

Developing The Succes of Halal Entrepreneurship Through Optimizing University Resources with Innovation Capacity as a Moderation Variable

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ABSTRACT

Halal businesses have the potential to be profitable to grow the economy. Indonesia's potential in halal business is huge, because Indonesia is a country with a majority of people who are Muslims. Referring to this issue, this study explores the success of halal business development in Central Java with a focus on optimizing university resources for halal business development. In achieving the research objectives, this study uses a quantitative approach to examine the relationship between university resources and halal entrepreneurship in state Islamic higher education institutions (PTKIN) in Central Java. The population in this study is students who are halal entrepreneurship actors spread across PTKIN throughout Central Java, namely UIN Walisongo, UIN Salatiga, UIN Raden Mas Said, UIN Saifudin Zuhri, UIN Kudus, UIN Pekalongan. The findings in this study show that university resources have a significant positive impact on halal entrepreneurship. Another result of this study was that university resources moderated by innovative capacity did not show significant results.

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INTRODUCTION

In 2021, Muslims around the world spent \$2 trillion in food, pharmaceuticals, cosmetics, fashion, travel, and media or leisure sectors. The global Muslim market has the potential to grow around 2.8 trillion dollars by 2025. The halal food and halal beverage sector is the largest market for Muslim consumers (Tighe, 2024). Halal businesses have the potential to be profitable to grow the economy. Indonesia's potential in the halal business is very large, as Indonesia knows that the majority of the community is Muslim (Anam & Istiq'faroh, 2021). Indonesia is among the top 5 exporting countries to the Organization of Islamic Cooperation (Staff, 2023).

As the halal industry currently has the capacity to contribute significantly to economic growth, all parties involved in Indonesia must work hard to improve the country's ranking as an important market player in the halal industry (Achsanita et al., 2022). Referring to this issue, this research explores the success of halal business development in Central Java with a focus on optimizing university resources for halal business development.

Halal entrepreneurship provides a sense of security and comfort to the community so that these goods or services are utilized or consumed in accordance with Islamic values. The advantage of halal entrepreneurship is that the products and services provided are safe to consume and do not violate Islamic law and have received halal certification (Fikadu et al., 2023). As a country with the largest Muslim population in the world, Indonesia is at the forefront of this expansion (Risza, 2024). This makes the demand for halal products and services has opened up opportunities for entrepreneurs who enter the Muslim market (Khalek, 2017). Increased awareness of the ethical aspects of halal products has led to an increase in demand from the Muslim population. In this case, higher education institutions are very important because universities play an important role in shaping the landscape of innovation and teaching of halal products (Risza, 2024). However, there are many challenges faced by halal businesses through university resource programs, both large and small, including sources of financing to support the program and the availability of infrastructure, but lack of interest in the program. Therefore, it is important for universities to provide faculty and students with an entrepreneurial mindset by connecting the talent needs and demands of industries that generate knowledge and create new businesses through university entrepreneurial activities (Hassan, 2020).

The halal industry globally continues to increase even in the midst of global challenges. And it is expected to increase as the year progresses. The country is no exception, plus Indonesia's position which has the largest Muslim population in the world. In fact, Indonesia showed an increase in its position in third place compared to the previous year in the development of the halal economy. And at the same time, the domestic market of Indonesian Muslims recorded expenditure of USD184 billion in 2020 and is projected to increase to 14.96% in 2024 or USD281.6 billion. This makes Indonesia the largest halal market consumer in the world with 11.34% of total global halal spending. In addition, Indonesia's halal industry also has the potential for inclusive and sustainable economic growth through the development and growth of the halal economy. Based on the Indonesia Halal Markets Reports 2021/2022, the halal economy can increase Indonesia's gross domestic product (GDP) by USD 5.1 billion or around Rp 72.9 trillion per year through export and investment opportunities. The halal industry also has various challenges, including the fragmentation of national halal industry governance and also the factor of the lack of human resource capacity in its implementation is also a challenge. In response to this, the government also intervened by trying to develop the halal industry in Indonesia. One of them is through halal certification. The Ministry of Industry already has 17 primary LPHs spread across various regions of Indonesia, with 100 certified halal auditors, followed by four other work units that are still in the process of becoming primary LPHs. This is done to support the deadline for halal food and beverage obligations on October 17, 2024 (Administrator, 2024).

