

The Perceptions of Building Students' Social Entrepreneurship in a Higher Education Context

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ABSTRACT

This study was directed to identify the extent of the students' perceptions toward the formation of social entrepreneurship in rural communities. This study was conducted to deal with social problems, namely the low income of the people and unemployment. The research method used was descriptive narrative method whereas the main explanation focused on the results of analysis of students' intentions and perceptions in the formation of social entrepreneurship by utilizing digital innovation thinking. The samples taken as participant were 15 students from two State Universities in Indonesia. The results showed that the participants' intentions were not that big to form social entrepreneurship even though their digital innovation capabilities were quite good. This was because the participants felt that establishing a business in collaboration with the community required a lot of cost, time, and energy. Finally, this study contributed to universities to focus more on growing intention in the context of the formation of social entrepreneurship as well as to the government to facilitate better activities related to the formation of social entrepreneurship.

Keywords: *Intention, Digital Innovation, Strategies, Implication, and Social Entrepreneurship*

1. INTRODUCTION

The main problem in this study was the undeveloped social entrepreneurship in the young generation environment, especially the university environment. In this article, the researchers would find out the things emerging from the results of the research in the formation of this Social Entrepreneurship. The results of social entrepreneurship lead to significant social, political, and economic changes for the community and produce innovations and social transformations [1]. Developing countries need entrepreneurship to reduce unemployment [2]. Technological advances in the role of academic entrepreneurs in technology are needed and the development of digital start-ups is an innovation stage in product and service development [3] and supported by another finding that there was still a lack of entrepreneurial studies based on digital evolution [4] and [5]. Furthermore, the social entrepreneurship has not been widespread. It can be indicated that the students' intentions were still low based on some empirical studies about digital innovation and students' entrepreneurial behavior related to intentions in accordance with Planned Behavior Theories between intentions and attitudes of entrepreneurs, subjective norms, and perceived behavioral control (perceived behavior) [6,7,8].

Social Entrepreneurship in the last 10 years highlighted the impact of education and practical exposure to entrepreneurship that can affect entrepreneurial intentions and was associated with family and ethnic factors [9].

Furthermore, Wu & Wu linked entrepreneurial learning to the world of education, which was carried out concretely based on empirical input to equip the students with meaningful knowledge in order to encourage their intention to become entrepreneurs [10]. Another study related to the design of entrepreneurial programs / services aimed at fostering and assisting entrepreneurial students who had the potential to open their own businesses [11]. In 2014, Steven Ney suggested two dimensions related to social entrepreneurship, namely social space and social change through collaboration between entrepreneurs and the community [12].

Research in 2015 showed that attention to social entrepreneurship training in education was a form of implementation in order to get instrument support from the government [13]. Average recent studies related to social entrepreneurship were about the relationship between intention and knowledge predicted to be a supporting factor for entrepreneurship that requires results [14]. Moreover, the rest was about the institutional complexity providing opportunities for social entrepreneurship [15]. Other studies suggest rural social entrepreneurship using horizontal and vertical networks as a strategy [16].

This study aimed to determine the extent of the participants' intentions toward the formation of social entrepreneurship functioned to deal with the social problems by collaborating between the students' intentions and then implement them through digital thinking of their innovations in helping the process of business results both in the production and marketing processes in order to reduce the social problems

such as poverty and unemployment. Furthermore, this study also explored the global phenomena in solving social problems (Problem Solving) with an innovative approach [17] as well as creating social impacts, social change, and social transformation [18].

2. METHODOLOGY

2.1. Research Context

This research used a qualitative interpretative approach, of which the main explanation highlighted the results of the analysis of intentions and the participants’ perceptions as students in the formation of social entrepreneurship with the support of their digital innovation thinking within the university. The curriculum in higher education aimed to develop entrepreneurial people with a vision of high-value innovation. Therefore, it was expected to form students and alumni who could give an impact on the development of human resources with an entrepreneurial spirit and innovation in order to benefit the community as well as to enhance the nation's competitiveness and to overcome the social problems such as unemployment and poverty in Indonesia. Henceforth, this research was conducted in three study programs at two State Universities in Indonesia. The first was the Social Sciences Education and Civic Education Program. The second university is the Economics Program. The researchers choose those two universities since they had access to negotiate with the universities. Furthermore, the main question in this study was how the participants’ intentions towards the perception of the formation of a Social Entrepreneurship among students aimed at addressing social problems in the West Java, Indonesia.

