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INTERNAL RESOURCES THAT ENCOURAGE STUDENTS TO ENGAGE IN VALUE COCREATIONCOCREATION ACTIVITIES

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ABSTRACT: There is still debate among academics about the activities and operations of universities and whether they can be equated with business entities. This study analyzes the relationship between student resource factors and university value co-creation activities. Several variables in this research have never been studied in the context of higher education services. This research employs a quantitative approach and involves the participation of 398 students from various universities in Makassar, Indonesia. Data is processed and analyzed using Smart-PLS software. The results showed that student resources, such as student self-efficacy, student education, and student expertise, positively and significantly influenced value co-creation activities in the university environment. The creation of university values must create a positive environment to attract future pupils.

Keywords: Customer Resource; Self-Efficacy; Education; Customer Expertise; Value Co-Creation

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INTRODUCTION

The concept of value cocreation began to be known in the business world in the 2000s. The idea of value cocreation shifts the old paradigm, which is firm-centric, to a customer-centric approach, where the role of consumers begins to be involved by producers in formulating new value in the product creation process. To be involved or involved by the company in value cocreation activities takes resources that customers must own. These resources include product knowledge, personal experience, technical skills, providing input, and survey participation.

Value cocreation activities with customers are essential in a service environment. Higher education is also included in the category of service business (Dollinger et al., 2018). Value cocreation is a collaborative platform organizations create to get innovative ideas from customers who already understand and know their products. Fresh and creative ideas can generate a competitive advantage for the organization so that an organization's value cocreation ability will ensure its competitiveness (Gray et al., 2002). Organizations can benefit from business relationships with customers by managing co-creation activities. This makes the organization more customer-oriented, developing customer satisfaction and trust. Ultimately, cocreation activities will benefit organizations that maintain customer communication, reducing the risk of product failure and significantly reducing operational costs, resulting in a competitive advantage (Heidenreich et al., 2015).

Value cocreation activities involve stakeholders from outside the organization, such as customers and business partners, in developing products and services using their experience through discussion and exchanging ideas. Real examples can be found in organizations that collect big consumer data to create products that better suit customer preferences, children's ages, and product-related consumer input (Adamik & Nowicki, 2019). Knowledge and skills in using products are essential resources organizations can utilize to create new product value. These resources come from customers and include self-efficacy, knowledge, and expertise (Vargo & Lusch, 2014). Customers also play a role in their education and self-development related to products, which are part of the customer's operating resources (Thani et al., 2022).

Research by Alves et al., (2016) shows that self-efficacy, customer education, customer expertise, and social engagement positively and significantly affect value-creation-creation activities. They build upon the theory of Service-Dominant Logic (S-DL) that considers service to be the primary goal in economics and marketing. This view shifts the previous paradigm that viewed the product as the primary focus (Vargo & Lusch, 2014). In S-DL, customers are involved in every stage of product development through dialogue and collaboration with manufacturers (Payne et al., 2008).

Value cocreation activities also occur in college and involve interactions between faculty, students, and college services. Students play an essential role in assessing the quality of teaching and can contribute through their self-efficacy, knowledge, and expertise (Kenwright et al., 2017). Other studies have shown that interactions between faculty and students and student participation in research

can enhance student experience and institutional success (Bovill & Felten, 2016; Dollinger et al., 2018).

However, there is still debate among academics about the activities and operations of universities and whether they can be equated with business entities. Some of these opinions, including that higher education is a very booming industry, can even be equated with other measures of industry success. So, with the perspective of making students as partners/partners, many sources of value will emerge (Uncles, 2018). While Bay & Daniel, 2001 have a different opinion that students are not college consumers, even considering students as college customers can cause universities to concentrate on short-term things, namely pursuing narrow student satisfaction, where universities should pursue the long-term needs of all stakeholders.

In line with Bay, Voss et al., 2007 said that there are differences between students and consumers of commercial products, including freedom in choosing products and purchasing power. Consumers of commercial products have the freedom to buy the products offered by the company. Companies cannot deter consumers who will purchase products for any reason as long as these consumers want to buy and have purchasing power. Even companies will try to make products that match consumer demand. Conversely, universities are only sometimes open to all prospective students even though they have the potential and financial ability to pay for education. Under normal conditions, a college will determine specific standards that will be accepted as students. In other words, universities will select prospective students because the available seats are limited.

