only 5 respondents (0.9%) kept their business going for more than five years.

The mean of each variable is presented in Table 2. The mean score of respondents' personality equals 14.02 (out of 10-18), as this research considered the mix of higher values of Extraversion, Conscientiousness, and Openness to Experience and lower values of Agreeableness and Neuroticism, which were acknowledged as entrepreneurs' personality across the region. The mean score of cultural value of 27 (out of 14-40) indicated the tendency of respondents towards collectivist types, in which business are set with a patrimonialist tendency. The mean score for entrepreneurial characteristics was 10 (out of 8-12), which denoted the low prevalence of these specific characteristics of entrepre-neurs among Banjarese Indonesia millennial generation. The mean score for the entrepreneurial ten- dency of 18 (out of 10-26) indicated the mild direction of the millennial generation in this area to become entrepreneurs.

Table 1. Respondent' profiles

Basic characteristics	N	%
Gender		
Male	400	72.5
Female	151	27.5
Total	551	100
Ages		
>40	10	1.8
35-40	92	16.7
30-34	162	29.4
< 30	287	52.1
Total	551	100
Education		
High School	40	7.3
Vocational/technical	104	18.9
Some college	145	26.3
College	252	45.7
Graduate	10	1.8
Total	551	100
Current business duration		
>5 years	5	0.9
3-4 years	92	16.7
1-2 years	142	25.8
< 1 year	312	56.6
Total	551	100

Source: own study.

Table 2. Descriptive statistics for variables

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Personality	551	10.00	20.00	15	1.833
Cultural Value	551	14.00	40.00	27.00	4.413
Entrepreneurial Characteristics	551	8.00	12.00	10	2.660
Entrepreneurial Tendency	551	10.00	26.00	18.00	1.436

Source: own elaboration based on SEM calculation.

Measurement model in Table 3 evidences that the loading factors are above 0.50, which means that the convergent validity of the instrument is satisfactory. Moreover, Table 3 displays the result of Cronbach's alpha coefficients for the instrument to surpass 0.60, which is the threshold for ac- cepted reliability.

The full specified model of the research is depicted in Figure 2. What SEM demands is for small value of Chi-square statistic (÷2) and probability (P) to be smaller than 0.05. Although these statistics are usually conveyed in SEM results, they are rarely considered and generally go unnoticed as research- ers prefer alternative measurements to evaluate model fit (Alavi *et al.*, 2020).

The justification was that Chi-square statistic (÷2) and probability (P) were strictly connected to sample size, which meant that the bigger the sample, the smaller the Chi-square statistic and the higher the probability. Hu and Bentler (1999) contend that limits approximate to 0.95 for the Tucker-Lewis Index (TLI), 0.90 for the Norm Fit Index (NFI), 0.90 for the Incremental Fit Index (IFI), and 0.06 for the Root Mean Square Error of Approximation (RMSEA), which sufficiently substantiated the acceptance of a precise fit between our suggested model and data. Other researchers suggest other goodness-of-fit statistics to contain the Minimum Sample Discrepancy Function (CMIN/DF) expectedat d" 2.0 (Arbuckle, 2011), the Goodness-of-Fit Index (GFI) approaching 0.90, and the Adjusted Good- ness-of-Fit Index (AGFI) close to 0. 90 or higher (Hair *et al.*, 2020). By referring to the tests of ÷2 (÷2 = 10.932), probability (P = 0.10), and GFI (0.796), our model cannot represent goodness-of-fit. However, other measurement showed that the model demonstrated permissible robustness in CMIN/DF = 1.203 (expected smaller than 2), AGFI = 0.988 (higher than 0.90), CFI = 1(higher than 0.95), TLI = 0.983 (higher than 0.95), and RMSEA = 0.09 (higher than 0.06).

Table 3. Validity and reliability

Construct	Loading Factors	Cronbach Alpha
P1<---Individual Characteristics	0.673	0.831
P2<--- Individual Characteristics	0.797	0.765
P3<--- Individual Characteristics	0.601	0.783
P4<--- Individual Characteristics	0.785	0.770
P5<--- Individual Characteristics	0.651	0.762
CV1<---Cultural Value	0.631	0.821
CV2<---Cultural Value	0.625	0.803
CV3<---Cultural Value	0.732	0.783
CV4<---Cultural Value	0.721	0.815
CV5<---Cultural Value	0.811	0.792
CV6<---Cultural Value	0.802	0.722
EC1 <---Entrepreneurial Characteristics	0.716	0.675
EC2 <---Entrepreneurial Characteristics	0.642	0.702
EC3 <---Entrepreneurial Characteristics	0.725	0.753
EC4 <---Entrepreneurial Characteristics	0.753	0.776
EC5 <---Entrepreneurial Characteristics	0.730	0.751
ET1 <---Entrepreneurial Tendency	0.784	0.826
ET2 <---Entrepreneurial Tendency	0.721	0.811
ET3 <---Entrepreneurial Tendency	0.710	0.793
ET4 <---Entrepreneurial Tendency	0.740	0.817

Source: own elaboration based on SEM calculation.

