

THE ROLE OF ENTREPRENEURSHIP EDUCATION IN MODERATING ENTREPRENEURIAL INTENTION AND SELF-DEVELOPMENT IN SOCIAL ENTREPRENEURSHIP AT STUDENTS OF THE UNIVERSITY OF PGRI ADI BUANA

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Abstract

Students as agents of change are a significant part of entrepreneurial activities. Entrepreneurial intention needs to be nurtured from an early age and can create added value for others by implementing social entrepreneurship. This study aims to determine, analyse and prove the influence of entrepreneurial intention, self-development, and social entrepreneurship with entrepreneurship education as a moderating variable. Respondents in this study were 200 students who had attended entrepreneurship education with the instrument using a closed questionnaire. The test results prove that the entrepreneurial interest variable does not affect social entrepreneurship, then the self-development variable has no significant effect on social entrepreneurship. Furthermore, the entrepreneurship education variable acts as a moderating variable that can moderate entrepreneurial intention and self-development towards social entrepreneurship. This is likely to happen because increasing enthusiasm for entrepreneurship takes time and a process. Then entrepreneurship education can foster social sensitivity that can form social entrepreneurship.

Keywords: entrepreneurship, entrepreneurship education, entrepreneurial intention, self-development, social entrepreneurship.

INTRODUCTION

Unemployment with undergraduate education is a concern for the government to be able to overcome. One of the efforts that can be taken is to implement entrepreneurship education from an early age starting from elementary school to university level. Application in higher education through learning curriculum through entrepreneurship courses. The application of entrepreneurship

knowledge is expected to foster confidence and create concern for the surrounding environment after the COVID-19 pandemic and the desire to develop will facilitate carrying out entrepreneurial activities without compromising income, which in turn can create social entrepreneurship. As an example of the entrepreneurial world, in Indonesia, the number of entrepreneurs has barely reached 2% of the overall population. <http://bappeda.jatimprov.go.id/2013/11/27/pertama-di-indonesia-jatim-luncurkan-modul-kewirausahaan/>.

A similar picture is expressed by Tjahjono and Adri (Nina Nurhasanah, 2018) who believe that to be able to overcome the problems of poverty and unemployment which are constantly increasing, it can be done by empowering the community through entrepreneurship. The social entrepreneurship strategy can be utilized to alleviate poverty. Much has been done and there have been many breakthroughs that can successfully reduce unemployment through social entrepreneurship. In social entrepreneurship, there is a very large combination of a social mission with discipline, innovation, and abundance as is usually done in the business world. However, it does not aim to make a profit, but in doing business it has a social purpose and a mixture of the two, namely not for profit, if seeking profit is solely for social purposes.

The success of social entrepreneurship needs to be supported by an entrepreneurial intention. Research conducted by Ambad and Damit (2016) concluded three things, namely: First, personal attitude is found to have a significant effect on students' intention to become an entrepreneur. As a result, it is proposed that the larger the students' attitude toward entrepreneurship, the bigger their entrepreneurial intent. Secondly, perceived behavioural control was found to have a significant impact on entrepreneurial intention among undergraduate students. Hence, if students believe it is simpler to become an entrepreneur, it will push them to do so. Thirdly, perceived relational support is found to have a significant impact on entrepreneurial intention. Thus, it can be said that the interest in entrepreneurship is a person's ability to be interested in increasing the ability to do business in an effort to regulate, manage, supervise and control his business. Someone's success or failure in entrepreneurship is sometimes a benchmark for someone to find out their interest in entrepreneurship.

The ability of an entrepreneur cannot be separated from self-development efforts to overcome challenges. Self-development is an activity to improve self-ability, based on an understanding of positive self-potential and able to raise self-confidence by increasing competence. Entrepreneurship competence implies certain knowledge, skills and attitudes towards the use of entrepreneurial approaches to solving social problems and introducing innovations (Alieksieieva, et al, 2021). Self-development is very meaningful, because by developing oneself one will be able to recognize one's potential, self-motivation so that one can achieve success both physically, intellectually, emotionally, socially, and spiritually and can be done through formal and non-formal education. In formal education at the University, entrepreneurship courses are one part of the education.

