The impact of students' business success to their academic performance

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A B S T R A C T

This research is a quantitative descriptive research that aims to describe the impact of students' business success (X) to their educational performance (Y). To analyze the data, the Statistical Package for Social Sciences (SPSS) version 24.0 for windows was used. Validity and reliability tests were carried out using Cronbach Alpha. The sample involved was 443 students who were successful in doing business through The Ambassador of Business Edupreneur program at the Faculty of Economics and Business Education, Indonesian University of Education. The results of this study conclude that there is a relationship and influence between students' business success (X) to their academic performance (Y). The higher the students' business success (X), the higher their academic performance (Y).

A R T I C L E   I N F O

1. INTRODUCTION

The phenomenal issues of how a university concerns in increasing the student's academic performance becomes the main focus of every university in Indonesia. This is because their performance has an impact on the ranking and reputation of the university itself. The higher the performance of the students, the higher the ranking and reputation of the university will become (Hossain et al, 2022).

The definition of performance according to the Great Dictionary of the Indonesian Language (KBBI) means something that is achieved, visible achievement or ability to work. So, student academic performance can be interpreted as student success in the learning process at university. In addition, the proportion of student attendance, completion of assignments, and being active in class discussion activities are also some of the assessments that students need to achieve (Saleh, 2014). Grade Point Average (GPA) is used as a measure of student academic mastery and student success in the academic field.

Students' academic performance is very important to evaluate so that with this evaluation factors can be found that support improving educational performance (Rifa'I et al, 2019); (Nasir et al, 2021). This is supported by the National Accreditation Board for Higher Education (BAN-PT) which assesses the accreditation of study programs one of which is through the proportion of students who graduate on time, because students are an important aspect in evaluating the success of implementing a study program at a higher education.

Student success in improving educational or academic performance can be influenced by several factors. According to Saleh (2014) and Raine & Pandya (2019) student academic achievement is divided into three factors, including 1) internal factors, consisting of physical aspects (health) and psychological aspects (intelligence, attitude, talent, interest and motivation); 2) external factors, consisting of the social environment and non-social environment; 3) learning approach factors. These factors are in line with research conducted by Hasana (2021) where social environmental factors can affect the performance of educational students. Meanwhile, according to Tarumasely (2021) self efficacy significantly influences student academic achievement, self efficacy is a belief that a person has regarding his ability to organize, perform a task, achieve a goal, produce something and implement actions to achieve certain abilities.

At the Universitas Pendidikan Indonesia, it is known that one of the indicators of student success in the academic process is through the fulfilment of KPI (Key Performance Indicators) named IKU. There ara 8 IKUs and one of the most related IKU with the students' academic is IKU 1. This IKU concerns on how University can create students to be entrepreneurs. The Universitas Pendidikan Indonesia provides services and facilities for students in doing business. One of them is the The Ambassador of Business Edupreneur program. It is an awarding event under the Faculty of Economics and Business Education which is annually held as an appreciation program students. The targeted students are those who are actively doing their business, having knowledge in entrepreneurship, having creative spirit, innovative and successful both in education and entrepreneurship.
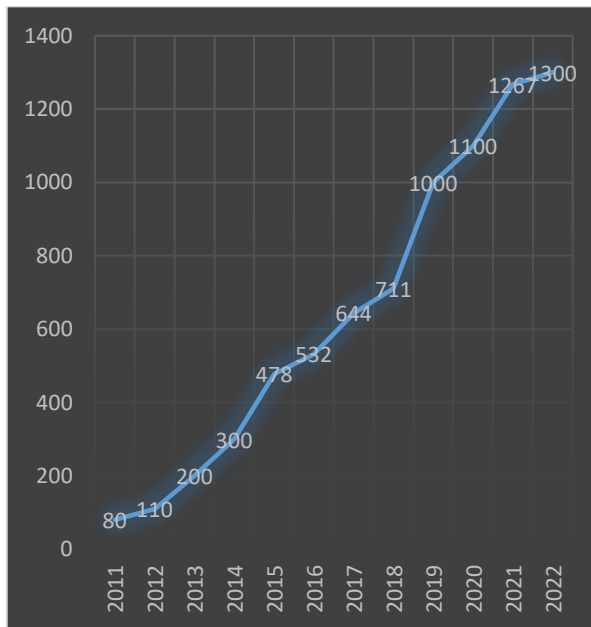
Source: The Ambassador of Business Edupreneur Program

Figure 1. Trend of the number of participants in the implementation of the ambassador of business edupreneur program from 2011 - 2022

Figure 1 shows that every year, the trend of students participating in this program is increasing in number. In addition, these students have succeeded in creating their business. Theoretically, success can be interpreted as business satisfaction in their own work, where entrepreneurs in this context are students, have the freedom to create their own business atmosphere and work environment. Success in entrepreneurship is measured based on the value of each individual, this can be seen from the market share they have, income earned, or profit margins. Meanwhile, according to Austhi (2017), entrepreneurial success is a combination of things related to the economy, such as asset returns, sales processes, profits, employees, or the level of business continuity, and things that are not related to finance such as customer satisfaction, personal level development, and personal accomplishments. Fried & Tauer (2015) added that entrepreneurial success is defined as a complex phenomenon and includes various criteria of financial and non-financial characteristics. Initially, entrepreneurial success was equated with economic or financial factors, such as efficiency, growth, profits, liquidity, market share, revenue, company size and probability of survival. Based on the above understanding, it can be concluded that entrepreneurial success is a combination of individual satisfaction with extrinsic achievement, (financial) and intrinsic assets (inner satisfaction).

