Work Habits as a Mediator in Understanding the Factors that Influence Business Innovation Skills among Small Micro Entrepreneurs in Semarang City

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Abstract. Entrepreneurs are essential players in the national economy, and there is a growing expectation for young people to step up and make their mark as business leaders, even if it means starting with small or micro enterprises. One key aspect of developing Micro, Small, and Medium Enterprises (MSMEs) is fostering innovation skills, which are vital for the success and sustainability of these businesses. Several factors play a role in shaping innovation skills that need further exploration, including entrepreneurial competence, passion, and culture. In this context, work habits emerge as a potential mediating factor. Based on theoretical insights, this research proposes a hypothesis about how entrepreneurial competence, passion, culture, work habits, and innovation skills are interconnected. The research process involves several steps: collecting data, processing it, and analyzing the results. We used purposive sampling techniques for our sample selection, and the measurement was done using a Likert scale with five response options. Our study took place in Semarang City. For data processing and analysis, we employed SEM-AMOS, which involved stages like testing for validity and reliability, descriptive statistical analysis, and inferential analysis. To test our hypothesis, we conducted significance testing. The results revealed that entrepreneurial competence, passion, and culture significantly impact innovation skills, both directly and indirectly through the influence of work habits.

Keywords: entrepreneurial competence; work habits; innovation skills

1 INTRODUCTION

In many developed countries, the success of various economic sectorscan be clearly attributed to entrepreneurs who make significant contributions in both quantity and quality. As we leverage the opportunities presented by the demographic bonus, it is crucial to foster a spirit of entrepreneurship among the younger generation, especially students. Encouraging them to start their journeys as entrepreneurs, even with micro or small businesses, is vital. Entrepreneurship embodies independence, and for these ventures to thrive long-term, we need to focus on enhancing the quality of entrepreneurial talent, particularly as it relates to business performance. Recently, a viral video featuring the Minister of Higher Education, Science, and Technology revealed the shortcomings of university graduates in Indonesia. One notable finding was that many graduates struggle with their work habits, which can greatly affect their work ethic and overall effectiveness.

Additionally, entrepreneurship inherently calls for a strong emphasis on innovation in business management and development. Each entrepreneur must develop innovation skills to effectively introduce and implement new ideas. These skills are essential for driving the growth and sustainability of their businesses. Research indicates a moderate positive correlation between innovation skills and entrepreneurial success [1]. Many studies have probed innovation skills, suggesting that formal education, training, and even self-directed learning can help nurture innovative entrepreneurs [2]. However, some previous research findings have not aligned with existing theories, revealing a gap in the current understanding. This gap signals the need for fresh investigations into innovation skills, utilizing

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approaches that differ from earlier studies. There are numerous ways to introduce new elements into this upcoming research, such as innovative research designs, focusing on different variables, examining different characteristics, or employing diverse analytical methods.

To explore innovation skills, this study is grounded in social evolution theory, which proposes that both societies and individuals undergo development and transformation through processes that involve innovation, creativity, and adaptation to changing environments. Following this framework, the study will explore the interconnections between innovation skills, work habits, entrepreneurial competence, entrepreneurial passion, and entrepreneurial culture. The hypothesis suggests that innovation skills are shaped by entrepreneurial competence, passion, and culture, both directly and via the mediation of work habits. Notably, this research introduces work habits as a mediating variable, a novel approach not seen in previous studies on innovation skills. Our focus will be on student entrepreneurs, a demographic eager to engage in small-scale economic activities. By identifying the factors that influence or determine innovation skills, this research aims to provide valuable insights for policymakers to foster the development of innovative young entrepreneurs.

The study has ten specific objectives: [1] to analyze the effect of entrepreneurial competence on innovation skills, [2] to examine the relationship between entrepreneurial passion and innovation skills, [3] to investigate how entrepreneurial culture impacts innovation skills, [4] to test how entrepreneurial competence influences work habits, [5] to evaluate the impact of entrepreneurial passion on work habits, [6] to understand the connection between entrepreneurial culture and work habits, [7] to assess the influence of work habits on innovation skills, [8] to analyze the effect of entrepreneurial competence on innovation skills through work habits, [9] to examine the impact of entrepreneurial passion on innovation skills via work habits, and [10] to investigate the influence of entrepreneurial culture on innovation skills mediated by work habits.

