

INNOVATION MANAGEMENT OF HIGHER EDUCATION INSTITUTIONS: A STUDY OF ENTREPRENEURIAL COMPETENCE DEVELOPMENT AND FURTHER GOVERNANCE

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Abstract

How to cite this paper: Basra, J., Gani, H. A., Akib, H., Islahuddin, & Guntur, M. (2024). Innovation management of higher education institutions: A study of entrepreneurial competence development and further governance. *Corporate Governance and Organizational Behavior Review*, 8(3), 19–28. <https://doi.org/10.22495/cgobr8i3p2>

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ISSN Online: 2521-1889

ISSN Print: 2521-1870

Received: 22.05.2023

Accepted: 05.08.2024

JEL Classification: A21, O2

DOI: 10.22495/cgobr8i3p2

Innovation management of educational institutions as agents of change and development of entrepreneurial competencies is a focus of attention entering the volatility, uncertainty, complexity and ambiguity (VUCA) era in Indonesia because higher education is recognized as a locus for the development of innovation, science, technology, and art. The purpose of this article is to understand the role of educational institutions, especially Muhammadiyah University (UNISMUH) in Makassar, in managing innovation and developing entrepreneurship competencies as agents of change. The descriptive-qualitative research method with a phenomenological approach is applied in collecting data to be processed and analyzed using an interactive model. The results of the study found that creativity, basic values, and strategic value orientations of innovation and entrepreneurial competency development based on Muhammadiyah higher education institutions (HEIs) in Makassar through a knowledge management approach (KMA) have raised the image of HEI as agents of change and innovation in the local government context. The application of KMA through the process of knowledge creation in educational innovation and entrepreneurship programs is an integral part of the Independent Learning Independent Campus (*Merdeka Belajar Kampus Merdeka* — MBKM) program which is encouraged nationally.

Keywords: Innovation Management, Educational Institutions, Entrepreneurship, Competitive Advantage, Knowledge Creation

Authors' individual contribution: Conceptualization — J.B.; Methodology — J.B., H.A.G., and I.; Formal Analysis — J.B. and H.A.G.; Investigation — H.A. and I.; Resources — H.A.; Writing — Original Draft — J.B., I., and M.G.; Writing — Review & Editing — H.A.G.

Declaration of conflicting interests: The Authors declare that there is no conflict of interest.

1. INTRODUCTION

The discussion of the innovation management strategy for developing entrepreneurship competency

in higher education institutions (HEIs) in Indonesia is of particular interest in light of the COVID-19 pandemic and the subsequent transition into the new normal local economy (NENOLE) era, which

is characterized by volatility, uncertainty, complexity, and ambiguity (VUCA). The significance of this appeal is heightened due to its association with endeavors to consistently situate higher education as a catalyst for transformation and a facilitator of comprehensive progress (Basorudin et al., 2021; Crnogaj et al., 2014; Psacharopoulos, 1988; Tenhunen, 2017; Tosun et al., 2020; Yang, 2003). The current issue lies in the lack of public comprehension regarding the novel management model for fostering entrepreneurial competencies within the HEI. This is due to the varying potential present in each region where tertiary institutions are situated, which can be harnessed to generate additional value and serve as a foundation for regional competitive advantage (Água & Correia, 2020). Likewise, it is rather difficult to determine the orientation of innovation management for the development of entrepreneurial competencies based on HEI when educational institutions are understood only as embodiments of the practice of providing educational services that are ultimately financially oriented without taking into account their multidimensional and sustainable impact on multi-entrepreneurship learning. Innovation management and entrepreneurial competence development can be understood as a process of mapping, identifying, developing, and bringing vision-mission-goals into the real life of individuals and institutions. The vision is in the form of innovative creative ideas, opportunities, ways, or actions that are distinct and better to change something to be more useful. The result of this process is the creation of added value for the public in the form of products, services, and new businesses that are formed (start-ups) under conditions of risk or uncertainty in the VUCA era.