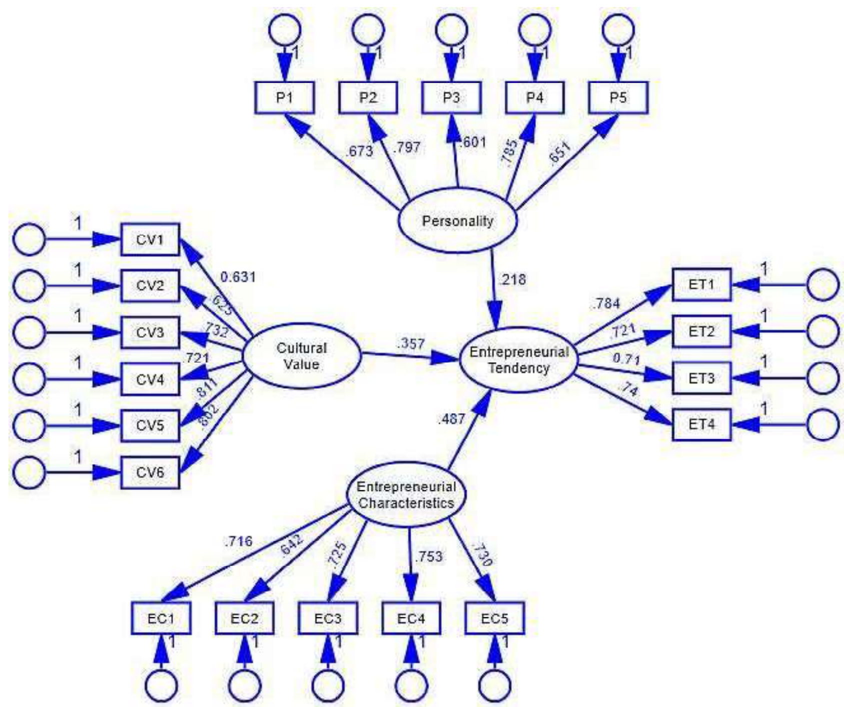

Figure 2. Full model after specification

Note: Measure of fit: RMSEA = 0.091, GFI = 0.796, AGFI = 0.988, CFI = 1, TLI = 0.983, Chi Squared = 15,763, Chi Squared/DF = 1.203, P-value = 0.235 Source: own elaboration based on SEM calculation.

Most extreme responses (MRS) were identified in four items: (a) 'I have few artistic interests,' (b) 'I am generally trusting,' (c) 'group success is more important than individual success,' and (d) 'individuals should only pursue their goals after considering the welfare of the group.' However, after re-calculating the model without these four items, the measure of the fit result remained the same, thus indicating that there is no bias of tendency from respondents to answer the questions in a much more socially acceptable way.

The summary result of structural equation modelling is exhibited in Table 4, which demonstrates that all three hypotheses are accepted.

Table 4. The summary of estimated models

Construct	Estimate	SE	CR	P	Conclusion
Personality -- > Entrepreneurial Tendency	0.218	0.184	2.410	0.005	Significant
Cultural Value -- > Entrepreneurial Tendency	0.357	0.095	2.631	0.002	Significant
Entrepreneurial Characteristics -- > Entrepreneurial Tendency	0.487	0.162	3.511	0.001	Significant

Source: own calculations based on SEM.

The findings supported the notion from developed countries that Big Five traits are related to greater regional entrepreneurial achievement (Audretsch *et al.*, 2017; Obschonka *et al.*, 2019). Alt- hough the results revealed that the variable of entrepreneurial characteristics was the most dominant in determining the entrepreneurial tendency, the mean for this variable was the lowest. This confirms the finding that research on entre- preneurship often follows Western individualism values, which are not pervasive in collectivist cultures and ethnic communities like Banjarese Indonesia. Thus, we high- lighted the entrepreneurial characteristics in terms of risk-taking propensity, tolerance for ambiguity, locus of control, innovativeness, and independence, which are also found low in a sepa- rate study conducted in another province of Indonesia (Herlinawati *et al.*, 2019).

Entrepreneurs are widely credited for resisting more instability, in reality, they are the only ones accountable for their decisions. Li and Ahlstrom (2019) argue that a conceivable motive for the higher risk-taking behaviour stems from entrepreneurs' preference to view business circum- stances with more certainty than others and recognise them as "opportuni- ties," while non-entrepreneurs may perceive little possibility in the same circumstances. Therefore, the entrepreneurs can easier accept these "op- portunities" compared to less entrepreneurial individuals. Among the South East Asians, risk-taking propensity is not common. Hofstede (2015) reas- sures that South East Asians, including Indonesians, generally circumvent uncertainty and prefer security. What is natural for Indonesian culture is uncer- tainty avoidance as it inclines to create anticipated behaviour and does not stand rules violation. The Indonesians practise harmony, distinctive in Indonesian relationships, to minimise risk among individid- uals. Therefore, the risk-taking propensity is a distinguishing prompt because it is not a typical charac- teristic among Indonesians. An individual willing to risk and stand firm in the face of uncertainty is more likely to have an entrepreneurial zest compared to the one who avoids from uncertainty. Thus, low risk-taking propensity impedes Indonesian millennial generation to become entrepreneurs.

