

SOCIAL ENTREPRENEURSHIP EDUCATION IN HIGHER EDUCATION

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ABSTRACT

Social entrepreneurship is considered a new phenomenon as a field of research, and is seen as an answer to social problems that occur. Mission and creating social value is the key goal of social entrepreneurship. However, there is still limited research that focuses on raising the issue of ways/methods to increase interest in social entrepreneurship among students (social experiential learning). The urgency of this research can be seen in the results that will be produced, namely the creation of a development model/method of fostering interest in social entrepreneurship among students through short course. The results of this study where respondents will be given a short course with prepared material (pre-test vs. pre-test) show that there is a difference in the average proportion before and after training from the 5 dimensions of Social Entrepreneur Competency (SEC), namely personal competence, leadership, social innovation, social values and entrepreneurial management. Even though the small workshop concept is still on a small scale, the output of this technique can be an alternative way of fostering interest in social entrepreneurship among students. Universities can improve and evaluate the design of entrepreneurship education by involving more social learning. This process can foster deeper knowledge so that they are expected to have high social awareness by manifesting an interest in becoming social entrepreneurs.

Keywords: *social entrepreneurship; social entrepreneurship education; interest in social entrepreneurship; social entrepreneur training*

BACKGROUND

Based on reports *Global Entrepreneurship Monitor* in 2017 the world, the highest social entrepreneurial activity is the United States and China (30%), followed by sub-Saharan Africa (10%). Southeast Asia including Indonesia is a region with the fewest social entrepreneurs (5%). This condition is both a challenge and an opportunity for Indonesia. Based on the 2020 Indonesian population census where the productive age population (15-64) reaches 70.72% of the total population of 270.20 million people. In addition, the role of universities to actively promote social entrepreneurship is something that is absolutely necessary (including social entrepreneurship research). But in fact, there are still business practices that can damage the social fabric of society.

According to Samsuddin et al. (2019), post-reform Indonesian democracy shows a political symptom of what is now known as an oligarchic regime. This regime was marked by strengthening business-political relations, which positioned the actors possessing the strongest material resource base as the most dominant figures in the political arena. This phenomenon is now easily found in various regions, along with the opening of the

faucets for decentralization and electoral politics, which are full of money politics.

Entrepreneurial potential in Indonesia is also very large to be developed. Therefore there needs to be structured and sustainable efforts to explore, encourage, and grow activities related to entrepreneurship in Indonesia. Entrepreneurial activity in question is not only focused on profit alone. However, concrete efforts are needed to realize social awareness through people (empowerment) and planet (natural conservation) which are important aspects of the Triple Button Line (profit, people, planet). One of the entrepreneurial concepts that offers a social mission is social entrepreneurship.

Furthermore, the Directorate General of Higher Education, Research and Technology (Ditjen Dikristek) of the Ministry of Education and Culture has determined green economy (social entrepreneurship including its elements) to be one of the 5 main focus areas of research in 2022. The focus of social entrepreneurship research also receives special attention on Indonesia Green Growth Program by Bappenas, Merdeka Belajar Kampus Merdeka (MBKM), and Scientific Research by the Ministry of Education and Culture. The role of the government can also be seen in the program carried out by the Ministry of

Social Affairs through the Social Entrepreneurship Program (ProKUS) since 2021 with the aim of beneficiaries of the Family Hope Program (PKH) with the aim of accelerating poverty alleviation in Indonesia. Social entrepreneurship is considered to be one of the solutions to improve people's social welfare and equality, while reducing the risk of environmental damage (efforts to create a Green Economy).

Several studies regarding the interest in social entrepreneurship among students have been extensively researched (Jadmiko, 2020, 2021; Jadmiko, 2022; Tiwari et al., 2020). Research on social entrepreneurship, especially among students, is important to do as a form of accelerating the increase in the number of social entrepreneurs in Indonesia. In response to this, so far there is still limited research that focuses on methods of increasing interest in social entrepreneurship through the Small workshop technique. This effort was carried out with the aim of being able to create a method concept in incubating students so that they have a strong interest in becoming social entrepreneurs, and or changing the mindset from just ordinary entrepreneurs to social entrepreneurs. The specific purpose of this study is to analyze and test Small workshop training for students on the intention to become social entrepreneurs.