Based on the description and differences of opinion above, this paper is interesting to submit with the belief that students are customers of college services, and they have enough resources and knowledge related to the products they consume during their time as students. So that their knowledge and abilities can be utilized by universities to be involved in the value-creation-creation process with universities, the problem statement is proposed: Can student self-efficacy, education, and expertise influence and increase value-creation-creation activities in universities?"

THEORETICAL REVIEW

Service-Dominant Logic

Marketing as a model of economic exchange initially had a dominant logic based on the exchange of products known as Goods-Dominant Logic (G-DL). This logic (G-DL) focuses on the separation between producers and consumers, aiming to maximize production control, efficiency, and profit maximization, and this is still practiced. Product standardization will achieve this goal and produce it far from the market (Lindgreen et al., 2012).

Vargo and Lusch, in 2004, through their writing, introduced a new dominant logic that is different from goods-dominant logic. This new dominant logic focuses on the interaction between producers, consumers, and partners as co-creators through a collaborative process. This logic is known as Service-Dominant

Logic (S-DL). Service-dominant logic arises because of the encouragement of the initial goal to do something for other parties and with other parties, known as customer-centric. In this logic, services are defined as distinctive advantages obtained through actions, processes, and performances that benefit other entities and the entity itself (Vargo & Lusch, 2015). This can be a driver of an organization's power to satisfy and exceed consumer needs and achieve organizational goals to have competitive power through its services. Effective competition through services must be carried out by all parties in the organization to satisfy consumers (Vargo & Lusch, 2014). The dominant perspective of the new logic (S-DL) can be a fundamental concept for service science and a force in competing and impacting business (Lindgreen et al., 2012).

The core idea of S-D logic is formulated into several basic premises. Vargo and Lusch put forward eight basic premises of S-D logic. Today, S-D logic has eleven basic premises (FPs) as displayed in Table 1.

Table 1. Basic Premises of Service-dominant Logic

Premises	Axiom of S-D Logic and the basis of the premises
Foundation FP1	Services are the fundamental basis of exchange
FP2	Indirect exchanges cover the fundamental basis of the exchange.
FP3	Goods are a distribution mechanism for the provision of services.
FP4	Operant resources are a fundamental source of strategic benefits.
FP5	All economies are service economies
Axiom 2 / FP6	Value is created jointly by several actors, always including the Beneficiary.
FP7	Actors cannot provide value but can participate in the creation and offer a value proposition.
FP8	A service-centric view is inherently customer-oriented and relational.
Axiom 3 / FP9	All social and economic actors are resource integrators.
Axiom 4 / FP10	Value is always determined uniquely and phenomenologically by the Beneficiary.
Axiom 5 / FP11	Value cocreation is coordinated through actor-generated institutions and institutional arrangements.

Source: Vargo and Lusch (2004)

Higher education, to survive in the midst of competition, must carry out organizational management that adheres to the principles of good governance. The service industry, in general, should focus its orientation on its customers. In the context of universities, students use college services (Uncles, 2018). Theoretically, an organization's success is determined by its ability to formulate who its consumers are and satisfy their needs (Voss et al., 2007).

Hypothesis Development

This study investigates how self-efficacy is fundamental to value cocreation. Neck et al., (1999) state that self-efficacy is a person's confidence to master the situation and produce something profitable. Niu, 2010 calls self-efficacy the result of interactions between the external environment, self-adjustment mechanisms, personal abilities, experience, and education. Self-efficacy is a person's confidence in their abilities. A person with a high level of self-efficacy chooses to perform more challenging tasks and demonstrates their

ability to explore and exploit challenges in their surrounding environment (Luszczynska et al., 2005). Thus, a hypothesis is constructed.
H1. Student self-efficacy has an influence on increasing value cocreation cocreation activities in universities.

