Analysis the Influence of Brand, Offering, Relationship Equity on Learning Outcomes and their Implications for the Employability

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Abstract

Employability refers to the achievements of graduates and their potential to obtain graduate employment. Learning outcomes are changes in behavior that occur to students on the process of adaptation or adjustment while on campus, which are expressed in the form of scores both quantitatively and qualitatively on the cognitive, affective and psychomotor indicators of students. The purpose of this study is to analyze the relationship between the influence of the Customer Equity Stack which is divided into 3 categories on Learning Outcomes with implications for Student Employability. The method in data processing uses SEM-PLS with the Second Order CFA model. The results of this study found a significant positive effect between Brand Equity and Offering Equity on Learning Outcomes. Then Brand Equity and Learning Outcomes have a significant positive effect on Employability. Meanwhile Relationship Equity has no significant effect on Learning Outcomes and Employability. In mediation, Brand Equity plays a partial mediation role on Employability, Offering Equity plays a full mediation role on Employability, and Relationship Equity does not have a mediating impact on Employability

Keywords: Brand Equity, Offering Equity, Relationship Equity, Learning Outcomes, Employability

1. Introduction

In a world where globalization is a central element, Competence becomes a key element in any field, because it highlights one's performance (Ernawam, 2017). In this context, one of the main challenges for companies in measuring their success is their ability to recognize and develop unidentified competencies continuously.

Lambrechts et al., (2013) mentioned that the call for Education greatly contributes to society, because it is a new challenge and a hallmark of the current educational century. The point here is the role of the current higher education system to ensure that education is not only about the oral delivery of knowledge, but also is part of a series of technical skills and also competencies such as: communication skills, teamwork skills, project and time management skills, and emotional coordination capacity. In addition, universities need to tailor their educational offerings to the needs of the labor market and equip Students with transferable skills, which will allow them to apply the knowledge gained in various professional areas. (Ferreira & Serpa, 2018).

In universities specifically for the Master of Management Study Program, Haji Agus Salim Bukittinggi Institute of Technology and Business is currently experiencing a phenomenon where the impact of the application of knowledge and in line with upgrading oneself in the world of work is still very low. 68% of the knowledge gained only affects one's ability to apply knowledge in the workplace, it's just that what is related to *upgrading* oneself to the outside world is still very low. Of the 155 respondents, only 10% managed to get a new position promotion in their agency or official environment, while to penetrate the MSME world only a total of 7%, then 9% experienced a turnover (mutation / rotation) but still with the same *scope* of work, while 6% said that there had been no significant changes experienced during their education.

In achieving *Learning Outcomes*, students certainly cannot be separated from the standards of the educational process related to the implementation of learning which can be interpreted that the standard of the educational

process is the standard of the learning process. In learning achievement for a student, of course, it cannot be separated from the influence of *relationship equity*. Changes in the business world intensify where the world is growing, and the direction of technological progress is so fast. This aspect is increasingly driving consumer change. To achieve such goals, the company must be quick in responding to the phenomenon. The thing that is a problem that must be responded to is the learning process. The learning process is important in realizing learning outcomes that are in accordance with the objectives.

The development of the marketing world is not only engaged in the marketing of goods, but also penetrates the marketing of services which has expanded to the essence of the definition of brand (*Brand*). When talking about brands, nowadays it is not only about *symbols*, logos, or things that symbolize the identity of a product, but also known as an identity that provides differentiation of a product with other products (Ri Law No. 15, 2001).

The purpose of this study is to analyze the influence of *the Customer Equity Stack* which is divided into 3 categories (Dave Chaffey, 2017) namely *Brand Equity, Offering Equity* and *Relationship Equity*. These three variables are direct antecedents for *Learning Outcomes* and *Employability*.

2. Literature Review (12 font)
2.1 Employability

Employability skills were first introduced by a British architect named William Beveridge in his book entitled *"Unemployment: A Problem of Industry"*. In the book it is explained that the term *employability skills* was first used to identify the difference between a person who can be hired and who cannot be hired (Misra & Khurana, 2017). In all corners of the world, em*ployability skills* are known by several different terms. In general, *Employability* can be defined as the ability to obtain a job, maintain a job, and achieve success in career life.