Entrepreneurs experience an ambiguity that is triggered by the vibrant business world. Besides stumbling blocks and astonishments, an entrepreneurial setting is usually deprived of organisation, structure, and order. Nevertheless, entrepreneurs flourish in ambivalent circumstances. Therefore, entrepreneurs are acknowledged for having a higher tolerance for ambiguity and relish a state of affairs with the absence of structure and procedures (van de Sandt & Mauer, 2019). Similar to risk-taking propensity, the low tolerance of ambiguity hinders Indonesian millennial generation from producing entrepreneurs.

Entrepreneurs commonly show a high internal locus of control (Asante & Affum-Osei, 2019): a belief that they control their own life's events. Thus, when there is a catastrophe, they ascribe them to own conduct (Charoensukmongkol, 2019). In Banjarese Indonesian culture, Islam is a fundamental el- ement in ethnic recognition. All Banjarese Indonesian are Muslim and endorse Islam as the way of life.Consequently, Islam pervades whole aspects of experience in the realm of values and behaviours (Raj- iani *et al.*, 2019). In Islam teachings, the divine law is inflexible and irrevocable; it is hard to find any Banjarese Indonesian go against the absolute value written in the Quran. The ensuing philosophy of *takdir* is the belief that destiny or supernatural power dictates individual aftermath, which is extensively validated. Therefore, given Indonesian's wide-ranging confidence in an external rather than in- ternal locus of control, many estimate that individuals who favour control over their own lives are rarely found among Indonesians. Therefore, the external locus of control hampers the Indonesian mil- lennial generation to produce entrepreneur.

Because entrepreneurs incline to be separated from what is mundane and regular, they frequently initiate new ideas and are more innovative (Mazzarol & Reboud, 2020). Their tolerance towards making mistakes further assists them in solving creativity obstructions (Danish *et al.*, 2019). However, In- donesians are not acknowledged for business innovativeness (Rajiani & Kot, 2018). One reason for that is the paternalistic setting: a well-defined hierarchy, with its explicit roles for each member (Hofstede, 2015), that inhibits creativity and innovation (Lee *et al.*, 2019).

Furthermore, an essential concept to Indonesians is face, which is a measure of social value. The potential loss of face from failure discourages innovativeness. Therefore, in a culture that does not encourage innovativeness, it becomes a differentiating cue that distinguishes entrepreneurial spirit among specific individuals. Thus, innovativeness hampers the Indonesian millennial genera- tion to produce entrepreneurs.

Moreover, entrepreneurs tend to be self-reliant and independent (Kennedy *et al.*, 2020) for they must be able to work on their own and need less social support than non-entrepreneurs. Within the Indonesian setting, dependence on the superior is reflected in the adage “asal bapak senang” – which means “keep fathers happy” – a tendency in which people please the boss for the sake of saving their socio-economic positions (Dick, 2019). *Bapak* means father, but it can also mean a charismatic figure that cares for community members in exchange for loyalty. Given the relationship between independ- ence and entrepreneurship, we expect such independence to be a predictor of entrepreneurial spirit. Thus, dependence hampers the Indonesian millennial generation to produce entrepreneurs.

Summarising, although Indonesian millennial entrepreneurs from the samples in this research run their business, entrepreneurship is not in their hearts and minds. As nascent entrepreneurs, they pursue an opportunity, i.e. a prospect to introduce new products or services, serve new markets, or develop more efficient production methods in a profitable manner or opportunistic behaviours (Rahman *et al.*, 2020). However, before such a venture is practically proven, the opportunity is just a venture idea. In other words, the option they follow is still only perceptual, bolstered by the nascent entrepreneur's personal beliefs about the viability of venturing, which yields to the nascent entrepreneur attempts to achieve success (Busch & Barkema, 2020).

Our findings support Zamrudi and Yulianti (2020) research to identify millennial entrepreneurs among Indonesian university students and reveal the existence of low self-efficacy among the respond- ents. Initially defined by Bandura (1977) as a belief in one's ability to fulfil actions, self-efficacy can influence one's cognition, self-confidence, courses of action, and perceptions of control. Thus, self- efficacy has become a crucial predictor of success, with higher levels of self-efficacy supporting perseverance and goal achievement in newly established business (Margahana, 2019). Similar to other nas- cent entrepreneurs, the Indonesian millennial entrepreneur pursues opportunities; these opportuni- ties are uncertain, and not all of these pursuits result in operating businesses. Without characteristics of an entrepreneur, their failure – like that of other nascent entrepreneurs in different regions of Indonesia (Herlinawati *et al.*, 2019; Anggadwita & Palalic, 2020) -can be easily attributed to naïvely pursuing an unfeasible or inoperable opportunity. Indonesian millennial entrepreneurs with sufficient conviction about merits of the pursued opportunity can feel compelled to persist in their venturing efforts towards venture emergence. However, most importantly, their equally skilled counterparts who lose confidence in the opportunity may choose to abandon their goals.