This research article presents the results of an analysis and explanation of the strategy for innovation management and entrepreneurial competence development based on the HEI, especially the role of the Muhammadiyah University (UNISMUH) in Makassar City. Some researchers and writers (Ankomah & Larson, 2000; Hermawan et al., 2018; Holdnak & Holland, 1996; Malihah & Setiyorini, 2014; Mulyana et al., 2017; Ojo & Yusuf, 2019) understand that the HEI UNISMUH Makassar is an entity that combines teaching, research and community service activities, or the Tri-Dharma of Higher Education based on education and entrepreneurship, the same as the vision of Makassar State University. The Tri-Dharma of Higher Education is systematically designed as regular learning activities (online and off-network) both inside and outside the classroom (environment, business, and industry) and extracurricular activities with high-quality learning content. Learning materials are adjusted to the level of students and the educational curriculum. Every time students visit a place or locus of learning, it is always adjusted to the interests of the locus and the field of knowledge being studied.

A relevant reference for the value orientation of innovation management and the development of entrepreneurial competencies based on HEI is Sachs's (1998). The author critically examined a range of occurrences aimed at uncovering and addressing the enigma surrounding globalization, or glocalization as it is alternatively referred as (Swyngedouw, 2004), — namely localized global products. The inquiry pertains to the potential of the globalization era, the digital era, or the post-COVID-19 third-millennium

era to expedite global economic recovery, as anticipated by attendees of the ongoing G20 Bali summit. Alternatively, it examines whether globalization has contributed to the current state of the world economy. Furthermore, it is worth considering if globalization may indeed bolster competitiveness or perhaps erode the stability of states or regional micro-economies. The third inquiry pertains to whether globalization can augment the global community's revenue, thereby mitigating the disparities between nations or world communities as a consequence of the COVID-19 pandemic epidemic. The fourth inquiry is to the specific region of Indonesia, encompassing the Makassar City government, and its capacity to effectively address the challenges posed by globalization during the enigmatic NENOLE era.

Based on these four main inquiries, the most relevant question for this discussion is how is the institution-based innovation management and entrepreneurial competence development approach (UNISMUH) in Makassar City is able to adapt to the changes that have occurred due to the COVID-19 pandemic or entering the NENOLE era? Of course, there are various responses given in answer to this question. Experts (Altbach, 2008; Altmann & Ebersberger, 2013; Kwiek, 2001; Wagner, 2004) respond by stating that in the context of regional autonomy, the education sector is bolstered by HEIs, which serve as key pillars in the economy. As we navigate the era of globalization and free markets in the third millennium, characterized by intense competition, complexity, diversity, and dynamism, these institutions are expected to fulfill an optimal role in equipping individuals with the necessary knowledge and skills for engaging in creative economic endeavors, fostering regional development, embracing technological advancements, and cultivating entrepreneurial competencies.

The response of the experts (Altbach, 2008; Altmann & Ebersberger, 2013; Kwiek, 2001; Wagner, 2004) who recognize the importance of enhancing the role of HEI as active participants in this endeavor are inclined to prioritize the urgency of this matter. This is not only aligned with government policies aimed at fostering the education sector as a catalyst for comprehensive development but also due to the significant influence that educational institutions have on the success of the multi-entrepreneurship-based Independent Learning Independent Campus (*Merdeka Belajar Kampus Merdeka* — MBKM) program (Elihami, 2022; Silitonga et al., 2022). Experts and researchers (Al Shobaki & Abu Naser, 2017; Wagner, 2004; Waller et al., 2019) then suggested the need for a more diverse and competitive strategy to maintain and improve the governance of HEIs in the regions, in addition to expanding their service segments. Meanwhile, Meski et al. (2021) states that the adoption of a knowledge management approach (KMA) centered on knowledge creation is deemed an appropriate selection for achieving sustainable multidimensional development in the realm of entrepreneurial competency development methods. KMA employs a strategic framework that combines a core competency-based approach with a market-based (MB) strategy in its implementation. The primary objective of this research study is to elucidate the utilization of the knowledge creation model in fostering the growth of entrepreneurial competencies within the HEIs in Makassar City.

The researcher refers to theories about globalization (Kiely, 2005), adaptation to change (Gorddard et al., 2016; van den Heuvel et al., 2013), and higher education strategies in facing the era of globalization. The research methodology adopts a qualitative descriptive analysis approach by gathering data through literature review, interviews, and observations regarding the role of UNISMUH in Makassar in managing innovation and entrepreneurship competency development. Additionally, a phenomenological approach is used to understand the thoughts, experiences, and perceptions of individuals involved in innovation management and entrepreneurship competency development.

The structure of this paper is as follows. Section 2 reviews the relevant literature. Section 3 describes the methodology that has been used to conduct the research. Section 4 presents the results and Section 5 discusses them. Finally, Section 6 provides the conclusion.

