

## Analysis of the Influence of Entrepreneurial Skills and Learning Behavior of Managers on Village-Owned Enterprise Innovation in the Special Region of Yogyakarta

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### ABSTRACT

*This study aims to analyze the influence of entrepreneurial skills and learning behavior of managers on BUMDes innovation in the Special Region of Yogyakarta. The study employed a quantitative approach with a survey method. The study population comprised 35 BUMDes operating in the Yogyakarta Special Region (DIY) using a proportional random sampling technique. Data were collected through a questionnaire. The instrument's validity was confirmed with a Pearson product-moment correlation of 0.611. The reliability test, with a Cronbach's Alpha value of 0.809, demonstrated excellent reliability. Multiple linear regression was used to analyze the partial and simultaneous effects of entrepreneurial skills, learning behavior, and BUMDes innovation. The results of the study indicate that: (1) entrepreneurial skills have a positive and significant effect on BUMDes innovation; (2) management learning behavior also has a positive and significant effect on innovation; and (3) both variables simultaneously make a strong contribution to increasing BUMDes innovation. These findings confirm that human resource capacity, particularly entrepreneurial skills and an adaptive learning culture, are key factors in driving institutional innovation and village-based business development.*

### INTRODUCTION

Education, from the perspective of non-formal education, is understood as a lifelong learning process oriented towards human empowerment and increasing the socio-economic capacity of society (UNESCO, 2020). From the perspective of human capital theory, humans are viewed as the primary development asset, whose productive value is determined by their knowledge, skills, and behavior (Carlbäck et al., 2024). Investment in human resource development through the learning process is believed to increase an individual's capacity to create added value, adapt to change, and encourage productivity and innovation (González

Hernández, 2023). Therefore, education plays a strategic role in building sustainable human capital.

In the context of community development, this approach positions economic activities as a strategic space for non-formal learning processes (Almeida & Morais, 2025). Community-based economic institutions serve as arenas for adult learning, where individuals develop entrepreneurial skills, develop learning behaviors, and generate innovations in response to environmental challenges (Adawiah et al., 2025). Therefore, the success of community economic development is largely determined by the quality of human resources capable of continuous learning and creatively and innovatively managing local potential. In line with this perspective, Village-Owned Enterprises (BUMDes) play a role in improving the economy, particularly in strengthening economic independence through the utilization of local potential (Titioka et al., 2023).

Village-Owned Enterprises (BUMDes) play a role in improving the economy, particularly in strengthening economic independence through the utilization of local potential (Haykal et al., 2024). Data from the Ministry of Villages, Development of Disadvantaged Regions, and Transmigration (2022) shows that Indonesia has more than 74,000 BUMDes spread across all villages, but only around 10% are operating properly and have legal entity status. There are 390 BUMDes in the Special Region of Yogyakarta (DIY) spread across various regencies and cities, but the majority still face obstacles in developing innovations that can support the sustainability of their businesses. Data from the DIY Regional Development Planning Agency (BAPPEDA) (2021) shows that more than 50% of BUMDes in DIY have not been able to develop sustainable and effective business units, despite the significant potential in the agriculture, tourism, and local crafts sectors. The following is data on BUMDes in DIY.

**Table 1.** Number of BUMDes in DIY Based on Status

Regency/City	Registered BUMDes	BUMDes Operates Effectively	Percentage of BUMDes in Operation
Bantul	50	30	60%
Kulon Progo	45	25	55%
Sleman	55	35	64%
Yogyakarta	30	15	50%
Gunungkidul	35	20	57%
<b>Total</b>	<b>390</b>	<b>225</b>	<b>57.7%</b>

(Source: Bappeda DIY, 2021)

The percentage of effectively operating BUMDes is a crucial indicator in assessing the success of village economic development. Effective BUMDes are characterized by their ability to adapt to community needs and innovation in developing products, services, and operational strategies (Hapriyanto, 2024). Innovation is key because villages serve as a living space for the community and socio-culturally (Ratten & Usmanij, 2021). BUMDes that fail to innovate will struggle to compete and contribute optimally to the local economy. (Wulandari,

2021). Therefore, the operational success of BUMDes is characterized by their ability to innovate in creating new products or services, utilizing digital technology, and building strategic partnerships to expand market reach (Karyana, 2023). Thus, innovation is not merely an option but an absolute requirement for BUMDes to prevent stagnation and to act as a driver of the village economy.

