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The Influence of Entrepreneurial Competency, Learning Orientation, and Entrepreneurial Motivation on SME Performance

Santi Nururly[1], Moch. Asmawi[2], Hamidah[3]

[1,2,3]Post Graduate Program, Universitas Negeri Jakarta, Indonesia

Corresponding Author: Santi Nururly

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ABSTRACT

This study aims to investigate the influence of entrepreneurial competency, learning orientation, and entrepreneurial motivation on SME performance. The study was conducted using a quantitative method with a sample of 200 SMEs from food and beverage industries have been established for more than 3 years and where chosen classified random sampling. The results show that entrepreneurial competency, learning orientation, and entrepreneurial motivation affect SMEs performance. In this research, entrepreneurial motivation shows the strongest influence on SME performance compared to entrepreneurial competency and learning orientation.

KEY WORDS: entrepreneurial competency; learning orientation; entrepreneurial motivation; SME performance

INTRODUCTION

Small and Medium Enterprises (SMEs) have an important role in developing a country as the backbone of the economy. SME activities are a vital economic foundation as a provider of jobs for the community. The Indonesian government has launched various programs so that SMEs emerge, grow, and develop. SMEs play an important role in the national economy (1). Experience has shown that SMEs in Indonesia can survive in fluctuating economic conditions (2). SMEs are an important sector in sustainable economic development and have become the economy's backbone (3).

However, SMEs are insufficient to encourage economic growth and increase people's incomes. SMEs still experience many obstacles related to low capacity and quality of human resources, limited access to productive resources (capital, raw materials, information, knowledge, skills, and technology), and high transaction costs. These constraints cause SMEs to be still dominated by micro-enterprises, making it difficult to grow into larger businesses.

The productivity gap between large businesses and SMEs is still large. The role of entrepreneurs in business ventures is limited and still needs to be studied through a competency approach (4). SMEs commanded by entrepreneurs must have good competence in various fields such as attitudes, intellectuals, behaviors, and managerial because business processes are currently considered very composite.

Increasing the competitiveness of SMEs to produce good performance can be done by improving the quality of their internal human resources. Human resources are a very important factor and can have a direct influence on the performance of SMEs. Academics are also required to contribute to improving SMEs' performance by improving the quality of their HR.

Many types of research have been done. Some found a positive influence *of entrepreneurial competence, learning*

orientation, and entrepreneurial motivation on business performance. Therefore, this study is conducted to determine the influence *of entrepreneurial competence, learning orientation, and entrepreneurial motivation* on Small and Medium Enterprises (SME) performance. Figure 1 shows the research conceptual framework.

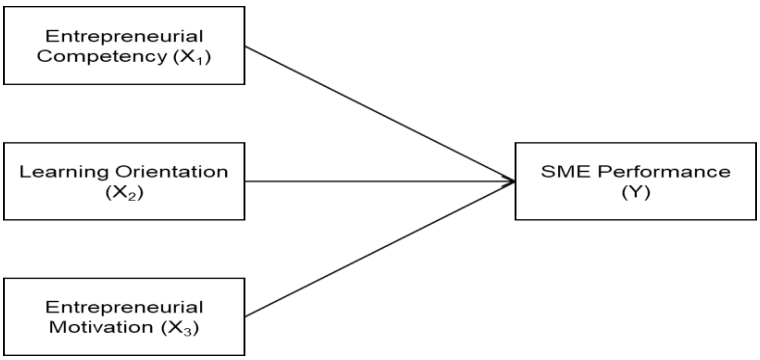

Figure 1. Conceptual Framework

Objectives

The study aims to examine and analyze the influence of entrepreneurial competency, learning orientation, dan entrepreneurial motivation on SME performance.

MATERIALS AND METHODS

Research Design

This study uses a quantitative approach with explanatory survey methods to test the causality relationship. The study was conducted in Nusa Tenggara Barat (NTB) Province, Indonesia, from August 2021 to January 2022.

Population and Sample

The population of this study is entrepreneurs / SMEs in NTB Province who already have a Micro and Small Business License (IUMK) following the provisions of Law No. 20 of 2008. In NTB, there are 695 MSMEs spread across two large islands, namely Lombok Island and Sumbawa Island, consisting of 2 cities and seven regencies.

