Perceived Social Support as Moderator Variable Between the Attitude of Becoming A Social Entrepreneur (ATB) on Social Entrepreneurial Intention

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Article History
Received: May 04th, 2021  Revised: May 18th, June 03rd, 2021  Accepted: June 09th, 2021

Abstract
This research is motivated by the development of the social entrepreneurship topic among students. This research focused on analyzing the antecedents of social entrepreneurial intention by involving attitudes towards becoming a social entrepreneur (ATB) and social support. A total of 208 students at Universitas Bung Hatta became respondents with the criteria of having taken lectures for at least two semesters. Moderated Regression Analysis (MRA) method was used to test the moderating hypothesis (perceived social support). This research shows that the higher the perceived social support perceived by students, the stronger the influence between ATB on social entrepreneurial intention. In this research, perceived social support plays a moderator role (purely moderated) in the relationship between ATB and social entrepreneurial intention. In addition, interesting findings of the moderating effect by gender where women have a higher moderating effect than men. One of the limitations of this research is that the sample was only within the scope of students. Hopefully, future researches can expand the scope of the sample, such as involving social entrepreneurs, so that the generalization of research results can be better. In addition, this research still has not linked several elements of context and factors, including culture, gender differences, personality characteristics, to the context of differences in developed and developing countries (local wisdom).

Keywords: Planned behaviour theory, Perceived social support, Attitude of becoming social entrepreneur (ATB), Social entrepreneurial intention

How to cite:
Jadmiko, Purbo (2021). Perceived Social Support As Moderator Variable Between The Attitude of Becoming A Social Entrepreneur (ATB) On Social Entrepreneurial Intention. Journal of Islamic Economic and Business Research Volume. 1 No. (1), 86–99. DOI:10.18196/jiebr.v1i1.11703
I. Introduction

1.1. Background

The issue of social responsibility in the business world needs special attention from various parties. There are different forms of violations and disobedience of business actors and may impact multiple social problems. Therefore, the businessman is no longer an alternative solution for a sustainable life (Bocken et al., 2014). The Triple Bottom Line concept that focuses on economic, people, and events can be a model solution for sustainable development and business. Innovative approaches in the form of re-prescribing business goals and creating social value are characteristics of a sustainable business model (Boons & Lüdeke-freund, 2013). Businessmen are no longer focus on economic (profit) but also on social aspects (people). Consequently, the social aspect should be a critical aspect in the management of each business unit.

According to Desa (2010), an innovative approach to solving social problems precisely describes social entrepreneurship. Meanwhile, these social entrepreneurs focus on fulfilling their social mission (Abu-saifan, 2012). There are different concepts between social entrepreneurship and business entrepreneurs. According to Mair et al. (2006), businessmen only focus on profit and customer satisfaction, while social entrepreneurs focus on social goals or values. In relation, they view problems as an opportunity realized through a social mission/actively participating in social activities as a new business model (Utomo, 2014). Besides, business models that promote social value innovation have higher appeals.

Social entrepreneurship has various definitions. According to Hibbert et al. (2005), social entrepreneurship is more oriented towards social and non-profit goals (profit is optimized for the purpose of social activities). Mair et al. (2006) explained that entrepreneurship is defined as a business dedicated to a social/non-profit mission. Value creation and social mission are key elements in understanding social entrepreneurship. Social value is created from the collaboration with other people and organizations involved in social innovation activities (Hulgard, 2010). Hulgar added that social entrepreneurship has at least four core elements: social value, civil society, innovation, and economic activity. 1) social value is a key element that creates social benefits for the surrounding environment; 2) civil society, collaboration, and initiatives from civil society participation through the use of community social capital; 3) innovation, social contribution in solving social problems by innovating (a combination of local wisdom with business innovation); and 4) economic activity, the balance of social mission with business activities. Innovations that bring social change seem to be a sustainable and appropriate business model to implement.

