

## The Effect of Learning Orientation and Digitalization of MSMEs on the Implementation of MSME Internationalization

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### ABSTRACT

The purpose of this study was to examine the relationship between the variables of learning orientation, the digitization of SMEs and the implementation of the internationalization of SMEs. This research uses quantitative research. Data were collected from 82 respondents using a survey. Respondents of this study were SMEs engaged in handicrafts and accessories. The SEM\_PLS data analysis technique uses the SMART-PLS application. The results of the hypothesis test show that (1) there is a significant effect of the digitization of SMEs on the implementation of the internationalization of SMEs. (2) There is a significant influence of the learning orientation variable on the digitization of MSMEs. (3) There is no significant effect of learning orientation variable on the implementation of MSME internationalization.

**Keywords:** Learning orientation, Digitization of SME's, Internationalization of SME's.

### INTRODUCTION

#### A. Research Background

Technological developments in the current era encourage economic market competition not only on a local scale but also on an international scale. The emergence of international market competition due to the ease of accessing the product catalog of a region through digital technology that is connected to the internet network (Tallman et al., 2018). Osano (2019) states that more and more MSME actors in the world are connected to international marketing networks. So the competition between the products offered is getting tougher. This is because global competition in terms of marketing local products is getting easier and cheaper. This phenomenon should be used as a momentum to increase capacity and capability and optimize the resources owned by MSME actors to be able to compete with products from other countries.

Various kinds of challenges faced in implementing the internationalization of MSMEs are things that need to be faced together. On average, SMEs are constrained by the knowledge factor in transactions in international trade (Roy et al., 2016). On the other hand, the product standardization factor still needs to be improved in international market competition. Plus the factor of distribution of goods that requires a lot of costs. These obstacles are one of the factors for the low number of MSMEs implementing internationalization to advance in class (Korsakiene & Tvaronavičiene, 2012). Barriers to the implementation of the internationalization of MSMEs often arise due to lack of knowledge in global competition (Revindo et al., 2019). This is because international trade requires communication skills to be able to deliver product negotiations. So that it can be accepted by foreign markets which in fact use international languages.

#### B. Research Problem

Based on Research Background in this study, the problems to be answered are:

1. Does digitization of SME's effect on the implementation of the internationalization of SMEs.
2. Does learning orientation effect on the digitization of SME's.
3. Does learning orientation effect on the implementation of the internationalization of SMEs.

## LITERATURE REVIEW:

### A. Learning Orientation

The capacity and capability of human resources is the key in implementing the internationalization of MSMEs. Because, without good capabilities, it is difficult for SMEs to compete globally. Language skills, for example, are the main prerequisite for communicating domestic products to foreign countries (Zhou, 2007). Without good language skills, it is difficult for MSME actors to describe their products so that they can attract potential customers from outside. This problem can be overcome by changing the mindset to implement the internationalization of MSMEs through increasing capacity and capability in following global competition (Orero-Blat et al., 2021). The theory of learning orientation for MSMEs emphasizes that there are three dimensions to determine how much a person's level of learning orientation is (1) open mind (2) learning commitment (3) sharing a common vision (Hussain et al., 2016).

Studies on the effect of learning orientation on international trade competition show that there is a significant effect (Vega Martinez et al., 2020). Research that examines the effect of learning orientation on the internationalization of MSMEs was conducted by Wach et al., (2018) where the result was that entrepreneurship knowledge has a significant impact on the internationalization of MSMEs. Another study on the effect of learning orientation on the strengthening of product exports was conducted by Assadinia et al., (2019) where strengthening the knowledge aspect is an important factor in participating in international trade. Knowledge in running a business is an important thing to develop. Because knowledge has a key factor in increasing business scale. So that learning orientation is one of the variables that needs to be studied more in depth to find out how much influence it has in the internationalization of MSMEs.

### B. Digitization of MSME's

The digitization of MSMEs is a process for MSME actors to carry out digital transformation to improve their business performance. There are five areas of digital competence that MSMEs need to master. The five competencies include, Information and Data Literacy Competence, Communication and Collaboration Competence, Competence in Creating Digital Content, Cyber Security Competence, and Ability in problem solving (Carretero et al., 2017). These competencies need to be mastered for MSMEs to transform from conventional to digital. These transformation need to be carefully studied by MSME actors. Because, the use of technology in business processes does not always have a positive impact (Velinov et al., 2020). The digitization process also requires a lot of money. If this is not taken into account it will burden the production process itself (Breidenthal et al., 2020). So it is necessary to make careful preparations to carry out digital transformation, especially to implement the internationalization of MSMEs.