Universities can complement students' capacities and skills through training and education to increase their scope in cocreation. The higher the understanding of available opportunities, the better the value of cooperation (Payne et al., 2008). Advocating for customers by increasing their skills and knowledge will help improve cocreation practices (Nuttavuthisit, 2010).By educating customers, organizations endow customers with the capacity and capabilities to co-produce services (Bell & Eisingerich, 2007; Burton, 2002) as in the hypothesis.
H2. Education to students has an influence on increasing value cocreation cocreation activities in universities.

Bell & Eisingerich (2007) say that customers with a higher level of expertise can process more complex information. Previous studies found how customer expertise results in better customer participation in production services and, at higher levels of ability, can make more valuable contributions (Auh et al., 2007; Milgrom et al., 2016), as in the hypothesis.
H3. Student expertise influences increasing value cocreation cocreation activities in higher education.

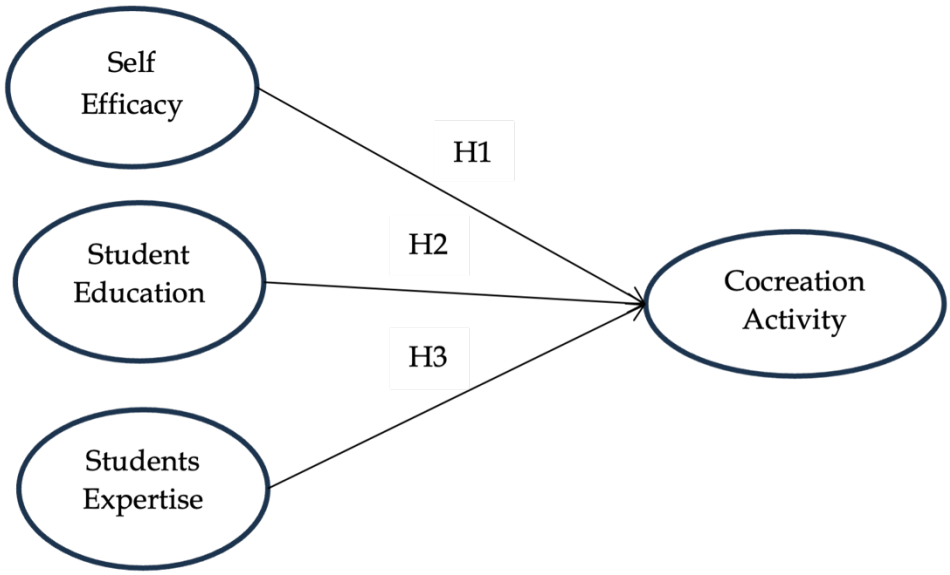

Figure 1. Conceptual Framework

METHODOLOGY

Quantitative procedures and surveys are conducted to test the proposed models and hypotheses. The selection process for college students is carried out based on predetermined research criteria. Respondents were asked retrospectively to recall their experiences with service in college to gain insight into student responses to that service in the context of shared value creation with

the college. The subjects of this study consisted of students enrolled in universities in Makassar.

Samples

The population in this study is university students in Makassar from various categories, ranging from first-year students to final-stage students. The sample size was determined using the Roscoe criterion, where as many as 398 samples were selected from the population, representing various study programs. This sampling approach is a relevant representation of the population's characteristics in the research focus (Asiamah et al., 2017) in the random sampling criteria. A probability sampling technique or random sampling is a sampling technique that is carried out by providing opportunities for all members of the population to become samples. Thus, this sample is declared to be representative for the study's objective (Mohsin, 2021). As many as 70.26% of the sample were female students, and 29.74% of the sample were students; 26.7% were between 15-20 years old, 72.8% of respondents were between 21-25 years old, and 0.5% were between 26-30 years old.

Instruments and Variables

This study formulated a scale based on various literature and other research on *value cocreation* and customer resources to operationalize the construct and variable framework. To measure the construct of self-efficacy, we adopted a scale developed by Schwarzer & Jerusalem (1995), which had been used in their previous research. The dimensions or indicators measured include (1) The ability of students to solve problems, (2) Feeling easy to do something, (3) Self-confidence in facing new things, (4) The ability to find solutions amid problems, and (5) Calmness in dealing with specific situations. To measure the construct of student education, we apply a scale developed by Bell & Eisingerich (2007), which consists of three dimensions, namely: (1) Universities actively provide information about products/services to students, (2) Universities provide comprehensive explanations of products/services, and (3) Universities provide balanced information about the positive and negative aspects of products/services.