Studies on social entrepreneurship had been widely conducted by researchers, including (Tiwari et al. 2017b), (Hockerts, 2017), Lacap et al. (2018), Mohammed et al. (2017); and (Jadmiko, 2019b, 2020b, 2020a). However, according to Saebi et al. (2019), one of the recommendations for social entrepreneurial research at the level of individual analysis (the level of analysis of entrepreneurial social research consists of individual, organizational, and institutional) emphasizes more on intentions, whereas the variable of individual experiences in the past can be a moderator. On the other hand, perceived social
Perceived Social Support As Moderator Variable Between The Attitude of Becoming A Social Entrepreneur (ATB) On Social Entrepreneurial Intention

Support is an antecedent in forming social entrepreneurial intention (Mair & Naboa, 2006). Based on Younis et al. (2020), the role of perceived social support was found to be able to strengthen an individual's relationship with his interest in becoming a social entrepreneur. Furthermore, in his study, it was explained that the support received by someone strengthens their interest in running a social enterprise. Moreover, research on social entrepreneurial intention becomes an essential issue in realizing graduates who are able to make social change through social mission innovation in society. Plus, the digitalization era encourages millennials to create innovations in realizing social values and missions through social business innovation. Based on this background, this research aims to examine the role of perceived social support (moderation) on the relationship between ATB and social entrepreneurial intention among students.

II. Literature Review

2.1. Background Theory

This research relied on two main theories in the formation of the research model framework. The planned behavior theory by Ajzen (1991) in the field of behavior is to capture the basic theory of a person's intention, while the model for the formation of social entrepreneurial intention by Mair and Noboa (2006) focuses on the antecedent model of social entrepreneurial intention. Social entrepreneurship researchers have widely used the planned behavior theory model (Ajzen, 1991) to formulate a conceptual framework for research. According to Ajzen (1991), a person's actions are followed by an assessment of awareness to act in a certain way. The Planned Behavior Theory model is an extension of the Theory of Reasoned Action (TRA), where a person's intention towards behavior is formed from 2 main factors, they are attitude toward the behavior and subjective norm (Ajzen, 1975). Planned Behavior Theory describes a series of processes of planning one's behavior before acting. According to Tiwari et al. (2017b), planned behavior theory shows that one's intentional behavior is not directly influenced by antecedent variables but is mediated by one's intentional attitude. In the Ajzen model, it is explained that behavioral intentions are influenced by three factors, including attitude towards behavior, subjective norms, and perceived behavioral control.

![Figure 1. Planned Behaviour Theory](source: Ajzen (1991))

Furthermore, Mair & Naboa (2006) developed a model that can capture the formation of social entrepreneurial intention. In this model, the measurement of intention uses
individual variables. In addition, the model developed by Mair & Naboa (2006) explained that social entrepreneurial behavior is influenced by behavioral interest. At the same time, behavioral interests are influenced by perceived desirability (cognitive in the form of empathy and emotional in the form of moral judgment) and perceived feasibility (enablers in the form of self-directed and self-efficacy, and directed social support).

![Figure 2. Mair and Noboa (2006) Formation Model of Social Entrepreneurial Intention](source: Mair dan Noboa (2006))

2.2. Previous Studies

Several researchers have used the Planned Behavior Theory model to explain the antecedents of social entrepreneurial intention. A study conducted by Mohammed et al. (2017) involved student respondents at the University of Tlemcen, Algeria, where the social entrepreneurial intention was influenced by attitude toward behavior. The Planned Behavior Theory model was used by Mohammed et al. (2017) to capture social entrepreneurial intentions among students. His study found that positive attitudes and subjective norms were able to influence students' interest in starting a business in the social field. A similar study was also confirmed by the findings of Jadmiko (2020a) that attitude toward becoming a social entrepreneur had a positive effect on social entrepreneurial intention (of students of Universitas Bung Hatta). This study confirmed positive attitudes and subjective norms in individuals might increase their optimism to choose and plan to become social entrepreneurs.