Entrepreneurship education can shape a person's mindset, attitude, and behaviour to become a true entrepreneur so that it directs them to choose entrepreneurship as a career choice. Entrepreneurship education is a learning process to change the mindset of choosing an entrepreneurial career. The entrepreneurship education can trigger the entrepreneurial initiatives by enhancing entrepreneurial mindset among the students (Petridou et al., 2009; Lubis, 2014). The success of entrepreneurship education is reflected in the success of a person's business who has followed and can have an impact on the surrounding environment. The impingement will be even greater if business activities prioritize social entrepreneurship.

Social entrepreneurship schemes develop in various sectors of Indonesian society's activities in many fields, either profit-oriented or not-for-profit. It may be clearly stated that social entrepreneurship is a type of strategy that promotes profit while also delivering added value to the society. This understanding is also explained by Bill Drayton, founder of Ashoka Foundation (in Grumbar and Elaine, 2011) who said that there are two significant elements in social entrepreneurship or social entrepreneurship. First, there is social innovation that is able to change the existing system in society. Second, the presence of individuals who have a vision, are creative, have an entrepreneurial spirit (entrepreneurial), and are ethical behind these innovative ideas. The same thing is explained by Hulgard (2010) who describes social entrepreneurship as the creation of social value formed by collaborating with other people or community organizations involved in a social innovation which usually implies an economic activity.

It may also be argued that social entrepreneurship does not merely seek profit, but also results in a union of social activities and business, such that it emphasizes social ideals and ideas for community empowerment in order to generate substantial social improvements. Social entrepreneurship is more accurately conceptualized as a pure continuum between economic and social aspects, perhaps even a combination of the two, in the sense that charitable activities must still reflect economic reality, while economic activities must still generate social value. (Yaumidin, 2013). A similar opinion is expressed by Popoviciu and Popoviciu (2011) who say that social entrepreneurship is schooled at the individual level, social enterprises are initiated in organizational movements that apply market-based strategies to achieve social change.

From the description of the characteristics of social entrepreneurship above, it can be drawn a common thread that social entrepreneurship cannot be separated from efforts to create values that contain social elements resulting from the cooperation and collaboration of people and organizational members in the community that leads to the creation of innovations in the economy to increase the level of community life. Innovation in this case leads to social innovation that can lead to community welfare and protection and sustainable development by combining other concepts such as the fulfilment of corporate social responsibility (CSR) programs that are coordinated with companies or profit-oriented organizations but are very concerned about social conditions society. In line with this explanation, Rani and Teguh (2016) emphasized that social entrepreneurship

must be rooted in the entrepreneurial context and has the nature of bringing benefits to the environment and others.

Furthermore, this study uses the concept of social entrepreneurship as an indicator of research developed by Rhenald Khasali (2004) by prioritizing the characters: brave to sacrifice and quick to act, willing to start working quietly, amenable to work with full energy, working independently, willing to make corrections self, willing to share success.