2 LITERATURE REVIEW

2.1 Innovation Skills

Innovation is all about applying creative solutions to challenges and opportunities. [3] Highlight that an entrepreneur's innovative behavior is a key factor in determining a business's competitive edge. By fostering innovation, new products and markets emerge, driving economic progress. On the flip side, [4] point out that poor business performance often stems from a lack of entrepreneurial skills. In fact, entrepreneurial skills can be powerful tools for tackling social and economic issues [5].

2.2 Work Habit

A habit is essentially a sequence of actions prompted by specific cues, initially directed at achieving relevant goals within a particular area. Over time, these actions become automated through repetition and positive associations [6]. Traditionally, habits have been studied in behavioral and social psychology, drawing interest from various disciplines [6]. However, research has often overlooked how these habits play a role in work activities.

2.3 Entrepreneurial Competence

Entrepreneurial competence refers to the skills students need to nurture if they aim to become successful entrepreneurs. Enhancing their knowledge is essential, which requires significant support from educational institutions [7]. [8] Identifies six key soft skills that form the foundation of entrepreneurial competence: public speaking, relationship building, leadership, time management, negotiation, and empathy.

2.4 Entrepreneurial Passion

There’s a positive link between work passion and employees’ innovative behavior. When individuals choose jobs that resonate with their passions, they tend to work more enthusiastically, willingly putting in extra time and effort, which fosters innovative behavior [9]. [10] Found that entrepreneurial passion is positively associated with entrepreneurial intentions. This harmonious passion drives employees to think deeply about new ideas, leading to a rise in innovative concepts related to their work [11].

2.5 Entrepreneurial Culture

Entrepreneurial culture encompasses the methods and norms a company adopts in its business practices, affecting everything from human resource management to technology, finance, and communication. Cultivating an entrepreneurial culture is especially crucial in higher education, as it can transform students from job seekers into job creators, enhancing the skill set of economic actors in Indonesia and fostering creativity and innovation [12] [13]. An entrepreneurial culture promotes an environment where new ideas flourish, risk-taking is encouraged, failures are seen as learning experiences, and innovation in products, processes, and management is continuously pursued. Ultimately, entrepreneurial culture comprises the norms, values, and ethics that foster social acceptance and support for entrepreneurship, promoting a vibrant and sustainable entrepreneurial landscape [14].

3 METHOD

This study utilized a sample size based on 5 x 22 indicators, totaling 110 respondents. Data were gathered through a questionnaire that employed a five-point response scale, reflecting a Likert scale format. The sampling method was purposive, targeting students who have been involved in micro or small businesses for over a year. To analyze the hypotheses, we implemented Structural Equation Modeling (SEM) using AMOS version 24.

4 RESULTS AND DISCUSSION

4.1 Results

TABLE 1. Normality Test

Variable	min	max	skew	c.r.	kurtosis	c.r.
ECu.5	2	5	-0.967	-2.214	-0.216	-1.031
ECu.4	3	5	-0.96	-2.15	-0.349	-1.664
ECu.3	2	5	-0.985	-1.391	0.3	1.432
ECu.2	2	5	-0.971	-2.256	1.264	1.257
ECu.1	2	5	-0.822	-2.831	0.005	0.026
EP.5	2	5	-1.453	-1.847	1.302	1.207
EP.4	3	5	-0.87	-1.294	-0.428	-1.039
EP.3	3	5	-0.687	-1.546	-0.887	-0.226
EP.2	2	5	-1.378	-1.137	0.159	1.523
EP.1	2	5	-1.093	-1.419	0.542	1.584
EC.3	3	5	-0.769	-2.332	-0.467	-1.227
EC.2	3	5	-0.814	-2.754	-0.858	-2.087
EC.1	2	5	-1.378	-1.137	1.159	1.523
WH.5	2	5	-0.703	-1.701	-0.382	-1.821
WH.4	3	5	-0.278	-2.645	-1.147	-1.465
WH.3	3	5	-0.634	-2.041	-0.79	-1.765
WH.2	2	5	-0.895	-2.535	0.228	1.087
WH.1	3	5	-0.768	-7.32	-0.683	-1.254
IS.4	3	5	-0.271	-2.582	-0.364	-1.5
IS.3	3	5	-1.106	-1.538	-0.36	-0.717
IS.2	3	5	-0.256	-2.438	-0.885	-1.218
IS.1	3	5	-0.707	-0.742	-0.532	-1.535
Multivariate					**-0.154**	**-0.405**