In addition to ATB, perceived social support has also shown a positive influence on social entrepreneurial intention. According to Mair & Naboa (2006), a vital antecedent that can encourage the formation of intentions to become social entrepreneurs is perceived social support. Mair and Noboa (2006) and Hockerts (2017) also found that a person's perceived social support predicts social entrepreneurial intentions. The social support that a person receives helps them succeed in running a social enterprise. Individuals who feel support from people around will feel that what they do (business/social activities) is supported by others.
Perceived Social Support As Moderator Variable Between The Attitude of Becoming A Social Entrepreneur (ATB) On Social Entrepreneurial Intention

Purbo Jadmiko

Another study also confirmed that perceived social support and self-efficacy directly affect social entrepreneurial intention (Hockerts, 2017), as reinforced by Lacap et al., (2018) involving Filipino and Indonesian students, that the higher the social support perceived by students, the higher the student’s intention to become social entrepreneurs. This support can also be in the form of moral support to be part of overcoming social problems around. This support can increase a person’s confidence that what they are doing is supported by the people around them. Several empirical studies above show that the social support perceived by students who are involved in all forms of activities triggers student interest in becoming social entrepreneurs. The higher the social support they feel, the more they will be interested in becoming a social entrepreneur.

Furthermore, the Mair & Naboa (2006) model was applied by Rambe & Ndofirepi (2019) to examine the effect of perceived social support on social entrepreneurial intention in students in Zimbabwe. Perceived social support, empathy, and self-efficacy are the main factors forming social entrepreneurial intention (Rambe & Ndofirepi, 2019). Rambe & Ndofirepi (2019) emphasized the importance of social support for students to believe in taking and intending to become entrepreneurs in the social field. On the other hand, external factors (surrounding support) cannot be separated from the component of a person's intention to behave. This support also represents that what they are doing is right and supported by the environment in which they live.

There is an interesting issue where social support can be a moderator variable that strengthens the relationship between the antecedent variables of entrepreneurial intention. In Younis et al. (2020), perceived social support was able to provide a stronger impetus to individuals when what they do gets support so that it affects the higher interest in social entrepreneurship. The higher the support they feel, the more they increase their attitude to become a social entrepreneur, which then influences them (strengthens) to become a social entrepreneur. The findings of several empirical studies above become the basis for researchers to formulate and propose hypotheses, including:

H1: Attitude towards becoming a social entrepreneur has a positive effect on social entrepreneurial intention.

H2: Perceived social support moderates the influence between Attitude towards becoming a social entrepreneur on social entrepreneurial intention. The higher the perceived social support, the higher the influence between the attitude of becoming a social entrepreneur on social entrepreneurial intention.

2.3. Conceptual Framework

Based on the theoretical support and empirical researches, the conceptual framework in this study is as follows:
Perceived Social Support As Moderator Variable Between The Attitude of Becoming A Social Entrepreneur (ATB) On Social Entrepreneurial Intention
Purbo Jadmiko
Page : 86-99

III. Methodology

3.1. Data
The survey design was used to collect respondent data. The sampling technique used the nonprobability sampling method with purposive sampling technique where the eligible respondents were students who had taken at least two semesters of lectures (n=208).

3.2. The measurement technique and operational variables
This study involved the independent variable of the attitude of becoming a social entrepreneur (ATB), the moderator variable of perceived social support, and the dependent variable of social entrepreneurial intention. Social entrepreneurial intention is defined as a person's belief in the desire, determination to establish a social enterprise (Hockerts, 2015). Attitude towards becoming a social entrepreneur is defined as the extent to which a person has a positive or negative assessment of social entrepreneurs as a career choice (Tiwari et al., 2017b). Meanwhile, perceived social support is defined as the perception of formal and informal support from network utilization for what is done to enter a social enterprise (Hockerts, 2015). This study uses 11 instrument items where the entire instrument was adopted from Hockerts (2015) consists of perceived social support instruments (3 items), attitude towards becoming a social entrepreneur (3 items), and social entrepreneurial intention (5 items).