To measure the construct of student expertise, we adopt a scale developed by Ojasalo (2001) and Bell & Eisingerich (2007), and Alves et al., (2016), namely: (1) The scale consists of three dimensions, namely: (1) Have knowledge of the product or service aspect, (2) Have knowledge of the operationalization of the product or service, and (3) Understand the limitations of the product or service.

To ensure that the research instrument/questionnaire is feasible, a pilot study was conducted on 25 people from various age groups and various universities. This process resulted in changes to the initial content of some of the questionnaire structures to make them easier to understand. Once these changes are made, a questionnaire is prepared and finalized as a valid instrument.

Data Modelling

Data analysis was carried out using the Partial Least Square (PLS) method based on the Structural Equation Modeling (SEM) approach, and SmartPLS software was used as a tool. According to this study, the PLS approach was chosen, considering its superiority in representing constructs.

RESULTS

Before testing the proof of the hypothesis, the research instrument goes through a validity and reliability test. The outer model measurement of the loading factors is presented in Table 2. The convergent validity is observable in the Table 3, while the discriminant validity in Table 4. This study proceeds to present the clarification for hypothesis formulations as in Table 5.

Table 2. Measurement Model for Reflective Indicators

Indicators	Loadings	Indicators	Loadings
Self-Efficacy 1	0.755	Student Skills 1	0.800
Self-Efficacy 2	0.846	Student Skills 2	0.868
Self-Efficacy 3	0.817	Student Skills 3	0.826
Self-Efficacy 4	0.788	Student Skills 4	0.812
Student Education 1	0.855	Cocreation 1	0.729
Student Education 2	0.899	Cocreation 2	0.753
Student Education 3	0.837	Cocreation 3	0.827
		Cocreation 4	0.843

Source: Adapted Smartpls 3 Output

Table 2 illustrates the loadings of reflective constructs (self-efficacy, student education, student skills). In Table 2 and Table 3, all construct loadings, alpha, and the composite reliability have values above 0.7, satisfying the criterion per the recommendations by Møller et al. (2005). This situation provides a solid foundation for further analysis.

Table 3. Composite Reliability and AVE

Constructs	Comp. Reliability	Cronbach's Alpha	AVE
Self-Efficacy	0.878	0.815	0.643
Student Education	0.898	0.830	0.746
Student Expertise	0.896	0.846	0.684
Cocreation	0.868	0.797	0.623

Source: Adapted Smartpls 3 Output

The measurement of the validity model as in Table 3 the AVE result is greater than 0.5 as the recommended minimum value (Ismail et al., 2016).

Table 4. Discriminant Validity

Constructs	Customer Education	Self-Efficacy	Customer Experience	Value Cocreation
Student Education	0.864			
Self-Efficacy	0.452	0.802		
Student Skills	0.605	0.532	0.827	
Value Cocreation	0.491	0.505	0.467	0.789

Source: Adapted Smartpls 3 Output

Table 4 further establishes how constructs achieve discriminant validity because all constructs show a higher yield mean-variance result than the correlation between constructs (quadratic correlation with other constructs), as recommended. This validity test indicates no validity problems in the constructed and appropriate constructs. We found no loading construction report was more significant than any other construction value. These prerequisite tests paved the foundations for hypothesis testing in Table 5.

Table 5. Path Coefficients and Statistical Significance

Paths	Effects	Mean (M)	Std. Dev.	*t*-value
Cocreation→self-efficacy	0.310	0.309	0.053	5.896
Cocreation→student education	0.265	0.266	0.055	4.799
Cocreation→student skills	0.142	0.144	0.061	2.314

Source: Adapted Smartpls 3 Output

The results in Table 5 proved that all paths qualify the statistical threshold given the value of *t* above 1.96. The discussion is provided.

