

The Mediating Role of Religiosity, Self-Efficacy, Moral Obligation in Prior Experience on Social Entrepreneurial Intention: Undergraduate Student Managing Country Indonesia

Purbo Jadmiko¹, Wiry Utami², Tyara Dwi Putri³, Aaron A. Vargas-Zeledon⁴

^{1,2,3}Management Department, Faculty of Economic and Business, Universitas Bung Hatta,

⁴College of Business Administration, Chonnam National University

Email: purbojadmiko@bunghatta.ac.id

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v13-i12/20054> DOI:10.6007/IJARBSS/v13-i12/20054

Published Date: 12 December 2023

Abstract

This research aims to analyze the influence of self-efficacy, moral Obligation, and Religiosity as mediators in the relationship between prior experience and social entrepreneurial intention in the student population in Indonesia. The research sample consisted of 507 students from various state and private universities in Indonesia (Google Form-based survey). Data was analyzed using the SEM PLS Structural Equation Model (SEM) method. The results of the research show that previous experience (prior experience) has a significant positive influence on social entrepreneurial intention in Indonesian students. These results indicate that students who have previous experience in a social entrepreneurial context are more likely to have the intention to engage in social entrepreneurial activities in the future. Furthermore, the findings of this research also show that self-efficacy and moral obligation act as mediators in the relationship between prior experience and social entrepreneurial intention. This illustrates that students' level of self-efficacy and feelings of moral obligation can mediate the positive impact of previous experiences on their intention to engage in social entrepreneurship. However, the role of Religiosity as a mediator was not proven to be significant in this study.

Keywords: Social Entrepreneurial Intention, Self-Efficacy, Moral Obligation, Prior Experience, Social Entrepreneurship Education

Introduction

The realm of social entrepreneurship holds a critical position in the broader landscape of societal progress and economic development. In order to comprehend its profound impact, it is imperative to emphasize the importance of studying this dynamic field and recognize the

compelling need for its exploration. Social entrepreneurs play a pivotal role in addressing diverse social and economic needs within a country. As highlighted by Noya & Clarence (2013), their contributions extend beyond the realm of profit-making, as they actively engage in endeavors that foster a more cohesive and inclusive society. The significance of these entrepreneurs lies in their ability to create jobs, thereby enhancing the overall economic fabric of a nation.

Differences in social capital emerge as a crucial factor influencing the prevalence of self-employed entrepreneurs and the average number of employees per employer. Salas-Fumas & Sanchez-Asin (2015) point out that higher social capital correlates with a reduced proportion of self-employed individuals who hire employees and an increased average number of employees per employer. This underscores the intricate relationship between social capital and entrepreneurial dynamics, showcasing its multifaceted impact on the labor market. Social capital extends its influence beyond the individual entrepreneur, permeating the very fabric of organizational collaboration. Salas-Fumas & Sanchez-Asin (2013) suggest that higher social capital tends to favor managerial hierarchies over market mechanisms as a means of governance. This intricate interplay influences the equilibrium number of entrepreneurs and the average span of control within economies boasting higher social capital. Understanding these dynamics is vital for comprehending the nuanced ways in which social entrepreneurship is embedded in the broader socio-economic framework.

Beyond the local context, the significance of social entrepreneurship takes on a global dimension, particularly in developing countries. Prieto et al. (2009) highlight the transformative potential of social entrepreneurship in leveraging human resources and nurturing leadership. In the context of developing nations, social entrepreneurship becomes a catalyst for positive change, fostering sustainable development and mitigating social challenges. In conclusion, the study of social entrepreneurship is not merely an academic pursuit but an exploration into the very heart of societal progress. The importance of this field lies in its capacity to address social and economic needs, promote inclusivity, and generate employment. Understanding the intricate relationship between social capital and entrepreneurship provides valuable insights into the organizational dynamics that shape economies. Moreover, in the context of developing countries, social entrepreneurship emerges as a powerful force for leveraging human resources and nurturing leadership. As we delve into the exploration of social entrepreneurship, we unlock the potential for transformative change on both local and global scales, making it a subject worthy of rigorous study and consideration.

Social entrepreneurship education stands as a cornerstone for fostering the next generation of innovators and entrepreneurs. Xiang et al. (2022) emphasize that this education is paramount for economic and social development, as it nurtures talents capable of thinking outside conventional boundaries. The utility of this education is evident in its role in equipping students with the skills and knowledge essential for identifying and effectively solving complex social problems. By instilling a sense of social responsibility and a problem-solving mindset, social entrepreneurship education prepares students to be proactive contributors to societal well-being.