3.3. Method and Data Analysis
Instrument testing is the first step to ensure the items used in measuring the variables are valid (measuring what should be measured). The confirmatory factor analysis (CFA) method was used to test the validity, and technical analysis of Cronbach's Alpha was used to test the reliability of the research instrument. According to Hair et al. (2010), the criteria of loading factor are 0.30 (minimum level), 0.40 (better), and ≥0.50 (significant in the practical category). Furthermore, Cronbach’s alpha is used to determine consistency. While the coefficient value of Cronbach's alpha shows a value of ≥ 0.80, the reliability is considered good. The data analysis technique to test the hypothesis used a simple regression technique and the Moderated Regression Analysis (MRA) method. The moderating model measurement technique (MRA) is used for testing the moderating hypothesis with an interaction test approach where the regression equation is involved in the interaction variable (multiplication between ATB and perceived social support). MRA is a form of regression designed to determine the relationship between two variables influenced by moderating variables to determine the type of independent predictor.
variable, pure moderator or quasi moderator (Hair et al., 2010). The regression equations were as follows:

\[ \text{SEI} = \beta_0 + \beta_1 \text{ATB} + e \]  
\[ \text{SEI} = \beta_0 + \beta_1 \text{ATB} + \beta_2 \text{PSS} + e \]  
\[ \text{SEI} = \beta_0 + \beta_1 \text{ATB} + \beta_2 \text{PSS} + \beta_3 \text{PSS} \times \text{ATB} + e \]

Descriptions:
- SEI = social entrepreneurial intention
- ATB = attitude of becoming a social entrepreneur (ATB)
- PSS = perceived social support
- PSS \times ATB = entrepreneurial intention social interaction with perceived social support

IV. Results and Analysis

4.1. Result

This study involved 208 students (respondent rate 100%) from the Faculty of Economics and Business, Bung Hatta University with the proportion of male respondents (100, 48.1%), female (108, 51.9%), with the proportion age was dominated by 18-20 years (126, 60.6%). While the description of each variable shows the overall average achievement of respondents in the high category. Statistical information is presented in more detail in Table 1.

| Variable                              | N  | Minimum | Maximum | Mean  | Std. Deviation |
|---------------------------------------|----|---------|---------|-------|----------------|
| Perceived Social Support              | 208| 8.00    | 15.00   | 12.30 | 1.68           |
| Social Entrepreneurial Intention      | 208| 7.00    | 15.00   | 12.82 | 1.54           |
| Attitude Toward Behaviour             | 208| 10.00   | 25.00   | 20.82 | 2.97           |
| Valid N (listwise)                    | 208|         |         |       |                |

Source: Processed data (2021)

Testing the research instrument is the initial stage before testing the hypothesis. Instrument testing aims to ensure that the instrument used is valid and consistent with the variables to be measured. In addition, it can also detect early bias in the instrument to be used (ambiguous, etc.). CFA analysis is used to test the validation of each item of the measured variable statement item. The stage before the validity test is carried out is to check the feasibility assumption. Furthermore, the Kayser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett’s Test of Sphericity methods were used to evaluate the correlation matrix between instrument items. The examination begins by considering the KMO score > 0.50 (considered acceptable and validity testing is feasible to continue). Table 1 shows that the KMO score = 0.844 out of 11 items that measure the variables of ATB, social support, and social entrepreneurial intention. In addition, anti-image correlation values were also obtained for 11 statement items with a minimum score of 0.710 to 0.880, which indicates a strong correlation between the items. The anti-image
score is also one of the considerations that the analysis can proceed to the next stage. Based on these results, it is concluded that the analysis of the assumption of the feasibility of testing the validity can be continued to the next stage (interpretation of the loading factor value of each item).