This study used a sample of 200 MSMEs from food and beverage industries have been established for more than 3 years. According to Hair et al (1998) the minimum number of samples to use regression analysis techniques is 15 to 20 times the number of variables used. The number of variables observed in this study is four, thus, 200 samples are more than sufficient. The instrument validity and reliability tests have also been carried out.

In this study, sampling was carried out using the Proportional Random Sampling technique. With this technique, all entrepreneurs/managers of SMEs food and beverage industries have been established for more than 3 years in a sampling frame are divided into regional groups. Then, within each region, a random sample is taken. Each sample member, in this case, the IKM entrepreneur/manager, has the same opportunity as the others to be selected as a sample member Ferdinan (5), Table 1 presents population numbers and research samples by district/city.

Table 1 Research Population and Sample

Regency/City	MSME Population	SME sample	%
Kota Mataram	88	25	28,41%
Lombok Barat	46	13	28,26%
Lombok Utara	232	67	28,88%
Lombok tengah	18	5	27,78%
Lombok Timur	53	15	28,30%
Sumbawa Barat	104	30	28,85%
Sumbawa	101	29	28,71%
Dompu	7	2	28,57%
Bima	13	4	30,77%
Kota Bima	33	9	27,27%
TOTAL	695	200	28,78%

Statistical Methods

Hypothesis testing uses multiple regression data analysis to determine the relationship between independent and dependent variables, both partially and simultaneously. The significance test of the influence of each independent variable (partially) on the dependent variable is carried out with the T-test. In contrast, the significance test of the influence of the independent variables (simultaneously) on the dependent variable is simultaneously carried out with the F test.

The research hypotheses are as follows:

Influence of Entrepreneurial Competency on SME Performance

The statistical hypothesis to test is the direct influence of entrepreneurial competency on SME Performance, with the following formula:

H_0: There is no influence of Entrepreneurial Competency (X_1) on SME Performance (Y),
H0: $\beta y_1 = 0$
Against
H_1: There is an influence of Entrepreneurial Competency (X_1) on SME Performance (Y),
H_1: $\beta y_1 \neq 0$

Influence of Learning Orientation on SME Performance

The statistical hypothesis to test is the direct influence of learning orientation on SME Performance, with the following formula:

H_0: There is no influence of Learning Orientation (X_2) on SME Performance (Y),
H0: $\beta y2 = 0$
Against
H_1: There is an influence of Learning Orientation (X_2) on SME Performance (Y),
H0: $\beta y2 \neq 0$

Influence of Entrepreneurial Competency on SME Performance

The statistical hypothesis to test is the direct influence of entrepreneurial motivation on SME Performance, with the following formula:

H_0: There is an influence of Entrepreneurial Motivation (X_3) on SME Performance (Y),
H0: $\beta y3 = 0$
Against
H_1: There is an influence of Entrepreneurial Motivation (X_3) on SME Performance (Y),
H0: $\beta y3 \neq 0$

Classic Assumption Tests

The research data must meet the Classical Assumption Test's test requirements in a multiple-liner regression. It includes normality, multicollinearity, linearity, and goodness of fit tests. The results of the Classical Assumption Test are presented as follows:

Normality Test

Normality testing is carried out to determine the distribution of data. The data normality test in this study was carried out using the Kolmogorov-Smirnov (KS) one-sample test. If the value of asymp.sig (2-tailed) is greater than the significance level of 5% (0,05), then the data is normally distributed. The result of the normality test is presented in Table 1.

Table 1. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual X1,X2,X3 - Y
N		200
Normal Parameters[a,b]	**Mean**	0,0000000
	Std, Deviation	3,25077256
Most Extreme Differences	**Absolute**	0,057
	Positive	0,057
	Negative	-0,047
Test Statistic		0,057
Asymp. Sig. (2-tailed)		0,200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Multicollinearity Test

Multicollinearity is a situation that shows a strong correlation or relationship between two or more independent variables in a multiple linear regression model. The way to detect multicollinearity is to look at the data's tolerance value and the VIF (Variance Inflation Factor) value. If the tolerance value is greater than 0,1 dan the VIF value is not more than 10, then it can be said that the regression model is free from multicollinearity. The multicollinearity test result is presented in Table 2.

