

## **E-COMMERCE STRATEGIES AND ENTREPRENEURSHIP TRAINING IN INCREASING SALES VOLUME AT BUNG HATTA UNIVERSITY STUDENT'S BUSINESSES**

**Nailal Husna<sup>1</sup> Siti Rahmi<sup>2</sup> Popi Fauziati<sup>3</sup>, Anjely Aulia Putri<sup>4</sup> Endang Tirtana Putra<sup>5</sup>**

<sup>1,2,4</sup>Department of Management, Faculty of Economics and Business, Universitas Bung Hatta

<sup>3</sup>Department of Accounting, Faculty of Economics and Business, Universitas Bung Hatta

<sup>5</sup>Institut Teknologi dan Ilmu sosial Khatulistiwa

Email: nailalhusna@bunghatta.ac.id

### **ABSTRACT**

*The purpose of this reaseach ia to enhance learning activities and increase students' entrepreneurial interest, this research aims to analyze e-commerce strategies and entrepreneurship training in boosting sales volume for businesses run by Bung Hatta University students. This research uses quantitative research. This research uses samples from Bung Hatta University student businesses. The data analysis technique used in this research is multiple linear regression. The hypothesis in this study was tested using a simultaneous test (F-test) and partial test (t-test) to determine the influence between variables. The classical assumption tests used in this research are the normality test, heteroscedasticity test, and multicollinearity test. This research tends to only test the direct relationship between the independent variable and the dependent variable, without looking at the effects of moderation and mediation. The results of this research are that E - Commerce (X1) has no significant effect on sales volume (Y). Meanwhile, the entrepreneurial training variable (X2) has a significant effect on sales volume (Y). So, further research is recommended to test moderating and mediating variables such as technology, trust, transaction security and other variables. Research identifies factors for increasing e-commerce strategies and entrepreneurship training among students*

**Keywords: e-commerce; entrepreneurship training; sales volume**

### **BACKGROUND**

The 2020 Merdeka Belajar guidebook states that based on the Global Entrepreneurship Index (GEI) in 2018, Indonesia only had a score of 21% of entrepreneurs from various fields of work, or ranked 94th out of 137 countries surveyed. Meanwhile, according to research from the IDN Research Institute in 2019, 69.1% of millennials in Indonesia have an interest in entrepreneurship. However, so far the entrepreneurial potential for the millennial generation has not been managed well. The Merdeka Campus policy encourages the development of students' entrepreneurial interests with appropriate learning activity programs. In the 2022 Indonesian Student Entrepreneurship Program guidebook.

The Ministry of Education and Culture through the Directorate of Learning and Student Affairs, Directorate General of Higher Education continues to strive to develop and increase the number of entrepreneurial students. The importance of student entrepreneurship programs in universities has been recognized by the government and is realized through the Independent Learning-Independent Campus (MBKM) Policy which encourages the development of students' entrepreneurial interests

with appropriate learning activity programs. Further programs and actions are needed so that this policy can be implemented as part of learning activities in higher education. Students are part of the human resources that can become the backbone of development through the nation's economic independence. Students are also part of the Indonesian millennial generation. Entrepreneurship (Entrepreneurship) is a mandatory subject for all study programs at Bung Hatta University, it is hoped that Bung Hatta University can compete, produce the best graduates by strengthening themselves with hard skills and soft skills so that they don't just rely on work from other people but are able to provide work for other people. many and able to compete with workers from other countries. It is hoped that the entrepreneurship courses that have been taught can be a way to introduce students to the world of business from an early age. Entrepreneurship at Bung Hatta University since 2014 has used RPS which includes practices and produces entrepreneurial products in teaching Entrepreneurship courses, and in 2014 there were 10 groups of students who won the Entrepreneurial Student Program (PMW) at Bung Hatta University. Businesses financed by DIKTI through PMW are individual and group

businesses. Of all the proposals submitted, the number of proposals that passed was 10 proposals consisting of: 1 person and 9 groups (Husna, N., Yuhelmi, & Trianita, 2015).