The normality test results indicate that most variables demonstrate a normal distribution according to the univariate analysis, as the critical ratio (C.R.) for both kurtosis and skewness falls within ± 2.58. For multivariate analysis, the data also met the normality assumption, with a value of -0.457 within the same range.

TABLE 2. Validity Test and Reliability Test

Variable	Item	Factor Loading	Validity	Component Reliability	Reliability
IS	IS1	0.635	Valid	0.852	Reliable
	IS2	0.769	Valid		
	IS3	0.785	Valid		
	IS4	0.872	Valid		
WH	WH1	0.844	Valid	0.827	Reliable
	WH2	0.678	Valid		
	WH3	0.692	Valid		
	WH4	0.584	Valid		
	WH5	0.687	Valid		
EP	EP1	0.748	Valid	0.905	Reliable
	EP2	0.88	Valid		
	EP3	0.745	Valid		
	EP4	0.653	Valid		
	EP5	0.994	Valid		
EC	EC1	0.702	Valid	0.762	Reliable
	EC2	0.887	Valid		
	EC3	0.545	Valid		
ECu	PI1	0.87	Valid	0.878	Reliable
	PI2	0.882	Valid		
	PI3	0.598	Valid		
	PI4	0.540	Valid		
	PI5	0.902	Valid		

As seen in Table 2, the CFA validity test results reveal that all items have a factor loading exceeding 0.5. Additionally, the construct reliability for each variable is above 0.7, confirming the validity of all items and the reliability of the overall variables. This means that the results are ready for further analysis.

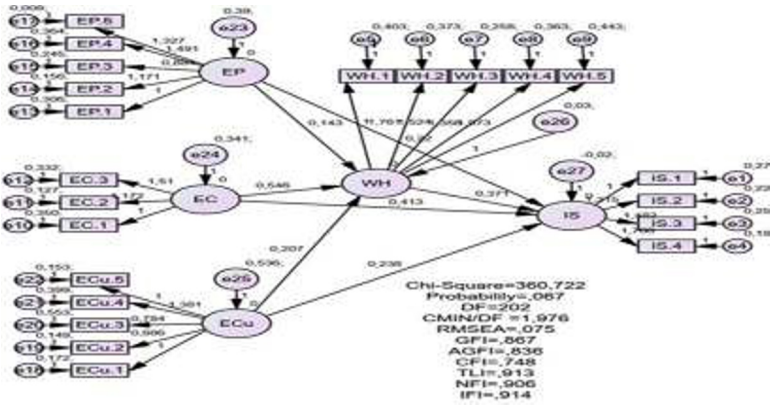

FIGURE 1. Full Structural Equation Model

Figure 1 explains that the relationship between variables has been well-confirmed. This is evidenced by the cut-off value results, which are mostly positive.

TABLE 3. Goodness of Fit Index Test

Goodness of Fit Index	Cut-off Value	Research Model	Model
Chi-Square	Small	360.722	Good Fit
Significant Probability	≥ *0.05*	*0.067*	Good Fit
RMSEA	≤ 0.08	0.075	Good Fit
GFI	≥ 0.90	0.867	Marginal Fit
AGFI	≥ 0.90	0.836	Marginal Fit
CMIN/DF	≤ 2.0	1.976	Good Fit
TLI	≥ 0.90	0.913	Good Fit
CFI	≥ 0.90	0.748	Marginal Fit

The results in Table 3 indicate that the research model is close to being a good fit. This is supported by a Chi-Square value of 360.722, a CMIN/DF of 1.976, GFI of 0.867, RMSEA of 0.075, AGFI of 0.867, TLI of 0.913, and CFI of 0.748.