Research on the influence of digitalization on the internationalization of MSMEs was conducted by Neubert, (2018) where the results showed that the use of technology in the financial startup world was able to penetrate the international market, these results confirm that digital use is able to encourage a wider reach and international market. Another study states that the digitization of MSMEs is able to reduce the limitations in marketing reach (Ahmedov, 2020). Digitization also affects the performance of MSMEs at the international level through the use of digital financial reports. In addition, Lee et al., (2019) were also able to encourage the acceleration of internationalization in carrying out business processes. So a study on the effect of digitizing SMEs on the implementation of internationalization needs to be done to find out more about the relationship between the two variables.

### C. Internationalization of MSME's

The study on the internationalization of MSMEs is a study of the steps that can be taken by MSME actors in expanding the trade market to increase sales. Bennedsen & Lund-Sørensen (2017) state that internationalization is a gradual process to reach from the nearest market to the distant market. The process is also not instant, but requires stages ranging from the digital promotion process to the process of sending goods according to the needs of overseas customers. Internationalization is another form of product expansion abroad through the international trade process (Matlay et al., 2006). Internationalization is interpreted as a process of market expansion that can be carried out abroad, by internationalizing then the competition that does not only come from domestic but also from abroad.

Based on the explanation above, it is necessary to study further the relationship between variables, namely learning orientation, digitizing MSMEs, and Internationalization of MSMEs. These variables were examined to determine whether there was a significant relationship or not. The results of the relations will be used as suggestions and contributions to MSME actors who will internationalize MSMEs. The study in this research will also be used as the basis for decision making for stakeholders engaged in MSMEs. It is hoped that MSMEs will increase their performance and capable to compete in the international market. Thus there are 3 hypotheses that will be tested for the relationship between variables. (1) is there any influence of learning orientation on the implementation of internationalization of MSMEs, (2) is there any effect of digitizing MSMEs on the internationalization of MSMEs, (3) is there any influence of learning orientation on the digitization of MSMEs.

## METHODOLOGY

### A. Data Analysis Techniques

This study uses a quantitative research approach. The dependent variable to be studied is the implementation of the internationalization of SMEs. The measurement of the dependent variable Internationalization of SMEs was adopted from Ruzzier et al., (2007). The indicator for measuring the independent variable of learning orientation was adopted from Vega Martinez et al., (2020). Whereas the indicator for measuring the independent variable of MSME digitization was adopted from Carretero et al., (2017). The data collection technique used a survey sent via Googleform using a questionnaire with a Likert scale of 1-5. This study examines the relationship between learning orientation variables, the digitization of MSMEs, and the internationalization of MSMEs.

### B. Target Population

The target population of this study is MSMEs in the East Java region. The sample selection technique was carried out using the purposive sample method to obtain sample criteria according to the objectives of this study. The selected sample criteria are (1) micro, small and medium business actors who are engaged in handicrafts and accessories (2) micro, small and medium business actors who have done activities of goods export and import. The data analysis technique used the SEM-PLS analysis test. This technique is used to determine the relationship between variables.

## RESEARCH RESULTS AND DISCUSSION

Based on the results of data collection carried out during September 2022 for MSME actors engaged in the handicraft and accessories business, the following results were obtained. The number of MSMEs that successfully sent questionnaires was 82 out of 90 respondents who had been sent questionnaires via whatsapp. The profiles of the respondents in this study were 16 male (20%) and 66 female (80%). The educational background of the respondents was 3 people (4%) elementary school, 5 people junior high school or equivalent (6%), 42 people high school or equivalent (51%), 14 people diploma (17%), meanwhile undergraduate education background as much as 18 people (22%). The data shows that the educational background of most MSME actors is from high school or the equivalent, namely 51% of the total sample selected. Meanwhile, women dominate as owners of MSMEs in the field of handicrafts and accessories. The educational background profile is a description of the level of education owned by MSME actors.

This study uses quantitative research using the SEM-PLS analysis method to determine the relationship between variables. The hypothesis test model in this study uses the PLS analysis model. Hypothesis testing is determined by using a significance value of 5% or 0.05. then proceeded by comparing the value of t-statistics with the value of t-table. If the t-table value is smaller than the t-statistical value, then the hypothesis is accepted. However, otherwise the t-table is greater than the value of t-statistics then the hypothesis is rejected. Data analysis was carried out using the Smart PLS application.

### A. Convergent Validity Test

Based on the results of testing the data collected through the questionnaire obtained statistical data collected from 82 respondents. Then the data is tested for the validity of the instrument. Testing

the validity of the instrument in this study used convergent validity and discriminant validity. To measure convergent validity, a loading factor value of 0.7 is required and an AVE value of 0.5 is required to indicate that the instrument used is valid. Based on the results of the validity test using the loading factor, the following results were obtained. Table 1 shows the loading factor value of this study.