Managerial implications

In light of the economic recession during the Covid-19 pandemic, the cultivating of millennial entrepreneurs to boost the economy is even more precarious. The government may use the crisis as a chance to start new businesses. Still, prospective entrepreneurs should be motivated to take matters into their hands by moulding internal locus of control and not let external motives dictate their actions. Furthermore, rewards to businesses in times of recovery should be accentuated by monetary and security motivations. This is also applicable to the recruiting and training of millennial employees in an entrepreneurial atmosphere. Selection tests grounded on risk-taking propensity and internal locus of control can be used to classify employees better matched to work in an entrepreneurial setting. Such employees can be organised to perform tasks that require entrepreneurial abilities. On the other hand, millennial employees who score average in this characteristic can be assigned to tasks that do not require risk-taking. The matching of task criteria to personality will confirm that the right person is selected for the right job. Moreover, training on how to take more deliberate risks and set internal locus of control can be introduced to cultivate an entrepreneurial spirit among millennial employees.

CONCLUSIONS

The Indonesian millennial generation displays little enthusiasm for entrepreneurship compared to previous generations. This low entrepreneurial activity may be attributed to limited real business expo- sure, given their young age, and delayed career start that results from the trend to pursue a higher education degree. However, millennials may become an excellent entrepreneurial generation because of their perspicacity as digital citizens in the era of technology-governed business. Given the unique social and historical conditions forming this generational cohort in Indonesia, we must rework present- day Indonesian cultural values as a point of reference for future study in the country.

Empirical insight into western entrepreneurship theory indicates that Indonesian's ability to fit into this framework is problematical. Thus, we may still need to wait a long time before we witness new affluent millennial entrepreneurs from this region. Nevertheless, Indonesia can learn from western entrepreneurship framework by decisively analysing their prospective benefits and unfavourable outcomes and selectively applying only those elements that are applicable to Indonesian society.

One limitation of our research is that we employed a purposive sampling technique strategy to collect information among newly established businesses owned by millennial entrepreneurs, which may have affected the generalisability of outcomes. Another limitation is that cross-sectional quan- titative examinations inhibited our ability to reveal comprehensive answers to questions: "why do some people recognise opportunities while others do not?" and "why do some try to develop such opportunities while others do not?".

Future research should examine particular cultural variables that comprise the non-compatibility of Western ideas in the Asian context. Besides the cultural variables of collectivism investigated in the current study, future research should explore high versus low uncertainty avoidance, e.g. in a society with individuals not concerned about risks in the current business affairs – as they are more comfort- able with ambiguity and uncertainty (low uncertainty avoidance) – entrepreneurship cannot be incorporated more than in a society with high uncertainty avoidance.

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MANAGEMENT INNOVATION IN BALANCING TECHNOLOGY INNOVATION TO HARNESS UNIVERSITIES PERFORMANCE IN THE ERA OF COMMUNITY 4.0

Rajiani I., Ismail N.

ABSTRACT

The Internet of things (IoT) has changed the way universities managing the people and the way of transferring knowledge. To go with the current trend, universities invest a considerable amount in technology to be acknowledged as an innovative university. However, lower productivity of lecturers, the complaint on the quality of outputs as well as the decreased enrolment requires universities to explore another arena to innovate. Academia has started accentuating that to capture the comprehensive benefits of innovation, technological innovation must be mixed with management innovation that is altering the practice of management within organizations by adopting new organizational structures, processes, and practices to generate a valuable source of competitive advantage. As most innovations are associated with product development, this study highlights management practices as a process innovation in responding to the trend. While there is a growing body of in-depth qualitative research that provides insight into the sequence of events that occurs during process innovation, these studies have not systematically analyzed the organizational capabilities that fuel management innovation mainly in an educational organization. Therefore, Structural Equation Modelling (SEM) is employed to spot the arena for further study. Finally, the model is expected to provide the model for universities wishing to promote innovation within the organization in supporting the Indonesian government' aspire to achieve the economic growth above 7% in the years to come.

Key words: management, technology, innovation, complementary, university

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Introduction

The new reality in the modern economy is the concept of Industry 4.0 as innovation and technological advancement become a crucial role in all organization (Œlusarczyk, 2018). Despite the undeniable importance of technological innovation, another type of innovation has successfully been immersed outside the domain of technology. This non-technological innovation which is more complicated to replicate and may support to a long-lasting competitive advantage has been denoted as management innovation (Mol and Birkinshaw, 2012) and public sector has started to implement management innovation (Ab Rahman et al., 2018; Závadský et al., 2016). The success story of top Indonesian universities like the University of Indonesia, Bandung Institute of Technology is excellent examples that owe their success to management innovation, not technology innovation. However, as management innovation is still relatively under-researched (Nieves and Ciprés, 2015) a better understanding of management innovation, especially within the educational organization should be a priority on the research agenda (Voigt et al., 2018). Mol (2018) defines management innovation as the generation and implementation of new management practice, process, structure, or technique that is new to state of the art and is intended to further organizational goals. New management practices, processes, structures, and techniques imply changes in respectively the day-to-day activities of managers as part of their job in the organization (what managers do), the routines governing their work (how they do it), the organizational context in which their work is performed, and the associated techniques (Vaccaro et al., 2012).

