Model of Strengthening Human Capital in Creative Economic Development Through The Role of Higher Education

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Abstract

The creative economy has become a strategic issue in the era of Industrial Revolution 4.0 to compete in the face of international competition. Universities are expected to be able to develop society in the economic, social, cultural, and technological fields. This research aims to build diverse scientific references on current developments. Apart from that, this research focuses on strengthening human resources in developing the creative economy through the role of universities. This research uses a strategy mix method, combining quantitative and qualitative techniques. The regression analysis results show that the curriculum content has a significance value of 0.002, and the calculated t-value is 3.184, meaning that the curriculum content significantly affects resources. The significance value of resources is 0.000, and the t value is 4.458, meaning that resources significantly affect the creative economy. The coefficient of determination value is 0.173, meaning that the regression line equation explains 17% of variations in curriculum and resources that can influence the development of the creative economy in Cirebon Regency.

Keywords: Human Capital; Creative Economy; Higher Education.

Abstrak

Ekonomi kreatif telah menjadi isu strategis di era revolusi industri 4.0 agar mampu bersaing dalam menghadapi persaingan internasional. Perguruan tinggi diharapkan mampu mengembangkan masyarakat di bidang ekonomi, sosial, budaya, dan teknologi. Penelitian ini bermaksud untuk membangun referensi keilmuan yang beragam sesuai dengan perkembangan zaman, selain itu penelitian ini berfokus pada penguatan human capital dalam pengembangan ekonomi kreatif melalui peran perguruan tinggi. Metode penelitian ini menggunakan strategi mix methods, yang memadukan teknik kuantitatif dan kualitatif. Berdasarkan hasil analisis regresi menunjukkan bahwa muatan kurikulum bernilai signifikansi sebesar 0,002 dan nilai t hitung sebesar 3,184, artinya muatan kulikulum berpengaruh signifikan terhadap Sumber daya. Nilai signifikansi sumber daya bernilai 0,000 dan nilai t hitung sebesar 4,458, artinya sumber daya berpengaruh signifikan terhadap ekonomi kreatif. Nilai koefisien determinasi sebesar 0,173 artinya, persamaan garis regresi menerangkan 17% variasi muatan kurikulum dan sumber daya dapat mempengaruhi pengembangan ekonomi kreatif di Kabupaten Cirebon.

Kata Kunci: *Human Capital; Ekonomi Kreatif; Perguruan Tinggi.*

INTRODUCTION

Development is a planned change process to create a better future situation. According to (Syarifuddin, 2016), the strong influence of industrial countries on developing countries in the fields of economics, science, and technology is the leading cause of the formation of many development challenges in a nation. The fundamental challenge for progress in this era is improving the quality of life, which has brought many notable developments due to advances in communication technology, information technology, and industrialization.

The creative economy has become a strategic issue in the era of Industrial Revolution 4.0 in order to be able to compete in the face of international competition. According to Czarani (2010), the current state of the world economy has changed the economic landscape, making creativity the leading resource for overcoming global problems. In the realm of the creative economy, ideas, talent, and creativity are prioritized. The main production factor that can increase the high selling value of economic activity is the exploration and exploitation of information and expertise related to creative ideas.

In the 2021 Indonesian Tourism & Creative Economy Outlook (Ministry of Tourism and Creative Economy, 2021), the contribution of the creative economy to the national economy is 7.24%, and the growth rate reaches 5.06%, equivalent to national economic growth. Currently, the creative economy workforce is still dominated by adults (25-59 years), with a percentage of 74.4% (Kemenparekraf, 2021). This means that the vast potential of the creative economy has not yet reached millennials.

A competitive country can improve its quality of life by investing in education. Higher education is expected to encourage progress in community development in the economic, social, cultural, and technological fields (Marlinah, 2019). As we know, the tri dharma of higher education refers to three main concepts that can be used to assess the role of higher education. These concepts are education, research, and service. Education seeks to increase the capabilities and potential of community resources. Research seeks to develop various scientific references on current developments. Service, including during the Industrial Revolution, aims to utilize science and technology to increase social welfare and improve the conditions of society.