2. LITERATURE REVIEW

Governance of educational institutions with vision or competency-based entrepreneurship is a strategic approach that is the direction of developing core competencies (Hamel & Prahalad, 1994; Denicolai et al., 2010). The integration of a core competency-based strategy approach with a market-based approach has been found to be beneficial (Srivastava et al., 2001). The combination and synergy of the two approaches form the basis of the KMA. In other words, KMA is a synergy of market-based and resources-based (RB) approaches (Peteraf & Bergen, 2003).

The mindset of business strategy as a synergy of the MB-RB approach is essentially distinguished in several ways. The MB perspective prioritizes market analysis as the initial step, encompassing an examination of the external environment and the dynamic institutions involved. Consequently, the industrial competition analysis model employed by Srivastava et al. (2001) is popular as the main reference for every business plan that is developed. The fundamental aim of developing a competitive strategy is to protect the market by creating barriers that hinder the entry of competitors, thereby making it difficult for them to enter the market (also known as barriers to entry). In contrast, the RB approach consistently aims to employ specialized terminology, particularly in endeavors to generate forthcoming advancements by leveraging the organization's entrepreneurial resources to augment its competitive capacities rooted in core competencies. This strategic approach endeavors to establish barriers to imitation, thereby impeding competitors' ability to replicate the organization's distinctive advantages (Huseini, 1999).

Along with the responses of the experts (Al Shobaki & Abu Naser, 2017; Lynch & Baines, 2004; Teng, 2007; Waller et al., 2019) and this study introduces a strategic strategy for the advancement of educational business institutions, with a specific emphasis on a competency-based innovation model called the RB approach, which is rooted in entrepreneurship. The selection of this endeavor was based on the understanding of competitive dynamics, which ultimately shaped the decision to

build an entrepreneurship competency development plan for the Muhammadiyah HEI in Makassar City.

The primary objective of executing a strategic strategy is to generate enduring and superior financial performance by establishing a sustainable competitive advantage (Hatch & Dyer, 2004; Hunt, 1999; Mehmood et al., 2022; Pangarso et al., 2020; Shehadeh et al., 2023). While acknowledging the limitations associated with this particular method, Hunt (1999) argued that the implementation of strategic competitive advantage (SCA) utilizing the resource advantage theoretical framework effectively bolsters competition, productivity, and economic progress. The theoretical framework of SCA is rooted in the intellectual contributions of Austrian economists and the Schumpeterian school of evolutionary economics. The present theory posits that economic performance is subject to the effect of three key factors: firstly, innovation and the acquisition of entrepreneurial knowledge; secondly, the presence of imperfect information among corporate institutions and consumers, specifically in the form of asymmetric information; and finally, the possession of core competences and entrepreneurial advantages. The significance of creativity and innovation in influencing economic performance is further elucidated within the context of fostering entrepreneurial competency development in educational institutions.

Entrepreneurial competence refers to the comprehensive range of inherent capabilities found within regions, encompassing natural resources as well as social, cultural, economic, and institutional factors. This includes the presence of valuable commodities and the potential of human resources that can be effectively harnessed to establish a sustainable competitive advantage. Meanwhile, Dabic et al. (2011) stated that innovation is an act of creative destruction and is widely regarded as a means of attaining a competitive edge through the generation of information. Schumpeter's (2021) conceptualization of innovation encompasses a novel strategic framework, specifically knowledge management, that harmonizes market-oriented and resource-oriented methodologies (Denicolai et al., 2010). According to Schumpeter (2021), the concept of innovation and creativity includes not only the development of new products, processes, markets, and organizations but also encompasses entrepreneurship.

Creativity and innovation manifest in diverse ways and are interconnected with multiple dimensions, encompassing management practices, work behavior, task implementation, and a range of resources. These resources encompass the knowledge production process, as outlined in the socialization, externalization, combination, and internalization (SECI) model (Nonaka & Takeuchi, 1995). This assertion is predicated on the notion that a competitive advantage can be attained by means of ongoing innovation, which is rooted in the process of knowledge generation inside institutions of higher education (Taneo et al., 2020). Process innovation, along with product innovation, marketing innovation, and higher education management innovation, is influenced by various aspects such as product, opportunity, money, process, personnel, and group dynamics, which ultimately determine its outcomes in terms of innovation potential.