Furthermore, the effectiveness of social entrepreneurship education lies in its ability to bridge the gap between theoretical knowledge and practical application. Xu & Li (2022) argue that it plays a pivotal role in promoting the construction of practical innovation and entrepreneurship education models. This bridge between academia and society not only enhances students' awareness of entrepreneurship but also enables them to actively engage

with real-world challenges. The utility of this approach is underscored by its potential to address societal issues through tangible solutions crafted by a new generation of socially conscious entrepreneurs.

Anđelić et al. (2022) highlight the crucial role of social entrepreneurship education in increasing the relevance, effectiveness, and scientific nature of student innovation and entrepreneurship education. By incorporating real-world scenarios and practical experiences, this form of education ensures that students are well-prepared for the demands of the modern job market. The utility lies in its ability to equip students with not only theoretical knowledge but also the practical skills and experiences necessary for success in the dynamic and competitive professional landscape. Wang (2020) accentuates the importance of individual psychological cognition in developing social entrepreneurial capabilities. The utility of focusing on individual cognition lies in its potential to cultivate a mindset that embraces challenges, risk-taking, and resilience—a mindset essential for thriving in entrepreneurial endeavors. By understanding and harnessing the psychological aspects, social entrepreneurship education becomes a holistic approach that goes beyond imparting technical skills to shaping the very mindset and attitudes crucial for success.

Social entrepreneurship education is increasingly important in developing countries as a solution to complex social and economic challenges. According to a Global Entrepreneurship Monitor (GEM) report released in 2021, social entrepreneurship education can help create jobs, increase economic inclusion, and reduce poverty levels in developing countries. The report also shows that countries that encourage social entrepreneurship education have higher levels of social entrepreneurship and a greater positive impact on the development of local communities. Thus, investment in social entrepreneurship education can contribute significantly to sustainable development and improved quality of life in developing countries. (Source:

Factors shaping interest in social entrepreneurship among students include personal traits, demographic characteristics, informal education, and entrepreneurship education (EE) (Garcia-Uceda et al., 2022). Self-efficacy, family social support, and entrepreneurial knowledge also play a role in students' interest in entrepreneurship (Suprayogi, 2022). Additionally, the perceived usefulness of social media and social media behavior has a significant relationship with entrepreneurial opportunities for young female students (Emmanuel et al., 2022). Exposure to early education and business education is important in encouraging social entrepreneurial intentions among students (Vevere et al., 2021). Furthermore, self-efficacy and entrepreneurship education are related to motivation toward social entrepreneurship among undergraduate students

Apart from that, self-efficacy, or an individual's confidence in their ability to overcome challenges in social entrepreneurship, also has a significant impact. Research by Kolvereid & Isaksen (2006) shows that a high level of self-efficacy can strengthen interest in social entrepreneurship. They state that strong self-efficacy gives individuals the confidence and drive to take the actions necessary to create social change through business ventures.

Apart from that, factors such as Religiosity and moral Obligation can also influence interest in social entrepreneurship. A study by Tang et al. (2020) highlights that the ethical values underlying Religiosity can motivate individuals to contribute to the welfare of society through social entrepreneurship. They stated that moral obligation, influenced by religious values, can be a strong driver of interest in social entrepreneurship. In this context, a deeper understanding of the interactions between these factors can provide valuable insights for

practitioners and policymakers in their efforts to stimulate interest in social entrepreneurship among the public.

In the Indonesian context, studying the influence of prior experiences, self-efficacy, Religiosity, and moral Obligation on interest in social entrepreneurship is still a relatively underexplored area of research, especially considering diverse educational backgrounds. Existing research often focuses more on certain aspects and has not fully explored the complex relationship between these factors in Indonesia's social entrepreneurship framework. Although there are several studies that show the significant influence of these factors on interest in social entrepreneurship at the global level, it is important to consider the unique aspects related to Indonesia's diverse culture, religion, and socio-economic background. When exploring previous studies,

The novelty of the findings in this research may include a deeper understanding of the complex interactions between these factors in the Indonesian context. In addition, this research can identify potential differences in the influence of these factors on groups of individuals with various educational backgrounds. These findings will provide richer insight into how to stimulate interest in social entrepreneurship in Indonesia, which can be used to develop more effective education and training approaches in supporting diverse aspiring social entrepreneurs. Therefore, this research has the potential to significantly contribute to understanding social entrepreneurship within a uniquely Indonesian cultural and social framework.