TABLE 4. Hypotheses Test

No	Hypothesis	Estimate	P	Limit	Description
1	There is a positive and significant effect of entrepreneurial competence on innovation skills	0.413	0.000	0.05	Significant
2	There is a positive and significant effect of entrepreneurial passion on innovation skills	0.220	0.000	0.05	Significant
3	There is a positive and significant effect of entrepreneurial culture on innovation skills	0.236	0.000	0.05	Significant
4	There is a positive and significant effect of entrepreneurial competence on work habits	0.546	0.000	0.05	Significant
5	There is a positive and significant effect of entrepreneurial passion on work habits	0.143	0.000	0.05	Significant
6	There is a positive and significant effect of entrepreneurial culture on work habits	0.207	0.000	0.05	Significant
7	There is a positive and significant effect of work habits on innovation skills	0.371	0.000	0.05	Significant
8	There is a positive and significant effect of entrepreneurial competence on innovation skills through work habits	0.273	0.000	0.05	Significant
9	There is a positive and significant effect of entrepreneurial passion on innovation skills through work habits	0.616	0.000	0.05	Significant
10	There is a positive and significant effect of entrepreneurial culture on innovation skills through work habits	0.313	0.000	0.05	Significant

Table 4 summarizes the results of the regression weight tests, highlighting the strength of the relationships between various variables. Here's what the analysis reveals:

The estimated regression weight for entrepreneurial competence is 0.413. This indicates a positive relationship with innovation skills, suggesting that as entrepreneurial competence increases, so do innovation skills. With a probability value of 0.000 ($p < 0.05$), we can confidently support the hypothesis that "entrepreneurial competence positively influences innovation skills"—indicating a direct effect. For entrepreneurial passion, the estimated coefficient is 0.220, also showing a positive link to innovation skills. This implies that greater passion among entrepreneurs leads to enhanced innovation skills. The hypothesis that "entrepreneurial passion positively influences innovation skills" is likewise supported, with a probability value of 0.000 ($p < 0.05$) confirming this direct effect.

The regression weight for entrepreneurial culture stands at 0.236, indicating that a stronger entrepreneurial culture is associated with better innovation skills. Thus, the hypothesis that "entrepreneurial culture positively influences

innovation skills" is supported, with a probability of 0.000 ($p < 0.05$) confirming a direct impact. Regarding work habits, the estimated regression weight is 0.546, pointing to a positive relationship. This suggests that higher entrepreneurial competence contributes to better work habits. The hypothesis that "entrepreneurial competence positively influences work habits" is also supported, as evidenced by a probability value of 0.000 ($p < 0.05$) demonstrating a significant effect.

The estimated regression weight for entrepreneurial passion related to work habits is 0.143, showing a positive effect. This means that increased entrepreneurial passion leads to improved work habits. Again, the hypothesis stating that "entrepreneurial passion positively influences work habits" is supported, confirmed by a probability of 0.000 ($p < 0.05$). When looking at entrepreneurial culture and work habits, the estimated coefficient is 0.207, indicating a positive relationship. This means that a stronger entrepreneurial culture enhances work habits. The hypothesis that "entrepreneurial culture positively influences work habits" is supported, with a probability value of 0.000 ($p < 0.05$) confirming this direct influence.

The regression weight linking work habits to innovation skills is 0.371, suggesting that improved work habits lead to better innovation skills. The hypothesis "work habits positively influence innovation skills" is supported with a probability of 0.000 ($p < 0.05$), indicating a significant direct effect. For the relationship between entrepreneurial competence and innovation skills through work habits, the estimated weight is 0.273. This tells us that higher entrepreneurial competence leads to better innovation skills, facilitated by enhanced work habits. The hypothesis that "entrepreneurial competence positively influences innovation skills through work habits" is supported, with a probability value of 0.000 ($p < 0.05$) confirming direct influence.

The estimated weight for entrepreneurial passion affecting innovation skills via work habits is 0.616. This indicates that greater entrepreneurial passion can enhance innovation skills through improved work habits. The hypothesis "entrepreneurial passion positively influences innovation skills through work habits" is supported, with a probability of 0.000 ($p < 0.05$), reaffirming direct influence. Finally, examining entrepreneurial culture's influence on innovation skills through work habits shows an estimated coefficient of 0.313. This indicates that a stronger entrepreneurial culture increases innovation skills via improved work habits. The hypothesis "entrepreneurial culture positively influences innovation skills through work habits" is supported with a probability of 0.000 ($p < 0.05$), validating this direct impact.