The urgency of this research can be seen in the output of the concept/method *Short course* which aims as a tool in incubating students to increase interest in becoming a social entrepreneur in tertiary institutions. The output of this research can also be expected to be developed become one of the references for study programs in formulating learning outcomes, especially in entrepreneurship courses. The importance of social aspects in the mindset of an entrepreneur helps them to care about and contribute to social problems around the environment. Furthermore, the results of this research are expected to be able to support government policies in accelerating poverty alleviation and encouraging the growth of a sovereign, just and prosperous nation's economy (accelerating the achievement of SDG's in Indonesia). And also, the entrepreneurial social concept is expected to be a solution for the development of business culture in Indonesia.

LITERATURE REVIEWS SOCIAL ENTREPRENEURSHIP

According to Portales (2019) in his book *Social Innovation and Social Entrepreneurship Fundamentals, Concepts, and Tools* there are 4 (four) elements that determine the nature of social

entrepreneurship. These elements include: (1) social mission and social value creation as the main elements; (2) Motivation focuses on changes in structural conditions that result in solutions to problems being overcome - visualized by employers as opportunities for social change; (3) Model for social and economic value generation, (4) Success based on social impact indicators and not financial performance.

Based on the entrepreneurial elements described in Portales (2019) it appears that social mission and social value creation are key/main elements in social entrepreneurship. The social mission proclaimed in the concept of entrepreneurship can make a different contribution (a new business model) that can address current social problems. The next element that is no less important is the element of motivation. The element of motivation is also based on the motivation to transform change, namely from problems creating ideas/ideas for solutions. Furthermore, the implemented social solutions lead to high economic value for a just economy. Finally, the element of social entrepreneurship is also measured not only by financial performance but by considering aspects of social impact.

Some of the elements that have been put forward by Portales (2019) emphasizes the importance of individual aspects in motivating oneself to be involved in being part of the solution in society. Motivation that appears in a person does not necessarily appear by itself. However, it is more triggered by environmental factors. Meanwhile, the government and also elements of education should contribute to various social problems. It is necessary to involve higher education in transferring elements of social entrepreneurship to students through various direct learning activities (social projects).

Social enterprises not only benefiting the organization's members or its clients, but also the larger community. Therefore, their business model includes additional elements to address social issues and generate social value (Hyup, 2016). An important point for social entrepreneurs is how they realize ideas by involving elements of empowerment. The concept of empowering each other, and moving forward together becomes positive energy. Moreover, driving these companies is their social mission and not just generating wealth, extending the definition to a social business model (Grassl, 2012). This type of model is more complex than the traditional model because it forces to broaden the definition of a

value proposition and also the mechanisms or structures that entrepreneurs follow to deliver and receive the value generated by them.

Social Entrepreneurship Education

One of the efforts to increase awareness about the importance of social entrepreneurship for economic and social welfare is to make social entrepreneurship a subject in tertiary institutions (Pischetola & Martins, 2021). Furthermore, Thomsen et al., (2021) showed that an experimental approach in transferring social entrepreneurship knowledge to students is an effective learning method in increasing awareness of social entrepreneurship.

Social entrepreneurship education is a bridge. The bridge in question is a bridge between traditional teaching methods and new learning experiences. Besides that, it is also a bridge between knowledge and application; bridges between schools, business and communities; a bridge between nations. Through this process, teachers and employers, together with facilitators, create new values in the educational process.

Meanwhile, Au et al. (2021) shows that an experimental approach in studying social entrepreneurship can provide a clear picture of the stages in pursuing a career as a social entrepreneur based on the following four dimensions: material concern, social relations, learning, and pursuing one's own projects. On the other hand, Choi et al. (2021) emphasizes that the intention to social entrepreneurship is a matter of morals and positive thoughts that are in sync with the goals of higher education. Thus, social entrepreneurship as a concept taught in higher education institutions is able to encourage students' interest and motivation to become social entrepreneurs.