Many BUMDes still face challenges in terms of management, funding, and limited entrepreneurial skills among their managers (Wahyuni et al., 2022). One factor influencing BUMDes performance is the quality of the managers, particularly in terms of entrepreneurial skills and learning behavior. BUMDes managers with strong entrepreneurial skills tend to be more adaptive to market changes and capable of creating business innovations. Furthermore, proactive learning behavior enables managers to continuously update their knowledge and BUMDes management strategies (Wibisono, 2020). This enables BUMDes to innovate both in business management and in their role in improving the rural economy.

The success of Village-Owned Enterprises (BUMDes) is inseparable from the quality of the human resources involved, particularly the entrepreneurial skills of their managers (Wijaya, 2023). These entrepreneurial skills encompass various important aspects, such as the ability to identify and seize promising business opportunities, the courage to take calculated risks, and the ability to innovate to produce products or services that truly benefit and add value to the village community (Amerieska et al., 2023). BUMDes managers need to have the ability to manage resources, including financial, human, and physical assets, to operate efficiently and sustainably. By developing entrepreneurial skills, BUMDes can maximize the potential of the village.

Innovation in the context of Village-Owned Enterprises (BUMDes) encompasses a broader scope than just product or service development (Karyana, 2023). It also encompasses improving operational processes, creating more efficient business models, and developing creative marketing strategies tailored to local market needs. Implementing such innovation allows BUMDes to be more adaptive to changing trends and demand, while maximizing the use of available village resources (Titioka et al., 2023). Through continuous innovation, BUMDes can strengthen their position in the local economy and create greater value for the village community.

Various studies confirm that BUMDes innovation involves more than just technology, but also process, organizational, and marketing innovations aligned with local potential and needs from accountable governance to strengthening institutional capacity at the village level. Within the framework of BUMDes's goal of improving village welfare and economic independence, innovation is a key pillar, requiring sensitivity to the local context, clarity in socio-business roles, and accountability practices that bridge the expectations of the government and villagers (Fitriani et al., 2024). Recent findings on BUMDes also demonstrate that inclusive leadership and cross-stakeholder collaboration can spark new ideas

while strengthening organizational learning processes oriented toward village development results.

On the other hand, the main driving force behind BUMDes innovation comes from a combination of entrepreneurial skills and the learning behavior of its managers. Empirical evidence shows that good knowledge, attitudes, and work/managerial skills are positively correlated with management performance. Meanwhile, training (as a form of structured learning) has been shown to increase employee innovative behavior in comparable SME contexts (transferable to BUMDes). Furthermore, the adoption of digital tools and digital marketing literacy encourages self-directed learning and entrepreneurial resilience, thereby accelerating the exploration of opportunities and experimentation in village businesses (Jalil et al., 2021; Nichifor et al., 2022)). Therefore, strengthening entrepreneurial competencies (managerial, business, relational, and digital) combined with continuous learning habits whether through formal training, mentoring, or reflective practice is a key strategy for accelerating relevant and sustainable BUMDes innovation (Koçyiğit et al., 2024).

Sustainable development at the local level requires active community participation, driven by educational innovation and the optimization of empowerment institutions such as Village-Owned Enterprises (BUMDes). To achieve this, sustainable innovation requires a synergy between solid entrepreneurial skills and proactive learning behaviors from BUMDes managers (Purnomo & Sumaryatiningsih, 2024). Managers who have the ability to continuously learn, adapt, and develop new knowledge and skills will be better able to face existing challenges, create more effective solutions, and promote sustainable economic and social development at the village level.

However, despite the enormous potential for innovation, the reality on the ground shows that many BUMDes still face innovation stagnation. One of the main factors hampering this progress is the limited competence of managers in terms of entrepreneurial and managerial skills, which are essential for identifying opportunities and facing market challenges. Furthermore, resistance to change, both from managers and village communities, is also a significant obstacle. Many BUMDes managers are not yet open to new approaches or technologies that can improve operational efficiency and effectiveness. A lack of motivation to continuously learn and develop is another factor that slows down the innovation process in BUMDes.

Empirical evidence shows that the integration of entrepreneurial skills and learning behaviors creates a strong synergy in improving the innovation performance of economic institutions. Personal mastery, organizational learning, innovation capability, and organizational performance are highly correlated in both innovative and adaptive organizations (Kazanskaia, 2025). Research using Structural Equation Modeling (SEM) confirms that organizational learning has a significant mediating effect on the relationship between networking and innovation, ultimately improving the organization's sustainable performance (Famimsyina et al., 2025). In the context of Village-Owned Enterprises

(BUMDes), the combination of these two factors enables institutions not only to identify new business opportunities but also to develop learning capacity that facilitates the effective and sustainable implementation of innovation.