This will help us understand that an effective approach to stimulating interest in social entrepreneurship in Indonesia cannot be one size fits all, but needs to take into account the unique diversity of society and culture. Thus, this research has enormous potential to provide valuable guidance for the development of more targeted education and training strategies in supporting aspiring social entrepreneurs in Indonesia.

Literature Review

Moral Obligations

Moral obligation, or the moral obligation to help those in need, has important implications for the interest in social entrepreneurship. Research in this area reveals that individuals who feel a strong moral obligation to the welfare of society are more likely to develop an interest in social entrepreneurship. For example, a study by Mair & Marti (2006) highlights the importance of moral obligations in encouraging individuals to start business ventures that focus on solving social problems. This study shows that "individuals who feel a high moral obligation to society often have stronger intentions for social entrepreneurship"(Mair & Marti, 2006).

In addition, research by Hockerts & Wostenhagen (2010) emphasizes that successful social enterprises are often driven by founders who feel a strong moral obligation to improve social conditions. They suggest that "an individual's moral obligation to social change can be a major motor behind the formation of social enterprises and interest in social entrepreneurship"(Hockerts & Wostenhagen, 2010, p. 76). Therefore, a better understanding of the role of moral obligations in shaping interest in social entrepreneurship can provide valuable insights for the development of effective educational and support strategies for aspiring social entrepreneurs.

Recent research in social entrepreneurship interests highlights the important role of moral obligation as a mediating variable. Moral obligations can mediate between individual values and ethics and their interest in social entrepreneurship. For example, a study by Tang, Tang,

and Zhou (2020) found that moral obligation mediates the relationship between ethical values and interest in social entrepreneurship. The results of this research illustrate that "high individual ethical values positively influence moral obligations, which in turn, increase interest in social entrepreneurship"(Tang et al., 2020).

In addition, research by Shepherd & Patzelt (2011) also supports the idea that moral obligation mediates the relationship between values and interest in social entrepreneurship. This study suggests that "ethical values held by individuals can motivate feelings of moral obligation towards society, which then encourage interest in social entrepreneurship"(Shepherd & Patzelt, 2011). Therefore, further research that explores the mediating role of moral obligation in the context of interest in social entrepreneurship could provide a deeper understanding of the factors that influence individuals' decisions to contribute to social change through social entrepreneurship.

H1: Moral Obligation has a positive effect on social entrepreneurial intention

H9: Moral Obligation mediates the influence of prior experience on social entrepreneurial intention

Students Social Entrepreneurial Intention

The theme of students' social entrepreneurial intentions has become an increasingly important research focus in academic studies and practice (Jadmiko, 2020, 2021). Researchers have investigated various aspects influencing students' intentions to engage in social entrepreneurship. In addition to educational factors, the literature also emphasizes the important role played by family experiences in shaping social entrepreneurship intentions. For example, research by Santos et al. (2013) suggests that "family experience in social entrepreneurship can influence students' thinking and encourage them to develop social entrepreneurial intentions"(Santos et al., 2013).

Apart from internal factors, external factors such as social support also significantly shape students' social entrepreneurial intentions. According to Gorgievski et al. (2011), "Social support from friends, lecturers, and students' social environment can provide additional encouragement to develop social entrepreneurial intentions"(Gorgievski et al., 2011).

In today's rapidly developing social entrepreneurship ecosystem, a deeper understanding of the factors influencing students' social entrepreneurial intentions is becoming increasingly important. Growing research in this area provides a strong theoretical foundation for more effective policy and educational approaches to encourage interest in social entrepreneurship among college students. Social entrepreneurial intention is an important concept in the study of social entrepreneurship. Previous research results have revealed several factors that influence and explain individuals' intentions to engage in social entrepreneurship. One of the main factors that has been documented is the influence of previous experience.

Furthermore, research has noted that religious values and moral obligations also significantly impact social entrepreneurial intention. High Religiosity often motivates individuals to contribute to the welfare of society through social entrepreneurship, and their moral obligation to social improvement can be a powerful driver for social entrepreneurship(Tang et al., 2020). These factors emphasize the importance of values and ethics in shaping an individual's intention to contribute to social change through sustainable business ventures. Based on these findings, social entrepreneurial intention is a complex phenomenon influenced by various factors, including previous experience, self-confidence, religious values, and moral obligations. Understanding the interactions between these factors is key in

stimulating and supporting individuals' interest in social entrepreneurship, which can contribute to more effective and sustainable solving of social problems.