At the same time, higher education institutions (PT) are increasingly involved in promoting education for social entrepreneurship. In recent years, several pedagogical trends and practices for social entrepreneur training have emerged, bringing new challenges to the academic sector (Joos and Leaman, 2014). Universities have a crucial role to play in providing economic knowledge skills training, developing creative thinking, promoting entrepreneurship and providing social impact (Hamizan-Roslan et al., 2019; Saxena, 2019; Wagner, 2012).

Today's university education must equip students to understand the new economy and react quickly to socio-economic crises. Businesses and other organizations must be prepared to address social and environmental issues (Voronkova et al.,

2019). Therefore, training programs should focus on students' awareness of social welfare while developing business and public sector logic to implement problem solving actions (Pache and Chowdhury, 2012).

Education in (social) entrepreneurship focuses on developing individual attributes to carry out tasks successfully, considering that the formation of social entrepreneurs is facilitated by appropriate skills and personal values (Othman et al., 2017). Entrepreneurship education has recently been gaining traction in Indonesia as a potential solution to spur economic growth and improve unemployment rates. Entrepreneurship education is seen as a way to promote innovation, creativity and independence among the young population. Additionally, entrepreneurship education equips students with the necessary skills and knowledge to start their own business or become successful employees in established companies.

University social entrepreneur interdisciplinary training as a relevant stakeholder in the sustainable development agenda, directs students to find opportunities to develop their creative, innovative and entrepreneurial capacities (Byun et al., 2018). Traditionally, teaching entrepreneurship takes place in business schools (Smith and Woodworth, 2012); however, the entrepreneurial experience is multidisciplinary and involves the development of transverse competencies. Many curricula approach entrepreneurship from a conventional capitalist business perspective (Buendía-Martínez et al., 2020). Therefore, it is important to incorporate elements of economics and social innovation in all areas of vocational training to create social change (Worsham, 2012).

Social enterprises benefiting not only the organization's members or its clients, but also the larger community; therefore, their business model includes additional elements to address social issues and generate social value (Hyup, 2016). The driving force behind these companies is their social mission and not just wealth generation, extending the definition to a social business model (Grassl, 2012). This type of model is more complex than the traditional model because it forces to broaden the definition of a value proposition and also the mechanisms or structures that entrepreneurs follow to deliver and receive the value generated by them.

RESEARCH METHOD

This research method uses a quasi-experimental method with a pre-test and post-test approach to social entrepreneurship training. Testing the validity of the research instrument using confirmatory factor analysis (CFA) and

reliability testing using Cronbach's alpha analysis the help of the STATA 12 application. techniques. The data analysis method used is with

Table 1. Small Workshop Materials Used in Research

No	Sub Competency	Indicator	Source
1	Personal Competence	Motivation, knowledge of others, communication, persistence and persuasion	(García-González & Ramírez-Montoya, 2021)
2	Leadership	People management, time management, collaboration work	
3	Social Innovation	Learning and adaptability, identification of social problems, creative ideas, social implications, social impact assessment of ideas, management of limited resources	
4	Social values	Empathy, ethical judgment, orientation towards sustainability, entrepreneurial spirit	
5	Entrepreneurial management	Financing and administration, strategy formulation, basic social organization	

REACH RESULTS

The object of this research is a management study program student at Bung Hatta University. The criteria used are respondents/students who have taken and passed entrepreneurship courses. This criterion is used so that participants are equipped with general knowledge and concepts related to entrepreneurship. A total of 15 samples were actively involved in the training conducted by researchers on May 26 2023. The training materials were made and adopted from García-González & Ramírez-Montoya (2021) namely Social Entrepreneurial Competency (SEC) which consists of 5 dimensions including personal competence, leadership, social innovation, social values and entrepreneurial management. Based on Table 2, respondents are dominated by women, namely 74% and have experience in entrepreneurship < 1 year (80%).