2.2. Research Design

This study used a qualitative exploration approach, a research approach characterized as a participatory view

based on research principles, which can raise the issue of public welfare. This qualitative research was characterized as an advocacy and participatory worldview with principles that underline the research and can promote the welfare of the community, participants, as well as researchers. Therefore, this research assumed that social entrepreneurship opened opportunities for participants to engage in entrepreneurship in collaboration with rural communities to overcome social problems including the low welfare of rural communities and unemployment.

2.3. Participants

The participants in this study were students at two state universities in Indonesia. There are 15 participants including 9 females and 6 males, consisting of 5 social science students, 5 civic education students, and 5 economics students. The participants’ age ranges from 19 years to 23 years. Some participants had experienced to have business both manually and digitally although they were not brave enough to experience a social business.

2.4. Data Collection and Analysis

2.4.1. Data Collection

The researchers collected the data by using in-depth and multiple interview techniques to those 15 participants. It lasted for 3 days and 5 persons for 1.5 – 2 hours per day. Thus, the researchers provided the questions carefully, freely, and the participants responded clearly and real without any pressure. Furthermore, the researchers were assisted by the research assistants to provide the questions to the participants in the relax and unimpressed atmosphere. Thus, they interviewed the participants deeply and obtained the information needed via recorder. The questions include:

Table 1.
Item Question

No.	Construct	Question
A.	Intention	Have you ever studied entrepreneurship education? Do you intend to do your own business or social entrepreneurship? Do you prefer doing a social entrepreneurship while studying or after graduating or after working for some years? Explain! How do you think about doing a social entrepreneurship but you cannot continue your study?
B.	Digital Inovation Thinking	How interest you are in using digital, social media, such as Facebook, Whatsapp, Instagram, Line, Twitter, and other various applications? To what extent is your insight about digital era? How often is your digital usage in social media to try being entrepreneurship?
C.	The Formation of Social Entrepreneurship	How are your efforts to help the rural community to increase their prosperity? How does your leadership influence your way to help the rural community? If you have any intention to do a social entrepreneurship, what are your obstacles?

The researchers divided the data collections into 3 groups consisting of 5 participants in each group. A research assistant assisted the researchers during the interview

process. It took 1.5 to 2 hours to talk with the participants. The interviews were conducted in three different places, namely at their campus locations. Each interview session

was equipped with a voice recording so that the expected questions did not deviate from the guidance designed and the voice recording recorded the interview properly to make sure that the recording results were replayable while being typed.

2.4.2. Data Analysis

The data obtained was the results of in-depth interviews and was focused on the answers to the questions. Transcript of the participants' interview was analyzed in 3 different stages according to the construct of each question. The first stage was the initial stage of obtaining information from the participants. The information was related to their insight on social entrepreneurship, information resources about social entrepreneurship, and whether the participants had a plan to do an independent business or even social business during their study or after finishing it even, they do not want to continue their study; they just plan to do business directly. Moreover, this question aimed to find out the obstacles faced in the attempt to run a business. The second stage was the information about how their intentions in entrepreneurship in general. This is related to their thinking about digital innovation in entrepreneurship. Finally, the third stage was the extraction of information on participants' perceptions in the formation of social entrepreneurship.

3. FINDINGS AND DISCUSSION

From the interview analysis, the researchers presented several finding themes in the article as follows: (1) entrepreneurial intention (2) Thought of digital innovation, and (3) Perception of the formation of social entrepreneurship. The following are the data analysis and discussion:

3.1. Entrepreneurial Intention

The intention of entrepreneurship is one of the success factors in the formation of social entrepreneurship. Previous research showed that intentions played a major role in social entrepreneurial behavior including attitudes towards entrepreneurship, proactive personality, attitudes towards entrepreneurship education / university environment, perceptions of behavioral control and risk-taking tendencies [19].