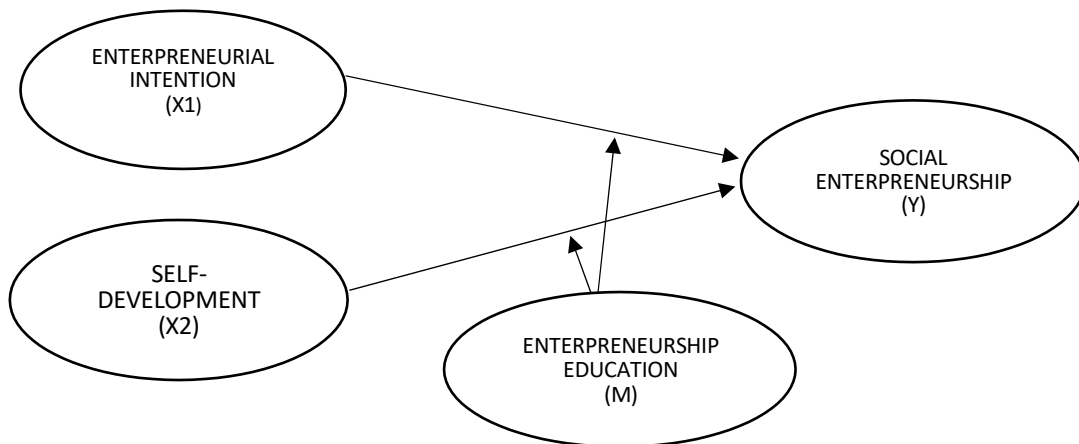
Higher Education Service Institution (LLDIKTI) Region VII East Java stated that the number of students who are entrepreneurs is an indicator to measure the interest and entrepreneurial spirit of students as indicated by (a) obtaining entrepreneurship course material, (b) attending entrepreneurship education and training, (c) obtaining entrepreneurship grants, and (d) develop a business start-up independently. Among students, it is necessary to cultivate an entrepreneurial spirit and spirit to increase the nation's competitiveness so that later they become a group of people who can create jobs (job creators) and are not just job seekers. <https://lldikti7.ristekdikti.go.id>

At the University of PGRI Adi Buana Surabaya, it can be said that it is part of the contributor to unemployment as stated by LLDIKTI Region VII that the interest and spirit of entrepreneurship are still low, as indicated by no 5% of UNIPA Surabaya students who meet indicators such as participating in entrepreneurship education and training, winning entrepreneurship grants, and can develop a start-up business independently. Although entrepreneurship education has become a concern of universities and governments, the dearth of research that focuses on social entrepreneurship in students is not widely known.

PROBLEM FORMULATION

1. Does entrepreneurial intention affect social entrepreneurship?
2. Does self-development affect social entrepreneurship?
3. Does the entrepreneurship education variable moderate entrepreneurial intention towards social entrepreneurship?
4. Does the entrepreneurship education variable moderate the self-development of social entrepreneurship?

CONCEPTUAL FRAMEWORK



HYPOTHESIS

- H1: Entrepreneurial intention affects Social Entrepreneurship
- H2: Self-development affects Social Entrepreneurship
- H3: Entrepreneurship Education is able to moderate Entrepreneurial Interest towards Social Entrepreneurship
- H4: Entrepreneurship Education is able to moderate the Self-Development of Social Entrepreneurship

METHOD

A quantitative technique is used to process the data acquired using a questionnaire instrument with a Likert scale through questions on the independent variable, dependent variable, and directing variables with 5 replies, namely: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree). There are three variables, namely the independent variable, which in this case the entrepreneurial intention and self-development, then entrepreneurship education as the moderating variable, and social entrepreneurship as the dependent variable. The sampling technique was purposive with the number of respondents in this study were 200 students who had attended entrepreneurship education through courses related to entrepreneurship and a total of 121 students had business activities in various sectors. These sectors include culinary at 34%, fashion at 19%, daily necessities 17%, accessories related to fashion at 7% and other businesses at 10%. The percentage of research respondents' gender is 75% male and 25% female. Additionally, in media sales or product promotion, there are 69% who use social media or online and 26% sell in shops or homes and 5% traditional markets. The research location is on the campus of PGRI Adi Buana University, Surabaya. The data processing utilizes the help of the IBM SPSS 25 application to dissect the collected data.

RESULTS AND DISCUSSION

Multiple regression analysis is used to predict the state (up and down) of the dependent variable. The test was carried out using two stages, consisting of multiple linear regression analysis and moderated regression analysis.

In multiple linear regression testing, the following equation is utilized.

$$Y = a_1 + b_1X_1 + b_2X_2 + e$$

Then for stage 1 moderation regression test, the following equation is used:

$$Y = a_1 + b_1X_1 + b_2M + B_3X_1 * M$$

In addition, in the second stage of the moderated regression test, the following equation is used.

$$Y = a_1 + b_1X_2 + b_2M + B_3X_2 * M$$

Multiple Linear Regression Test

In the next stage, multiple linear regression testing found that the magnitude of the constant and the magnitude of the regression coefficient for each variable and obtained the following regression equation.