In 2021, we hosted the Entrepreneur Award V Competition Event, where six student business groups reached the finals and became Hopeful Champions. In 2022, twelve business groups from Bung Hatta University succeeded in obtaining scholarship grants of IDR 10,000,000 each. Additionally, three business groups received Higher Education Grants, each worth IDR 7,500,000. This success was attributed to the University, through the Career Development Center (CDC), conducting entrepreneurship training in 2021. The training took place on October 25, 2021, at the Balairung Caraka Building, Bung Hatta University.

In 2022, the CDC also held Online Single Submission (OSS) Training, resulting in nineteen student business groups now operating with business permits. Research at Bung Hatta University includes a study by Husna, N., Yuhelmi, & Trianita (2015) on the influence of personality and entrepreneurship courses on entrepreneurial intentions among students receiving PMW funds at the Faculty of Economics. Their research concluded that entrepreneurship courses significantly impacted the entrepreneurial intentions of these students, leading to the design of RPS to produce products, business plans, and activity videos. It is recommended to follow the programs provided by Dikti or Kopertis.

However, several times after that, FEB students participated in higher education programs such as PKM-K but did not pass the selection, and the students did not continue their efforts. Research by Putri and Husna (2016) on the factors influencing the entrepreneurial intentions of students at Bung Hatta University's Faculty of Economics found that personality factors play a significant role. Personality has a substantial impact on entrepreneurial intentions.

Nevertheless, students often face obstacles when starting a business, such as securing funding, balancing time between entrepreneurship and studies, gaining family support, and having the courage to take risks. The risks faced by entrepreneurs differ from those faced by employees. Every individual has a different level of risk tolerance, ranging from risk-averse to risk-neutral to risk-taking. An individual who can overcome obstacles and create opportunities for better outcomes is said to have a higher adversity quotient. This mentality is crucial for entrepreneurs

because it enables them to recover from setbacks and persist despite failures.

In 2020, Husna et al. continued this research to examine the influence of the adversity quotient on the entrepreneurial intentions of FEB students at Bung Hatta University. The results indicated that the Endurance variable significantly affects the entrepreneurial intentions of these students. Effective learning, supported by entrepreneurship training, discussions, and field trips, positively influences students' entrepreneurial intentions, enhancing their competitiveness in entrepreneurial programs.

Apart from entrepreneurship training, e-commerce offers substantial opportunities for MSME players to increase their sales volume. MSMEs have been compelled to shift from offline to online transactions, especially during the pandemic. E-commerce can significantly boost sales for MSMEs, as it offers reduced transaction costs and greater convenience for consumers (Alfonsius, Garry, 2020). According to Alwendi, A. (2020), e-commerce has accelerated business development and operational adjustments during the Covid-19 pandemic. This background led to the research titled 'E-Commerce Strategy and Entrepreneurship Training in Increasing Sales Volume in Bung Hatta University Student Businesses.

## LITERATURE REVIEWS

### *E-commerce*

E-commerce (electronic commerce) in the Organizations for Economic Co-Operation and Development (OECD) 2009 (Luthfi et al., 2021) is the sale or purchase of goods/services carried out via a PC network with a system specifically designed for the purpose of receiving or carry out orders but payment and main delivery of goods/services are not always carried out online. E-commerce transactions can occur between businesses, households, individuals, government agencies, and other private or public organizations. In order to map E-Commerce in Indonesia, BPS continues to collect household and company-based E-Commerce data to obtain a picture of the development of E-Commerce businesses in Indonesia, from the perspective of E-Commerce business actors. The 2020 E-Commerce data collection method will adapt to developments in Information and Communication Technology (ICT) in the current Digital Era. The use of ICT in data collection methods is inevitable, in line with the increasing needs of society in the current Digital Era need data and information quickly, easily and accurately at anytime and anywhere. For

this reason, the 2020 E-Commerce data collection will be directed at the Go Digital 2009 method (Luthfi et al., 2021). Merwe and Bekker (2003) found 5 important variables for evaluating e-commerce network sites (interface, navigation, content, reliability, and technical). a. Interface (Interface).