Table 2. Respondents Profil

Profile	Frequency	Percentage (%)
Gender		
Man	4	26%
Woman	11	74%
Entrepreneurial Experience		
< 1 year	12	80%
1-2 years old	1	6.6%
2-3 years	1	6.6%
>3 years	1	6.6%

n (15) = students of the Bung Hatta University Management Study Program who have taken the Entrepreneurship Course

Source: Processed STATA data (2023)

Validity and Reliability Test

Table 3. Results of Testing the Validity of the Research Instrument

Items	Loading Factors	Cronbach's alpha
KP1	0.532	0.7132
KP2	0.614	
KP3	0.280	
KP4	0.626	
KP5	0.611	
KP6	0.648	
KK1	0.583	0.7601
KK2	0.890	
KK3	0.726	
KK4	0.504	
KI1	0.808	0.8717
KI2	0.378	
KI3	0.245	
KI4	0.652	
KI5	0.796	
KI6	0.958	
KI7	0.708	
KI8	0.708	
KNI1	0.874	0.7806
KNI2	0.474	
KNI3	0.075	
KNI4	0.406	
KNI5	0.172	
KMK1	0.717	0.9101
KMK3	0.825	
KMK2	0.715	
KMK4	0.677	
KMK5	0.808	

Source: Processed STATA data (2023)

Testing the validity and reliability of the research instrument is absolutely necessary before carrying out the analysis at a later stage. The purpose of testing the validity and reliability is to ensure that the instruments used are valid and reliable for measuring research variables. Testing the validity in this study using the approach *Confirmatory Factor Analysis (CFA)* while reliability testing was done with

Cronbach Alpha with the help of the STATA application. Based on the test results, the 28-item instrument shows that 21-items are declared valid (> 0.5). Whereas the 7-items consisting of KP3, KI2, KI3, KNI2, KNI3, KNI4, and KNI5 were declared invalid because the factor loading was less than 0.5 (Table 3).

Table 4. Pretest and Pretest Test Results

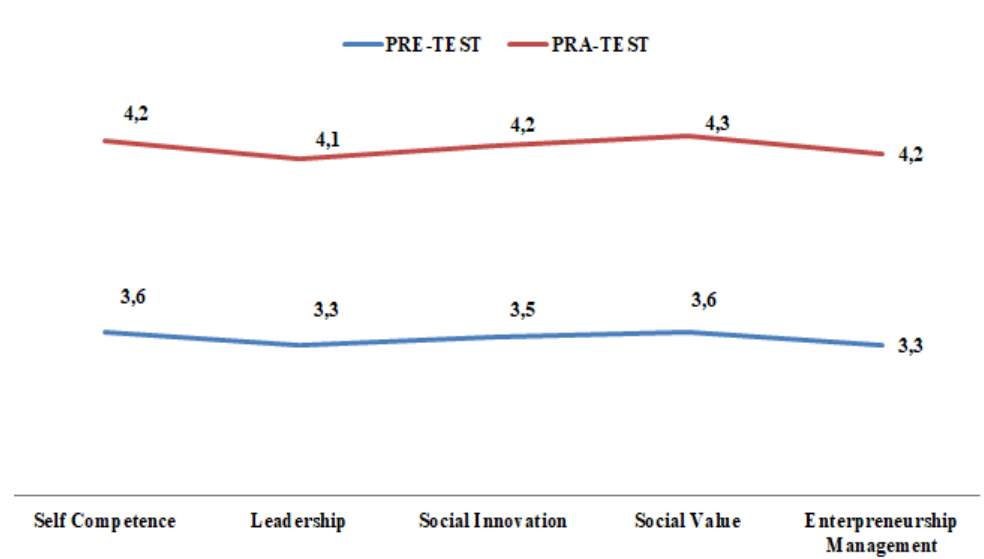
Variable	Obs	Means	Std. Err.	std. Dev.	[95% Conf. interval]			
SEC PRE-TEST	15	3.51	0.123	0.479	3,253	3,784		
SEC PRE-TEST	15	4.23	0.144	0.559	3,929	4,549		
diff	15	-0.720	0.183	0.711	-1,111	-0.326		
Mean (diff) = mean PRETEST SEC – PRATEST SEC					T = - 0.326			
		obs	mean1	mean2	dif	St Err	t value	p-value
PRETEST SEC - PRATEST SEC	15	3,519	4,240	-0.72	.184	-3.9	.002	

Source: Processed STATA data (2023)

After the validity and reliability tests have been carried out, the next step is to conduct SEC training testing using a paired t-test approach before and after the activity. The purpose of this test is to see the difference in the average proportion between before training and after training. Is the SEC training effective enough that

it has been carried out, then it is necessary to have pre and pre-tests. Table 4 describes by involving as many as 15 observations showing that there is an average difference between before and after training (Figure 1).