Thus, this study aims to determine whether there is an impact of students' business success to their educational performance. This is because in previous research it was not known the effect of entrepreneurial success as a variable that affects students' academic performance, only other factors such as class performance, student e-Learning activities, student demographics, and student social information. (Abu Saa, Al-Emran, & Shaalan, 2019); (Hasana, 2021); (Sarfraz, Khawaja, & Ivascu, 2022); (Yakubu & Abubakar, 2022); (Elfaki, Abdulraheem, & Abdulrahim, 2019); Saputro & Atmaja (2021); Tuan (2023).

2. METHODS

This research method is a quantitative descriptive that describes the impact of students' business success (X) on their academic performance (Y). To analyze the data, the Statistical Package for Social Sciences (SPSS) version 24.0 for windows was used. Validity and reliability tests were carried out using Cronbach Alpha. The sample involved was 443 students who were

successful in doing business through The Ambassador of Business Edupreneur program at the Faculty of Economics and Business Education, Universitas Pendidikan Indonesia.

2. RESULTS AND DISCUSSION

The respondent of this study is 433 students who joined the Ambassador Business Edupreneur program in Faculty of Economics and Business Education, Universitas Pendidikan Indonesia. The following is their profile.

Table 1. Respondent's Profile

	Category	Percentage
Gender	Male	49%
	Female	51%
Type of Business	Food & Beverages	55%
	Fashion	35%
	Services	10%
Business Duration	More than 5 years	25%
	1 – 5 years	40%
	Less than 1 year	35%
Profit/month	>5 million IDR	60%
	3 – 5 million IDR	20%
	<3 million IDR	20%

Table 1 shows that the profile of respondents in this study was dominated by women (51%), with Food and Baverages (F&B) as the most type of business (55%). Meanwhile the business duration was dominated by business that run around 1 – 5 years (40%) with the highest profit more than 5 million a month (60%).

The result of the data analysis is shown in the explanation below:

Tabel 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.263^a	.051	.067	2.15620

Table 1 shows the correlation or relationship (R) value between *Students' Business Success (X) to Their Educational Performance (Y)* is 0.263. In addition, the value of coefficient of determination (R square) is 0.051 which implies that the effect of the variable *Students' Business Success (X)* to *Their Academic Performance (Y)* is 5.1%.

Tabel 3. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	111.652	1	131.247	10.811.002b	
1 Residual	449.514	51	12.648		
Total	560.166	52			

a. Dependent Variable: Students' Educational Performance (Y)
b. Predictors: (Constant), Students' Business Success (X)

Table 2 shows the calculated F value = 10.811 with a significance level of 0,000 < 0.05. The regression model can be used to predict participation variables or in other words, Students' Business Success (X) has an effect on the Students' Educational Performance (Y).

Tabel 4. Coefficients[a]

Model	Unstandardized Coefficients		Standardiz ed Coefficien ts	t	Sig
	B	Std. Error	Beta		
(Constant)1	8.046	2.120		2.080	.022
Students' Business Success (X)	.211	.095	.279	2.221	.000

a. Dependent Variable: Students' Business Success (X)

Table 3 shows the constant value (a) of (b / regression coefficient) of 0.211. The regression equation shown below:

$$Y = a + bx$$

$$Y = 8.046 + 0,211 X$$

Which translates that a constant of 8,046 means that the consistent value of variable X is 8,046. It means the Students' Business Success (X) coefficient regression that is 0.211 tells for each addition of 1% Students' Business Success (X) value, the value of *Students' Academic Performance (Y)* will increase by 0.211. The regression coefficient is considered positive, so it can be said that the direction of the influence of Students' Business Success (X) on the *Students' Academic Performance (Y)* is also positive. In addition, it can be found that the significance value is 0,000 <0.05. Thus, it can be concluded that influence between students' business success (X) to their academic performance (Y). The higher the students' business success (X), the higher their academic performance (Y).

So that, the model of the influence of students' business success (X) to their academic performance (Y) can be drawn as follows:
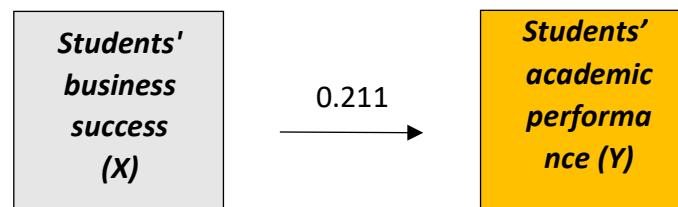
4. CONCLUSION

The results of this study conclude that there is a relationship and influence between students' business success (X) to their academic performance (Y). The higher the students' business success (X), the higher their academic performance (Y). It implies that the students can manage their time to balance between academic and business on their academical journey in the higher institution.

This research recommends for further researchers to figure out whether there was an mediating role that could improve the students' business success (X) to their academic performance (Y).

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