Innovations produced by one organization often result in process innovations for other organizations, but this does not automatically guarantee more jobs (Cheng et al., 2019). In general, innovation can have a beneficial effect on both the macro level, specifically employment, and the micro level, specifically educational institutions. This is primarily due to the creation of new products and processes that generate additional value, leading to increased demand and substitution within the overall economy. Consequently, this increased demand results in a higher level of output absorbed by the workforce (Cui et al., 2023). Process innovation is an important tool for increasing the stated advantages of being an industrial production location in the education sector. Conversely, creativity and innovation have a negative impact in the form of technological unemployment. This can occur when creativity and innovation interfere with employment and increase unemployment.

The provided description highlights the correlation between business strategy thinking and its role in facilitating innovation management and fostering entrepreneurial competencies throughout diverse HEIs. Strategic thinking encompasses the formulation of a well-defined regional vision, mission, and strategic objectives, as well as the implementation of regional segmentation, positioning, and the SECI model as the fundamental components of the KMA. The business strategy of HEI is at the same time a recommendation to the government of Makassar City to realize it as a trigger and driver for the development of educational institution-based entrepreneurial competencies in the MBKM program.

3. RESEARCH METHODOLOGY

The research method used is qualitative with a descriptive-analytical approach (Hegde & Pallavi, 2015) combined with a factual approach. Data, information and knowledge regarding innovation management and the development of HEI-based entrepreneurial competencies were obtained through observation techniques, interviews with informants representing HEIs in South Sulawesi Province and staff and leaders representing Regional Apparatus Organizations (*Organisasi Perangkat Daerah* — OPD) as the leading sector that handles the program National Independent Entrepreneurship and Education Entrepreneurship (edu-preneurship) program, informants representing agencies (Education, Youth and Sports Office of Makassar City and South Sulawesi Province, Industry and Trade Service, Tourism and Culture Office, UNISMUH Makassar as the only university winners of the Independent Entrepreneurship program from the Ministry of Education and Culture, Research and Technology and Higher Education of the Republic of Indonesia, as well as informants representing community members who are directly involved in the chain of business activities in the field of educational institutions). Data and information are also obtained from resident schools (teachers with students of public high school (*Sekolah Menengah Umum* — SMU) and vocational high school (*Sekolah Menengah Kejuruan* — SMK) or equivalent purposively carry out entrepreneurial practices personally and institutionally at various HEIs and educational tourism destinations (edu-tourism) and UNISMUH Makassar.

An interactive model (Miles et al., 2018) is used to process and evaluate data, which encompasses the stages of data collection, data condensation, and verification/conclusion. The initial phase encompasses the process of data collecting, wherein information is methodically acquired from several sources. This includes conducting interviews with key individuals from HEIs, government entities, and community stakeholders who are actively engaged in educational entrepreneurial endeavors. Furthermore, the collection of data is derived from nearby educational institutions and tourism sites that serve as hubs for entrepreneurial activities.

Following the completion of the data collection phase, the researchers proceed to the process of data condensation. This particular stage involves the systematic arrangement and condensation of the gathered data, rendering it more feasible to handle and promote a more profound comprehension of the material. The process entails the classification, encoding, and synthesis of the data in order to discern significant themes, patterns, and trends pertaining to the advancement of innovation management and entrepreneurship competencies inside HEIs.

4. RESEARCH RESULTS

The results of the study show that the intensity and extent (seen from the involvement of actors or stakeholders) of the application of the knowledge creation model (SECI model) in innovation management and the development of entrepreneurial competencies based on HEIs can be seen in the implementation of the program educational entrepreneurship (edu-preneurship), or as the name implies the UNISMUH Makassar Independent Entrepreneurship program. Independent Entrepreneurship is an integral part of the MBKM program which aims to provide opportunities for students to learn and develop themselves to become future entrepreneurs through activities inside and outside the classroom (Rachman et al., 2022; Sa'diyah et al., 2022; Yohana, 2021). This reality is based on the existence of the largest institution in South Sulawesi Province which is a valuable asset because this has an entrepreneurial vision, the same as the vision of Universitas Negeri Makassar — education and entrepreneurship.