Since the ministry of research and higher education of Indonesia has started to include innovation as one of evaluated elements in determining the rank of the university besides human resources, management, research, and students' achievement (Abbas et al., 2018), current university systems need leaders who is highly competent and shows robust leadership practices that universities are effectively managed (McCaffery, 2018; Aleksejeva, 2016). This phenomenon brings remarkable modifications in educational management under which the direction of academies, costing, human resources and general administration were conferred on the university. Consequently, university leaders need to be deeply thoughtful to changes and innovation in the field of education as the conventional university system is no longer able to anticipate the society's growing demand (Scott, 2018).

Even though the hot flow in academic concern, management innovation stays as an under-researched focus as the most substantial part of studies has been dedicated to analyzing how the business may encourage technological innovation (Damanpour et al., 2018). Further, innovation management in a school setting is commonly associated with a perceived incapacity to innovate meritoriously (Voigt et al., 2018). In other word, schools do not display the business-like attitude to innovation where cost-effective innovations are maintained, and less successful practices are abandoned. Management innovation usually has the objective of elevating the effectiveness and efficiency of inside organization operation (Birkinshaw, 2010; Walker et al., 2015). This way, management innovation raises the productivity and competitiveness of companies (Clauss, 2017) and facilitates economic progression (Trutneva and Kruglov, 2015). However, raising a management innovation is a complicated process (Benner and Tushman, 2015; Rajiani et al., 2016) and comprises internal and external change negotiators (Birkinshaw, 2008). Internal negotiators agents could be a firm's managers and employees who are taking part in the management innovation. External change agents include outside experts, scholars or other external people who guide the adoption of a management innovation (Birkinshaw et al., 2008; Vaccaro et al., 2012).

As innovation is considered to be the main driving force of advancements and prosperity (Keklik, 2018), as well as the recent condition where every country is struggling to identify educational innovations compatible to the necessity of the nation (Rasiah, 2017), the purpose of this study is to advance our understanding on the dimensions of management innovation and, its impact on university's performance.

Literature Review

Though management innovation is a somewhat new terminology in the management texts, the notion has been deliberated for years through somewhat substitutable words like 'organizational,' 'managerial' or 'administrative' innovation (Khanagha et al., 2013). However, despite their interchangeability, administrative innovation, organizational innovation, and management innovation are different (Azar and Ciabuschi, 2017). Administrative innovation has a narrower scope than organizational innovation. In contrast with management innovation, organizational innovation is naturally related with a narrower array of innovations around source allocation, organizational structure and human resource policies (Vaccaro et al. 2012), and eliminates operations and marketing management (Birkinshaw, 2010). The concept of management innovation is more incorporating as it denotes to changes in the way the work of management is conducted (Amarakoon et al., 2018).

The literature reviewed above indicates there are relatively few references or models to help the university to innovate in management to improve universities performance. Therefore, it is crucial to provide a model to guide how universities leaders may base their innovation management factors. This way, we provide an integrated framework of management innovation that highlights the primary constructs and outcomes adopted by Volberda et al. (2013). The framework identifies the antecedents of management innovation (managerial, intra- organizational, and inter-organizational); dimensions of management innovation (new practices, processes, structures and techniques); outcomes of management innovation in terms of various dimensions of performance (e. firm performance, productivity growth, quality of work, group satisfaction); and contextual factors that affect management innovation (such as organizational size and competitiveness of the industry). In light of the research gap, this project draws on the dynamic capabilities approach to provide new insights into firms' management innovation activities and the mechanisms through which they complement technology innovation in shaping firm performance. Dynamic capabilities are defined as a firm's "ability to integrate, build, and reconfigure internal and external competencies to address rapidly changing environments (Piening and Salge, 2015). To sum up, management innovation includes modifications in how and what managers do in determining directions, making decisions, harmonizing activities and encouraging people.

These changes are shown in new managerial practices, structures, or processes which are context-specific, vague and ambiguous to duplicate, making them a vital source of competitive advantage. Although a company may shape the management innovations of others, its successfulness is likely determined by how those management innovations are reformed to the distinctive features of the organization.

Table 1. The framework of management innovation

Constructs	Dimensions	Sources
Management innovation	" new managerial practices" new managerial process" new organizational structures" new managerial techniques	Birkinshaw (2010) and Vaccaro et al. (2012)
Technology innovation	" breadth of knowledge" depth of knowledge" process innovation	Mol and Birkinshaw (2012)

Table 1. The framework of management innovation

Constructs	Dimensions	Sources
Management innovation	− new managerial practices − new managerial process − new organizational structures − new managerial techniques	Birkinshaw (2010) and Vaccaro et al. (2012)
Technology innovation	− breadth of knowledge − depth of knowledge − process innovation	Mol and Birkinshaw (2012)
Dynamic capability	− ability to integrate internal competencies − ability to reconfigure external competences − ability to address rapidly changing the environment	Piening and Salge (2015)
Managerial antecedents	− transformational leadership − transactional leadership − top management reflexivity − managerial tenure − CEO novelty	Mihalache (2012)
Intra-organizational	− diagnostic and implementation capability − educated workforce − internal change agents	Mol and Birkinshaw (2012)
Extra-organizational	− external change agents − involvement in external networks − interaction with earlier adopters	Damanpour and Aravind (2011)
Contextual factors	− organizational size − environmental circumstances − performance decline	Vaccaro et al. (2012)