A person's eligibility to be employed is based on several important components, namely the basic education, broad training and high-level basic competencies that can be used in different contexts. The competencies in question include being able to work together in groups, the ability to solve problems, skills in using information and communication technology (ICT), and communication skills and foreign languages (Brewer, 2013).

2.2 Learning Outcomes

Learning Outcomes is a program that can help evaluate from learning outcomes which can be used as a descriptor highlighting what learners should know, understand, or can do at the end of a certain learning period (Birtwistle & Wagenaar, 2016). Learning outcomes are abilities obtained through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience. Learning outcomes show learning progress that is depicted vertically from one level to another and documented in a qualification framework. Learning outcomes must be accompanied by appropriate assessment criteria that can be used to assess that the expected learning outcomes have been achieved (Kemenristekdikti, 2015).

Learning Outcomes in higher education are divided into 2 classical dimensions, namely Cognitive Outcomes and Non-Cognitive Outcomes, which still underlie most assessment activities (Bowen 1977 in Pont et al., n.d., 2008). The typology presented is considered as a framework for identifying the different dimensions of learning and the achievement tests that may be applied to assess them.

2.3 Brand Equity

Aaker in Juhaidi (2019) explained about Brand Equity (Brand Equity) is the behavior and association that belongs to the company, distribution members, and brand customers to get durability, excellence and strength as a differentiator from other competitors. Kotler, Setiawan, et al. (2016) explained that brand equity is used as a plus for services and products. The value can be displayed in the form of the way consumers feel, act and think about market share, price, profitability and the company's brand.

2.4 Offering Equity

Offering Equity or better known as Value Equity, is the key to the relationship between consumers and companies. If a company's products or services cannot meet the needs and expectations of consumers, the best brand strategy, the strongest retention, and marketing relationship strategy of a company will not be enough. Value Equity is defined as an objective assessment of a consumer based on the consumer's perception of what the consumer receives.

2.5 Relationship Equity

Relationship Theory needs to include elements of intercompany relations, involving groups of employees on both sides of business exchange. For example, in a firm-to-firm relationship, interaction involves many people basically, as well as a network of relationships.

figure 1. BOR-Brand Offering Relationship
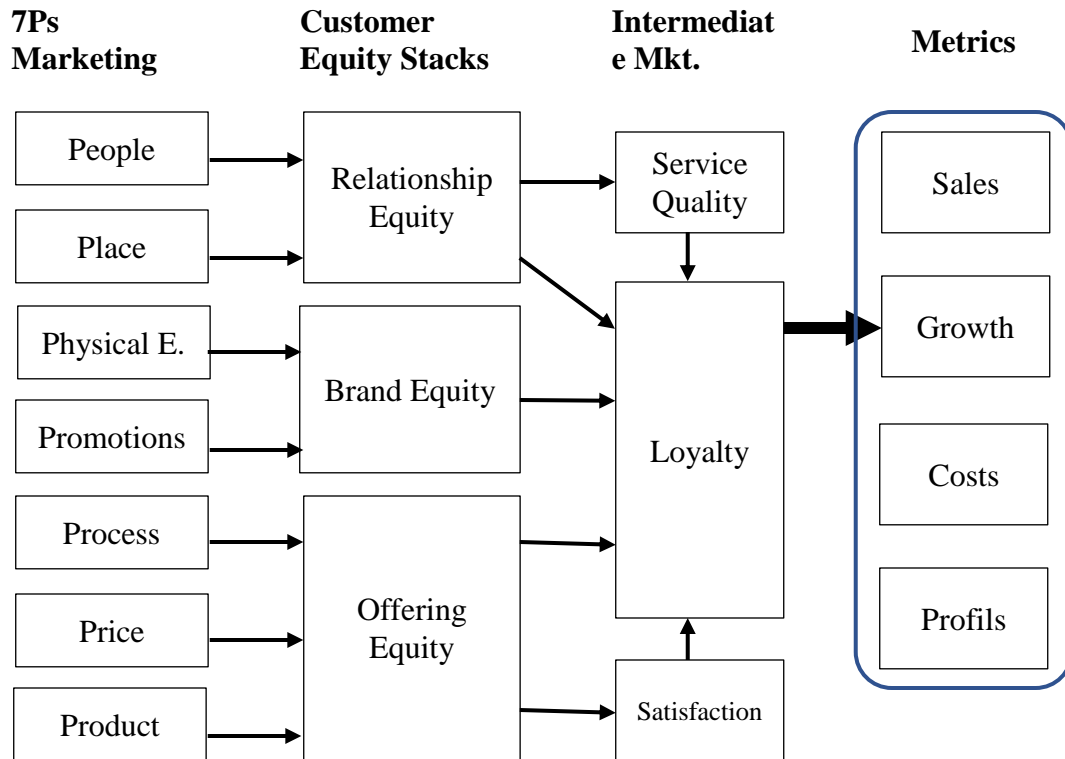
Source: Palmatier & Sridhar, (2017).