Reality shows that HEIs with entrepreneurial vision are the target of students and alumni of senior high schools or equivalent to continue their education at this time, especially for prospective students who do not have time or are unable to leave their area (Makassar City and its surroundings). In addition, some school members from educational institutions, especially SMU, SMK or equivalent are interested in conducting further study orientation at higher education. To help prospective students who wish to continue their education at UNISMUH Makassar, a valuable program is needed in the form of Educational Entrepreneurship (edu-preneurship), or Independent Entrepreneurship (Rachman et al., 2022; Sa'diyah et al., 2022; Yohana, 2021). Even though a special educational institution has not yet been built at a research locus called the Entrepreneurship Science Institute (*Institut Ilmu Kewirausahaan* — IIK) with its vision and activities include conducting youth-student entrepreneurship

contests but promoting the activities of the academic community (lecturers through Tri-Dharma of Higher Education and students through edu-preneurship) is a form of creativity and innovation that is valuable as a basis for entrepreneurship. The market share targeted by the edu-preneurship program is the community, academics, and school members from within and outside the area or school residents (educators/teachers, students, and education staff) who wish to conduct study visits. One of the edu-preneurship loci is UNISMUH Makassar as the organizer. Hexagonally, the development of entrepreneurial competencies in programs similar to edu-preneurship can be reviewed based on the following classification.

The intended audience. According to certain sources, investment cash is required throughout the implementation of the edu-preneurship program to ensure that commercial activities function successfully. UNISMUH Makassar has so far partnered with individuals and business institutions from the local area and beyond, and some have even collaborated with business players (entrepreneurs) from outside Makassar City. Entrepreneur hopes that it will be handled by residents as hosts as well as students from the UNISMUH Makassar campus. For students, this is done through the involvement of members and administrators of student associations in all study programs because the entrepreneurial spirit can be socialized and internalized within individuals without limiting the program or area of expertise occupied. Until now, business with an entrepreneurial education nuance is the result of benchmarking and collaboration with a kind of “entrepreneurial university” originating from outside the region.

Geographic location factor. This edu-preneurship program-like business activity is located in several areas around the UNISMUH Makassar campus and tourism destinations in South Sulawesi Province. The location distance from the UNISMUH campus to tourism destinations in Makassar City is not that far away and some are even in the same sub-district due to the availability of road infrastructure and good or quality means or modes of transportation. This condition allows for opportunities for collaboration and partnerships in the edu-preneurship program from outside the UNISMUH campus in the context of developing and expanding the geographical segment of this program.

One of the good consequences resulting from the establishment of the UNISMUH campus in Makassar City is the increased population density of student settlements, primarily due to the development of rental housing units, commonly known as boarding houses. Another implication involves the requirement for job training and the cultivation of creativity and invention as fundamental elements for entrepreneurship among community members. This ensures that the activities within the edu-preneurship program business chain can generate and engage a skilled workforce that aligns with the characteristics of the millennial generation.

Business chain. A tangible enterprise akin to the edu-preneurship initiative has the potential to engage skilled laborers from the local community, thereby mitigating unemployment and serving as a means of community empowerment in the cities of Makassar and Sungguminasa, located in the Gowa

Regency. Observations show that community involvement in business activities related to the edu-preneurship program for young students and university students, apart from being a “new occupation-profession” that is beneficial for some people who pursue it professionally or amateur (part-time job), is also for the perpetrators is a form of learning social entrepreneurship (social entrepreneurship) by taking advantage of business opportunities in edu-preneurship programs based on information and communication technology (ICT). Meanwhile, according to some informants, multi-entrepreneurship learning (family, social, public, bureaucratic, political, spiritual) will be saturated if there is no creativity and innovation in the edu-preneurship program, especially with the use of modern communication tools by prospective new students at Makassar City, because of the profile of the selected tertiary institutions, more specifically the study programs that are of interest to be registered at UNISMUH Makassar, is very easy to access via the internet.

Without denying the slightly different opinions of the two informants above, it can be seen that it is as easy as any information about the profile of UNISMUH Makassar and tourism destinations to obtain via the internet, but by the opinions of other informants that, educational institution-based edu-preneurship programs still have market segments or enthusiasts. High school/vocational high school students from various districts and even from outside South Sulawesi Province still want to visit Makassar City with various purposes and interests, including seeing UNISMUH Makassar or other tertiary institutions that will be registered later, when the edu-preneurship program is developed.