Entrepreneurial skills are a set of abilities needed to identify opportunities, manage risks, and create value in business (Pennetta et al., 2024). According to Lyons et al. (2020), these skills include creativity, innovation, leadership, financial management, and marketing. A study by Mohamad (2023) shows that entrepreneurial skills play a crucial role in increasing business competitiveness, especially in the digital era where adapting to technology is key to success. These skills are needed not only by individual entrepreneurs but also by organizations, including Village-Owned Enterprises (BUMDes).

Several recent studies have identified the influence of entrepreneurial skills on managers in developing village-owned enterprise (BUMDes). Wibisono (2020) found that only 35% of BUMDes managers in Central Java and Yogyakarta had formal entrepreneurship training, leaving many relying on informal learning. This finding is supported by a study by Nugrahaningsih et al. (2021), which states that ongoing training and mentoring can improve managers' capacity to manage village businesses professionally. This capacity-building training is expected to improve entrepreneurial skills.

Entrepreneurial skills are crucial because they encompass the ability to design business strategies, make risk-based decisions, identify market opportunities, and innovate according to local needs (Krieger et al., 2022). A study by Zunaidah et al. (2021) shows that village-owned enterprise (BUMDes) managers with strong entrepreneurial skills tend to be better able to navigate the dynamics of the village economy and create competitive, superior products. Research by Amerieska et al. (2023) also confirms that the low success of BUMDes is often related to the lack of managerial and innovative capacity of their managers. Research by Gandhiadi & Eka N Kencana (2020) confirms that entrepreneurial orientation directly impacts the sustainability of BUMDes businesses. Meanwhile, research by Shahzad et al. (2021) also underscores the importance of locally-based innovation, which can only thrive if managers have the courage to take risks and think creatively. These findings are corroborated by Velia Ayu Sasqia (2022), who found that BUMDes with entrepreneurial managers tend to be more proactive in establishing partnerships. Thus, improving entrepreneurial skills is not only important, but also a fundamental need in efforts to strengthen the role of BUMDes as a driving force for an independent and sustainable village economy.

Theoretically, Bernoster et al. (2020) proposed that entrepreneurial orientation consists of innovation, proactivity, and risk-taking. This approach is relevant in the context of Village-Owned Enterprises (BUMDes) because managers are required to not only run traditional businesses but also create new breakthroughs. Recent research by Yusuf & Soelaiman (2022) found that entrepreneurs with strong entrepreneurial skills tend to be more resilient in the face of economic crises due to their ability to pivot their businesses.

In the context of Village-Owned Enterprises (BUMDes), entrepreneurial skills must be aligned with the characteristics of community-based businesses and the village's socio-economic mission. Purnomo & Sumaryatiningsih (2024) emphasize that BUMDes managers require collaborative skills because they must collaborate with the village government, community, and the private sector. Furthermore, digital marketing skills are becoming increasingly important with the growth of e-commerce and social media as promotional tools (Lawelai et al., 2023).

Entrepreneurial skills play a fundamental role in driving innovation and the performance of economic institutions, including Village-Owned Enterprises (BUMDes). Entrepreneurial management activities, such as building a management team, organizational structure, and company systems, will influence cost control, quality excellence, flexibility, and technological innovation (Zhang et al., 2023). In the context of BUMDes, entrepreneurial skills enable managers to identify untapped local economic opportunities, optimize village resources, and build effective collaborative networks. Entrepreneurial skills, networking, and entrepreneurial competencies have a positive impact on company performance Soomro et al. (2025), indicating that BUMDes with strong entrepreneurial skills are able to create innovative products and services that meet the needs of village communities.

Entrepreneurial skills must be supported by proactive learning behavior. Bandura's (1986) theory of social learning states that individuals can develop competencies through observation, experience, and training (Griffin, 2019). In the context of Village-Owned Enterprises (BUMDes), managers who continually update their knowledge through training, comparative studies, or digital financial literacy have a greater opportunity to create innovation. Research by Pepadu et al. (2023) shows that BUMDes whose managers actively participate in entrepreneurship training tend to be more innovative in developing new products. This finding aligns with Wibisono (2020) study, which emphasized that the combination of entrepreneurial skills and a learning culture is a determining factor in BUMDes' success in an era of intense business competition.