3. Methods

In this study, for the purpose of data collection, a structured questionnaire was used. This study was based on a survey-based questionnaire, which was completed by 140 respondents. The questionnaire contained closed questions, and a 7 point numerical scale was used, where 1 meant that the students did not agree with a particular statement, and 7 meant that they were totally in agreement. The research was conducted between June and July 2022, and the questionnaire was distributed via the online environment.

For data analysis, within this study, Partial Least Square-Structural Equation Modelling (PLS-SEM) was employed wirh Second Order CFA Model. Within this study, the SmartPLS 4.0.6.9 application of PLS-SEM was used to assess the measurement model in terms of reliability and validity and evaluate the hypothesized relationships among the latent constructs within the structural model.

4. Results and Discussion

5.1 Descriptive Statistics

Regarding the structure of the sample, 47.1% of the respondents are male and 52.9% of the respondents are women. Regarding characteristics of respondents based on age are grouped into several are group including 40-49 years with a total percentage of 52.1%. in term of the form by type of work, 77.1% of the students as government employees.
In terms of the residence location, 22.9% of the students live in agam areas, 17.1% of the students live in Bukittinggi City and 16.4% of the students live in Payakumbuh City

5.2 Measurement and Structural Model Assessment

To assess the measurement model, convergent validity and discriminant and composite reliability as shown in Table 1, for this measurement model, all quality criteria are met, since all loading factors, Cronbach's alpha values, composite reliability (CR), and average variance extract (AVE) are above the recommended thresholds (0.6, 0.7, 0.7, and 0.5, respectively).

Table 1. Convergent validity and reliability

Variable	Item	Loading Factor	AVE	Cronbach Alpha	Rho_A	CR
Brand Equity (second-order construct)	Promotions	0.928	0.526	0.885	0.891	0.908
	Physical Evidence	0.859				
Promotion	Promotion1	0.815				
	Promotion2	0.894				
	Promotion3	0.780				
	Promotion4	0.841				
	Promotion5	0.819				
Physical Evidence	PE1	0.835				
	PE2	0.858				
	PE3	0.645				
	PE4	0.747				
Offering Equity (Second-order construct)	Process	0.951	0.658	0.952	0.954	0.958
	Product	0.952				
	Price	0.870				
Process	Process1	0.837				
	Process2	0.834				
	Process3	0.845				
	Process4	0.887				
	Process5	0.844				
Product	Product1	0.824				
	Product2	0.910				
	Product3	0.873				
	Product4	0.913				
Price	Price1	0.891				
	Price2	0.952				
	Price3	0.838				
Relationship Equity (second-order construct)	Place	0.923	0.692	0.910	0.915	0.931
	People	0.949				
Place	Place1	0.828				
	Place2	0.844				
	Place3	0.896				
People	People1	0.912				
	People2	0.924				
	People3	0.918				
Learning Outcomes	LO1	0.788	0.693	0.889	0.889	0.919
	LO2	0.886				
	LO3	0.847				