Sustainable business management. Entrepreneurship education programs offered by HEIs that utilize ICT serve as a viable option to engage in local economic business operations for aspiring entrepreneurs. The enhancement of sustainable business management can be achieved through fostering creativity and innovation within edu-preneurship programs and community empowerment initiatives that are rooted in familial, social, and spiritual entrepreneurship. These endeavors aim to enhance the well-being of individuals. The findings from the observations indicate that the implementation of a novel model of multi-entrepreneurship competency-based HEIs in the advancement of tourism destinations in Makassar City represents an innovative approach that warrants widespread and ongoing promotion across all educational tiers. This can be seen from the more organized number of tourism destinations which can become the locus of entrepreneurship learning for students at all types and levels of education. According to some informants from community members, multi-entrepreneurship learning programs at HEI-based tourism destinations (UNISMUH) are starting to show results played by some community members who live or have their homes close to tourism destinations in Makassar City and around. In other words, sustainable business management must also be competency-based through an edu-preneurship program.

Business governance. The findings from the observations indicate that the implementation of the edu-preneurship program at UNISMUH Makassar,

an HEI, heavily relies on establishing collaborative partnerships with the university itself or, at the very least, with the administrators of student associations at the program level. UNISMUH Makassar, being the largest private higher education school in South Sulawesi maintains ongoing collaborations and communication with governmental institutions as a means of establishing partnerships. The objective of this engagement is to mutually get advantages from the edu-preneurship program. The edu-preneurship program offers valuable opportunities for both individuals and business institutions to engage with young students and learners. This program serves as a source of inspiration for those interested in enhancing their skills within the realm of entrepreneurship-focused HEIs.

The management of future entrepreneurial competency development. This section presents an analysis of the involvement of stakeholders in fostering the development of entrepreneurial skills within educational institutions. Specifically, it focuses on the role of stakeholders in cultivating multi-entrepreneurship competencies through the implementation of the edu-preneurship program at UNISMUH Makassar. The sub-districts within the Makassar City region, where tourism attractions are being developed, have a significant role in facilitating the collection of data on young students who possess multi-talented entrepreneurial skills within educational institutions. These talented people are then empowered in the process of recruiting aspiring young entrepreneurs and as liaisons to the human resources system and supporting resources of educational institution-based edu-preneurship programs.

Residents of campuses in the capital of South Sulawesi Province, especially UNISMUH Makassar, institutionally or individually, play a role as partners in the edu-preneurship program. Furthermore, through the collaborative partnership program, the Education, Youth, and Sports Office officials played a role in the formulation of an entrepreneurial competency development program that it was following the edu-preneurship concept that was implemented and helped increase promotion to educational institutions of all types and levels. The UNISMUH Makassar student executive board and state universities and private universities in Makassar City play a role in collaborating in recruiting prospective entrepreneurs for assistance in the edu-preneurship program. Meanwhile, officials from the Department of Tourism and Culture together with the Office of Trade and Industry play a role in providing facilities for entrepreneurial training and human resource management so that participants have human capital. The Department of Tourism and Culture also plays a role in training in travel management and tourism assistance and partners to make HEIs such as IIK an icon in Makassar City in the future. In addition, the role of social work practice (social-preneurship) is also important, among others, as a facilitator of social entrepreneurship learning. The role of the facilitator is often referred to as an "enabler" because it aims to help clients become able to handle situational or transitional pressures entering the NELONE era.

Without denying the role of institutional and individual actors in the context of the hexa helix model-collaborative partnership (academicians at

UNISMUH Makassar, business actors/entrepreneurs, community members, investors, media, tourists, tourism police) above, it can be seen that institutional-based entrepreneurial competency development higher education aims to support the realization of the vision and mission of education, entrepreneurship, and Islam.

5. DISCUSSION

One of the responsibilities of the Makassar City government, in collaboration with relevant stakeholders, is to conduct a comprehensive assessment of the geographical location of the region. This assessment serves as a foundation for the formulation of a comprehensive development strategy, which takes into account the potential and capabilities of the tourism industry. The initial phase involves the formulation of the vision and mission, evaluation of available and viable resources for advancement, and identification of the necessary sequence of actions and policies to be implemented. The Mayor of Makassar, Dani Ramdhan Pomanto, has consistently emphasized that all design activities undertaken in the city are grounded on thorough research, design, development, and practical implementation.