Organizational learning behavior is a key determinant in creating sustainable innovation in economic institutions, including Village-Owned Enterprises (BUMDes) (Zahrudin et al., 2023). As emphasized by (Pratiwi & Syarief, 2024), organizational learning not only contributes positively to business performance but also directly influences innovation. BUMDes that are able to develop adaptive learning behavior can transform the individual knowledge of managers into collective innovation capacity, which is then realized in the form of new products, services, or business models that are more relevant to the needs of village communities (Shobaruddin et al., 2022). Thus, organizational learning behavior serves as a strategic foundation for the development of sustainable innovation at the village level.

The research findings of Meena et al. (2023) confirm that organizational learning is a crucial process for companies to maintain sustainable, breakthrough innovations over the long term, thus directly impacting organizational performance improvement. In the context of

Village-Owned Enterprises (BUMDes), this means that learning practices are a crucial tool for generating creative, applicable ideas. Karyana (2023) findings on BUMDes institutional innovation in Indonesia also demonstrate that village organizations that foster a culture of learning can increase the resilience and resilience of village businesses, making them more resilient in facing rural socio-economic dynamics.

Furthermore, other empirical evidence supports the role of learning behavior as a factor influencing BUMDes innovation. Wulandari (2021) research found that the knowledge, skills, and work attitudes of BUMDes managers positively influence managerial performance, which forms the basis for innovation in village business management. Nugrahaningsih et al. (2021) also emphasize the importance of accountability and learning in BUMDes management to generate sustainable innovative ideas. Therefore, the stronger the learning behavior developed by managers, the greater the BUMDes' ability to create innovations that are responsive to local needs while improving village economic performance. Therefore, this research is crucial to analyze the extent to which entrepreneurial skills and learning behavior of BUMDes managers can influence the level of innovation produced. With a deeper understanding of the relationship between entrepreneurial skills, learning behavior, and innovation, it is hoped that practical solutions can be found to overcome these obstacles. This research also aims to provide insight into how BUMDes can be more proactive in developing sustainable innovation by improving the human resource capacity of managers, thereby more effectively driving economic growth and the welfare of village communities.

## RESEARCH METHOD

This study employed a quantitative approach with an explanatory research approach. This approach was chosen because it aimed to test hypotheses regarding the influence of entrepreneurial skills and learning behaviors of village-owned enterprise (BUMDes) managers on BUMDes innovation (Creswell & Poth, 2023). Explanatory research is used to analyze causal relationships between variables and explain phenomena based on existing theories (Maksum, 2020). This research uses a quantitative approach. The research was conducted in the Special Region of Yogyakarta, encompassing four regencies: Sleman, Bantul, Kulon Progo, and Gunungkidul. Location selection was based on regional representativeness, data availability, accessibility, and the variety of village-owned enterprise (BUMDes) businesses. The study was conducted over two months (October-November 2024).

The population was all BUMDes actively operating in the Special Region of Yogyakarta, totaling 280 BUMDes based on data from the Yogyakarta Community and Village Empowerment Service (2024). The sample was determined using the Slovin formula with a margin of error of 5%, resulting in 35 BUMDes as samples. The sampling technique used proportional stratified random sampling based on the distribution of BUMDes in each district: Bantul (10 BUMDes), Gunungkidul (9 BUMDes), Kulon Progo (7 BUMDes), and Sleman (8 BUMDes).

The study respondents were key BUMDes managers, namely Directors/Chairmen, Operational/Business Unit Managers, and those in charge of Finance or Marketing. The respondent profile showed a male predominance (77.1%), a majority aged over 45 years (45.7%), a bachelor's degree (57.1%), and a majority serving as Directors/Main Managers (80%). The majority of respondents had attended training more than three times (60%). The research procedure began with preparation and obtaining permits, instrument development, validity and reliability testing, data collection, data analysis, and reporting. The instrument was piloted on 30 respondents before being distributed to the research sample. Data were collected using a structured questionnaire with a 4-point Likert scale to avoid data bias. The instrument consisted of three parts:

Table 2. Research Instruments

No	Variables	Variable Indicator	Number
1.	Entrepreneurial Skills	creativity & innovation, risk management, leadership, marketing skills, and financial management	13
2.	Learning Behavior	reflective observation, abstract conceptualization, and active experimentation	9
3.	BUMDes Innovation	product innovation, process innovation, marketing innovation, and organizational innovation	8

The validity test used Pearson product moment correlation with  $r$  count criteria  $> 0.361$  ( $n = 30$ ,  $\alpha = 0.05$ ). The results showed that all items were valid with  $r$  values ranging from 0.366 to 0.827. The reliability test using Cronbach's Alpha showed a value of 0.777 for Entrepreneurial Skills, 0.774 for Learning Behavior, and 0.875 for BUMDes Innovation, so all instruments were declared reliable. Data analysis used descriptive statistics to describe the characteristics of respondents and the distribution of answers, as well as inferential analysis using multiple linear regression.