Figure 1. Results of the difference in the average scores of PRE-TEST and PRA-TEST



Source: processed research data (2023)

In addition to conducting tests using the paired t-test approach for all variables, this study also describes the differences in average scores based on the dimensions of Social Entrepreneurial Competency (SEC). Figure 1 shows that the overall dimensions of SEC including personal competence, leadership, social innovation, social values and entrepreneurial management show a striking difference. The difference that has the highest proportion is shown in the dimensions of entrepreneurial management and social values.

DISCUSSION

The results of this study are interesting to be discussed in more depth with the findings of other empirical studies. The results of this study are also expected to increase practitioners and academics to continue to actively promote social entrepreneurship education in higher education. Continuous collective efforts are needed to carry out various programs and training that can foster high social sensitivity and empathy towards social conditions. Higher education plays an important role in transferring innovative learning experiences by students as their basic knowledge in starting a social innovation.

Social entrepreneurship education plays an important role in higher education. It equips students with the necessary skills and knowledge to create a positive social impact through entrepreneurial endeavors. By integrating the principles of social responsibility, sustainability and ethical business practices, social entrepreneurship education instills in students a deep understanding of the interrelationships between business success and social welfare. This education prepares students to become social entrepreneurs who are committed to responding to urgent social and environmental challenges through innovative business models. Additionally, by cultivating entrepreneurial mindsets and behaviors, social entrepreneurship education empowers students to think creatively, take risks, and seize opportunities to create meaningful change in their communities and beyond.

Social entrepreneurship training at the university level is an important element in preparing students for the challenges and opportunities of today's society. By providing social entrepreneurship training, the university equips students with the necessary skills and

knowledge to identify pressing social problems and develop innovative solutions through the creation of new social enterprises. This type of education not only promotes a socially responsible and empathetic mindset, but also empowers students to become agents of change in their communities. Through social entrepreneurship training, the university fosters a culture of problem solving and creativity, enabling students to tackle complex social problems in an efficient and effective way (Jadmiko, 2021).

Students taking general entrepreneurship courses can be motivated by projects that have a social impact; they can feel more capable of entrepreneurial skills (García-González & Ramírez-Montoya, 2021). Therefore, various challenges and opportunities are faced by universities. The four challenges faced include; social entrepreneurship curriculum design, financial and funding issues, lack of professionals to teach social entrepreneurship courses, and university social and environmental problems that limit (Roslan et al., 2022). Universities are also required to increase more awareness and empathy programs. This is because social entrepreneurship has been embodied in the education system which is still theoretical and general knowledge (requires learning with learning outcomes in core skills/practice).

On the other hand, studies show students highlight that experiential learning is indispensable for social entrepreneurship education (Hussain et al., 2022). Programs that generate prosocial motivation are relevant to do, this is in line with the results of studies conducted by Jadmiko et al. (2021) prosocial motivation can increase student interest in becoming a social entrepreneur.

CONCLUSION

The results of this study can be one of the materials for promoting and formulating social entrepreneurship education. Forming a mindset of being actively involved in solving social problems even though it is supported by various parties. Higher education is one of the right places as an educational incubator, especially social entrepreneurship. Students are equipped with graduate competencies that are sensitive to various social issues around them.

One of the implications of this research is to design a training framework that can foster students' interests and social values through SEC. State and private tertiary institutions can implement social entrepreneurship education content through entrepreneurship education courses. In addition to short training designs

(shorter duration), universities can also formulate social experiential learning learning outcomes that are obtained through the assignment of various subjects. This stage is expected to trigger students to be sensitive to the surrounding social conditions.

Furthermore, social technopreneurs have also been eyed by various countries because of their real contribution to the country's economic sector. Future research can involve other dimensions in shaping student mindsets in improving and developing social entrepreneurship. Further research is needed to analyze the relationship between general entrepreneurial competencies and social entrepreneurship (García-González & Ramírez-Montoya, 2021)

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