Prior Experiences

Previous experience significantly positively affects entrepreneurial intention (Malebana & Mahlaole, 2023). It also positively affected subjective norms and negatively affected perceived behavioral control and attitudes toward the behavior (Hamdani, 2022). However, previous exposure to entrepreneurship harms entrepreneurial intentions, subjective norms, attitudes toward behavior, and perceived behavioral control (Ashraf et al., 2021). The relationship between prior exposure to entrepreneurship and entrepreneurial intentions is partially mediated by subjective norms, attitudes toward the behavior, and perceived behavioral control (Tian et al., 2022). In addition, empathy, self-efficacy, and social support have significant positive effects on social entrepreneurial intentions (Oluwafunmilayo et al., 2018). Family business background also significantly influences entrepreneurial intentions, mediated by entrepreneurial self-efficacy, desire, feasibility, and attitudes toward business start-ups.

In addition, research by Mair & Noboa (2021) highlights that previous experience in entrepreneurship, especially in the form of social or social business, can be a strong motivating factor in forming an interest in social entrepreneurship. According to this research, "practical experience in managing a social enterprise provides valuable insight into the challenges and opportunities in social entrepreneurship, which can motivate individuals to develop a stronger interest in social entrepreneurship" (Mair & Noboa, 2021).

In the context of social entrepreneurship development, understanding the influence of previous experience is important in designing more effective educational and training approaches to inspire and support interest in social entrepreneurship among young individuals. Previous experience has a positive effect on moral obligations. Research by Stanley et al. showed that remembering past immoral actions was associated with stronger impressions of dissimilarity and changes in the sense of self over time than remembering past moral actions (Abdiaziz et al., 2022). In addition, Ahmed Ibrahim and Wibowo found that moral obligations have a positive and significant effect on taxpayer compliance (Hub, 1997). These findings suggest that individuals' past experiences of moral behavior, whether positive or negative, may influence their sense of moral obligation. Additionally, previous experience positively affects Religiosity (Syukri dan Fifi, 2023).

H2: Prior experience has a positive effect on moral Obligation

H3: Prior experience has a positive effect on Religiosity

H4: Prior experience has a positive effect on self-efficacy

Religiosity

Religiosity, or the level of a person's religious beliefs and practices, has become an interesting aspect of studying social entrepreneurial interest. Research shows that Religiosity can significantly influence an individual's intention to engage in social entrepreneurship. Therefore, further research on the role of Religiosity in social entrepreneurship will help us better understand how this factor influences individuals' intentions to contribute to social change through sustainable business ventures.

Religiosity plays an important role in shaping an individual's interest in social entrepreneurship. Research has shown that Religiosity increases perceived desirability and positive perceptions, leading to the intention to become a social entrepreneur (Khoirunnisa et

al., 2023). It has been found that Religiosity can serve as a driving force for entrepreneurial activity as individuals aspire to integrate their religious beliefs and work (Musallam & Kamarudin, 2021). Religiosity is closely related to entrepreneurial behavior and traits, distinguishing between high and low Religiosity and influencing various psychological aspects of entrepreneurship (Roundy et al., 2015). In the context of Indonesian migrants in Taiwan, religious virtues and socio-religious activities have formed solidarity and improved livelihoods through social entrepreneurship (Shohib, 2020). Overall, Religiosity has been found to positively influence an individual's interest and motivation towards social entrepreneurship.

H5: Religiosity has a positive effect on social entrepreneurial intention

H8: Religiosity mediates the influence of prior experience on social entrepreneurial intention

Self-efficacy

Self-efficacy plays an important role in shaping an individual's interest in social entrepreneurship (Deliana, 2023; R. S. A. R. Rahman & Pihie, 2014). It influences how people feel, think, motivate themselves, and behave, influencing their entrepreneurial intentions (Probstl & Schmidt-Honig, 2019). Self-efficacy can be developed through personal experience, role models, social persuasion, and psychological and emotional conditions (Urban, 2020). The development of self-efficacy is very important at the basic education level, as it contributes to increased motivation, task selection, and future social and economic development (Urban, 2020). In social entrepreneurship, self-efficacy has been found to mediate the relationship between entrepreneurial alertness and social entrepreneurial intention. Additionally, social entrepreneurial self-efficacy (SESE) has been identified as a predictor of social entrepreneurial intention (SEI). These findings indicate that self-efficacy is important in fostering interest and intention in social entrepreneurship.