Methodology

This research uses quantitative methods of data intending to analyze the specific company's management innovation practices in the domains of managerial activities, intra-organizational process, extra-organizational process, contextual factors as well as dynamic capabilities in Indonesian higher education sectors. The target population of this study is 150 department heads from various faculties in several big cities of Indonesia including Jakarta, Surabaya, and Banjarmasin. By using the Structural Equation Model (SEM), the standard rule is that the minimum number of observation is at least five times as many observations (Hair et al., 2006). As there were 24 indicators to be tested, a sample of 150 falls within an acceptable sample range. Although SEM is an extension of multiple regressions, it relies very heavily on pictures called path diagrams to visualize what is going on. Also, in SEM, we do not talk about "independent" and "dependent" variables. Instead, we talk about exogenous variables and endogenous variables. To avoid confusion, we say that an exogenous variable has paths coming from it and none leading to it. All instruments integrated into the questionnaire were derived from the previous literature exploration. Also, all questions were consulted with a panel of a scholar and industrial experts to assess the validity of items in the questionnaires. The seven-point Likert-type scales (1 – strongly disagree; 7 - strongly agree) were applied throughout the questionnaire.

The relationship among constructs is depicted in a theoretical framework. The management innovation as an endogenous construct is measured with four dimensions: new managerial practices (MI1), new managerial process (MI2), new organizational structures (MI3) and new managerial techniques (MI4) adapted from the work of Birkinshaw (2010) and Vaccaro et al., (2012). Technology innovation as an endogenous construct is measured with three dimensions: breadth of knowledge (TI1), depth of knowledge (TI2) and process innovation (TI3) adapted from Mol and Birkinshaw (2012). Another endogenous construct: dynamic capability is measured with three dimensions: the ability to integrate internal competencies (DC1), ability to reconfigure external competences (DC2) and ability to address rapidly changing the environment (DC3) developed by Piening and Salge (2015). In the other hand, the exogenous variable of managerial antecedents are measured with transformational leadership (MA1), transactional leadership (MA2), top management reflexivity (MA3), managerial tenure (MA4) and CEO novelty (MA5) adapted from Mihalache (2012). Intra-organizational antecedents are measured with diagnostic and implementation capability (IO1), educated workforce (IO2), and internal change agents (IO3) adapted from Mol and Birkinshaw (2012). Extra-organizational antecedents are measured with external change agents (EO1), involvement in external networks (EO2) and interaction with earlier adopters (EO3) adapted from Damanpour and Aravind (2011). Contextual factors are measured with organizational size (CF1), environmental circumstances (CF2) and performance decline (CF3) developed from the work of Vaccaro et al. (2012). Six hypotheses will be tested.

1. Technology innovation is positively related to management innovation.

2. Contextual factor is positively related to management innovation.

3. Managerial antecedent is positively related to management innovation.

4. Intra- organizational factor is positively related to management innovation.

5. Extra-organizational factor is positively related to management innovation.

6. Management innovation is positively related to dynamic capability.

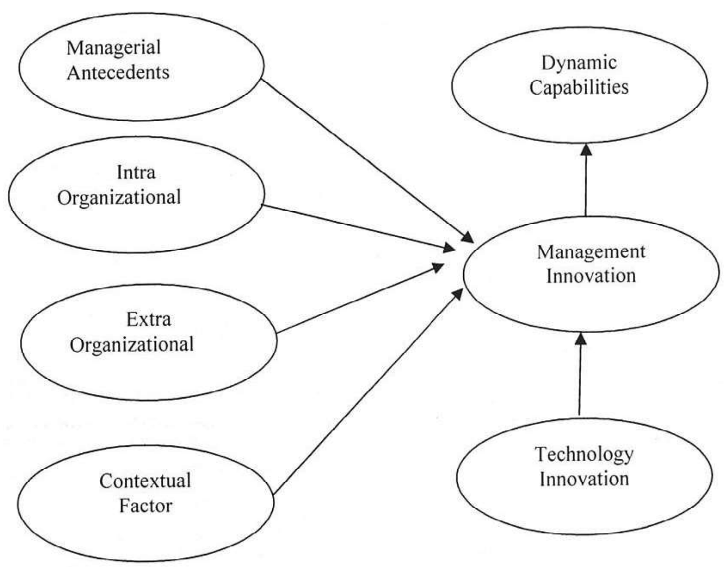

Figure 1. Theoretical framework

Factors loading are employed to evaluate discriminant validity where only items with factors loading surpass 0.50 will stay in the model (Hair et al., 2006). When all in SEM requirement are fulfilled, theory trimming (Crockett, 2012) is performed by eliminating path with insignificant coefficients, and this becomes the model for management innovation in Indonesian universities setting.