Universities play an important role in the formation of high-quality individuals. Almost all universities in Indonesia are undergoing changes in the way they operate; Some of them have developed into world-class universities by working with employers to educate young entrepreneurs (Sayidah et al., 2019). University resource support is entrepreneurial support based on the curriculum and extra-curricular resources that universities provide to their students. With the university's resource support program for halal entrepreneurship, students can improve their knowledge and skills in developing, controlling, organizing, problem-solving, and driving business performance (Achsanía et al., 2022). In addition, it can allow students to have connections with important people, such as suppliers, distributors, entrepreneurial investors, potential customers, partners, and like-minded students (Lu, G., Song & Pan, 2021). Halal studies first appeared in Asian countries without Muslim population backgrounds, such as Japan and Thailand. Universities in Indonesia must move forward and lead by expanding their networks through international cooperation programs in this regard (Akim et al., 2018).

LITERATURE REVIEW

This study uses the Quadriple Bottom Line (QBL) Theory which is related to the influence of university resources on the development of halal entrepreneurship. Masrukhin et al. (2023) said that the Quadriple Bottom Line (QBL) Theory is a development of the Triple Bottom Line (TBL) Theory. And the following is the relationship between the QBL theory and the influence of university resources on halal entrepreneurship:

1. Humans: the university plays a role in educating and training students about halal entrepreneurship, which includes training programs, workshops, and mentoring that focus on Islamic business ethics, and responsibility to the community.
2. Environment: The university encourages business practices that are in accordance with Islamic principles. For example, developing sustainable production methods that are in accordance with Islamic procedures.
3. Advantages: the university helps students and alumni in developing profitable businesses while still adhering to Islamic principles, such as providing a professional network that supports halal entrepreneurship.
4. Purpose: the university can fulfill its goals by creating quality students through study programs that integrate Islamic teachings with entrepreneurship, as well as extracurricular activities that promote integrity, honesty, and social responsibility.

The influence between university resources and the development of halal entrepreneurship through this theory is also supported by several previous studies. Research Achsanía et al. (2022) and Anam & Istiq'faroh (2021) have the same opinion that the support of university resources has a significant effect on halal entrepreneurship. Research Risza (2024) also have the same findings, and provide a promising overview of the role of universities in Indonesia in the halal sector. By adding halal standards to the curriculum and participating in the certification

process, universities are essential to forming a well-rounded workforce that is experienced in halal compliance. In addition, this support shows a strong ecosystem for the sustainable growth of halal businesses in Indonesia. Therefore this study takes the hypothesis:

H1 : University Resources Affect the Success of Halal Entrepreneurship

Innovation is a sequential process that begins with the recognition of a problem or the discovery of a new idea and is followed by problem-solving and the creation of a productive ability to introduce creative products and services in the market. Innovation does not happen spontaneously. This is because fierce competition in a global environment requires organizational authorities to coordinate, facilitate, and make decisions to be innovative (Sawaeen & Ali, 2020). According to Mulyani & Mudiantono (2015) in research Miar (2024) Defining innovation as a new process created by a company to develop a product, create a new product, or update production and distribution processes, allowing them to compete for new market segments. Innovation is the most contemporary management orientation. It refers to an organization's ability to create and develop new ideas and transform these ideas into processes, products and services (Sawaeen & Ali, 2020).

Through the Quadruple Bottom Line (QBL) theory, innovation capacity strengthens the relationship between university resources and halal entrepreneurship. The elements that show their relevance are the first of humans, where by increasing innovation capacity, students can develop their entrepreneurship supported by university resources. The second is the environment, innovation capacity through the development of new methods carried out by universities will have an impact on the development of halal entrepreneurship. The third is profit, with a high innovation capacity, students can create products by utilizing the resources provided by the university and generate more profits. The fourth is the goal, the innovation capacity that is used appropriately will help the university meet its goals by providing resources to students in developing halal products or services. By integrating university resources into QBL theory and increasing innovation capacity, students can become successful halal entrepreneurs. The capacity for innovation to strengthen the relationship between university resources and halal entrepreneurship is also supported by previous research. Research Saji & Nair (2018) and (Sawaeen & Ali, 2020) said that innovation capacity strengthens entrepreneurial relationships supported by university resources. Based on this, this study uses the hypothesis:

H2 : Innovation capacity strengthens the relationship between university resources and halal entrepreneurship.

This study further examines the development of halal entrepreneurship in Central Java with the role and encouragement of university resources and the relationship between the two with innovation capacity. This research will focus on the potential and challenges that will be faced by halal entrepreneurship in Central Java, as well as provide solutions and steps that can be taken to improve the development of halal entrepreneurship in Central Java. And it is hoped that this research will provide an overview of the performance of halal entrepreneurship in Central Java.