In developing the creative economy, universities contribute to regional socioeconomic and cultural development, substance and specialization of skills and employment, technology transfer, and competitiveness (Lazzaro, 2021). In this case, there are several examples of collaboration that have been carried out in efforts to develop the creative economy, such as that carried out by the Wuxi National Creative Industry Park in China (Ma et al., 2018) or the Creative Industry Science and Technology Park in Oporto, Portugal (Ferreira & Sousa, 2019).

Based on the creative economy development master plan data released by Bapelitbangda Cirebon Regency in 2021, it was stated that there are 4 (four) leading sectors of the creative economy that have priorities for development, including the crafts subsector, fashion subsector, culinary subsector, and performing arts subsector. (Bapelitbangda, 2021). Initial identification found the same fundamental problems in the development of the four subsectors, including human resource (SDA) problems, support for the birth of creative and innovative human resource regeneration, technology, and the lack of local government support in advancing the creative economy sector.

As the only state university in the Ciayumajakuning area, IAIN Syekh Nurjati Cirebon should know the importance of higher education. In particular, the Cirebon Regency area, which is actively implementing

development in all fields, should birth new models for developing the creative economy in the Ciayumajakuning area during the Industrial Revolution 4.0. Cirebon Regency is one of the Ciayumajakuning areas with an excellent opportunity to attract investors to grow creative industries. The Cirebon Regency area is more advantageous than other Ciayumajakuning areas directly bordering it because the entry and exit points (entrances) are served by national-scale infrastructure such as arterial roads, freeways, airports, and ports.

This research aims to build and develop Optimizing the Role of IAIN Syekh Nurjati in Cirebon Regency to build a Creative Economy Development Model based on several indicators such as curriculum implementation, meeting human resource needs, and creative economy-based service activities. Apart from that, the research team is also trying to develop a business model that is suitable and applicable for the development of the creative economy in Cirebon Regency.

LITERATURE REVIEW

Research conducted (Marlinah, 2019) concluded that in the era of very tight global competition, new business innovations are needed to engineer technology to increase the added value of a business. The role of universities in collaborating with the government and the business community is needed to enable technopreneurs to grow and develop among students to create university graduates who are ready to compete in global competition.

Research conducted (Comunian & Gilmore, 2016) concluded that there is a connection between higher education and the creative economy. Involvement between academics and stakeholders in the creative economy plays a different role; in the education sector (universities), it is involved in developing skills, curriculum, financing structures, and expanding participation. Meanwhile, stakeholders play a role in determining appropriate policies.

Research conducted by (Communian et al., 2015) in its research argues that a better understanding of the importance of management and the involvement of local stakeholders is necessary. This research focuses on the need for reflection on how culture and creativity can help universities engage with local communities and solve barriers together. Meanwhile, the author's research focuses on strengthening human capital in developing the creative economy through the role of universities.

RESEARCH METHODS

This research uses a mixed approach, which combines quantitative and qualitative approaches (Indrawan & Yaniawati, 2017). Researchers collect and analyze quantitative and qualitative data separately in convergent parallel mixed methods. Then, the results are compared to determine whether the findings confirm each other (Creswell, 2021).

The author collected data by conducting interviews and observing several informants. Next, various theories related to the discussed topic are used to study the data. This research focuses on creative business actors in Cirebon Regency.

Primary data was obtained directly in the field and obtained through observation, interviews, study documentation, and focus group discussions (FGD). Secondary data is obtained simultaneously and obtained through the same process.

THEORETICAL FRAMEWORK

Human Capital Theory

In language, human capital consists of two words: human (human) and capital (capital). In this context, capital is a factor of production used to create commodities without actually consuming them. Humans in human capital, as in the definition of capital, are a form of

capital, like machines and technology (Nurkholis, 2018).