4.2 Discussion

Entrepreneurial competence (EC) is a key ingredient in driving innovation. Individuals or organizations that possess high entrepreneurial competence are better equipped to identify opportunities, think creatively, and develop new, innovative solutions. Numerous studies underscore the positive correlation between EC and innovation skills (IS). For instance, research by [15] shows that entrepreneurial competence significantly boosts innovation by leveraging innovative capabilities. Similarly, [15] highlights that organizational learning can act as a bridge between competence and innovation. Moreover, findings by [16] suggest that entrepreneurial competence is pivotal to fostering business innovation in small and medium enterprises (SMEs). Entrepreneurial passion (EP) inspires individuals to tap into their creativity and take calculated risks. This passion acts as a powerful motivational driver that encourages the exploration of new ideas. A study by [17] affirms that entrepreneurial passions directly impact value creation through innovation. [18] further demonstrate that students' entrepreneurial passion has a significant effect on their creativity and innovative output. In the SME sector, this passion has shown to boost innovative productivity [18].

Entrepreneurial culture (ECu) embodies the values, norms, and environment that promote idea exploration and risk-taking. A strong entrepreneurial culture enhances the potential for innovation in both academic and business settings. Research by [19] reveals that such a culture creates an atmosphere that supports organizational innovation. Local studies, like those conducted by [20], reinforce the notion that fostering an innovative culture in educational institutions positively influences students' innovation skills. Not only does entrepreneurial competence affect innovative outcomes, but it also shapes productive work habits. A strong skill set fosters a high work ethic, discipline, and persistence in overcoming obstacles. [21] highlight that entrepreneurial competence contributes to developing innovative work habits among young entrepreneurs, a finding echoed by [22], which shows a robust link between competencies and the work habits of entrepreneurial students.

Entrepreneurial passion also enhances emotional engagement in business activities, leading to reliable and sustainable work habits. This passion acts as an internal motivator for continuous growth and diligence. Research by [23] indicates a strong connection between passion and work engagement, as well as positive work habits. Locally, [24] found that passion plays a significant role in students' willingness to work hard and take initiative in their

entrepreneurial endeavors. An entrepreneurial culture is crucial in shaping creative and productive work routines; when the norms and values support initiative and hard work, beneficial work habits are cultivated. [25] discovered that such a culture promotes work ethics and commitment, while national research by [26] illustrates how an entrepreneurial work culture can enhance consistency in business operations.

Having structured, disciplined, and creative work habits lays a strong foundation for improving innovation skills. Individuals who maintain productive routines typically demonstrate superior problem-solving skills and creativity. Research by [27] highlights the link between work habits and innovative achievements. Similarly, findings from [28] show that effective productivity directly contributes to employees' innovative accomplishments in Indonesia. The three mediation pathways reveal that work habits are instrumental in channeling the influences of competence, passion, and entrepreneurial culture on innovation capabilities. Studies by [29] and [22] emphasize that work behavior is a crucial mechanism that reinforces the motivational and cognitive impacts of entrepreneurship on innovation.

5 CONCLUSION

Based on descriptive analysis, the results for all variables examined (innovative skills, work habits, entrepreneurial competence, entrepreneurial passion, and entrepreneurial culture) indicate that respondents viewed each variable in this study as highly rated. The inferential statistical analysis reveals that the independent variables (entrepreneurial competence, entrepreneurial passion, and entrepreneurial culture) significantly influence the dependent variable (innovative skills), both directly and through the mediation of work habits. The hypothesis testing results indicate that all ten hypotheses were accepted. To wrap things up, here are some recommendations stemming from this research: Future studies should consider exploring similar topics using different research approaches, variables, and analytical tools to narrow the research gap on innovation skills. As the number of student entrepreneurs rises, higher educationa leaders need to pay attention and provide support through various means. Finally, the insights gained from this research can guide stakeholders in the business community, particularly regarding the empowerment of young entrepreneurs, and inform the crafting of regulations and policies to foster business growth among youth and student entrepreneurs.

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