The Makassar City government has taken constructive measures to establish itself as a hub for the development of various HEI-based tourism destinations in the capital city of South Sulawesi Province. These efforts have been bolstered by changes in attitude and institutional structure, as well as the implementation of creative economic activities aimed at supporting and facilitating potential investors in their decision to invest in the development of institutional-based tourism destinations. HEI through the expansion of the MBKM program (Rachman et al., 2022; Sa'diyah et al., 2022; Yohana, 2021). Several aspects that are of common concern to tourist-preneurship actors include an understanding of the role of investors in the regions, development of attitudes, organizations, and systems that support investor interest, as well as an assessment of the need for edu-preneurship training programs needed in developing human capital that is appropriate for the development of HEI-based entrepreneurial competencies (Altbach, 2008; Altmann & Ebersberger, 2013; Kwiek, 2001; Psacharopoulos, 1988; Tenhunen, 2017; Wagner, 2004; Waller et al., 2019; Yang, 2003).

The findings of the study indicate that the prioritization of mapping regional potential is not deemed significant in the cultivation of entrepreneurship competencies within educational institutions in Makassar City. The first stage entails the identification and development of a complete map that delineates the potential of the region. This map is continuously cultivated to promote overall regional expansion. The map provided offers a rationale for decision-makers in the Government of Makassar City and Gowa Regency, as well as potential investors, to consider investing in additional infrastructure to support the growth of educational institutions at a regional scale. The findings of the mapping exercise conducted to assess the regional development potentials of Makassar City encompassed various sectors such as tourism, culture, and human resources, particularly

intellectual capital. This exercise also involved identifying and determining strategic aspects related to the city's vision and mission, as well as exploring potential avenues for enhancing entrepreneurial competencies within educational institutions.

The concept of local segmentation or localization pertains to the endeavors aimed at countering the impacts of globalization on Makassar City. The phenomenon of localization experiences growth and evolution in two main aspects: as a manifestation of regional uniqueness and ingenuity, and as a response to the emerging era of "glocalization" — the production of globally oriented products tailored to local contexts (Swyngedouw, 2004). The term "economic capacity" in this context pertains to the notable ability of a specific geographical region to engage in competitive economic activities. In response to the growing trend of other areas seeking to enter the same market, the government of Makassar City has adopted an outward-oriented strategy to capitalize on opportunities deemed advantageous for regional development. This method enhances the desire of entrepreneurs who run tourism-educational destinations to engage in broader geographical competition. This includes expanding their research and development efforts to improve their outstanding products and tap into their prospective offerings (Al Shobaki & Abu Naser, 2017; Lynch & Baines, 2004).

The development of an entrepreneurial drive to adapt to VUCA conditions necessitates a proactive approach that extends beyond contentment with existing products. It entails enhancing and intensifying efforts in research and development, while also broadening and deepening the scope and pace of these endeavors. Makassar, historically recognized as a city renowned for its service sector, commercial activities, and educational institutions, possesses the capacity to expand its presence in both domestic and international markets. This can be achieved through the establishment of strategic trade partnerships with targeted regions and nations, especially those situated in the Middle East. Makassar City exhibits a notable familiarity with Middle Eastern culture, owing to the religious fervor demonstrated by its inhabitants. To clarify, it can be observed that there exists a significant similarity in religious practices across the Middle East region, mostly due to the predominantly Muslim population in Makassar. Hence, as per certain sources, in order for Makassar City to expand its presence in overseas markets, it is imperative to persistently do comprehensive research on the cultural aspects of the respective target communities.

The strategic strategy employed in Makassar City demonstrates a promising potential for enhancing regional competitiveness. The strategic decision has been formulated in a manner that is designed to appeal to the target audience. The aforementioned item is "transacted" and disseminated (promoted) to relevant stakeholders within a program aimed at enhancing the reputation of Makassar as the sole metropolitan city in Eastern Indonesia. Thus, the appropriate strategic approach adopted by the Makassar City government is positioning the area as an investment site for the tourism industry, so that its human resources (youth students) are developed to support this positioning. Moreover, it is imperative to conduct a comprehensive assessment of Makassar City's true potential and carefully select which of these

potentials should be prioritized for development. Subsequently, allocating the existing resources to bolster the chosen potential is crucial. Lastly, effectively communicating this decision is a pivotal measure towards harnessing the advantages of this thriving metropolitan city.