According to Prayetno (2017), the central concept of human capital is that humans are not only resources but also investments, where capital produces profits, and every expenditure is made to improve the quality and quantity of that capital. According to Nurulpaik (Prayetno, 2017), before the 19th century, the theory of investment in human resources that drives economic growth (economic growth) has existed since classical theorists such as Adam Smith (1776), Heinrich Von Thunen (1875), and others. Others emphasize the importance of investing in community capabilities. As pointed out by Schultz (1961) and Deninson (1962), developing the education sector with human resources as its primary focus has contributed directly to a country's economic prosperity by increasing the workforce's skills and production capacity. Many experts are interested in exploring the economic benefits of education due to these discoveries and perspectives (Nurulpaik, 2005).

Human capital can be characterized as everything unique that unites humans, such as intelligence, skills, capacity, and perseverance in learning and producing new things useful for business (Djatola & Hilal, 2021). Over time, human capital theory continues to develop, and the concept of human capital can be defined into three: individual aspects, knowledge and skills, and production orientation (Ritonga, 2019). According to Todaro (Nurkholis, 2018), the benchmark for human capital is through education and health. Education and training can add value to a human being. Therefore, the higher or more training one participates in, the more value an individual will have.

College Concept

According to Law Number 22 of 1961, universities are scientific institutions tasked with providing education above the secondary level and are carried out based on Indonesian culture and nationality. The proportion of universities' role in determining policy has quite a significant influence. In public policy studies, universities can be categorized as epistemic communities (Nulhaqim et al., 2016). In conducting their studies, professionals at universities can provide alternative solutions and recommendations for resolving the problems faced, and these can be used as references for policymakers.

Entrepreneurship Concept

Entrepreneurship is defined by Peter F Drucker (1994) as the ability to create something new. Entrepreneurship is the ability to see opportunities and create something new and different through creativity and innovation. Entrepreneurship is a crucial aspect of the economy in many countries (Hasan, 2020). Entrepreneurship is one of the problem-solving problems of economic development. By increasing the number of businesses, many entrepreneurs can absorb many workers, thereby reducing unemployment (Asri, 2022). Creative economics education can be implemented in schools like universities to foster interest in entrepreneurship.

Creativity and innovation must be owned and inherent in an entrepreneur. The implementation of entrepreneurship in the higher education environment in Indonesia was first initiated by the Ministry of Education and Culture (Ministry of Education, Culture and Technology Research) through several entrepreneurial culture development programs that have been implemented (Wiranto, 2012), including 1) Entrepreneurial Student Program, 2) Entrepreneurship Lecture Program, 3) Entrepreneurship Internship Program, etc.

Creative Economy Concept

A creative economy refers to sustainable economic development supported by creativity. Industries must compete in the global marketplace based on creativity, innovation, and imagination rather than product quality or price. The Ministry of

Trade of the Republic of Indonesia created a Master Plan for the Development of the Indonesian Creative Economy for 2009–2025 based on the direction of the 6th President in 2009. This marked the beginning of systematic creative economic development in Indonesia (Hariani, 2022).

The 2025 Creative Economy Blueprint states that the creative economy creates added value in the economic, social, cultural, and environmental fields by using creative human and scientific concepts, including cultural and technological heritage. Technology, telecommunications, science, and art are examples of creative sources. Three main components make up the creative economy, according to Purnomo (2016): creativity, innovation, and invention.

RESULTS AND DISCUSSION

A Glance at IAIN Syekh Nurjati Cirebon

IAIN Syekh Nurjati Cirebon was originally a combination of several faculties that were branches of several other universities. Then, on August 12, 1965, it was determined to be the anniversary of IAIN Cirebon. During its journey, IAIN Cirebon experienced several changes in status and name, such as becoming STAI (State Islamic College) Cirebon in 1997. On November 10, 2009 it was changed to IAIN Syekh Nurjati Cirebon until now.

One way to strengthen human capital or human resources is through education. IAIN Syekh Nurjati Cirebon, as the only State University in the Ciayumajakuning area, contributes to strengthening human resources. In the current digital era, the skills or abilities needed have begun to shift, and many skills are needed to face the changing era, including creativity. By being creative, a person can adapt to change.