### **Entrepreneurship training**

Republic of Indonesia Law no. 9 of 1995 states that the Government, business world and society carry out guidance or training and development in human resources.

The steps taken are:

1. Promote and cultivate entrepreneurship.
2. Improve technical and managerial skills.
3. Establish and develop educational institutions, training, small business consulting and
4. Providing extension workers and small business consultations.

Training is a series of activities designed to improve an individual's skills, knowledge, experience or change attitudes. Training is concerned with the acquisition of skills -specific skills or experience. Training programs seek to teach how to carry out certain activities or jobs.

### **Sales Volume**

The concept of sales volume refers to the opinion of Kotler & Keller (2013), in this concept management is oriented towards products and high sales volumes. In general, companies have three general goals in their sales, namely achieving a certain sales volume, getting a certain profit, and supporting business growth. The final goal is to fulfill/achieve company sales (profit) by seeking the maximum sales volume possible. According to Private and Irawan (2012) sales volume is net sales from the company's profit and loss report (operations report) in a certain time period. The framework of thinking in this research is E-Commerce (X1) and Entrepreneurship Training (X2) in Increasing Sales Volume (Y) in Bung Hatta University Student Businesses.

### **RESEARCH METHOD**

The method used in this research is Bung Hatta University students who have businesses. The sampling method uses the purposive sampling method, which is a sampling technique with certain considerations in Sugiyono, (2016). The reason for using this purposive sampling technique is because it is suitable for use in quantitative research, or research that does not carry out generalizations according to Sugiyono, (2016).

In determining the sample size, Sugiyono (2019) stated that the appropriate sample size in research is between 30 and 500. If the research involves multivariate analysis (correlation or multiple regression), the number of sample members must be at least 10 times the number of variables used. In this study, 55 businesses that are still operating were researched

### **ANALYSIS METHOD**

After the data the author needs is collected, the next step is to analyze the data. The data analysis that the author used in this research used quantitative analysis. Data analysis techniques in quantitative research use statistics. This type of research uses quantitative methods, The characteristics of this research are probablistic using multiple regression analysis. The hypothesis in this study was tested using a simultaneous test (F-test) and partial test (t-test) to determine the influence between variables. The classic assumption tests used in this research are the normality test and the multicollinearity test. To prove the hypothesis, an inferential test is carried out consisting of validity and reliability tests. Validity testing is carried out to find out whether the question items used to measure what you want to measure are said to be valid if the correlation value is 0.3 and are declared suitable for continuing processing. Apart from the validity test, a reliability test is also carried out to see to what extent the measurement is reliable, if the measurement is repeated on the same subject. Reliability testing using Cronbach Alpha 0.6. If the value is greater then it is said that the variable is realistic.

### **REACH RESULTS**

Respondent descriptions are used to see the respondent's background before further research is carried out. The number of questionnaires returned was 55 questionnaires. The questionnaires that were returned did not meet the requirements, such as incomplete filling in and there were several. In accordance with the problem formulation and hypothesis, this research aims to determine E-Commerce Strategies and Entrepreneurship Training in Increasing Sales Volume in Bung Hatta University Student Businesses. Then, questionnaires were distributed for 1 (one) month from April 4 to June 12 2023 using a purposive sampling method. There were 100 questionnaires distributed in this research to students who have businesses at Bung Hatta

University. So the characteristics of respondents can be identified as follows:

**Respondent Profile Characteristics**

The characteristics of respondents in this study include the characteristics of respondents according to gender, age, length of business,

working hours, capital, training, sales volume, as follows:

explained one by one in more detail:

**Gender**

Based on gender, the respondents in this study are classified in the following table:

Tabel 1 Respondent's Gender

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1     | 21        | 38.2    | 38.2          | 38.2               |
|       | 2     | 34        | 61.8    | 61.8          | 100.0              |
|       | Total | 55        | 100.0   | 100.0         |                    |

Source: SPSS 2023

Based on the table above, it can be concluded that the respondents in this study were 21 male respondents or 38.2% and 34 female respondents or 61.8%. This matter shows that the majority of students who own businesses at Bung Hatta University are women.