Previous studies on the relationship between university resources and halal entrepreneurship still yield inconsistent results. Research Achsania et al., (2022), Lu, G., Song & Pan (2021), and Anam & Istiq'faroh, (2021) argues that university resources have a significant influence on the development of entrepreneurship. This finding is different from the research conducted by Saeed et al. (2015) and Yuejun & Jessica (2020) argue that university resources have no influence on the development of entrepreneurship. This is because entrepreneurship education in universities is at the introductory stage and faculties in different universities are not recognized as entrepreneurial-oriented. In addition, the values and vision are changing due to the constantly changing heads of departments in universities.

Previous research on the influence of university resources on halal entrepreneurship moderated by innovation capacity also produced inconsistent results. Research Yuejun & Jessica (2020); Saji & Nair (2018), Entrialgo & Iglesias (2020), and Sawaeen & Ali (2020) said that innovation capacity strengthens the relationship between university resources and halal entrepreneurship. This is not in line with the research conducted by Fatmasari & Irmayana (2023) and Gemina & Harini, (2021) who said that innovation does not have an impact on entrepreneurial success.

The inconsistency of previous research adds motivation to examine more deeply the role of university resources in the development of halal entrepreneurship success in Central Java. Several studies focus on university resources on halal entrepreneurship (Sawaeen & Ali, 2020), (Akim et al., 2018), (Saeed et al., 2015), (Saji & Nair, 2018). In addition, some researchers only focus on one scope or organization (Anam & Istiq'faroh, 2021), (Achsanania et al., 2022). Thus, this study focuses on university resources, which aims to analyze the development of successful halal entrepreneurship in Central Java. In addition, this research can contribute as a reference for stakeholders in an effort to improve the performance of university resources in Central Java.

METHODS

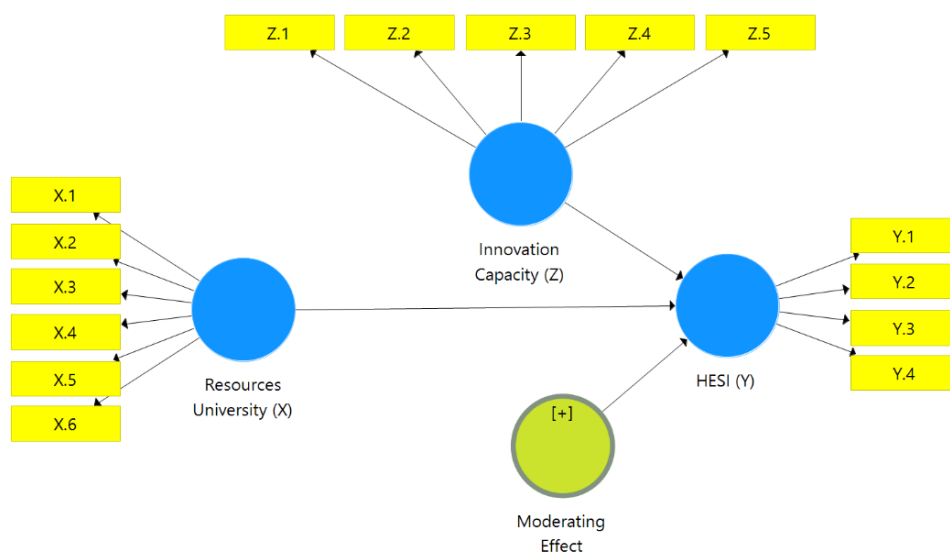
In achieving the research objectives, this study uses a quantitative approach to examine the relationship between university resources and entrepreneurship halls in state Islamic higher education institutions (PTKIN) in Central Java. The survey design uses the adopted questionnaire indicator. From previous research. The population in this study is students who are halal entrepreneurship actors spread across PTKIN throughout Central Java, namely UIN Walisogo, UIN Salatiga, UIN Raden Mas Said, UIN Saifudin Zuhri, UIN Kudus, UIN Pekalongan. Because the population of participants in this study is heterogeneous but has equality, therefore the sampling technique used in this study uses a proportional random sampling method. The sample size calculation uses a table set by Isaac and Michel (Sugiyono, 2015) to determine the sample size at an error rate of 1%, 5%, and 10%. Regarding the identification of the number of population (N) = as many samples as respondents were obtained for this study with an error rate of 5%.