Based on the results of the interviews about intentions, it was found that 11 participants had the intention to run a business both independent and social businesses and the rest had no intention. Firstly, we discussed with the interested participants. They said that running a business required an intention that leads to business behavior, this is in accordance with the Theory of Planned Behavior (TPB) [20], who defined that the intention is determined by three factors, including; attitudes toward behavior, subjective norms, and behavioral control. Shapero [21] stated that the intention is supported by the desires, perceptions of

worthiness, and propensity to act. Moreover, the intention was predicted to be involved in entrepreneurial activities [8]. Furthermore, they stated that in entrepreneurship, networking is also required. Thus, they are interested in running the business now, which is in line with the empirical studies stating that social networking is very important in economic activities [22].

Another case is the participants who do not have the intention to run a business, either an independent business or a social business. It is important that their mindset be fixated by their parents' works, namely as Civil Servants. Therefore, they do not wish to become entrepreneurs. Besides, they focus to continue their study as the main priority. Moreover, the funding problem made them think that it was not enough to run a business, because one of the resources needed for entrepreneurship is financial resources (personal savings, bank loans, venture capital and various forms of public support) [23].

3.2. The Thought of Digital Innovation

The description of the interview results above shows that all participants agreed to the use of social media as a mean for entrepreneurship. Despite using them to communicate formally and informally, the digital facilities are used to market the merchandises as a form of innovation that they think it can be more efficiently and quickly accessed to the whole community.

Participants are very interested in the digital world and they master the features or applications of models used to run the business or market the goods in order to achieve target profit, of which actually the digital technology is able to face the profit competition [6]. They are also aware that by mastering the digital world, they will get the results or profits, while those who push people forward and benefit, one of them is through the technology [24]. In fact, the participant's intensity in using digital on social media is classified often, because they realize that using social media can make everything easy to be done, and then digital innovation by developing the application of sophisticated technology leads to an entrepreneurial approach [25].

3.3. Perception of the formation of social entrepreneurship

The results of the analysis of the construct of social entrepreneurship show that the students who are interested in and want to do a social business are those who have social business experience even if only briefly or just by looking at their parents' business. The rest are pure people who want to help the community and be useful in the society. In other studies, it has been stated that doing something to improve the condition of others and create value in his /her personal self is a social endeavor [26]. In communicating, most of the participants are good enough, but they still need to be accompanied or directed to be able to work with farmers so that their leadership spirit is expected to grow well. Students

will become our future business leaders, and must overcome the social problems caused by business by implementing the solutions such as social entrepreneurial ventures [27].

Generally, the analysis of the above data shows that the perception of the participant to the formation of social entrepreneurship is moderate. It is supported by the evidence that they have got entrepreneurship education [28], which more or less gives them an idea of entrepreneurial education needed by students and can be linked to the curriculum, innovation, and differences in needs [29]. Then, they actually have the intention to run a new business, although there are still many considerations, one of which is about the capital and time to run it. This interest is due to various factors, one of which they are interested in business results, because they think that the business is full of challenges and fun, even though overall the intention to run a business is still in the medium range. Koe stated that the intention of the millennial generation towards entrepreneurship is not so clear. It is necessary for Ajzen's theory to be reviewed again about TPB Planned Behavior [14], which explains that individual attitudes are important factors that influence their entrepreneurial intentions.

The similar study related to one of the goals of the formation of social entrepreneurship that is making a balance between social awareness and commercial principles is in the research conducted by [30]. Another research on social entrepreneurship that links to the student intentions is carried out at the University of Gauteng. North West University identified the factors forming social entrepreneurship, including; social entrepreneurship intentions, attitudes towards entrepreneurship, proactive personality, attitudes towards entrepreneurship education / university environment, perceptions of behavioral control and risk-taking tendencies [19].