Descriptive Statistical Analysis

Table 1. Descriptive Statistics Test Results

		Curriculum Content	Resource	Creative Economy
N	Valid	100	100	100
	Missing	0	0	0
Mean		27.1100	41.6000	28.7300
Std. Deviation		3.27493	4.20437	6.02663
Minimum		16.00	29.00	11.00
Maximum		34.00	53.00	37.00

Source: Primary data processed, 2022

From the table above, the number of respondents (N) is 100, the lowest score (Min) is 16, and the highest score (Max) is 34; each has an average of 27.11 and a standard deviation of 3.274, which shows that the standard deviation is smaller than average. This shows that the respondent's perception of Curriculum Content (X1) in Creative Economy Development (Y) will be good because of the data distribution.

In terms of resources, the number of respondents (N) is 100, the lowest score (Min) is 29, and the highest answer score (Max) is 53. The average answer score for this variable is 41.60, and the standard deviation is 4.204, so the standard deviation is smaller than the average. This identifies that the distribution of data regarding respondents' perceptions of Resources (X2) in Creative Economy Development (Y) is good.

From the table above for creative economy, the number of respondents (N) is 100, the lowest score (Min) is 11, and the highest score (Max) is 37. The average answer score for this variable is 28.73, and the standard deviation is 6.026, so the standard deviation is smaller than the average or flat.

Regression Analysis

Multiple Linear Regression Analysis

Table 2. Multiple Linear Regression Test Results

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.341	6.325		1.002	.319
	Curriculum Content	-.125	.178	-.068	-.700	.485
	Resource	.620	.139	.432	4.458	.000

a. Dependent Variable: Creative Economy Development

Source: Primary data processed, 2022

From the table above, the output values are obtained and then entered into the multiple linear regression equation as follows;

$$\mathbf{Y = 6{,}341 - 0{,}125X_1 + 0{,}620X_2}$$

The constant value (a) is 6.341, which means that if the curriculum content and resource variables have a value of 0, then the value of the creative economy development variable will increase by 6.341.

The regression coefficient value of the curriculum content variable (X1) is negative, namely -0.125, meaning that for every increase in the curriculum content variable by 1 unit, the creative economy will increase by -0.125.

The regression coefficient value for the resource variable (X2) is positive, namely 0.620, meaning that for every increase in the resource variable by 1 unit, the creative economy will increase by 0.620.

T-test

Table 3. T Test Results

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.943	3.371		9.179	.000
	Curriculum Content	.393	.123	.306	3.184	.002

a. Dependent Variable: Resource

Source: Primary data processed, 2022

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.193	5.518		.760	.449
	Resource	.393	.132	.411	4.469	.000

a. Dependent Variable: Creative Economy Development

Source: Primary data processed, 2022

From the t-test results table, it can be seen from one side with a significance of 0.32/2 = 0.16 with a degree of validity df = n-k-1 or 100-2-1 = 97; it is found that the t-table value is 1.290 (obtained from the point table distribution percentage t) resulting in a t-test for the two independent variables as follows:

Curriculum load hypothesis on resources

It is known that the significance value for Curriculum Load on Resources is 0.002 < 0.05, with a calculated t of 3.184 > 1.290, so it can be concluded that there is an influence of Curriculum Load on Resources. This aligns with research conducted by Hafiana (2017) and Agrosamdhyo et al (2018) that the formation of graduate resources can be done through curriculum content. Progress because

they have insight and an entrepreneurial attitude. Therefore, to support the development of the creative economy, curriculum content must be designed in an exciting and applicable way so that it can attract student interest can produce graduate resources capable of developing the creative economy.

Resource hypothesis on the development of the creative economy

It is known that the significance value of this research is in line with research conducted by M Hasan (2018), which confirms that resources significantly influence the creativity of business actors.