The Makassar City government has developed KMA in managing tourism loci or destinations through an edu-preneurship program based on HEIs (Altbach, 2008; Altmann & Ebersberger, 2013; Wagner, 2004; Waller et al., 2019). This can be seen from the socialization activities carried out by stakeholders together with related OPDs who are involved in handling innovation management and developing tourism competency based on HEIs. Socialization is carried out internally and externally to synergize and support the development of multi-entrepreneurship competencies. The socialization of multi-entrepreneurship competency development programs within educational institutions involves various strategies aimed at enhancing attractions, facilitating access to and from educational institutions, enhancing the quality of facilities and infrastructure to serve as accommodation for student tourists, providing enjoyable and memorable amenities for every student tourist, and offering ancillary services or additional services that benefit the community, students, and school residents. These strategies are collectively referred to as the 5A tourism entrepreneurship model (Bare et al., 2020; Bare, Mukmin, Kesuma, Akib, & Pattarani, 2021; Bare, Mukmin, Kesuma, Akib, & Yahyaddin, 2021). Stakeholders in each region actively engage in the externalization of prominent tourism destination programs in order to garner support from relevant parties. They also demonstrate a vested interest in the establishment of suitable edu-preneurship programs, involving individuals, institutions, community organizations, and student groups. These initiatives aim to foster the development of entrepreneurial competencies within educational institutions.

Along with the socialization and externalization of programs and activities that support the development of educational institution-based tourism competencies in Makassar City, the leading sector OPD apparatus combines and synergizes real efforts made with individuals and other institutions with an interest in educational institutions as a basis for developing entrepreneurial competence, for example, with actors lodging businesses, hotels, and restaurants, souvenir or souvenir craftsmen typical of South Sulawesi, travel entrepreneurs, and service providers for modes of transportation (land, sea, air), financial and banking institutions, telecommunication service business managers, integrated service centers and community health centers, studios art, and so on.

Individual actors and institutions as stakeholders in the development of institutional-based entrepreneurial competencies can internalize within themselves or their institutions the vision, mission, goals, and objectives of developing educational institution-based edu-preneurship programs (Altmann & Ebersberger, 2013; Rachman et al., 2022; Sa'diyah et al., 2022; Yohana, 2021). This reality shows that the contemporary management approach, namely KMA through the SECI model (Nonaka & Takeuchi, 1995; Peteraf & Bergen, 2003) has been able to be applied by stakeholders and actors supporting innovation management and developing entrepreneurial competencies based on HEIs.

6. CONCLUSION

The innovation management of HEIs as the focus and locus of multi-entrepreneurship competency development in Makassar City applies the KMA through the SECI model in the Independent Entrepreneurship program. Independent Entrepreneurs are an integral part of the MBKM program nationally in Indonesia which aims to provide opportunities for students to learn and develop themselves as potential entrepreneurs through activities outside the lecture class. Creativity, basic values, and strategic value orientation of innovation and development of entrepreneurial competence based on HEIs in Makassar City through a KMA have raised the image of HEIs as agents of change and innovation in the local government context. Therefore, the innovation management of HEIs as a center for the development of creativity and innovation as a basis for entrepreneurship needs to be re-actualized as an action orientation for stakeholders in regencies or cities in managing the potential of their resources as a basis for regional competitive advantage in a sustainable manner.

The primary findings of this study highlight the crucial role that innovation management plays within HEIs as a foundation for the development of entrepreneurial competence. Through a qualitative analysis, it was discerned that these institutions, exemplified by UNISMUH in Makassar, Indonesia, have the potential to serve as catalysts for multidimensional development, especially in the face of global challenges like VUCA and the emergence of the NENOLE following the COVID-19 pandemic.

The implications of these findings are significant. Firstly, they underscore the need for HEIs to adopt innovative approaches and strategies to nurture entrepreneurial competencies among students. These competencies are vital for creating a workforce that can navigate the complexities of the contemporary global landscape. Secondly, the study highlights the importance of KMA in the development of these competencies, emphasizing the need for synergy between core competency-based and MB approaches. Lastly, it underscores the role of government policies in promoting and supporting the role of HEIs as drivers of economic growth, regional development, and technology adoption.

However, it is essential to acknowledge the limitations of this research. The study's scope was limited to UNISMUH Makassar and its immediate environment, which may not be fully representative of all HEIs in Indonesia. Additionally, the research relied primarily on qualitative data, which, while valuable for in-depth exploration, may not provide a comprehensive quantitative overview of the topic. Looking ahead, future research in this area should consider expanding the scope to encompass a more diverse range of HEIs across Indonesia. Quantitative studies could provide a more comprehensive understanding of the extent and impact of innovation management on entrepreneurial competence development. Additionally, exploring the long-term effects of these competencies on regional economic development and competitiveness would be a promising avenue for future investigation.

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