The questionnaire used in this study was developed based on the variable indicators in this study, namely Resources University, Halal Entrepreneurship,

Capacity Innovation, as presented in Table 1. The questionnaire was distributed to respondents in electronic form using a Google Form link and using digital media platform tools such as social media and email. The data in this study was analyzed using multiple linear regression with the help of PLS Equation Modeling (SEM) Structure software with 2 stages, namely: Inner and outer model tests.

Tabel 1. Variable Indicator

No	Variable	Indicator
1.	Resources University	1. Provision of intellectual development offices 2. Resource availability 3. Availability of financial access 4. Availability of technology transfer offices 5. Availability of university business incubators 6. No difficulty starting a business (Hanandeh et al., 2021)
2.	Innovation Capacity Ability to collect and combine information and the knowledge to create new products, services, and processes	1. We have a company culture that puts innovation first 2. We are able to use knowledge from various sources to develop products/services efficiently and quickly. 3. We can identify market changes and apply them to our own products and services and process them quickly. 4. Our employees can contribute to activities such as product/service development, improvement of innovation processes and development of new ideas. 5. We can evaluate new ideas from customers, suppliers, etc., to be applied to account in the development of products and services (Andersom, et al, 2015).
3.	Halal Entrepreneur Succes Index (HESI)	1. Religious Succes 2. Economic Succes 3. Environment Succes 4. Sosial Succes (Salaheldeen, et al., 2021).



Picture 1 Research Framework

RESULT AND DISCUSSION

Based on Table 2, the results of the descriptive statistical analysis showed that the distribution of respondent characteristics amounted to 324 from all IAIN and UIN students spread across PTKIN Central Java. The sample of respondents with female gender showed as many as 159 female students and 165 male respondents. The age distribution of respondents showed that the age range of 17-20 years amounted to 132 students, the age range of 21-23 amounted to 168 students, and the age range of 24-26 showed 24 students. Respondents' distribution of experience in entrepreneurship shows that less than 10% of students show that they have been running a business for more than 4 years. For the most experience, students do entrepreneurship as much as 50%. This means that

Tabel 2. Respondent Characteristic

No	Characteristic	Classification	N	Total	Percentage
1	Age	17-20	132	324	40,74
		21-23	168		51,85
		24-26	24		7,41
					100
2	Gender	Laki-laki	165	324	50,1
		Perempuan	159		49,07
					100
3	Entrepreneur Experience	1-2	80	324	24,70
		2-3	164		50,60
		3-4	48		14,81
		4-5	32		0,987
					100

Structural Equation Modeling Results - Partial

Least Squares (SEM-PLS)

The PLS program used is SmartPLS Professional 3.0. PLS consists of two stages. The first stage is testing the external model, while the second is testing the internal model. At this stage, the aim is to test the hypothesis to ensure an influence between the variables. The test was carried out using the t-test.

Convergent Validity

Convergent validity assessment is based on the correlation between item scores and component scores estimated with PLS software. Individual reflexive measures are considered high if they correlate more than 0.70 with the measured construct. However, for research in the early stages of developing a measurement scale, a loading value of 0.5 to 0.6 is considered sufficient. In this study, a loading factor limit of 0.6 will be used. The value of the outer model, or the correlation between the construct and the variables, has met convergent validity because it has a loading factor value of 0.60. The conclusion is that the constructs for all variables can be used to test the hypothesis.

Discriminant Validity

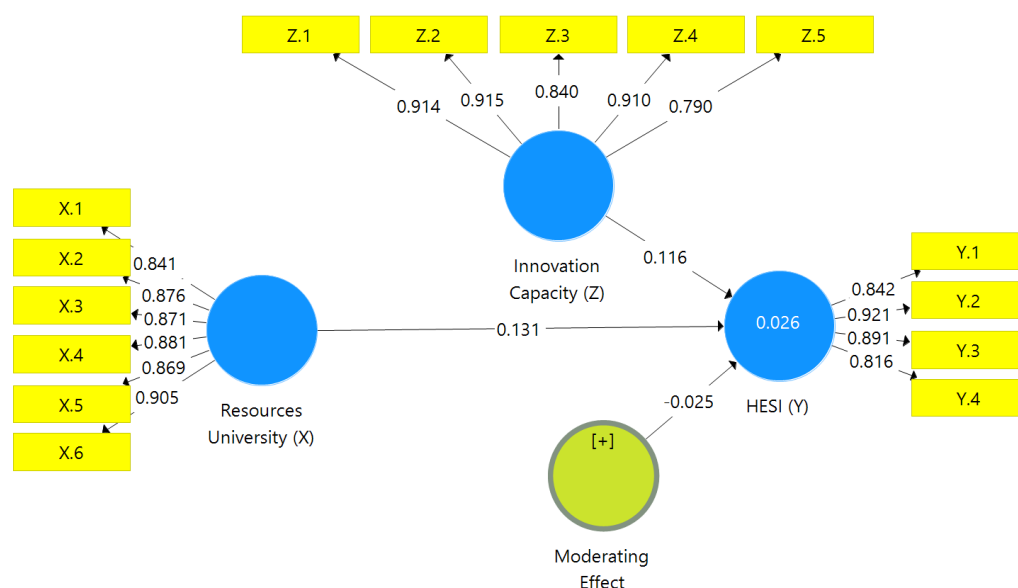
The discriminant validity of a model is said to be good if each loading value of each latent variable indicator has a loading value more significant than the loading value of the other latent variables. The loading factor value for the latent variable indicator is greater than the other latent variables. That is, the latent variable has good discriminant validity.