| Table 2. The Score of KMO's |
|----------------------------|
| **Kayser-Meyer, Olkin Measure of Sampling Adequacy** | .844 |
| **Bartlett’s Test of Sphericity: Approx. Chi-Square** | 802,500 |
| **df** | 55 |
| **Sig.** | .000 |

Source: Processed data (2021)

After the feasibility assumptions are met (KMO and Anti-image correlation), the next step in validity testing is by considering the loading factor value for each component item variable. Table 2 shows the overall results of testing the validity of the research instrument using the CFA method. Based on the test results of 11 statement items, all items were declared valid (all statement items; SEI1, SEI2, SEI3, PSS1, PSS2, PSS3, ATB1, ATB2, ATB3, ATB4, ATB5 had a score of ≥0.5). Instrument reliability testing has also shown the adequacy of Cronbach’s Alpha value ≥0.6. Despite the social entrepreneurial intention variable declared as less reliable, it could still proceed further (Hair et al., 2010).

| Table 3. Research Instruments Tests |
|------------------------------------|
| **Rotated Component Matrix** |
| **Items** | 1 | 2 | 3 |
| PSS1 | .782 |
| PSS2 | .867 | 0.720 |
| PSS3 | .663 |
| SEI1 | .838 |
| SEI2 | .838 | .590 |
| SEI3 | .811 |
| ATB1 | .716 |
| ATB2 | .781 |
| ATB3 | .792 | .849 |
| ATB4 | .835 |
| ATB5 | .734 |

Source: Processed data (2021)

Furthermore, after 11 instrument items were proven valid and consistent, the next step was to analyze the data by testing the hypothesis using a simple regression technique (for testing H1) and the Moderated Regression Analysis (MRA) method for testing H2. In general, Table 2 shows the overall results of testing the research hypothesis. ATB had a positive effect on the social entrepreneurial intention with the value of Sig. at p ≤ 0.05 i.e. 0.000 (H1 supported). In testing hypothesis 1, it also shows that the regression coefficient value is 0.286 (28.6%) on social entrepreneurial intention. ATB in this model can influence 28.6% of the dependent variable. These results suggest that the ATB perceived by students has a positive effect on social entrepreneurial intention. Hence, the higher the students’ ATB, their intention to become social entrepreneurs is also higher.
Table 4. Hypotheses Tests

| Steps | social entrepreneurial intention | Result |
|-------|---------------------------------|--------|
|       | $\beta$ | $t$ | $p$ | H$_1$ (Accepted) |
| 1     | ATB     | 0,286 | 9,440 | 0,000*** |
|       | $R^2 = 0,302$*** |        |       |        |
| 2     | ATB     | 0,257 | 7,976 | 0,000*** |
| Perceived Social Support (PSS) | 0,137 | 2,402 | 0,017** |
|       | $R^2 = 0,321$*** |        |       |        |
|       | $\Delta R^2 = 0,017$** |        |       |        |
| 3     | ATB     | -0,128 | -0,672 | 0,502 |
| Perceived Social Support (PSS) | -0,536 | -1,606 | 0,110 |
| ATB x PSS | 0,033 | 2,047 | 0,042 |
|       | $R^2 = 0,335$ | $\Delta R^2 = 0,042$ |        | |

*P < 0,10; **P < 0,05; ***P < 0,01

Description: n= 208, the value is unstandardized coefficients
Source: Processed primary data (2021)

In addition, the results of testing the moderating hypothesis also show significant results. The H$_2$ that perceived social support moderates the influence between ATB on social entrepreneurial intention has Sig. value of $p$ ≤ 0,05 i.e. 0,042 (H$_2$ supported). The stages of MRA analysis are generally carried out through 3 stages of regression before determining the criteria for the moderation form. The first stage is to test the ATB variable on social entrepreneurial intention. The second stage is to include all independent variables (including perceived social support). The third step is to include the ATB variable, perceived social support, and the interaction between ATB*perceived social support (moderation) on social entrepreneurial intention (Table 3).