Table 1. Loading Factors of Convergent Validity Test

	Digitization SME	Internationalization SME	Learning Orientation	Interpretation
DU1	0,837			The results show that all indicator values are more than 0.5. This shows that the indicators in this study meet the convergent validity test
DU2	0,761			
DU3	0,747			
DU4	0,807			
DU5	0,794			
IU1		0,818		
IU2		0,741		
IU3		0,773		
IU4		0,849		
LO2			0,753	
LO3			0,742	
LO4			0,713	
LO1			0,791	

Source: processed data (2022)

Based on the results of the Convergent validity test shown in table 1, it shows that the loading factor value on each instrument produces a value of more than 0.7. Convergent validity test is used to measure the validity of the instrument as seen in the loading factor of each indicator. The loading factor value can be said to have good reliability if the loading factor value is more than 0.7. If the loading factor value is less than 0.7 then the instrument reliability is considered not good enough. Table 1 shows the loading value of the indicator factors of Learning Orientation, Digitization of SMEs, and Internationalization of SMEs with a value of 0.7.

**B. Discriminant Validity Test**

The results of the discriminant validity test were obtained from the comparison of the AVE root value with the correlation value between latent variables. A high discriminant validity value indicates that the value is unique and capable to explain the event being measured. The discriminant validity test was also measured using a cross-loading value requiring a value of more than 0.7. So that the loading factor value listed in table 1 shows that all indicators meet discriminant validity.

Table 2. Cross Loading Value

	Digitization SME	Internationalization SME	Learning Orientation	Interpretation
DU1	0,837			All indicator values are more than 0.7. This shows that The Cross-Loading Value
DU2	0,761			
DU3	0,747			
DU4	0,807			
DU5	0,794			
IU1		0,818		

<b>IU2</b>		<b>0,741</b>		<b>meets the discriminant validity test</b>
<b>IU3</b>		<b>0,773</b>		
<b>IU4</b>		<b>0,849</b>		
<b>LO2</b>			<b>0,753</b>	
<b>LO3</b>			<b>0,742</b>	
<b>LO4</b>			<b>0,713</b>	
<b>LO1</b>			<b>0,791</b>	

Source: processed data (2022)

**C. Reability Test**

The instrument reliability test was carried out by looking at the value of Cronbach's alpha. The value of Cronbach's alpha required to meet the reliability requirements of the instrument is more than 0.7.

Table 3. Cronbach's Alpha value

	<b>Cronbach's Alpha</b>	<b>Composite Reliability</b>	<b>Average Variance Extracted (AVE)</b>
<b>Digitization SME</b>	<b>0,849</b>	<b>0,892</b>	<b>0,624</b>
<b>Internationalization SME</b>	<b>0,808</b>	<b>0,874</b>	<b>0,634</b>
<b>Learning Orientation</b>	<b>0,751</b>	<b>0,837</b>	<b>0,563</b>

Source: processed data (2022)

Based on the test results shown in Table 3. It shows that the value of cronbach's alpha for the MSME Digitization indicator is 0.849. Meanwhile, Internationalization of SME is 0.808. And Learning Orientation has a Cronbach's Alpha value of 0.751. This value interprets that each indicator is reliable. This interpretation indicates that the instrument can be tested further to determine the relationship between variables.

To find out that the data model used is good or not, it is necessary to perform test Goodness of Fit. Based on the results of the fit model test using smart PLS, the results of the SRMR (Standardized Root Mean Residual) value of 0.093. Based on Ghazali (2012) explanation that the model is said to be good if the SRMR value is less than 0.10. Hence this research model can be said to be fit or good. After knowing that this research model is said to be fit, then proceed with testing the relationship between variables.

Hypothesis testing is done by calculating the path coefficient and t-statistical values. These two values can show the relationship between variables and the level of significance of the relationship between variables. The value of the path coefficient is said to be negative if the value shows (-) and vice versa. Meanwhile the value of t-statistics is needed to determine the significance value of the relationship between variables. If the t-statistic value is greater than the t-table value, the relationship between variables can be said to be significant, otherwise the relationship can be said to be insignificant.

Based on the results of statistical tests using two-way smart PLS with a significance level of 5% or 0.05. If P-Value < 0.05 then H0 is rejected. So the research can be said to be significant. The results of hypothesis testing in this study can be seen in the following table.

Table 4. Hypothesis Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Digitalization SME - >Internationalization SME	0,433	0,445	0,085	5,073	<b>0,000</b>
Learning Orientation - >Digitization SME	0,345	0,374	0,104	3,328	<b>0,001</b>
Learning Orientation - >Internationalization SME	0,149	0,187	0,124	1,204	<b>0,229</b>

Source: processed data (2022)

The results of the hypothesis test is that the p value for the relationship between SME digitization and SME internationalization was 0.000 and t arithmetic was 5.073. Whereas the p value of the relationship between learning orientation and SME digitization is 0.001 and t count is 3.328. Meanwhile, the p value of the relationship between the Learning Orientation variable and the Internationalization of SME is 0.229 and the t-count is 1.204.