Table 1.
The result of linear regression multiple analysis

Model	Coefficients			
	Unstandardized		Standardized Coefficients	
		B	Std Error	Beta
1	(Constant)	33.984	19.609	
	Entrepreneurial Intention	.337	.263	.255
	Self-Development	.077	.257	.060

Source: SPSS ver 25 data processing

$$Y = 33.984 + 0.337X_1 + 0.077X_2$$

In multiple linear regression analysis, a constant value of 33,984 is obtained, therefore if the value of the variable entrepreneurial intention and self-development is worth being social entrepreneurship, it is 33,984. Then there is a behavioural coefficient of entrepreneurial intention of 0.337 in the sense that if the value of the entrepreneurial intention is increased by one point, it means that the value of social entrepreneurship is 0.337. Furthermore, there is a coefficient of self-development value of 0.077, in the sense that if there is an increase of one point of self-development, then the value of social entrepreneurship is 0.077.

Moderated Regression Analysis

After carrying out the regression test, the next step is to investigate the moderating behavior of the variables. Moderated Regression Analysis or interaction test is a

special application of multiple linear regression where the regression equation contains elements of interaction (multiplication of two or more independent variables).

Table 2
First stage regression test: X1 M to Y

Dependent Variable: Social Entrepreneurship (Y)					
Model	Coefficients				Sig
	Unstandardized		Standardized Coefficients		
		B	Std Error	Beta	
1	(Constant)	-7.762	6.763		
	Entrepreneurial Intention	0.062	0.085	0.047	0.472
	Entrepreneurship education	0.962	0.066	0.933	0.000

$$Y = -7.762 + 0.062X_1 + 0.962M$$

This equation can be presumed as if the variable is 0 then social entrepreneurship is worth -7.762, then the coefficient of entrepreneurial intention is 0.062 which means that the variable is in line with social entrepreneurship. Moreover, the entrepreneurship education variable worth 0.962 can be interpreted that the variable being in line with social entrepreneurship.

Table 4
Second stage regression test: X2 M to Y

Dependent Variable: Social entrepreneurship (Y)					
Model	Coefficients				Sig
	Unstandardized		Standardized Coefficients		
		B	Std Error	Beta	
1	(Constant)	-4.703			0.451
	Self-development	0.013	0.082	0.010	0.878
	Entrepreneurship education	0.972	0.066	0.944	0.000

$$Y = -4.703 + 0.013X_2 + 0.972M$$

The second equation that uses the self-development variable can be inferred that the variable is 0 then the social entrepreneurship variable is worth -4.703. Next for the self-development coefficient value of 0.013, it can be interpreted that the self-development variable is in line with the entrepreneurial education variable with a value of 0.972 so that it can be construed in the direction of social entrepreneurship.

Hypothesis test

It is known that the independent variable has a substantial influence on the dependent variable when the hypothesis is tested. In the first hypothesis, the variable interest in entrepreneurship (X_1) has no significant effect on social entrepreneurship (Y) because the sig value is $0.211 > 0.05$. Then to answer the second hypothesis, the self-development variable (X_2) has no significant effect on Social Entrepreneurship (Y) because the sig value is $0.766 > 0.05$. Likewise, the variables of interest in entrepreneurship and self-development have no significant effect on social entrepreneurship because the sig value is $0.322 > 0.05$.

To answer the third hypothesis, in the regression test that includes the M variable (Entrepreneurial Education) it is known that the entrepreneurial education variable is a moderating variable of entrepreneurial intention in social entrepreneurship because the value is $0.000 < 0.05$. Additionally, in testing the fourth hypothesis, it is known that entrepreneurship education is able to moderate the self-development variable on social entrepreneurship with a value of $0.000 < 0.05$.