Table 2. Multicollinearity Test

Coefficients								
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**Collinearity Statistics**	
		B	**Std. Error**	**Beta**			**Tolerance**	**VIF**
1	(Constant)	2,019	2,363		,854	0,394		
	Entrepreneurial Competency (X1)	0,201	0,039	0,309	5,105	0,000	0,901	1,110
	Learning Orientation (X2)	0,192	0,054	0,223	3,573	0,000	0,845	1,183
	Entrepreneurial Motivation (X3)	0,239	0,054	0,284	4,424	0,000	0,800	1,249
a. Dependent Variable: SME Performance (Y)								

Linearity Test

Linearity means that the predictor variables in the regression have a straight-line relationship with the outcome variable. The linearity test was carried out by looking at the significance of deviation from linearity, which is greater than 0,05. The result of linearity test for the influence of Entrepreneurial Competency (X_1) on the SME performance is 0,257 (greater than 0,05), as presented in Table 3.

Table 3. Linearity Test for the Influence of Entrepreneurial Competency on SME Performance

ANOVA TABLE							
			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
SME performance (Y) * Entrepreneurial Competency (X1)	Between Groups	(Combined)	1011,643	26	38,909	2,998	0,000
		Linearity	626,409	1	626,409	48,264	0,000
		Deviation from Linearity	385,234	25	15,409	1,187	0,257
	Within Groups		2245.352	173	12,979		
	Total		3256.995	199			

The result of the linearity test for the influence of Learning Orientation (X_2) on the SME performance is 0,809 (greater than 0,05), as presented in Table 4.

Table 4. Linearity Test for the Influence of Learning Orientation on SME Performance

ANOVA TABLE							
			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
SME performance (Y) * Learning Orientation (X2)	Between Groups	(Combined)	708,578	21	33,742	2,357	0,001
		Linearity	504,268	1	504,268	35,222	0,000
		Deviation from Linearity	204,309	20	10,215	0,714	0,809
	Within Groups		2548.417	178	14,317		
	Total		3256.995	199			

The result of the linearity test for the influence of Entrepreneurial Motivation (X_3) on the SME performance is 0,927 (greater than 0,05), as presented in Table 5.

Table 5. Linearity Test for the Influence of Entrepreneurial Motivation on SME Performance

ANOVA TABLE							
			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
SME Performance (Y) * Entrepreneurial Motivation (X_3)	Between Groups	(Combined)	871,711	23	37,900	2,797	0,000
		Linearity	695,910	1	695,910	51,348	0,000
		Deviation from Linearity	175,801	22	7,991	0,590	0,927
	Within Groups		2385.284	176	13,553		
	Total		3256.995	199			

The Goodness of Fit Test

According to Ghozali (6) the goodness of fit test is carried out to measure the accuracy of the regression function in assessing the actual value statistically. The goodness of fit model can be measured from the statistical value of F, which shows whether all the independent variables used in the model

have a joint influence on the dependent variables. If the P-value < 0,05, then the model is fit for the research. If the P-value > 0,05, then the model is not fit for the research. The result of the F test is presented in Table 6.

Table 6. The Goodness of Fit Test

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	1154,058	3	384,686	35,854	0,000[b]
	Residual	2102,937	196	10,729		
	Total	3256,995	199			
a. Dependent Variable: SME Performance (Y)						
b. Predictors: (Constant), Entrepreneurial Motivation (X3), Entrepreneurial Competency (X1), Learning Orientation (X2)						

Based on the above ANOVA table, it can be seen that the F value is 35,854, and the p-value is 0,000. Following the goodness of fit test criteria, it can be concluded that the model can be used in this study (p-value < 0,05).

Hypotheses Test

Hypothesis testing on multiple linear regression aims to find out whether there is an influence of independent variables on dependent variables, both partially and simultaneously. The signification test on the influence of independent on dependent variables is partially carried out with a T-test. Likewise, the signification test on the influence of independent on dependent variables simultaneously is carried out with an F-test. The results of the t-test with the SPSS program are presented in the Table 7.