Before the regression analysis, classical assumption tests were conducted including normality tests (Kolmogorov-Smirnov), multicollinearity tests (Tolerance and VIF values), heteroscedasticity tests (Glejser Test), and linearity tests (Test for Linearity). The results of the assumption tests showed that the data met the requirements for regression analysis: normality was met (Sig. = 0.484  $> 0.05$ ), no multicollinearity occurred (Tolerance = 0.897  $> 0.1$ ; VIF = 1.115  $< 10$ ), no heteroscedasticity occurred (Sig.  $> 0.05$ ), and the relationship between variables was linear (Sig. Deviation from Linearity  $> 0.05$ ).

## RESULT AND DISCUSSION

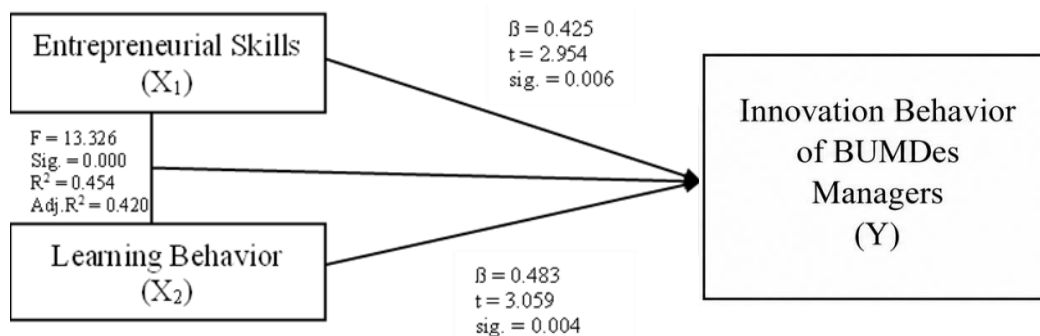
The results of the research at the data description stage show that based on descriptive statistical analysis, the average score of the Entrepreneurial Skills variable is 2.73 on a scale of 1–4, the Learning Behavior variable is 2.92, and the BUMDes Innovation variable is 1.93. These findings indicate that the entrepreneurial skills and learning behavior of BUMDes managers are in the fairly good category, which reflects the basic abilities and willingness to

continue learning in business management. However, the relatively lower average value of BUMDes innovation indicates that the innovation aspect is still not optimal and requires further attention and development so that BUMDes can adapt and compete sustainably.

The results of the hypothesis testing indicate that entrepreneurial skills have a positive and significant effect on BUMDes innovation. This is evidenced by the results of the t-test which produces a regression coefficient of  $\beta = 0.425$ , a calculated t-value of 2.954, and a significance level of  $p = 0.006$  which is smaller than 0.05. These findings indicate that Hypothesis 1 (H1) is accepted, which means that every one unit increase in entrepreneurial skills will encourage an increase in BUMDes innovation by 0.425 units. Thus, the entrepreneurial skills of managers have an important role in encouraging the emergence of innovative ideas, products, and services in BUMDes.

Furthermore, the t-test results for Hypothesis 2 indicate that learning behavior also has a positive and significant effect on BUMDes innovation. The regression coefficient obtained was  $\beta = 0.483$  with a t-value of 3.059 and a significance of  $p = 0.004 (<0.05)$ , so Hypothesis 2 (H2) was declared accepted. The larger coefficient value compared to entrepreneurial skills indicates that learning behavior makes a relatively stronger contribution to increasing BUMDes innovation. This confirms that the ability of managers to continuously learn, update knowledge, and adapt experience is a key factor in developing innovation.