Reliability and Average Variance Extracted (AVE)

The validity and reliability criteria can be seen from the reliability value of a construct and the average variance extracted (AVE) value of each construct. The construct is said to have high reliability if the value is 0.70 and the AVE is above 0.50. Table 5 presents the construct validity and reliability values for all variables. The data shows that all variables have an AVE value greater than 0.5. With this result, all latent dimensions of each latent variable have fairly good construct validity. Furthermore, construct reliability is measured by the value of composite reliability. If the composite reliability value is above 0.70, the indicator is said to be consistent in measuring the latent variable.

Tabel 3 Construct Reliability and Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
1 HESI (Y)	0,891	0,924	0,754
2 Innovation Capacity (Z)	0,923	0,942	0,766
3 Moderating	1,000	1,000	1,000
4 Resources University (X)	0,940	0,951	0,764



Picture 2 Inner Loading

Hypothesis Test

Table 4 shows that both hypotheses have significant influences. The direction of the direct influence relationship is completely positive, which means that when the exogenous variable increases, the endogenous variable will also increase. The results showed that the moderating effect did not have a significant effect on HESI because the P value of 0.488 was more significant than 0.05. Meanwhile, innovation capacity significantly affected HESI with a probability value of 0.040, less than 0.05. Regarding the variable of university resources, the table shows a significant influence on HESI with a probability value of 0.019.

Tabel 4 Path Coefficient Bootstrapping

	T Statistics	P Values	Detail
1 Innovation Capacity (Z) → HESI (Y)	2,056	0,040	significant
2 Moderating Effect □ HESI (Y)	0,488	0,625	not significant
3 Resources University (X) → HESI (Y)	2,360	0,019	significant

Internal or structural models are used to ensure that the structural models that are built are solid and accurate. In the inner model test, the method used can be seen in namely, the values of the Determinant Coefficient (R²) and Effect Size (F²)

Determinant Coefficient (R²)

The determination coefficient (R Square) is a way to assess how much endogenous construct can be explained by exogenous constructs. The value of the determination coefficient (R Square) is expected to be between 0 and 1. R Square values of 0.75, 0.50, and 0.25 indicate that the model is strong, moderate, and weak (Sarstedt et al., 2020).

The results of the study show that the R Square value of the joint or simultaneous influence of university resources on HESI is 0.026 with an adjusted r square value of 0.018. Thus, it can be explained that all exogen constructs (university resources) simultaneously affect HESI by 0.018 or 1.8%. Therefore, the adjusted R square is less than 33%, so the influence of all exogenous constructs of university resources on HESI is weak.

Tabel 5 Determinant Coefficient (R²)

	R Square	R Square Adjusted
1 HESI (Y)	0,026	0,018

Effect Size (F²)

The value of the f square is 0.02 as small, 0.15 as medium, and the value of 0.35 as large. A value of less than 0.02 can be ignored or considered to have no effect (Sarstedt et al., 2020). So based on table 7, the F square criterion > 0.35 is none. And the medium effect, which is > 0.15, does not exist. The influence of innovation capacity and university resources on HESI is small. Meanwhile, the moderating effect on HESI was ignored because it < 0.02.