Based on the criteria of Hair et al. (2010), the results of testing the second hypothesis are included in the pure moderator criteria. According to Hair et al. (2010), pure moderator criteria in the regression results show that the pure variable significantly affects (strengthens/weakens) the dependent variable after the moderating variable interacts (main effect) but does not significantly affect the dependent variable before interacting with the main effect. The test results show that social support strengthens the relationship between ATB and social entrepreneurial intention. Thus, the higher the social support felt by students, the higher the influence of ATB on social entrepreneurial intention. This finding also confirms that the conceptual framework model of this study shows that perceived social support is purely a moderating variable on the relationship between ATB and social entrepreneurial intention.

In addition to testing the effect of ATB and perceived social support on social entrepreneurial intention, this study also explored the moderating effect of gender differences. Another interesting finding from this research was the difference in the moderating effect on gender. However, this research did not examine the effect of differences in the effects of the male and female gender. However, the moderating effect
shows that women have a more substantial moderating effect than men (in this case, n=100 men and 100 women). These results are the beginning of more in-depth research on topics and gender issues in research on social entrepreneurial intention, especially among students.

4.2. Analysis
Some of the research results have shown interesting findings to be discussed and become common notes to be developed. Therefore, it is hoped that researchers will seek more in-depth information on social entrepreneurial intention, especially in the field of entrepreneurship. The following are some of the results that can be explained from the results of this study are: First, the results of hypothesis testing (H1), which states that ATB has a positive effect on social entrepreneurial intention. Elements of attitudes perceived by students towards interest in becoming social entrepreneurs affect student interest in social entrepreneurship. The findings of this study are in line with Tiwari et al. (2017a) and Mohammed et al. (2017) that ATB affects a person's social entrepreneurial intention. This research confirms that the ATB perceived by students encourages students' intentions to establish social enterprises. Also, one's intention is influenced by attitudes towards social entrepreneurship. The higher a person's ATB, the higher their intention to choose and have a career as a social entrepreneur.

Furthermore, the results of this research are also in line with the model of forming interest in entrepreneurship developed by Mair & Naboa (2006). The model explained that the intention to establish a social enterprise develops through perception into desire, which is driven by cognitive-emotional factors in the form of perceived social support as an emotional factor and moral judgment (cognitive and perceived feasibility).

Second, the results of the moderation test on the hypothesis statement H2 have shown interesting findings. The results of the H2 test found that perceived social support fully moderated (purely moderated) the effect of ATB on social entrepreneurial intention. Perceived social support is fully moderated based on the assumption of Hair et al. (2010) that at the 3rd stage in the regression, the perceived social support (independent) variable no longer has a significant effect on social entrepreneurial intention. This finding is in line
with Younis et al. (2020) that perceived social support strengthens individuals who have empathy and carry out the social mission, which then affects their interest in social entrepreneurial intention. The higher the level of perceived social support, the more they show concern for social problems, forming an attitude to become a social entrepreneur (Jadmiko, 2019). The activities carried out by individuals who focus on creating a social mission and value will increase their interest in becoming social entrepreneurs when their activities are supported by others. The moral support received becomes positive energy to involve them in social activities to create social value in society. Therefore, perceived social support is the main factor forming social entrepreneurial intention (Rambe & Ndofirepi, 2019). In addition, this research has demonstrated the consistency of the model of forming an interest in social entrepreneurship developed by Mair & Naboa (2006).