F Test

Table 4. F Test Results

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	623.842	2	10.181	0.000[b]
	Residual	2971.868	97		
	Total	3595.710	99		

a. Dependent Variable: Creative Economy Development

b. Predictors: (Constant), Resource, Curriculum Content

Source: Primary data processed, 2022

Based on the table above, it can be seen that the significance value for the influence of X1 (Curriculum Content) and Resources to Y. Based on the findings of the regression analysis above, it can be seen that curriculum content and resources both have the opportunity or potential to become factors in the development of the creative economy. It can also be explained that the relationship pattern is positive, namely that the better the curriculum content and resources, the better the potential for developing the creative economy in Cirebon Regency.

Coefficient of Determination

Table 5. Coefficient of Determination Test Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.417[a]	.173	.156	5.53514

a. Predictors: (Constant), Resource, Curriculum Content

b. Dependent Variable: Creative Economy Development

Source: Primary data processed, 2022

From the table above, it can be seen that the adjusted R square value is 0.173; this means that the influence of the Curriculum Content (X1) and Resources (X2) variables can explain the Creative Economy Development (Y) variable is 17%, while the remaining is 83% explained by other factors outside the regression model.

Hierarchy Process Analysis

Hierarchy Process Analysis is an analysis that analyzes qualitative input into quantitative output so that it is easy to draw conclusions and recommendations. This analysis is suitable for use in research on economic and social issues such as on the topic of strengthening human capital and developing the creative economy. Representative stakeholders from the regional government are composed of the Cirebon Regency Bappelitbangda, the Trade and Industry Service, the Culture and Tourism Service, the Cooperatives and SMEs Service, the Manpower and Transmigration Service, the One Stop Integrated Service and Investment Service and Creative Economy Actors from the four leading economic sectors creative Cirebon Regency. Respondents representing regional governments are expected to provide answers that pay more attention to regulatory and policy aspects. Stakeholders representing creative economy business actors are one of the core stakeholders. As a research object, answers from representatives of creative economy business actors are expected to

provide a more honest picture of the field. This research analysis consists of 2 levels, as follows:

First Level Analysis (Factors)

Based on the results of the Hierarchy Process Analysis at the first level, it can be seen that Market, Marketing, and Human Resources (HR) factors are the priority in developing the creative economy in Cirebon Regency, with an equal percentage of 24%.

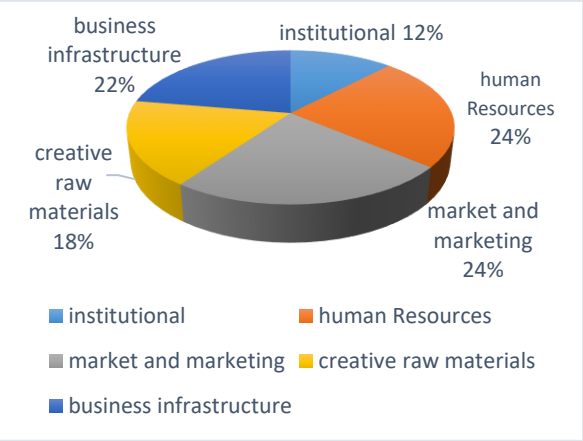

Figure 1. Results of Priority Analysis at the First Level

Market and marketing aspects and human resources are essential in developing the creative economy in Cirebon Regency based on the Hierarchy Process (AHP) analysis above. They consider that knowledge in this modern economy plays the most crucial role.

The second priority is business infrastructure, with a priority weight of 22%. Based on the results of this analysis, it can be seen that the government, as a regulator and provider, needs to plan, map, and provide business support or infrastructure in detail to support and encourage the development of the creative economy sector in Cirebon Regency. In terms of creative businesses, both producers and suppliers receive support from regulations, empowerment, and capital support (Daulay, 2018).

Second Level Analysis (Variables)

Institutional

At the second level, institutional factors consist of four variables: 1). Regional Regulations and Policies, 2). Business Actors Association, 3). Banking Support; and 4). Apparatus and Services. Based on the results found in the analysis, it can be seen that respondents assess that in the absence of regional regulations and regional policies related to the creative economy, Cirebon Regency needs to prioritize and focus on the readiness of regional regulations and policies.