Age

Tabel 2 Respondent's age

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1     | 17        | 30.9    | 30.9          | 30.9               |
|       | 2     | 38        | 69.1    | 69.1          | 100.0              |
|       | Total | 55        | 100.0   | 100.0         |                    |

Source :SPSS 2023

Based on table 2, it can be seen that the majority of respondents in this study were under 20 years old as many as 17 respondents 30.9%, respondents aged over 20 years were 38 respondents or 69.1%.

**Length of Business**

Based on length of business, the respondents in this study are classified in table 4.3 as follows:

Tabel 3 Length of bussiness

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1     | 32        | 58.2    | 58.2          | 58.2               |
|       | 2     | 23        | 41.8    | 41.8          | 100.0              |
|       | Total | 55        | 100.0   | 100.0         |                    |

Source :SPSS 2023

Based on table 4.3, it can be seen that the majority of respondents in this study had business experience under 1 year, 32 respondents or 58.2% and 23 respondents over 1 year or 41.8%.

**Working hours** Based on working hours, respondents in this study are classified in table 4 as follows:

Tabel 4 Working hours

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1     | 39        | 70.9    | 70.9          | 70.9               |
|       | 2     | 9         | 16.4    | 16.4          | 87.3               |
|       | 3     | 7         | 12.7    | 12.7          | 100.0              |
|       | Total | 55        | 100.0   | 100.0         |                    |

Source :SPSS 2023

Based on table 4, it can be seen that the respondents in this study were menjalani usaha with working hours of 5-7 hours there were 39

respondents or 70.9%, who had 8-10 hours work as many as 9 respondents or 16.4% and above 10 hours as many as 7 respondents or 12.7%

**Capital**

Tabel 5 Capital

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1     | 46        | 83.6    | 83.6          | 83.6               |
|       | 2     | 1         | 1.8     | 1.8           | 85.5               |
|       | 3     | 2         | 3.6     | 3.6           | 89.1               |
|       | 4     | 6         | 10.9    | 10.9          | 100.0              |
|       | Total | 55        | 100.0   | 100.0         |                    |

Source: SPSS 2023

Based on table 4.5, it can be seen that 46 respondents or 83.6% of respondents had capital under 20 million, and 1 had capital between 20-25 million respondents or 1.8%, those with capital

between 25-30 million were 2 respondents or 3.6% and those with capital above 30 million were 6 respondents or 10.9%.

**Training**

Tabel 6 Training

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1     | 1         | 1.8     | 1.8           | 1.8                |
|       | 2     | 9         | 16.4    | 16.4          | 18.2               |
|       | 3     | 12        | 21.8    | 21.8          | 40.0               |
|       | 4     | 33        | 60.0    | 60.0          | 100.0              |
|       | Total | 55        | 100.0   | 100.0         |                    |

Source :SPSS,2023

Based on table 4.6, it is known that there are 1 respondents who have certification, namely 1.8%, 9 respondents who have attended training, namely 16.4%, respondents who have certification and

12 people took part in the training, which is 21.8% and 33 people did not take part in the training or 60%.

**Sales Volume**

Tabel 7 Sales Volume

|       |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | 1 | 32        | 58.2    | 58.2          | 58.2               |
|       | 2 | 12        | 21.8    | 21.8          | 80.0               |
|       | 3 | 6         | 10.9    | 10.9          | 90.9               |
|       | 4 | 5         | 9.1     | 9.1           | 100.0              |
| Total |   | 55        | 100.0   | 100.0         |                    |

Source: SPSS,2023

Based on table 4.7, it is known that there are 32 respondents who have a sales volume/sales income per month below 1 million, namely 58.2%, who have a sales volume of 1-2 million 12 people, namely 21.8%, those with a sales volume of 3-4 million as many as 6 people or 10.9% and those with a sales volume <5 million as many as 5 people, namely 9.1%.