Hypothesis 3 testing was conducted through an F test to see the influence of entrepreneurial skills and learning behavior simultaneously on BUMDes innovation. The test results showed a calculated F value of 13.326 with a significance level of  $p = 0.000 (<0.05)$ , so Hypothesis 3 (H3) was accepted. This finding indicates that both independent variables together have a significant influence on BUMDes innovation. The coefficient of determination ( $R^2$ ) value of 0.454 indicates that 45.4% of the variation in BUMDes innovation can be explained by entrepreneurial skills and learning behavior, while the remaining 54.6% is influenced by other variables outside the research model. The following is a schematic of the research results:



**Figure 1.** Research Results

## Discussion

The findings of this study indicate that entrepreneurial skills have a positive and significant impact on BUMDes innovation. This finding aligns with research by Ilman et al. (2023), which states that entrepreneurial competency significantly influences BUMDes innovation performance. BUMDes managers with strong entrepreneurial skills tend to be better able to identify new business opportunities, develop innovative products or services, and adapt more modern, market-oriented business practices.

In the context of Village-Owned Enterprises (BUMDes), entrepreneurial skills encompass creativity and innovation in generating new ideas, risk management in measured decision-making, leadership in motivating and coordinating teams, marketing skills to expand market reach, and effective financial management. These skills enable managers to not only run a business conventionally but also create new innovations relevant to the potential and needs of the village community (Kuratko et al., 2021).

The research results also show that learning behavior has a greater influence on BUMDes innovation than entrepreneurial skills. This finding is consistent with research by Evenseth et al. (2022), which emphasizes the importance of organizational learning in increasing innovation capacity. BUMDes managers who exhibit strong learning behaviors, both through formal learning such as training and informal learning through experience and knowledge sharing, tend to demonstrate higher levels of innovation.

Active learning behavior enables managers to continuously accumulate, modify, and adapt knowledge and new ideas to suit village needs. In practice, managers with high learning behavior are more sensitive to market changes and technological developments, enabling them to identify best practices as references for developing BUMDes. This finding is supported by research by Abdurrohman et al. (2020), which states that the continuous learning behavior of BUMDes managers contributes significantly to the organization's adaptability and innovation.

Simultaneously, the combination of entrepreneurial skills and learning behaviors strongly influences BUMDes innovation, contributing 45.4%. This finding aligns with research by Yusuf & Soelaiman (2022), who found that the synergy between entrepreneurial competencies and learning orientation is a significant predictor of BUMDes innovation capacity. Entrepreneurial skills serve as a foundation for identifying and exploiting business opportunities, while learning behaviors ensure managers continuously develop their personal and organizational capacities to adapt to environmental changes.

However, the  $R^2$  value obtained indicates that 54.6% of the variation in BUMDes innovation is still influenced by factors outside the research model. These factors can include BUMDes organizational structure, availability of business capital, market networks and access, support from village and regional government policies, organizational culture, and access to technology and mentoring. Therefore, sustainable improvement of BUMDes innovation depends not only on the capacity of individual managers but also requires the

support of an institutional ecosystem and a conducive business environment (Titioka et al., 2023).

## CONCLUSIONS AND SUGGESTIONS

Based on the research results, it can be concluded that entrepreneurial skills and learning behavior play an important role in driving BUMDes innovation. Partially, entrepreneurial skills have a positive and significant effect on BUMDes innovation, indicating that the entrepreneurial abilities of managers, such as creativity, risk management, leadership, marketing, and financial management, are able to encourage the emergence of innovative business ideas and practices. In addition, learning behavior has also been shown to have a positive and significant effect on BUMDes innovation with a greater contribution than entrepreneurial skills, thus confirming that continuous learning behavior is a key factor in increasing innovation capacity. Simultaneously, the combination of entrepreneurial skills and learning behavior is able to explain 45.4% of the variation in BUMDes innovation, while the remainder is influenced by other factors outside the research model, such as institutional aspects, the business environment, and external support.

Based on the research findings, it is recommended that BUMDes managers continuously improve entrepreneurial skills through targeted entrepreneurship training, business mentoring, and hands-on practice in village business development. Furthermore, strengthening learning behavior needs to be a priority by building an organizational learning culture, encouraging participation in training, comparative studies, and utilizing technology and knowledge networks as learning resources. For village governments and related stakeholders, policy support, facilitation of capital access, and consistent mentoring are needed to create an ecosystem conducive to BUMDes innovation. Meanwhile, further research is recommended to examine other variables that have the potential to influence BUMDes innovation, such as leadership, organizational culture, technology support, and partnership networks, to gain a more comprehensive understanding .

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