DISCUSSION

Hoffman & Schraw (2005), found that a person's self-efficacy can increase his problem-solving ability, response time, and efficiency. Similarly, this study found that student self-efficacy positively and significantly affected value-creation-creation activities in universities. This means that the higher the students' self-efficacy, the higher the level of value cocreation activities that can be done with universities. This study's results prove that students with high self-efficacy can produce activities together better. The respondents responded very well to the question items of self-efficacy variables as an instrument in this study. This can be seen from the high response to these items. For example, in the first question (i.e., if I put in much effort, I can solve the problem). The answer/response that often appears (mode) is 5, which means strongly agree with statement 1. Likewise with other questions, in general, self-efficacy indicator questions are responded to with high values, meaning respondents have a good perception of self-efficacy.

Other academic activities that require good self-efficacy include attending lectures, following counseling guidance, compiling a thesis, and additional activities that suit their interests and talents, such as sports, music, martial arts, intra-campus organizations, and so on. These activities will have better results if accompanied by good self-efficacy because self-efficacy is one of the most influential components of self-knowledge (Bandura, 1978). As Niu (2010) states, self-efficacy is the most influential in human activities. At the same time, Neck et al., (1999) says that self-efficacy significantly affects a person's behavior. The results of this study align with research conducted by Alves et al., (2016) which found that customer resources whose one of the variables is self-efficacy have a positive and significant effect on value cocreation activities. In the following year, Alves & Wagner Mainardes (2017) again examined the role of self-efficacy variables. They found that good self-efficacy of a customer significantly increased value cocreation activities within organizations.

Research conducted by Toor & Ofori (2010) also examined self-efficacy as one of the four factors forming psychology capital. Psychology capital is the psychological capital owned by a person. The results of his research show that psychology capital managers, one of which is self-efficacy, are essential factors in developing superior leadership character. Another study related to self-efficacy conducted by Baron & Morin (2010) found that increasing self-efficacy through training executives impacts soft management skills. Ford & Dickson (2012) said that companies are trying to formulate strategies to improve their customers' ability to do things for customers to succeed in co-producing experiences. The company found that with self-efficacy, customers can successfully unify their expertise in using the service.

The results of this study show that education for students has a positive and significant effect on value-creation-creation activities in universities. Thus, the better universities educate students, the better the value of cocreation activities that students can do. Education for students is an activity and effort made by universities to convey and socialize various excellent services and programs owned by universities to interested parties, especially students because students are objects and partners of universities in the success of the transfer of knowledge process. Organizations that add capacity and expertise to their customers through education and training will enhance their cocreation capabilities (Payne et al., 2008).

Higher education has many activities that must be carried out, such as scholarship programs, community service, or academic counseling. Some of these activities are the flagship activities of universities, as of increasing accreditation. For this reason, these activities must be socialized to the parties concerned. The wider the socialization and education of universities, the wider those in need know the information. Educational efforts carried out by universities regarding the use of academic information systems aim to expand services and provide convenience to stakeholders. The more parties who can use these services, the more positive the impact will be on the success of universities utilizing IT, which can give a good positive impression on the performance and image of the university.

This study's results showed that respondents answered the response to the variable question items of student education well. This can be seen from the high response to these items. For example, the first indicator is a student education variable (i.e., my campus indicator regularly updates information about the latest features/services through various media (websites, leaflets/brochures, etc.). The answer/response that often appears (mode) is the number 4, which means agreeing with the statement item; likewise, other question items generally respond with a high value, which means that respondents feel the university has made a solid effort to educate related parties. Sufficient education allows students to be involved and contribute generously to a value cocreation activity with universities and university personnel to produce sound output. The results of this study are in line with Milgrom et al., (2016) research in his research which found that the role of customer education as a means for organizations to

intensify value cocreationcocreation activities (Bell & Eisingerich, 2007; Burton, 2002).

Things such as academic information, scholarship announcements, the use of scholarly information systems, various Standard Operational Procedures (SOPs), university regulations, academic rules, or KKN (students' community service) programs, need to be widely disseminated to the public through extensive media distributions, such as notice boards, websites, social media (Facebook, Twitter, WhatsApp), and various other media. With comprehensive education, it is hoped that students will have sufficient knowledge and use it to carry out their academic activities. Supporting customers and complementing their knowledge will improve their cocreation practices (Nuttavuthisit, 2010).