**Validity test**

The validity test is used to measure whether a questionnaire is valid or not (Ghozali, 2013). This validity test uses Pearson Correlation, namely by calculating the correlation between scores each question item with a total score. The following are the results of testing the validity of research instruments which are presented. The result it can be seen that the calculated r value is > 0.207, so that all the

questions in the questionnaire to measure the E-Commerce and entrepreneurship training variables are valid.

**Reliability Test**

The following are the results of the reliability test for the E-Commerce variable instrument and entrepreneurship training. The result it can be seen that the Cronbach's Alpha coefficient is > 0.70 so that all questions in the questionnaire on the question items on the E-Commerce and entrepreneurship training variables are reliable.

**Multiple Linear Regression**

The analysis in this research is Multiple Linear Regression analysis. This analysis entrepreneurship training in increasing sales volume for Bung Hatta University students.

Tabel 8 Multiple Linear Regression Results

| Coefficients <sup>a</sup> |            |                             |            |                           |       |      |
|---------------------------|------------|-----------------------------|------------|---------------------------|-------|------|
| Model                     |            | Unstandardized Coefficients |            | Standardized Coefficients |       |      |
|                           |            | B                           | Std. Error | Beta                      | t     | Sig. |
| 1                         | (Constant) | 17.531                      | 4.539      |                           | 3.862 | .000 |
|                           | TTLX.1     | -.054                       | .322       | -.023                     | -.168 | .867 |
|                           | TTLX.2     | .385                        | .094       | .554                      | 4.110 | .000 |

a. Dependent Variable: TTL.Y

Source SPSS 2023

Based on the results of calculations using the SPSS computer statistical program, the results of the Multiple Linear Regression equation are obtained as follows:

$$Y = 17.531 - .054X_1 + 0.385X_2$$

The equation above shows the influence of E-Commerce and entrepreneurship training on increasing sales volume.

**Model Accuracy Test**

**1. F Test**

The F-test is used to prove that there is an influence between variable X, namely on Y, simultaneously, at the sig level.  $\leq \alpha = 0.06$ . The F-test results can be seen in the following table:

Tabel 9 F Test

| Model |            | Sum of Squares | Df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 270.350        | 2  | 135.175     | 10.864 | .000 <sup>a</sup> |
|       | Residual   | 647.032        | 52 | 12.443      |        |                   |
|       | Total      | 917.382        | 54 |             |        |                   |

a. Predictors: (Constant), TTLX.2, TTLX.1  
b. Dependent Variable: TTL.Y

Source :SPSS 2023

The F-test result is 10,864 and the sig is 0.000, the sig value. This is below  $\alpha = <0.06$ , indicating that the hypothesis states that variable X together has a significant effect on increasing sales volume.

Testing the Coefficient of Determination (R2)

The Determination Coefficient (R2) is used to find out how big it is the ability of the

independent variable to comprehensively explain the dependent variable. The R2 value has a range between 0-1. The greater R2 indicates the greater the ability of the independent variable to explain the dependent variable. Following are the results of calculating the coefficient of determination using the SPPS program and are presented in table 12.

Tabel 10 Coefficient of Determination Test Results

| Model Summary <sup>b</sup> |                   |          |                 |                              |               |
|----------------------------|-------------------|----------|-----------------|------------------------------|---------------|
| Model                      | R                 | R Square | Adjusted Square | R Std. Error of the Estimate | Durbin-Watson |
| 1                          | .543 <sup>a</sup> | .295     | .268            | 3.527                        | 1.698         |

a. Predictors: (Constant), TTLX.2, TTLX.1  
b. Dependent Variable: TTL.Y

Source: SPSS 2023

Based on the output in table 12, the R2 figure is 29.5%, meaning that the Bung Hatta University Student sales volume variable can be explained by the E-Commerce and entrepreneurship training variables. Meanwhile, the remaining 70.5% is explained by other variables outside this research model.