Table 6. Results of Process Hierarchy Analysis (AHP) of Institutional Factors

Institutional	First wight	Percentage
Apparatus & Services	19,09	19
Laws & Policies	37,70	38
Business Actors Association	21,59	21
Banking Support	21,62	22
Total		100

Source: Primary data processed, 2022

This is reflected in the percentage weight of 38%. The next main focus is strengthening support from banking institutions to support the business continuity of creative economy business actors, including in efforts to develop the creative economy in Cirebon Regency. This is reflected in the results of the assessment weight with a percentage of 22%.

Human Resources

At the second level, human resource factors consist of four variables: 1). Creativity of business actors, 2). Procurement of training, 3). Business regeneration; and 4). They are strengthening creative imagery. Based on the results of the analysis findings, it is known that respondents think that Cirebon Regency needs to focus on strengthening the creativity of business actors.

Table 7. Results of Process Hierarchy Analysis (AHP) of Human Resource Factors

Institutional	First wight	Percentage
The creativity of Business Actors	40,80	41
Procurement of Training	22,13	22
Business Regeneration	24,93	25
Strengthening Creative Image	12,13	12
Total		100

Source: Primary data processed, 2022

This is reflected in the percentage weight of 41%. The next main focus is business regeneration, with a weight of 25%, followed by providing training and training with a percentage of 22% and strengthening the creative image at 12%.

Markets and Marketing

Analysis at the second level, market, and marketing factors consist of six variables: 1). Creative House, 2). Digital Marketing, 3). Availability of Creative Economy Website, 4). Networking, 5). IPR; and 6). Expo. Based on the analysis findings related to market and marketing factors, it is known that respondents think that Cirebon Regency needs to focus on strengthening networking.

Table 8. Results of Process Hierarchy Analysis (AHP) of Market and Marketing Factors

Markets and Marketing	First Wight	Percentage
Creative Home	20,11	20
Availability of the Creative Economy website	8,62	9
Digital Marketing	18,33	18
Networking	20,76	21
IPR	12,78	13
Expo	19,39	19
Total		100

Source: Primary data processed, 2022

This is reflected based on a percentage weight of 21%. The next focus that can be prioritized is organizing an expo with a weight of 19% and then strengthening digital marketing with a percentage of 18%.

Creative Economy Raw Materials

Analysis at the second level, creative and creative raw material factors consist of three variables: 1). Availability of raw materials, 2). Stability of raw material prices; and 3). Environmentally friendly raw materials. Based on the results of the analysis findings related to creative economy raw material factors, it is known that respondents believe that Cirebon Regency needs to focus on maintaining the stability of prices for creative economy raw materials.

Table 9. Results of Process Hierarchy Analysis (AHP) of EKRAF Raw Material Factors

Markets and Marketing	First Wight	Percentage
Availability of Raw Materials	35,73	36
Stability of Raw Material Prices	45,37	45
Environmentally Friendly Raw Materials	18,91	19
Total		100

Source: Primary data processed, 2022

This is reflected in the percentage weight of 45%. The next priority is that Cirebon Regency needs to maintain the availability of raw materials for the creative economy, with a percentage weight of 36%. As for the variable providing environmentally friendly raw materials, respondents placed it as the variable with the lowest percentage weight, namely 19%.

Business Infrastructure

Analysis at the second level, business infrastructure factors consist of three variables: 1). Provision of tools and machines, 2). Appropriate technology; and 3). Mechanization. Based on the analysis findings related to business infrastructure factors, it is known that respondents think that Cirebon Regency needs to focus on providing tools and machines. Bakhri (2017) explained that one of the important instruments for

increasing competitiveness is building good and competitive business infrastructure.