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Variable	Item	Loading Factor	AVE	Cronbach Alpha	Rho_A	CR
	LO4	0.832				
	LO5	0.807				
Employability	EMP1	0.767	0.669	0.831	0.846	0.889
	EMP2	0.706				
	EMP3	0.899				
	EMP4	0.882				

Sumber : data primer diolah SmartPLS versi 4.0.6.9, (2022)

Figure 2. The Partial Least Square-Structural Equation Modelling (PLS-SEM) model.
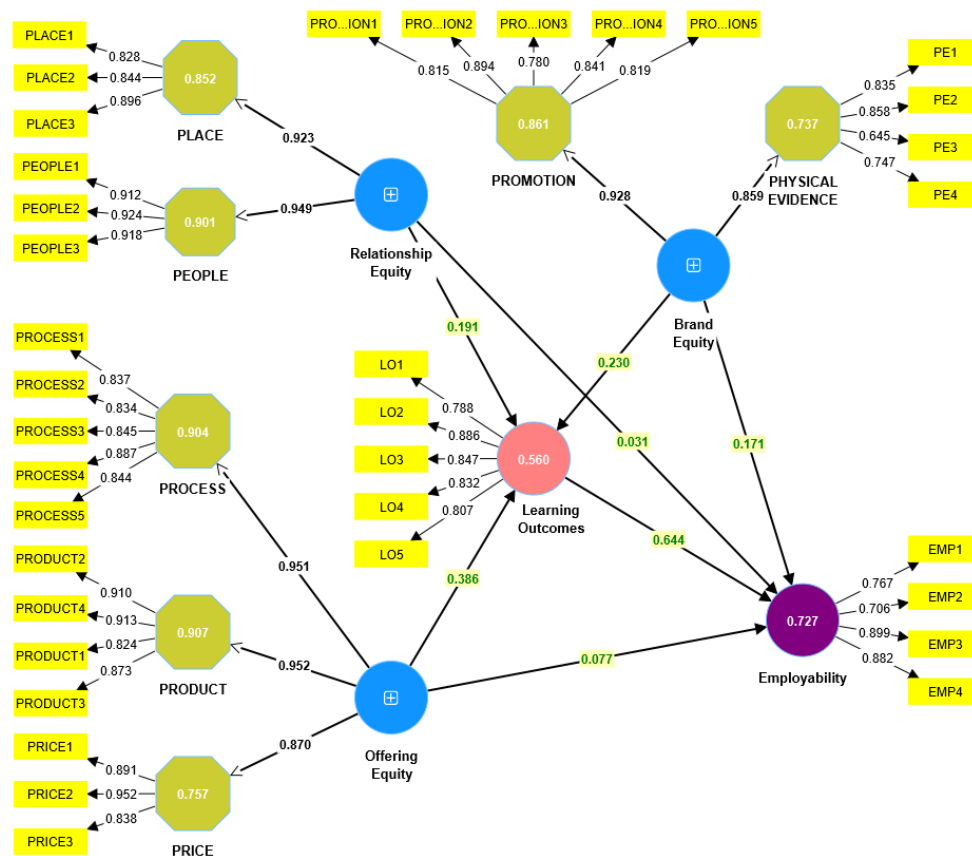
Source: Authors with SmartPls 4.0.6.9

In terms of the predictive value of the structural model, the R squared (R2) coefficients of endogenous constructs were calculated. As can be seen in Figure 1, all of the considered Customer Equity Stacks were able to explain more than half of variance in the Learning Outcomes (R^2_{LO}=0.560), while, together with Learning Outcomes more than one-third of the Employability can be explained (R^2_{Emp}= 0.727). In terms of the effect size (f2), the change in the R2 of the interest variable relating to the endogenous constructs, in the case that it is excluded from the model was found to represent only a strong effect of the Employability