Testing the influence of E-Commerce on increasing sales volume based on the results of data processing obtained a t-calculated probability value (0.867) < Level of Significance (0.05), then Ho is rejected or Ha is accepted, so it can be concluded that the E-Commerce variable (X1) does not have a significant effect on sales volume (Y). From the results of the Hypothesis test, it can be seen that Bung Hatta University students who have businesses are still not utilizing E-Commerce optimally to increase sales volume. In line with Gultom and Putrian (2020), the obstacle faced is not being ready to sell online in the marketplace because it is more due to technical obstacles such as content readiness, descriptions including

readiness for mass product production. According to Kotler & Armstrong (2012) Factors that influence sales volume are product, promotional costs and quality. E-Commerce is still not well understood by students, they don't have product SOPs so the product quality is not the same. Student businesses at Bung Hatta University are also not fully prepared with promotional costs, lack of access to funding and payment schemes, making it difficult to keep up with current market developments.

Testing the effect of entrepreneurial training on sales volume based on the results of data processing obtained a t-calculated probability value (0.000) <Level of Significance (0.05), then Ho is rejected or Ha is accepted, so it can be concluded that the entrepreneurial training variable (X2) has a significant effect on sales volume (Y). In line with Ulvania's research (2018), the higher the value of entrepreneurship education, the higher sales will be and vice versa, if the value of entrepreneurship education decreases, sales will

also decrease. Entrepreneurship training has helped Bung Hatta University students understand that business production planning, marketing and financing are important.

## CONCLUSION AND SUGGESTION

E-Commerce variable (X1) on increasing sales volume is not significant effect on sales volume (Y). Based on the results of data processing, it is obtained that the t-calculated probability value (0.867) < Level of Significance (0.05), then  $H_0$  is rejected or  $H_a$  is accepted. For Entrepreneurial training variable (X2) on increasing sales volume, it can be concluded that it has a significant effect on sales volume (Y). Based on the results of data processing, it is obtained that the t-calculated probability value (0.000) < Level of Significance (0.05), then  $H_0$  is rejected or  $H_a$  is accepted.

The variable E-Commerce and entrepreneurship training influences the variable to increase sales volume by 29.5%. Meanwhile, the remaining 70.5% is explained by other variables outside this research model. This research tends to only test the direct relationship between the independent variable and the dependent variable, without looking at the influence of moderation and mediation. So, further research is recommended to test moderating and mediating variables such as technology, trust, transaction security and other variables.

## REFERENCE

Alfonsius, G. (2020). E-Commerce During Coronavirus. *E-Commerce During Coronavirus*, 1–10.

BI Institute. (2023). E-commerce: Developments, Opportunities, and Risks. <https://www.spektro-bi.org/material/e-commerce-perkembangan-peluang-dan-risiko>

Budisantoso, T. (2014). *Banks and Other Financial Institutions*, Third Edition. Salemba Empat, Jakarta.

Directorate General of Small and Medium Industries, Department of Industry. (2007). *Entrepreneurial Training Manual*. Personal Competency, Jakarta.

Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia. (2020). *Independent Learning Guidebook – Independent Campus*.

Elvera, & Astarina, Y. (2020). Pengaruh Promosi Online Dan Lokasi Terhadap Volume Penjualan ‘Kimi Collection’ Kota Pagar Alam. *Jurnal Aplikasi Manajemen Dan Bisnis*, 1(1), 47–56.