Table 10. Results of Process Hierarchy Analysis (AHP) of Business Infrastructure Factors

Market and Marketing	First Wight	Percentage
Provision of Tools and Machines	42,13	42
Appropriate technology	28,99	29
Mechanization	28,87	29
Total		100

Source: Primary data processed, 2022

This is reflected in the percentage weight of 42%. The next priority is providing appropriate technology and mechanization, with a percentage weight of 36%.

AHP Analysis of All Factors and Variables

Table 11. Results of Process Hierarchy Analysis (AHP) at Each Level

First Level	First Level Priority	Second Level	Weight	Second Level Priority
Institutional	12,16	Apparatus & Services	2,32	P19
		Laws & Policies	4,59	P12
		Business Actors Association	2,63	P17
		Banking Support	2,63	P18
Human Resources	23,94	The creativity of Business Actors	9,77	P1
		Procurement of Training	5,30	P8
		Business Regeneration	5,97	P7
		Strengthening Creative Image	2,91	P16
Market and Marketing	23,73	Creative Home	4,77	P10
		Availability of the Creative Economy website	2,05	P20
		Digital Marketing	4,35	P13
		Networking	4,93	P9
		IPR	3,03	P15
		Expo	4,60	P11
Raw material	17,81	Availability of Raw Materials	6,36	P6
		Stability of Raw Material Prices	8,08	P3
		Environmentally Friendly Raw Materials	3,37	P14
Business Infrastructure	22,35	Provision of Tools and Machines	9,42	P2
		Appropriate technology	6,48	P4
		Apparatus & Services	6,45	P5
Amount	100		100	

Source: Primary data processed, 2022

It can be seen from the table above that the factors that are prioritized at the first level are the Creativity Factor of Business Actors at the priority, the Equipment and Machinery Provision Factor at the second priority, and the Raw Material Price Stability Factor at the third level.

Human Capital Strengthening Model using the Triple Helix Method

Leydersdoff (2008) believes the triple helix can be theoretically developed into other models (quadruple-helix, etc.). The urgency of synergy between academics, business, and government is the central concept of the triple helix method (Purwaningsih, 2019).

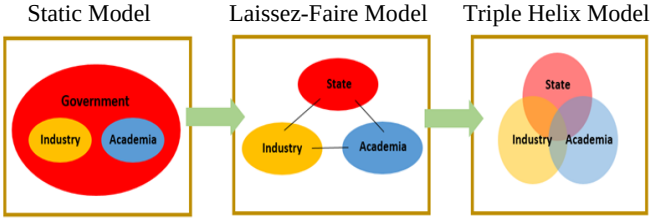

Figure 2. Triple Helix Synergy Model

The triple helix appears through four stages, according to Etzkowitz, 2008 (Anggraini, 2021), namely: 1) the transformation of each helix, 2) one helix influencing each other, 3) the creation of a new stretch of the trilateral network, and 4) trilateral organization of 3 helixes. In the triple helix model, there are three stages of evolution. The first stage is the static stage, where the government can control education and industry. The second stage is the laissez-faire stage, which is based on the three institutional spheres, and the final stage is the hybrid stage, where each institutional sphere maintains its characteristics and takes on a different role.

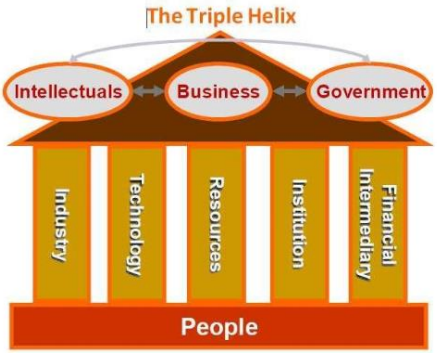

Figure 3. Creative Economy Triple Helix Development Model

The foundation of the creative economy is "people" or human resources, a characteristic of most sectors in the creative industry. Meanwhile, the five main pillars in the picture above are the main things that must be strengthened, including 1) industry, businesses operating in the creative sector; 2) technology; enabler in the implementation of creativity; 3) resources or resources; natural resources, land, etc., 4) institutions; the social order that regulates interactions between economic actors, and 5) financial intermediaries or financial distribution institutions.