5.3 Testing Research Hypotheses

Within the structural model, the relevance and significance of all of the interest direct and indirect effects were assessed, examining the path coefficients, associated t-statistics and their bias-corrected confidence intervals, computed through a bootstrapping procedure, with 5000 resamples. As presented in Table 2,

Table 2. Hypotheses testing (Direct Effects)

Hypotheses	Relationship	Original Sample	t-statistics	p-value	Decision	F2
H1 (+)	BE → LO	0.230	2.511	**0.012**	Supported	0.048
H2 (+)	OE → LO	0.386	2.901	**0.004**	Supported	0.086
H3 (+)	RE → LO	0.191	1.650	**0.099**	Not Supported	0.023
H4 (+)	BE → Emp	0.171	2.161	**0.031**	Supported	0.04
H5 (+)	OE → Emp	0.077	0.772	**0.440**	Not Supported	0.005
H6 (+)	RE → Emp	0.031	0.317	**0.751**	Not Supported	0.001
H7 (+)	LO → Emp	0.644	8.833	**0.000**	Supported	**0.669**

*BE—Brand Equity; OE—Offering Equity; RE—Relationship Equity; LO—Learning Outcomes; Emp—Employability. Source: Authors with SmartPls 4.0.6.9

Based on the test results in table 2, structural research equations can be formed as follows:

$$LO = 0.230\ \xi BE + 0.386\ \xi OE + 0.191\ \xi RE + \zeta lo$$
$$EMP = 0.171\ \xi BE + 0.077\ \xi OE + 0.031\ \xi RE + \zeta lo$$

This equation is also almost the same as the structural equation between Learning Outcomes and Employability, namely:

$$EMP = 0.644\ \eta Lo$$

5.4 Discussion

From table 2, it can be shown that Brand Equity has a positive and significant effect on Learning Outcomes (Parameter coefficient 0.230) and significant p-values are 0.012 where the statistical value is 2,511 > 1.96 so that the first hypothesis is accepted.

Variable offering Equity has a positive and significant effect on Learning Outcomes (parameter coefficient 0.386) and significantly on p-values of 0.004 with a statistical value of 2.901 > 1.96, so that the second hypothesis is accepted. Furthermore, the Relationship Equity variable has a positive effect on Learning Outcomes with the value of the parameter coefficient 0.191, but it is not significant because the p-value is 0.099 > 0.05 and the t-statistical value is 1,650 < 1.96 so that the third hypothesis is rejected.

The Brand Equity variable has a positive and significant effect on Employability with a t-statistical value of 2,161 > 1.96 and a p-value of 0.031 < 0.05 with the meaning of the Fourth Hypothesis received. However, the direct influence between Offering Equity and Relationship Equity on Employability has a positive but insignificant effect with the t-statistical value of Offering Equity 0.772, Relationship Equity 0.317 < 1.96 and p-value Offering Equity 0.440, Relationship Equity 0.751 > 0.05. This means that the Fifth and Sixth Hypotheses are stated in the reject.

The effect of Learning Outcomes on Employability is positive and significant with a t-statistic of 8,833 > 1.96 and a p-value of 0.000 < 0.05 p-value required, with the meaning that the seventh Hypothesis is declared accepted.

Table 3. Indirect Effects

Relationship	Original Sample	t-Statistic	p-value	Type of mediation
BE→LO→Emp	0.148	2.447	**0.014**	Complementary (Partial Mediation)
OE→LO→Emp	0.248	2.620	**0.009**	Indirect-Only (Full Mediation)
RE→LO→Emp	0.123	1.603	**0.109**	No Effect (no mediation)

*BE—Brand Equity; OE—Offering Equity; RE—Relationship Equity; LO—Learning Outcomes; Emp—Employability. Source: Authors with SmartPls 4.0.6.9

Based on table 3 above, the contribution of variable Learning Outcomes in being a mediator in the relationship between Brand Equity and Employability means that Brand Equity has an effect on Student Learning Outcomes is considered to have met student expectations which has had an impact on their Employability in the job market share. This result also explains that Brand Equity will have a more significant influence on Student

Employability if mediated by Learning Outcomes. Brand Equity supports Learning Outcomes which will later have a good impact on Student Employability in the world of job market share. Partial Mediation means that Learning Outcomes can only mediate part of Brand Equity. Not only that, Brand Equity can also affect Employability without the mediation effect of Learning Outcomes.