Febrilyantri, C. (2020). Pengaruh Intellectual Capital, Size Dan Leverage Terhadap Integritas Laporan Keuangan Pada Perusahaan Manufaktur Sektor Food And Beverage Tahun 2015-2018. *Owner*, 4(1), 240. <https://doi.org/10.33395/owner.v4i1.221>

Gultom, A. W., & Putriani, D. A. (2020). Pelatihan Kewirausahaan: Strategi Meningkatkan Penjualan Online Di Masa Covid-19 Melalui Sosial Media Bagi UMKM Di Kabupaten Lahat. *Prosiding Seminar Nasional Penelitian Dan Pengabdian Kepada Masyarakat*, 1(1), 399–406. <https://doi.org/10.24967/psn.v1i1.857>

Husna, N., Yuhelmi, & Trianita, M. (2015). Pengaruh Kepribadian Dan Mata Kuliah Kewirausahaan Terhadap Intensi Berwirausaha Pada Mahasiswa Penerima Dana Program Mahasiswa Wirausaha (PMW) Di Fakultas Ekonomi Universitas Bung Hatta. *E-Jurnal Apresiasi Ekonomi*, 3, 167–171.

Kotler, P., & Armstrong, G. (2012). *Principles of Marketing*. Erlangga.

Kotler, P., & Keller, K. L. (2013). *Marketing Management*, Volume Two. Jakarta: Erlangga.

Laudon, K. C., & Laudon, J. P. (2018). *Management Information Systems: Managing the Digital Firm* (15th ed.). Pearson Education Limited, Harlow, Essex, England.

Luthfi, A. K., Anggraini, N. R., Syakilah, A., Citra, V. W., Untari, R., & Sutarsih, T. (2021). *Statistik E-Commerce* 2020. <https://www.bps.go.id/publication/2020/12/24/2548417ddc6dab8247553124/statistik-e-commerce-2020.html>

Maulida, N., Junaidi, & Periyadi. (2021). Dalam Meningkatkan Volume Penjualan Di Tengah Masa Pandemi Covid-19. *Dinamika Ekonomi-Jurnal Ekonomi Dan Bisnis*, 14(1). <https://stienas-y pb.ac.id/jurnal/index.php/jdeb/article/view/308>

Nizam et al. (2022). *Buku Panduan Program Kewirausahaan Mahasiswa Indonesia*. Kementerian Pendidikan Dan Kebudayaan Melalui



Direktorat Pembelajaran Dan Kemahasiswaan,  
Direktorat Jenderal Pendidikan Tinggi, Jakarta.

Ocsinardi, R. (2021). Peran Penggunaan Aplikasi Online Dan Pelatihan Kewirausahaan Dalam Meningkatkan Volume Penjualan Di UMKM Kota Bandar Lampung Perspektif Ekonomi Islam (Studi Di UMKM Kerajinan Tapis Waway Sentosa Kecamatan Rajabasa). Fakultas Ekonomi Dan Bisnis Islam Universitas Islam Negeri Raden Intan, Lampung.

Setyawan, I. G. N. A., Saientisna, I. W., & Detriasmita, M. (2017). Peran E-Commerce Terhadap Penjualan Usaha Pada Industri Pakaian Jadi Di Provinsi Bali. E-Jurnal Ekonomi Pembangunan Universitas Udayana, 6(12), 2436–2461.

Sugiyono. (2016). Quantitative, Qualitative and R&D Research Methods, 24th Printing. Alfabeta, Bandung.

Swastha, B., & Irawan. (2012). Modern Marketing Management. Liberty, Yogyakarta.

Tambunan, T. T. H. (2009). MSMEs in Indonesia. Ghalia Indonesia, Jakarta.

Ulvania, G. (2018). Pengaruh Pelatihan Kewirausahaan Dan Pembinaan Dinas Perindustrian Dan Perdagangan Terhadap Peningkatan Volume Penjualan Industri Kecil Dan Menengah Di Kabupaten Tulungagung Ditinjau Dari Perspektif Ekonomi Syariah.

Wibowo. (2016). Performance Management. Rajawali Press, Jakarta.

Zimmerer, W. T. (1996). Entrepreneurship and The New Venture Formation. Prentice Hall International, Inc., New Jersey.