Table 7. Multiple Regression t-Test

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	2,019	2,363		,854	0,394
	Entrepreneurial Competency (X1)	0,201	0,039	0,309	5,105	0,000
	Learning Orientation (X2)	0,192	0,054	0,223	3,573	0,000
	Entrepreneurial Motivation (X3)	0,239	0,054	0,284	4,424	0,000
a. Dependent Variable: SME performance (Y)						

Based on the coefficients in the table above, the resulting multiple regression equation model is as follows:

$Y = a + bX_1 + bX_2 + bX_3$

$Y = 2,019 + 0,201\ X_1 + 0,192\ X_2 + 0,239\ X_3$

The constant of 2,019 means that if the entrepreneurial competency, learning orientation, and entrepreneurial motivation are zero, then SME performance is 2,019. The regression coefficient of the Entrepreneurial Competency is 0,201, meaning that if the Entrepreneurial Competency score increases by 1 point, then the Performance of SMEs will increase by 0,201. The regression coefficient of the Learning Orientation is 0,192, meaning that if the Learning Orientation score increases by 1 point, the performance of MSMEs will increase by 0,192. The regression coefficient of the Entrepreneurial Motivation is 0,239, meaning that if the Entrepreneurial Motivation score increases by 1 point, then the performance of SMEs will increase by 0,239.

The results of the F or ANOVA test with the SPSS Program are presented in Table 8.

Table 8. Multiple Regression F-Test

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	1154,058	3	384,686	35,854	0,000[b]
	Residual	2102,937	196	10,729		
	Total	3256,995	199			
a. Dependent Variable: Kinerja UKM (Y)						
b. Predictors: (Constant), Entrepreneurial Motivation (X3), Entrepreneurial Competency (X1), Learning Orientation (X2)						

The F test or ANOVA is carried out to determine the influence of the independent variables (Entrepreneurial Competency, Learning Orientation, and Entrepreneurial Motivation) on SME Performance. The Coefficient of Determination calculated with SPSS is presented in Table 9.

Table 9. Multiple Regression R Calculation

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	0,595[a]	0,354	0,344	3,276
a. Predictors: (Constant), Entrepreneurial Motivation (X3), Entrepreneurial Competency (X1), Learning Orientation (X2)				

The higher the R-value or close to 1, the more precise the model. For survey data that is *cross-section* or data obtained from many respondents at the same time, the value of R^2 = 0.354 or 35.4% is good enough. From these values, it can be said that SME Performance is influenced by Entrepreneurial Competency (X_1), Learning Orientation (X_2), and Entrepreneurial Motivation (X_3) by 35,4%. The remaining 64,6% is influenced by other factors that are not defined.

RESULTS AND DISCUSSION

Based on the multiple regression analysis, the research findings can be explained as follows:

Influence of Entrepreneurial Competency on SME Performance

Based on the analysis, the regression coefficient of βy1 is 0,201 with a t-count = 5,105. The t-table is 1,97 (α = 0,05; dk = 196). As the t-count >t-table, H_0 is rejected, and H_1 is accepted. Thus, there is an influence of Entrepreneurial Competency on SME Performance, or, in other words, entrepreneurial competency influences SME Performance. The positive regression coefficient of X_1 (entrepreneurial competency) means that the influence is positive (directly proportional).

This finding confirms researches by (7); (8); and (9).

Rehman et al. (2021) observed the influence of entrepreneurial competency on the performance of small and medium-sized enterprises (SMEs) in nine out of 16 states in Malaysia, including Kelantan, Johor, Sarawak, Selangor, Kedah, Kuala Lumpur, Penang, Perak, and Sabah. According to Rehman et al. (2021), entrepreneurial competencies are an important resource for an organisation and play a crucial role in enhancing organizational performance.

Fahmi et al. (2021) conducted a study to determine the effect of entrepreneurial knowledge and entrepreneurial skills in influencing SMEs' entrepreneurial competence and business performance. The research used a stratified sampling technique with 101 SME entrepreneurs in the sample. The research concludes that entrepreneurial competence as a partial mediating variable in entrepreneurial knowledge and entrepreneurial skills is critical to SMEs' business performance.

Bainil Yulina et al. (2021) investigated the entrepreneurial competence in Micro, Small, and Medium Enterprises (MSMEs). It employed a quantitative method. The population in this study was 90 owners of MSMEs as well as woven fabric artisans in the Tuan Kentang Palembang area. The sample used a random sample of 50 respondents. A closed-ended questionnaire was used to collect data. For data analysis, Ordinary Least Square was used. The research results showed three findings: (i) overall, the entrepreneurial competence in the Palembang woven fabric business was in the high category, (ii) the overall performance of the Palembang woven fabric business was in the very high category, and (iii) entrepreneurial competence had a positive and significant effect on the business performance of the Palembang woven fabric business.