Results and Discussion

Measurement model in Table 2 displays that the factors loading generated all exceeded 0.50 denoting that the instrument had satisfactory convergent validity. Structural equation modeling commonly invites arguments on model assessment as no model can indeed meet all the demanded measures (Schumacker and Lomax, 2004). For example, SEM needs small value for Chi-square statistic (÷2) and probability (P) smaller than 0.05. Though these statistics are usually conveyed in structural equation modeling results, they are rarely considered and generally unnoticed as researchers prefer to other alternative measurements to evaluate the model fit (Robins et al., 2007). The argument is that Chi-square statistic (÷2) and probability (P) are closely related to sample size that the bigger the sample then, the smaller the Chi-square statistic and the higher the probability. Hu and Bentler (1999) contend that threshold values approaching to 0.95 for Tucker-Lewis Index (TLI), 0.90 for Norm Fit Index (NFI), 0.90 for Incremental Fit Index (IFI), 0.06 for Root Mean Square Error of Approximation (RMSEA) may adequately support the assumption of a perfect fit between the suggested model and the data. Other researchers suggested other goodness-of-fit statistics containing CMIN/DF (The Minimum Sample Discrepancy Function) expected d” 2.0; GFI (Goodness-of- Fit Index) approaching 0.90 and AGFI (Adjusted Goodness-of-Fit Index) close to 0.90 or greater (Hair et al., 2006).

Table 2. Loading factors for convergent validity

Construct	Loading Factors	Construct	Loading Factors
MI1<--Management Innovation	0.831	TI1 <---Technology Innovation	0.771
MI2<---Management Innovation	0.820	TI2 <---Technology Innovation	0.853
MI3<---Management Innovation	0.836	TI3 <---Technology Innovation	0.872
MI4<---Management Innovation	0.819		
DC1<---Dynamic Capability	0.863	MA1 <---Managerial	0.826
DC2<---Dynamic Capability	0.895	MA2 <---Managerial	0.786
DC3<---Dynamic Capability	0.835	MA3 <---Managerial	0.775
		MA4 <---Managerial	0.803
IO1 <---Intra Organizational	0.810	EO1 <---Extra Organizational	0.779
IO2 <---Intra Organizational	0.732	EO2 <---Extra Organizational	0.777
IO3 <---Intra Organizational	0.790	EO3 <---Extra Organizational	0.826
CF1 <---Contextual Factor	0.787		
CF2 <---Contextual Factor	0.781		
CF3 <---Contextual Factor	0.811		

The full model of the research after the specification is observable in Figure 2. By referring to the ÷2 test (÷2 = 10.932) and probability (P = 0.10), this model capture goodness-of-fit of the model. Also when observed from other measurement, the model indicates an acceptable fitness: CMIN/DF = 1.235 (expected smaller than 2), GFI = 0.953 (higher than 0.90), AGFI = 0.912 (higher than 0.90), CFI = 0.987 (higher than 0.95), TLI = 0.961 (higher than 0.95), RMSEA = 0.06 (in the borderline).

The summary result of structural equation modeling is presented in Table 3. The table indicated that all paths are significant denoting that all six hypotheses are accepted. These paths are then for the prediction of the management innovation model for dynamic capabilities in Indonesian universities.

Table 3. Summary of results

Constructs	Estimate	S.E.	C.R.	P	Conclusion
MI < -- TI	0.263	0.070	2.710	***	Significant
MI < -- CF	0.369	0.100	3.845	***	Significant
MI < -- MA	0.301	0.104	2.894	0.004	Significant
MI < -- IO	0.550	0.142	4.704	***	Significant
MI < -- EO	0.284	0.084	2.347	***	Significant
DC< -- MI	0.320	0.072	3.683	***	Significant
*Notes: *** = p < 0.00*					