The results of the hypothesis test show that there is a significant effect between the digitization of SME variables on the Internationalization of SME. Likewise, the relationship between the Learning Orientation variable and the Digitization of SME has a significant relationship. Whereas the relationship between learning orientation and internationalization of SME does not show the relationship between the two variables.

## Discussion

### A. The Effect of SME Digitization on SME Internationalization

Research on the internationalization of MSMEs has been done a lot lately. Various efforts have been made to optimally implement the internationalization of MSMEs. One of the efforts that can be done is to carry out digital transformation. This is in line with the results of this study where the digitization of MSMEs is a variable that can increase the implementation of MSME internationalization. The results of this study are supported by research conducted by Neubert, (2018) on the effect of digitizing MSMEs on internationalization, the results of the study show that there is an effect of digital transformation on the implementation of internationalization.

The research shows that digital transformation is able to encourage the implementation of internationalization. Another study that supports the results of this study was conducted by Lee et al., (2019) where the use of digital technology was able to accelerate the internationalization process by MSME actors.

The significant influence of the digitization variable of MSMEs on the implementation of internationalization occurs in several aspects including the aspect of import-export growth. Some MSME actors carry out export activities supported by the use of technology, especially the internet network (Ahmedov, 2020). Hence digital technology is considered to be able to help SMEs in conducting international transactions. The use of mobile payments makes it easier for sellers and buyers to conduct cross-border transactions (ILCUS, 2018). Delivery of goods is not an obstacle in carrying out export and import activities. Where the ease of access in carrying out the buying and selling process then sent via courier service is also considered to be helpful in implementing the internationalization of MSMEs.

### B. The Effect of Learning Orientation on SME Digitization

The results of this study indicate that there is a positive relationship between the learning orientation variable and the digitizing variable for SMEs. The results of this study are supported by other studies which show that learning orientation has a significant influence on the digital



transformation of MSMEs (Martínez Serna et al., 2016). One of the indicators of learning orientation is learning commitment to encourage MSME actors to carry out digital transformation. Another study was also conducted by Bae & Choi, (2021) where the learning orientation variable was able to form a digital-based business climate. This influence can be measured by how far the open-mindedness of MSME actors is able to move them to carry out digital transformation.

The indicators used to determine the level of application of digitizing MSMEs consist of digital information data literacy. Then network activity through internet technology is one of the indicators with the optimal level. Alqasimi et al., (2022) stated that good knowledge management encourages a person to innovate in the world of digital technology. Al-Shami et al., (2022) also conducted a study on company managers who have good knowledge management that will encourage a digital-based business climate in every existing process. In the context of digital companies, it will encourage innovation in providing optimal performance (Frank et al., 2012).

### C. The Effect of Learning Orientation on SME Internationalization

Testing the hypothesis between the effect of learning orientation on the internationalization of MSMEs showed that there was no significant effect between the two variables. Hence the research results show a negative relationship or no effect. This finding is in line with the research of Palumian et al., (2021) which shows that there is no significant relationship between knowledge sharing and innovative behavior that leads to the expansion of business scale to global. This study shows that there is no significant effect between the two variables tested in this study. Another study was also conducted by (Purwanto et al., 2021) in which the knowledge sharing variable did not contribute significantly to the expansion of the global market. Although the results of this study received little support from other studies, some of the literature has explained the relationship between the two variables studied.

### CONCLUSIONS

Research on the influence of learning orientation and the digitization of MSMEs on the implementation of MSME internationalization needs to be done to contribute to MSME actors in increasing their business scale. Nevertheless, the results obtained in this study indicate that the indicators of the digitization of MSMEs can affect the process of implementing the internationalization of MSMEs. This is evidenced by the results of research which show that there is a significant influence between the variables of digitizing MSMEs on the implementation of the internationalization of MSMEs. As well as the learning orientation variable is able to influence the digital transformation of MSMEs. Based on the results of the hypothesis test, the relationship between the learning orientation variable and the digitization of MSMEs has a significant effect. The learning orientation variable, whereas, is considered not to have a significant influence on the implementation of the internationalization of MSMEs. This can be seen from the hypothesis test of the influence of the learning orientation variable on the internationalization variable of MSMEs, it was found that there was no significant effect.

The limitation in this study is that data collection is limited to the East Java region with MSME actors who have carried out transactions or export-import activities abroad. Then another limitation in this study is that it only uses a questionnaire as a data collection technique, while observation and interviews are not applied in this study. Suggestions and inputs for future research is to use more complex data collection techniques and a wider distribution of respondents to get optimal results.

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