V. Conclusion and Recommendation

5.1. Conclusions
The results of this research get several conclusions regarding the antecedent of social entrepreneurial intention. First, the attitude factor in the individual can affect a person's interest in becoming a social entrepreneur. The attitude shown by their interest in becoming a social entrepreneur encourages them to be interested in becoming a social entrepreneur. The higher the attitude shown by someone, the greater their interest in getting involved and becoming a social entrepreneur. Second, the attitude towards a person's interest in becoming a social entrepreneur can encourage them to be interested in becoming a social entrepreneur by strengthening the social support factor of the people around them. The support that a person receives in the form of moral donations can increase a person's interest in becoming a social entrepreneur. The encouragement they receive is able to encourage optimism that what they are doing has full support from the people around them. Why do people support it? According to Muhamad & Adham (2013), the innovative business has the power to change the industrial landscape, which theoretically is not only profitable for business people and provides value for customers, but also adds value to society.

Furthermore, the findings of this research have shown the consistency that the higher the perceived social support by students, the higher the influence between ATB on interest in becoming a social entrepreneur. Attitudes towards interest in becoming a social entrepreneur can affect a person's interest in becoming a social entrepreneur. Therefore, the results of this research are expected to be a reference on how to increase interest in social entrepreneurship among students in particular. The role of change agents owned by students is highly anticipated by the community in providing solutions to the occurring social problems. In addition, the results of this research also confirm that the element of social support is an important aspect in the growing interest in social entrepreneurship. If viewed from the aspect of tertiary institutions, the role of educators is also essential in creating moral and real support for various student activities.

Although this study did not examine the effect of moderating differences by gender, however, this study might be interesting if there is a study that focuses on examining social entrepreneurial intention on the aspect of the female gender, as has been done by
Rosca et al. (2020). In Rosca et al. (2020), women are more suited to lead social enterprises. Therefore, the research agenda in the future should not only consider the gender aspect. However, it will be more interesting when gender and cultural issues are also involved in reaching a novelty.

5.2. Recommendation

The results of this research are expected to provide important recommendations for stakeholders. In general, the implications of the results of this research are expected as material for policy briefs by higher education managers, especially in the fields of management and business (entrepreneurship). Curriculum design with entrepreneurship content should no longer be solely focused on business but can also adopt learning outcomes from social entrepreneurs. Furthermore, especially for Universitas Bung Hatta, in developing the content of entrepreneurship learning outcomes that focus on developing social entrepreneurship for students. Aspects of social problems that occur around can be a source of information for students to grow and create innovative ideas (social learning activities). The idea is expected to involve the community in the creation of an inclusive economy.

Learning activities involving cognitive aspects to create social value should be a serious concern for policymakers at the higher education level, where the role of the student as an agent of change is highly anticipated. Students can learn from social activities that are integrated with learning outcomes in the higher education curriculum. Furthermore, all fields and study programs can also be carried out with expertise in their respective fields.

On the other hand, educators, especially lecturers, can also apply the Tri Dharma of Higher Education through Community Service activities in community empowerment through the implementation of social responsibility. It can also provide real stimulus and encouragement to social activities carried out by groups and student organizations in various social activities. Therefore, this cannot be separated from the role of the government to support social entrepreneurship activities as a form of synergy between educational institutions and the government. Students become the outcome of higher education graduates as government intermediaries in economic development through social enterprises. In addition, these findings can also be the basis for formulating strategies to create competitive graduates in higher education (Zakiy, 2021).

The scope of this research is still insufficient for generalization because it only involved student respondents from the Faculty of Economics and Business, Universitas Bung Hatta. Of course, the scope of this research has not been able to represent the general conditions regarding social entrepreneurial intention among students, especially in Indonesia. Research is also needed that does not only test the level of individual analysis but also organizational analysis. This research also still has not linked gender differences, culture, and other factors in its analysis. Further research can develop other elements on the social entrepreneurial intention variable by using the Mair & Naboa (2006), model involving social business practitioners as respondents, linking the new theme of Islamic Social Entrepreneurial Intention (Ashraf, 2019), digital social entrepreneurship (Ghatak et al. 2020), as well as other relevant issues.
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