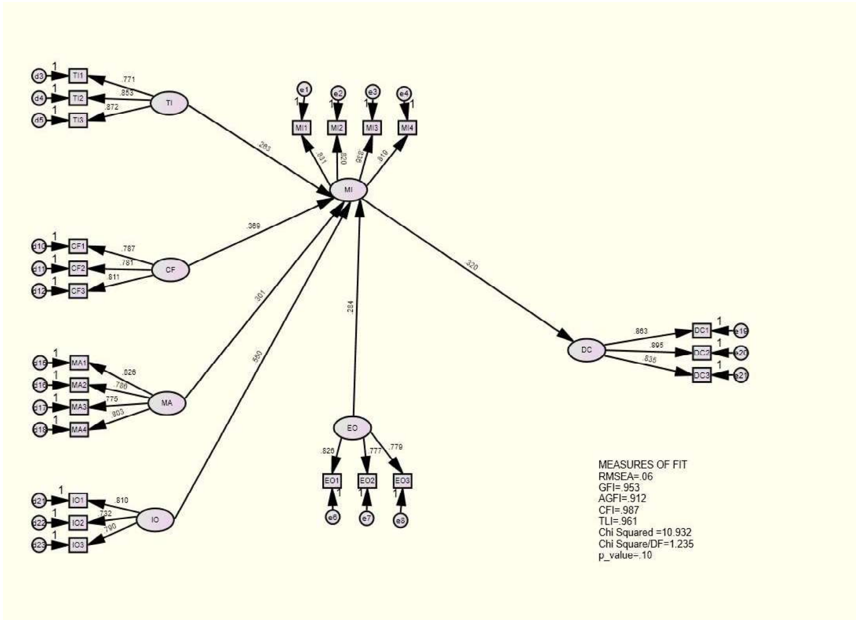

Figure 2. Full model

This research was concentrated on the elaboration of the model of innovation in Indonesian universities by observing the significant path then calculating the amount of the total effect (Awang, 2015). The model: *Technology Innovation* ——> *Management Innovation*—— > *Dynamic Capabilities* generates the direct effect of Technology Innovation ——> Management Innovation = 0.263, and the direct effect of Management Innovation to Dynamic Capabilitie*s* is 0.285. This figure brings the total effect of 0.263 x 0.320 = 0.084 indicating that 8.4% ability to integrate internal competencies, ability to reconfigure external competences and ability to address rapidly changing environment is determined by breadth of knowledge in technology, depth of knowledge in technology and process innovation with the condition that the management will implement new managerial practices, new managerial process, new organizational structures, and new managerial techniques. Similarly, the model: *Contextual Factor* >

Management Innovation ---> *Dynamic Capabilities* produces the direct effect of Contextual Factor ---> Management Innovation = 0. 369 and the direct effect of Management Innovation to Dynamic Capabilitie*s* are 0.320. This amount produces the total effect of 0.369 x 0.320 = 0.1180 specifying that 11.8% ability to integrate internal competencies, ability to reconfigure external competences and ability to address rapidly changing environment is determined by organizational size, environmental circumstances and awareness of performance decline provided that the management will implement new managerial practices, new managerial process, new organizational structures, and new managerial techniques. By the same calculation, 9.6% ability to integrate internal competencies, ability to reconfigure external competences and ability to address rapidly changing environment is influenced by transformational leadership, transactional leadership, top management reflexivity, managerial tenure, and CEO novelty if the management will employ new managerial practices, new managerial process, new organizational structures, and new managerial techniques. Furthermore, 17.6% capability to integrate internal competencies, ability to reconfigure external competences and ability to address rapidly changing environment is affected by diagnostic and implementation capability, educated workforce, and internal change agents with the prerequisite that the management will adopt new managerial practices, new managerial process, new organizational structures, and new managerial techniques. Finally, 9% capability to integrate internal competencies, ability to reconfigure external competences and ability to address rapidly changing environment is caused by external change agents, involvement in external networks, and interaction with earlier adopters with the condition that the management will embrace new managerial practices, new managerial process, new organizational structures, and new managerial techniques.

Since this study is to provide the model for universities desiring to promote innovation within the organization in assisting the government' hope to realize the economic growth by optimizing the role of people as well as encouraging innovation as demanded by the ministry of higher education, the paths recommended are *Intra-organizational Factor ---> Management Innovation ---> Dynamic Capabilities* and *Contextual Factor ---> Management Innovation ---> Dynamic Capabilities* as each path generates the highest total effect of 17.6 % and 11.8% respectively. This class of capabilities determines organizational and managerial competencies to scan the environment and design the business models that overview new threats and opportunities. As such to innovate, the university must reconfigure diagnostic and implementation capability, educated workforce, and internal change agents' in the first place then organizational size, environmental circumstances and awareness of performance decline. The finding indicates that at certain critical stages, the ability of a CEO and the top management of the university to identify the main trend and then define a response to guide the university forward is critical to the firm's dynamic capabilities. However, the organization's values, culture, and collective ability to promptly deploy a new business model are also essential to the strength or weakness of the school's dynamic capabilities. The new managerial practices, process, organizational and managerial techniques determine how the university creates, shapes, and deploys capabilities. When this is done well, the effort results in innovative combinations of resources supported by effective value-capture mechanisms. In the era of 4.0 communities, besides the development and utilizing of pedagogical innovations have become the main tools of reforming the educational systems' policies (Radin and Riashschenko, 2017), the future of a university is also shaped by the ability to mix science, technology, and business creatively.

Conclusion

As universities in Indonesia are facing increased competition and a rushing leap of technological change adopted by the minister of research, technology, and higher education to monitor the performance, they need to think through non- technological innovation that is harder to duplicate. These non-technological forms of innovations are referred to as management innovation covering modification in the how and what department head and higher rank officers in universities do in setting directions, making decisions, coordinating activities and leading people. The changes are shown in the forms of new managerial practices, structures, or processes which are context-specific, unclear and hard to imitate making them a vital source of dynamic capabilities of universities. As both technological and management innovation occur in trajectory path (Purchase et al. 2017; Santos et al., 2018) while management innovation research in a university setting is rare, the proposed paths *Intra organizational Factor---> Management Innovation ---> Dynamic Capabilities* and *Contextual Factor ---> Management Innovation ---> Dynamic Capabilities* can be used as a point of departure for universities to start with. Though this research in line with Walker et al. (2015) convincing that management innovation does not differ from technological innovation as both affect performance significantly, it is against Coccia (2016) arguing that technological innovation mainly precedes the achievement of management innovation. This notion implies the complicatedness of innovation processes that future research is compulsory to reveal the relationship between management and technological innovation further. The authors are fully conscious of boundaries of the research model for this paper but are at the same time aware of the necessity to elaborate the discussion in this area, both among theoreticians and practitioners. Future studies should be expanded to larger Southeast Asia territories to ensure the generalizability of the findings.

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