For this reason, universities need to innovate to find and formulate other forms of education that are more appropriate and more effective for students—for example, maximizing the role of study programs as a mouthpiece and university media in delivering or socializing university programs or policies. Academic portals can also be maximized so that information can reach students more quickly, effectively, and in a wide coverage area, especially during the online learning period caused by the COVID-19 pandemic, forcing universities to adapt to how to hold lectures online (new standard). A study by Chopra et al. (2019) concluded that academic portals benefit students in online educational activities and obtaining the latest information through these portals.

Other research results that align with this study are those conducted by Alves et al., (2016), which prove that education for telecommunications provider customers in Brazil affects their value cocreation activities. But customer education has risks/paradoxes. Milgrom et al. (2016) found that the more educated customers are, the more knowledgeable they will be and the greater the chance that consumers will switch to other products.

Student expertise positively and significantly affects value cocreation activities in higher education. This means that the better students' expertise in utilizing higher education services, the better the value of cocreation activities produced. As a result of customer education conducted by organizations, customers are now becoming more expert. Ojasalo (2001) defines customer expertise as the customer's overall capacity to use and benefit from a service. Students, as customers of the college, use expertise in using and utilizing the services of the college. Customers with higher levels of expertise can process more complex information (Bell & Eisingerich, 2007).

Other college services include counseling (academic advising). Students can discuss with their academic advisors, and they can ask their academic advisors regarding the strategies and tips to complete their studies successfully. Likewise, with the final project guidance service (thesis/thesis/dissertation guidance). This service is a form of cooperation between lecturers and guidance students. This activity will produce collaborative scientific work between students and lecturers. The role of lecturers here as a supervision team is to provide direction/guidance related to methodology and other technical matters. Ultimately, this activity will produce value in the form of scientific work. The better this collaboration, the better the results will be, and it will ultimately

contribute to the image and competitive advantage of the university because it is known as a productive university producing quality scientific work.

Good expertise allows students to be involved and contribute well in a value cocreation activity with universities and university personnel to produce better value cocreation. Research by Alves et al., (2016) proves that customer expertise positively and significantly affects value cocreation activities. Customers with higher expertise can process more complex information better (Bell & Eisingerich, 2007). Customer expertise can generate greater customer participation in the service production process and a higher level of ability to contribute to service production (Auh et al., 2007).

The source of excellence on the competition map of the next era is believed to come from outside the organization's environment, namely from its customers, namely those who have been customers of the organization. Customers have resources (customer resources) and customer value, such as customer learning that produces customer knowledge of product capabilities; the next customer value is the customer skills managers need to create and implement superior customer value strategies. Customer-centric is a concept that involves consumers in co-value creation activities. This activity will produce better value and affect the competitive advantage of universities.

FURTHER STUDY

This study found that student resources such as self-efficacy, knowledge, and expertise positively affect the value of cocreation activities and the competitive advantage of universities. The results of this study confirm the theory of Service-Dominant Logic, which asserts that organizations must begin to migrate to utilize the organization's external resources, namely resources owned by customers, which significantly benefit the organization in increasing product value. This study is asymmetric with the concept of resource advantage, which emphasizes that the organization's competitive advantage comes from the internal organization. Porter's strategy has received sharp criticism because in today's era, where the complexity of competition is high, there are good resources and capabilities, and utilizing technological advances, organizations need to adopt multi-strategies to maintain competitive positions and improve performance.

The object of this research only focuses on student resources; however, universities have several parties/stakeholders involved in the value creation and sharing. Future research should examine those other college customers. Other limitation of the study includes that this article only used a survey method with questionnaires as a data collection instrument whose answers highly depend on respondents' objectivity. If there is dishonesty or recorded responses are constructed to be socially acceptable and biased, they can affect the results of the study (Kober, 2015). Future research can be done in addition by either in-depth interviews or focus group discussions.

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