The difference in the results between the previous research and this one is included in the research conducted by Jarrodi, who identified that the intention to conduct social entrepreneurship is supported by the matters related to politics, namely anti-statist, neoliberal, and reformist [26]. Then, a study in China by Kaijun produced the conclusion about entrepreneurship education that the students in China were motivated in undergoing entrepreneurship education, because they already have previous entrepreneurial experience and want to gain additional entrepreneurial knowledge. According to them, the additional knowledge can be obtained from several other entrepreneurial colleagues or additional facilities and guidance from their university [31]. Furthermore, the results of another study concluded that successful social entrepreneurship could produce social transformation, especially leading to significant changes in the social, political, and economic context for the poor and marginalized groups [1].

3.4. Problems in the Formation of Social Entrepreneurship

Furthermore, based on the results of in-depth interviews and analysis above, there are still several problems in the perception of the formation of social entrepreneurship faced by the participants. Then several strategies are needed in dealing with these problems, which are as follows:

3.4.1. The Increasing Intention

The main thing that underlies the formation of social entrepreneurship is the intention of students to be willing to open their minds and to start trying to understand and to take a risk to run a business. Individual attitudes are important factors that influence their entrepreneurial intentions [20]. At least, they see what their friends, those who already have business, have done. As the results, the intention will emerge and later it will affect the attitude of entrepreneurship [8]. This increasing interest can also be realized, because they have already gained the knowledge about entrepreneurship.

3.4.2. Increasing Entrepreneurship Knowledge

It is essential that Entrepreneurship Knowledge or education should be given to students either in form of formal education (inside the classroom) or informal education (outside the classroom). With entrepreneurship education, students are expected to understand the characteristics that exist in entrepreneurship itself and at the same time can foster their interests. Some psychological characteristics are found in a number of studies as determinants of entrepreneurial behavior such as: (i) the need of achievement [32]; (ii) self-confidence and locus of control, and (iii) innovative behavior [33]. Digital-based education really needs to be improved to help them make the qualified products that look attractive and market them in short-time and much more economical in terms of financial aspects. ICTs provide the tools needed to improve the teaching and learning as well as to support the student-centered learning environments [34]. One of the success factors in social entrepreneurship is due to using innovations that mobilize the activities of entrepreneurship [1].

3.4.3. Implementation in the Community

Social Entrepreneurship is an interesting and complex field of research that is gaining more attention throughout the world [35]. This research expected that the future participants want to see directly the business run by rural communities. Thus, the participants' entrepreneurial spirit will emerge and be encouraged to help the community. The strategies of social entrepreneurship in rural areas are horizontal and vertical networks that are typical of social entrepreneurs [16]. From that point, the students are directed to see directly how to communicate with farmers, how to be a good leader for them, and can help their

production processes to the marketing; Entrepreneurship is based on the shared communication and social interaction [36].

The three strategies above, namely Increasing Intention, Increasing Entrepreneurship Knowledge, and Implementation in the Community are several forms of thinking that arise based on the problems faced by the participants. Those strategies complement the view that in dealing with social problems and achieving social goals, it has to be noted that social entrepreneurship is an organization that is worthy of providing social economic value to the community [37]. Similarly, the strategy presented by Weerawardana stated that proactive strategy

planning with the community in terms of risk management should be applied [38].

3.5. Positive Implications for Perception of the Establishment of Social Entrepreneurship

The positive implications in this study indicate several things related to the participants' answers analyzed by researchers. Participants provide the answers and arguments in accordance with what they have done and what they will plan for the future, especially in the formation of social entrepreneurship. Hence, the researchers describe the positive implications as follow:

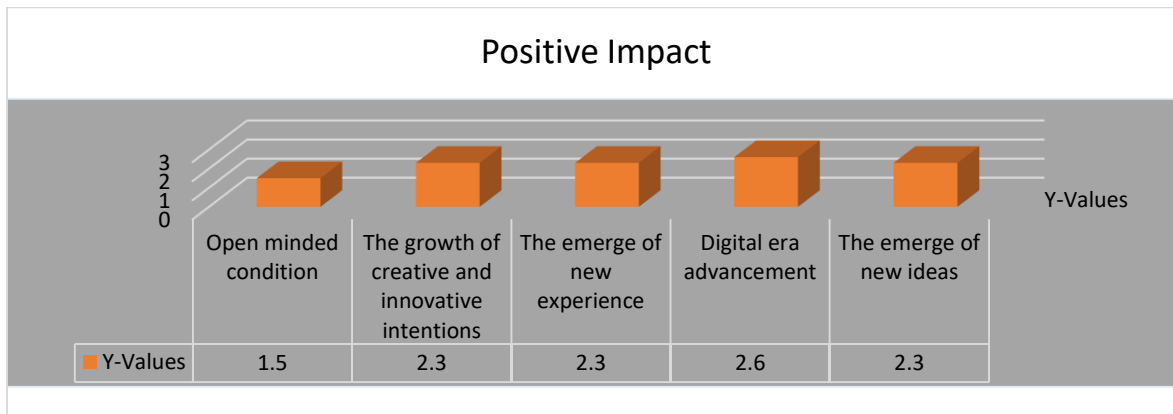


Figure 1. Positive Impact on Perception Formation of Social Entrepreneurship

Based on Figure 1 above, it explains that things that can arise from the perception of the formation of collaborative social entrepreneurship between participants and rural communities. The overall positive impact provide participants with new insights, experiences (2.3), and open-mindedness (1.5). The things that arise in these various perceptions foster a hope for them that one day they will try to make it happen. Armed with intentions (2.3), knowledge, and the ability to innovate digitally (2.6), participants want to try to be brave in helping the community. This is supported by the existence of a review that social endeavor is seen as interrelated among the fields of economic, market interaction, society, and public policy [39]. Thus, in this case, the participants play a pivotal role in motivating and cooperating with the community, hence, a good interaction can be achieved. It can be started from the community itself and be expanded later to various other fields, namely economics, markets, and public policy. Furthermore, digital-based entrepreneurship opens opportunities based on the use of digital technology, while others pursue the opportunities based on business, knowledge, and institutions [40].

4. RECOMMENDATIONS

4.1. Recommendations for University

It is expected that university will be able to further enhance its efforts to motivate the students to immediately realize and learn about entrepreneurship, especially to develop social entrepreneurship. The university should pay special attention to the entrepreneurial learning process, for example by conducting real practice in the field. Thus, the form of entrepreneurial education can be directly applied. Moreover, they could provide facilities to support the policies on social entrepreneurship run by the university in which the students become the doers. Furthermore, the implementation of digital-based education will soon be enhanced so that it will be able to equip the students to implement their knowledge.

4.2. Recommendations for the Government

The results of this study about how the Perception of the Establishment of Social Entrepreneurship, will provide an input or idea (2.3) that will greatly help solve the social problems, such as to improve social welfare for rural communities and reduce the problem of unemployment. The form of attention or participation that the government can do includes direct and indirect support to the regional

government in order to support the totality of participants in carrying out social entrepreneurial activities. Furthermore, the government is also expected to provide easy access in granting business licenses for participants who are still students and provide the assistance they need, for example in the form of production equipment to facilitate the production process. Moreover, having a good road access to rural areas will make the marketing process into the city becomes more effective. Therefore, the intervention from the government as a form of concern is very much expected both by the participants and of course by the people living in the countryside.

5. LIMITATION OF THIS STUDY

Based on the above explanation, the research on social entrepreneurship conducted in Indonesia is still limited. Other studies discuss more about entrepreneurship in general. However, the limitation of this study is that researchers have not yet reached the stage of directly inviting students to get involved in seeing life in rural areas and subsequently really plunging directly to be involved in the process of forming social entrepreneurship in collaboration with local communities. It is expected that this can be envisioned by future researchers.

6. CONCLUSIONS

In conclusion, students generally intend to do social entrepreneurship but there are still many of them who do not have the idea on how to do it immediately because they only experience learning about entrepreneurship in the classroom setting. They have not experienced it directly to see the phenomenon of entrepreneurship in the society and even in rural areas. Although the ability of students in the digital world is good enough, they are reluctant to apply it in a concrete way to create social entrepreneurship. The intention, knowledge, and thoughts of digital innovation still need to be increased. However, time, skill and cost are the main points that make students reconsider establishing the social entrepreneurship.

ACKNOWLEDGMENT

All costs for the publication of this article are borne by the Author.

Conflicts of Interest:

The authors declare no conflict of interest.

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