Influence of Learning Orientation on SME Performance

Based on the analysis, the regression coefficient of βy2 is 0,192 with a t-count = 3,573. The t-table is 1,97 (α = 0,05; dk =

196). As the t-count >t-table, H_0 is rejected, and H_1 is accepted. Thus, it can be concluded that there is an influence of Learning Orientation on SME Performance.

This finding confirms researches by (10); (11); (12).

Akeke et al. (2022) conducted a cross-sectional descriptive methodology to examine small and medium-scale business owners. A total sample of 1.366 respondents was obtained through a multistage sampling technique. Both descriptive and inferential statistics were used to analyze the data collected. The research results indicate that all the three main constructs of learning orientation and their factors contribute to the regression weights of learning orientation. Specifically, it indicates that all the factors of commitment to learning, shared vision, and open-mindedness are significantly high in regression weights. It is concluded that SMEs can benefit from learning orientation through their shared vision and commitment to learning.

Bae & Choi (2021) conducted a study to empirically confirm the importance of learning orientation in the operation of start-up companies. A sample of 139 start-ups with less than seven years of experience was used for the final analysis, and a structural equation analysis was performed to verify the hypothesis. The study confirmed the importance of learning orientation as a prerequisite for business model innovation.

Oktavio, Kaihatu, and Kartika researched the implementation of strategic orientation, especially related to learning orientation and entrepreneurial orientation conducted by the establishment to achieve better performance (12) The empirical result is based on 49 new hotel establishments in Surabaya city as the research sample. The study indicates an indirect relationship between learning orientation and entrepreneurial orientation to performance with innovation as the mediator.

Influence of Entrepreneurial Motivation on SME Performance

Based on the analysis, the regression coefficient of βy2 is 0,239 with a t-count = 4,424. The t-table is 1,97 (α = 0,05; dk = 196). As the t-count >t-table, H_0 is rejected, and H_1 is accepted. Thus, it can be concluded that there is an influence of entrepreneurial motivation on SME Performance. The regression coefficient of entrepreneurial motivation is higher than entrepreneurial competency and learning orientation on SME performance. It indicates that entrepreneurial motivation has the greatest influence on SME performance compared to the other two variables in the research.

This finding confirms research by Aftan and Hanapi (13); Mawoli and Peter (14); and Wongso, Gana, and Kerihi (15).

Aftan and Hanapi (2018) conducted a study to examine the impact of entrepreneurial motivation on small business performance. The study was conducted using a sample of 300 small business owners in the nine provinces in Baghdad, Iraq. The data was obtained using a self-administered questionnaire and probability random sampling technique. The data obtained were analyzed using the statistical package of SPSS for regression and correlation analysis. The result indicates a significant relationship between entrepreneurial motivation and small business performance.

Mawoli and Peter (2021) examined the effect of entrepreneurial motivational factors on the operational performance of Small Scale Industries. It employed a cross-sectional survey research design, 337 practicing entrepreneurs, a random sampling technique, and multiple regression analysis. The study found that facilitating and compelling motivational factors are the significant predictors of SSIs' performance, while ambitious motivational factors negatively but significantly impact SSIs' performance.

Wongso, Gana, and Kerihi (2020) conducted a study to describe the entrepreneurial motivation, entrepreneurial competence, financial literacy, and business performance in micro, small and medium enterprises. The number of business units from the micro, small, and medium

enterprises group far exceeds the number of business units of large business groups. The contribution of small businesses to the growth of gross domestic income is due to a large number of units, not because of the high level of business performance. The study found a significant relationship between entrepreneurial motivation, entrepreneurial competence, and financial literacy in the performance of micro, small and medium enterprises in the Kupang City, Nusa Tenggara Timur, Indonesia.

CONCLUSION

Based on the above result and discussion, this study concluded:

1. There is an influence of entrepreneurial competency on SME performance, or, in other words, entrepreneurial competency influences SME performance. The positive regression coefficient of X_1 (entrepreneurial competency) means that the influence is positive (directly proportional);
2. There is an influence of learning orientation on SME performance, or, in other words, learning orientation influences SME performance. The positive regression coefficient of X_2 (learning orientation) means that the influence is positive (directly proportional);
3. There is an influence of entrepreneurial motivation on SME performance, or, in other words, entrepreneurial motivation influences SME performance. The positive regression coefficient of X_3 (entrepreneurial motivation) means that the influence is positive (directly proportional).

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