Then, Offering Equity is not able to significantly affect Employability without going through Learning Outcomes. Furthermore, Relationship Equity is not able to significantly affect Employability, nor is It on Learning Outcomes

6. Conclusion (12 font)

This Brand Equity has its own power of stories for each activity carried out by a person or group of people. Brand Equity influences a person or group of people to study and provides knowledge about the curriculum and programs offered. And that becomes the main thing that is their reason for making decisions and upgrading themselves.

Offering Equity is influenced by the Process, Product, and Price Dimensions. Offering Equity is an objective assessment of students based on the value received from learning activities. In this Equity offering there is an evaluation ratio of what is received with what is paid or sacrificed versus unidirectional (Werthi & Freedlina, 2020). This Offering Equity is generally obtained by consumers from various aspects such as the price paid in proportion to the quality obtained, how good the product is and the assessment of each process passed.

Relationship Equity is the value derived from a process to create, maintain, and improve strong relationships with customers and other stakeholders. Relationship Equity is more of a relationship of trust that they are served very well. Their trust in the campus academic community can be identified by drawing perceptions about how universities can be trusted, providing a sense of security. This is the same as what Doney &Cannon (1997) said that Consumer trust in the company can be influenced by the characteristics of the company that relates to consumers. Consumer confidence in the company can be influenced by the characteristics of the company that relate to consumers.

Learning outcomes are abilities obtained through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience. Learning Outcomes of the study program, in addition to relying on the results of tracer studies, market signals, and need analysis from stakeholders, must also refer to the descriptor level set and needed by the employer.

The contribution of variable Learning Outcomes in being a mediator in the relationship between Brand Equity and Employability means that Brand Equity has an effect on Learning Outcomes Students are considered to have met student expectations which have had an impact on their Employability in the job market share.

The influence of Offering Equity on Employability with Learning Outcomes as mediation for Students at the Master of Management of the Haji Agus Salim Bukittinggi Institute of Technology and Business was accepted. The Role of Learning Outcomes Mediation between Offering Equity and Employability as Indirect only (Full Mediation). What this means is that Offering Equity is not able to significantly affect Employability without going through Learning Outcomes.

The role of Learning Outcomes Mediation between Relationship Equity and Employability is no eefect (no mediation). This means that there is no significant attachment, either between Relationship Equity to Employability, Relationship to Learning Outcomes, or Relationship Equity to Employability with Learning Outcomes as mediation. Basically, for the Employability of ITBHAS Bukittinggi Master of Management Students, it is more about their own Offering Equity, the value that exists in them, both from their knowledge and experience.

Suggestions for this research are: In Increasing Brand Equity, what is further improved is in the Promotions section. It is recommended at the Institution to conduct seminars / webinars that are open to the public and also provide merchandise for employers. It aims to introduce or strengthen beliefs to employers about students from the MM ITBHAS Bukittinggi Study Program

In increasing Offering Equity, Product becomes a very influencing factor. Always to Upgrade Skills and Understanding from Academic Lecturers in providing material that suits the needs of students. From the survey results, it is known that MM ITBHAS Bukittinggi students still really need an understanding of theory.

In Relationship Equity Relationships, People are a very influencing factor. In maintaining the relationship between students and the Academic Community is a friendly and polite interaction relationship. Master of Management Study Program ITBHAS Bukittinggi to always apply and practice the motto "Excellent Service is our Commitment". There needs to be a good Partnership that aims to improve student Learning Outcomes and introduce employers to Student Employability.

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Biography

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