Discussion

Entrepreneurial intention has no significant effect on social entrepreneurship. The analysis can be seen at the significance value of $0.255 > 0.05$. It can be explained that the understanding of social entrepreneurship from students as respondents is not comprehensive. Entrepreneurship is synonymous with profit, while social entrepreneurship does not always prioritize profit, but also prioritizes community empowerment, where if the community has sustainable financial capabilities, it may also have a favourable effect on the profitability of commercial actors. The role of the entrepreneur is to choose action that brings into realization an adjacent possible that he/she values most (Caton, 2019). Efforts to empower social entrepreneurship need to be supported by various parties, especially regulators or those who provide regulations. This is as stated by Laviada et al, 2020 who wrote the design and implementation of policies to support social entrepreneurship must consider the moderating role of this variable on the entrepreneurial behaviour, because it could affect the effectiveness of such policies.

The next variable is self-development, which according to the test results obtained insignificant results with numbers $0.060 > 0.05$. It can be confirmed that students' understanding related to self-development is their understanding of the

subjects studied on campus. The development includes the development of academic and knowledge according to their field of science. This understanding needs to be expanded by providing an understanding that self-development is not only related to the scientific field they are studying, but can also be about life skills in overcoming real problems which in this case relates to the world of entrepreneurship. Self-development in the academic sphere can improve student competencies, especially those related to entrepreneurship. To support the development of entrepreneurship competence, it is important to pay attention to teaching as a complex system encompassing teachers and students to create a learning environment that evokes students' deep learning (changes in conceptual understanding) to achieve the intended outcomes. (Venesaar et al, 2021). In the same sense, a learner-centred teaching style and real-life (problem-based) active teaching methods are encouraged, and that teaching and evaluation must be matched with the desired learning goals.

Entrepreneurship education variable can moderate entrepreneurial intention in social entrepreneurship, in this case, it can be explained that providing entrepreneurship education materials on campus, can open students' understanding and change mindsets through the application of a curriculum that emphasizes efforts to find opportunities that are part of development. This examination is in line with the findings of Pulka et al (2015) which conclude entrepreneurship education course led to the development of entrepreneurial intention by the students and students may make decision in favour of starting their own businesses before or after graduation. In a sense, to find opportunities, students need to go directly to the community by looking at the potential and opportunities that exist in the community. University education plays strong role in promoting entrepreneurship as a career choice by providing necessary exposure through theoretical and practical knowledge about entrepreneurship (Ambad and Damit, 2016). Entrepreneurship education variable can moderate student self-development, in this case, it can be explained, that entrepreneurship education contains material about self-development, in the form of efforts to find potential and abilities that are less explored in individual students. With entrepreneurship education, student potential may be maximized so that self-development can coexist with student-run entrepreneurial operations.

CONCLUSION

It takes time and effort to cultivate an entrepreneurial attitude. Continuous entrepreneurial education can help with this process. Changing the mindset is part of the process to cast an entrepreneurial spirit. The change in mindset can be in the form of self-development by increasing competence, knowledge, attitudes and behaviour. Knowledge plays a role in the formation of creative and innovative ideas, the creation of a strategic mindset, decision making and communication and negotiation skills. Attitudes and conduct are aspects of the noble character that business people must possess in order to manage a firm ethically. Campus as a forum for cultivating an entrepreneurial spirit, is only one institution that can contribute.

The role of the surrounding environment is also an important part. The environment can also form social sensitivity that leads to social entrepreneurship with the main characteristic of empowering the community. The success of social entrepreneurship can be seen from the people's standard of living that is getting better, with the achievement of increasing levels of education, health and reducing social problems in the community.

This study has several limitations, including: First, the scope of the research is on the campus of PGRI Adi Buana University, where if the research location is ballooned, it is likely to get different results. It is suggested that the next researcher broaden the campus reach to include more than one city or province.

Second, the tests conducted using the moderating variable of entrepreneurship education can give different results when tested with other variables, so that the use of other moderating variables that are appropriate to the research context can be carried out in the future.

Finally, it is necessary to socialize by stakeholders on students' understanding of social entrepreneurship because it can have a positive impact on society, especially in the economic and social fields.

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