Tabel 6 Effect Size (F Square)

	HESI (Y)
1 Innovation Capacity	0,013
2 Moderating Effect	0,001
3 Resources University	0,017

University Resources Affect the Success of Halal Entrepreneurship

The empirical results of the first hypothesis show that university resources have a significant effect on halal entrepreneurship. University support through university resources is very important, with various resources provided by the university, students are able to develop their interests and talents, especially in the field of entrepreneurship. In addition, intellectual property facilities (IPR), technology facilities, and support for programs to implement events or activities related to entrepreneurship can help develop student entrepreneurial competencies (Achsania et al., 2022). This result is different from the research conducted by Saeed et al. (2015) and Yuejun & Jessica (2020) but in line with the research conducted by (Achsania et al., 2022) and (Lu, G., Song & Pan, 2021).

Innovation Capacity Strengthens the Relationship Between University Resources and Halal Entrepreneurship

The second hypothesis of this study shows that innovation capacity does not moderate the influence of university resources on halal entrepreneurship (HESI). The innovations carried out will have no effect if there is no willingness in students to carry out halal entrepreneurship. This research is in line with Fatmasari & Irmayana (2023) and Gemina & Harini (2021) who argues that many entrepreneurs still lack experience and competence in developing products by innovating their products because they are quite satisfied when their products sell in the market and provide profits.

DISCUSSION

State Islamic Religious Universities (PTKIN) have high potential to develop student halal entrepreneurship. The role of the PTKIN Campus as an education and government center is a source of support to develop student halal entrepreneurship. The university as a resource as a forum for the development and distribution of halal entrepreneurship development policies owned by students. Synergy between the resources owned by the university and student halal entrepreneurship.

The findings in this study indicate that university resources have a significant positive impact on halal entrepreneurship. This research was conducted in accordance with the research (Hidayat, (2019); Kabir et al., (2017); Morris et al., (2017); Putra et al., (2019). This is not in line with research (Hanandeh et al., (2021); Hassan, (2020); Saeed et al., (2015) which states that Resources University has a negative relationship with the development of halal entrepreneurial capabilities.

Focus on research on university resources that have a positive effect on the development of halal entrepreneurship of students. Students need elements as part of the resources to start a business and provide sufficient support for the development of students' abilities in halal entrepreneurship. The development of students' halal skills by the nearest environment where the entrepreneur is located is developing (Luo et al., 2022). The combination of the company's resources and capabilities will most likely provide a small business contribution is a good start (Bauman & Lucy, 2021).

This study highlights the role of support from the university's resources to provide added value and competitive advantage to halal entrepreneurship in the student environment at PTKIN. With the right actions from university resources, halal entrepreneurship is encouraged. With the resources owned by the university, the university is able to establish relationships with third parties to increase halal entrepreneurship sales (Morris et al., 2017). Indirectly, universities contribute to the opening of jobs for the younger generation.

Another result of this study is that university resources moderated by innovative capacity do not show significant results. Innovative capacity is not able to moderate the relationship between university resources and halal entrepreneurship in students. Innovative capacity is maximized. This result is due to the factor that innovativ capacity cannot occur instantly and spontaneously (Sawaeen & Ali, 2020). Innovation needs development and research to show a stone and brilliant idea. Resources University lacks strong support from both policy and organizational structures to cloud the best of these new ideas (Oura et al., 2015)

The results of this study do not support the research (Bejarano et al., 2023) which states that innovation capacity is able to moderate among the resources owned towards the development of halal entrepreneurship. Innovation requires responsiveness to existing environmental circumstances, in this case universities are not quick to respond to existing business symptoms or phenomena (Gomes & Wojahn, 2017). The university is not quick to respond to changes in business invasions, due to the difficulty of synergy in adapting to changes in innovation.

CONCLUSION

Based on the analysis of data and discussion of the above research, it can be concluded that university resosources has a positive and significant effect on the development of halal entrepreneurship among students. The more university resources that are optimally used to improve and develop the halal entrepreneurship process among students, the more it will improve the quality and quantity of halal entrepreneurship. The more university resources are used to improve the halal entrepreneurship development process, the more obvious the university's contribution to the development of economic growth around it in particular, and global economic growth in general.

The practical contribution is to provide analytical contributions for policy makers and the university to optimally support student halal entrepreneurship in the campus environment. This support is through the formation of policies,

treatment and RnD for the halal entrepreneurship sector within the university. Another contribution is the contribution of theory development, namely providing an expansion of references regarding halal entrepreneurship which is influenced by one of them, namely from the surrounding university resources. The limitation of this research is that the data collection is only in PTKIN spread across Central Java, so it is not comprehensive for generalization. The next research recommendation can involve students in public universities so that it provides a different color and culture.

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