The roof that covers all parts of the building is a triple helix interaction consisting of intellectuals, business, and governance. These three things are the main actors in driving the creative industry. Intellectuals or academics have a role as promoters of the birth of ideas and knowledge, which are sources of creativity. Meanwhile, business actors transform through their creativity to make it economically valuable. Moreover, the government facilitates and regulates the creative industry's development.

Resource-Based Theory Approach

According to research conducted by Barney (1992) and Grant R.M (1991) in Widodo (2009), differences in company performance are not caused by industry analysis but rather by the company's wealth, resources, and applications. The Resource-Based Theory approach to human capital analysis can be seen in Figure 4.

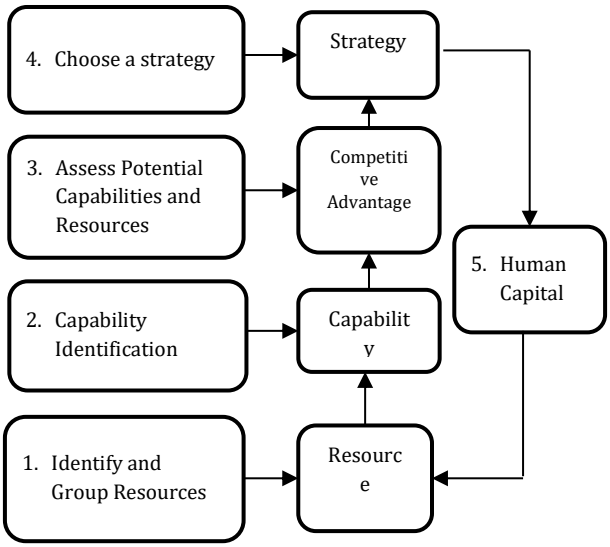

Figure 4. Human Capital Development Model

It can be seen in Figure 4 that the first step is identifying and grouping resources based on their strengths and weaknesses. Then, in the second step, resources are combined into typical capabilities. This is useful for resources to develop according to their respective competencies. The third step is to evaluate potential capabilities and resources in terms of their potential to

generate returns on the investment of resources made. The fourth step is choosing the right strategy to face opportunities in resource development. The fifth step is identifying gaps in resources and human capital to improve weaknesses.

CONLUSION

Based on the regression analysis results, it is stated that the curriculum content has a significance value of 0.002, and the calculated t value is 3.184, meaning that the curriculum content significantly influences resources. Meanwhile, the significance value of resources is 0.000, and the calculated t value is 4.458, meaning that resources significantly influence the creative economy's development. The coefficient of determination value is 0.173, meaning that the regression line equation explains 17% of variations in curriculum content and resources that can influence the development of the creative economy in Cirebon Regency.

Process Hierarchy Analysis (AHP) at the first level, policy priorities for the development of the creative economy in Cirebon Regency that must be addressed are (1) markets and marketing and Human Resources (HR) with a value of 24% (2) Business Infrastructure with a value of 22% (3) Creative Economy Raw Materials with a value of 18% and (4) Institutions with a value of 12%.

Process Hierarchy Analysis (AHP) at a more practical level found that the priority for developing the creative economy in Cirebon Regency is the Creativity of Business Actors (9.77%), then the Provision of Tools and Machines (9.42%), and thirdly, Price Stability Raw Materials (8.08%).

RECOMMENDATION

Based on the analysis and creative economy development matrix that has been prepared, the following recommendations can be presented for the development of the creative economy in Cirebon Regency:

1. IAIN Syekh Nurjati Cirebon needs to make improvements to the curriculum content so that it can increase student creativity at the education level for the development of the creative economy in the future
2. Cirebon Regency needs to improve markets and marketing, Human Resources (HR), and Business Infrastructure, which are the main priorities for developing its creative economy.
3. Cirebon Regency will immediately hold business training activities to increase business actors' creativity, improve the supply of tools and machines, and stabilize raw material prices.

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