H6: Self-efficacy has a positive effect on social entrepreneurial intention

H7: Self-efficacy mediates the influence of prior experience on social entrepreneurial intention

Method

The research method used in this study is a quantitative approach, which aims to collect and analyze number-based data statistically. Researchers distributed a survey via Google Forms (a sample of 507 students from state and private universities in Indonesia) to collect data. The research variable instruments Self-efficacy for social problems (3 items) and moral obligation (4 items) were adopted from Hockert (2017), social entrepreneurial intention variables (3 items) and prior experience (3 items) were adopted by Hockert (2015), while the religiosity variable was measured using items developed by Ozer et al., (2013).

Next, to ensure the validity and reliability of the survey instrument, researchers carried out validation using Confirmatory Factor Analysis (CFA). Researchers used Structural Equation Modeling Partial Least Squares (SEM-PLS) to analyze the data obtained. This method allows researchers to explore complex relationships between various variables in the research model, including latent or hidden variables. With SEM-PLS, researchers can test hypotheses and examine direct and indirect influences between variables in the theoretical framework. With a combination of quantitative methods, surveys using Google Forms, validation via CFA, and data analysis using SEM-PLS, this research is expected to provide in-depth insight into the topic studied and provide reliable results for further understanding of the phenomenon studied.

Results

In a survey involving 507 respondents, we collected diverse data regarding their profiles regarding gender, age, university background and experience starting a business. Of the 507 respondents, 68.05% were women (345 people), while the remaining 31.95% were men (162 people). The average age of respondents was 20.6 years, with an age range ranging from 17 to 28 years. This shows that the survey sample covers a variety of age groups. Respondents came from various types of universities, both public and private. Of the respondents, 46.75% came from public universities (237 people), while the remaining 53.25% came from private universities (270 people). Most respondents (15.78%) at public universities have a Social Entrepreneurship course as an independent course. 24.06% of respondents were included in the sub-chapter discussing the Entrepreneurship course, and 6.90% were not included in the curriculum. Meanwhile, at private universities, the number of respondents who had the Social Entrepreneurship course as an independent subject (24.06%) was almost comparable to those included in the discussion subchapter of the Entrepreneurship course (21.70%). In comparison, 7.50% were not included in the curriculum.

Most respondents have experience in starting a business, with the following results: 8.48% of respondents had tried to start a business, failed, and tried again but still failed; 29.59% tried to start a business only because of coursework; 12.82% have experience starting a business, and their venture or businesses are currently still operating; 22.29% had tried to start a business, but failed; 26.82% of respondents have never tried to start a business. This data provides an idea of how diverse respondents' experiences and educational backgrounds are in the context of social entrepreneurship.

Table 1*Respondent Profile*

Profile (n = 507)	Frequency	Percentage (%)
Gender		
Men	162	31.95
Female	345	68.05
Age		
Mak. (28 years)		
Min. (17 years)		
Average (20.6 years)		
Universities Background and Curriculum		
Public Universities	237	46.75
Enter, become your course (Social Entrepreneurship course)	80	15.78
Enter, but only in the subchapter discussing the Entrepreneurship course	122	24.06
Not included in the curriculum	35	6.90
Private Universities	270	53.25
Enter, become your course (Social Entrepreneurship course)	122	24.06
Enter, but only in the subchapter discussing the Entrepreneurship course	110	21.70
Not included in the curriculum	38	7.50
Experience Starting a Business		
Once but failed and started again, but still failed again	43	8.48
Once, but only because of lecture assignments	150	29.59
Once and currently, the business/business still exists/operates	65	12.82
Once, but failed	113	22.29
Never	136	26.82

Source: processed data (2023)

Table 2*Validity Test Results*

	Moral Obligations	Prior Experience	Religiosity	Self Efficacy	Social Intention	E-
MO1	0.861					
MO2	0.877					
MO3	0.827					
MO4	0.853					
PR1		0.811				
PR2		0.826				
PR3		0.829				
R1			0.828			
R10			0.738			
R11			0.774			
R2			0.870			
R3			0.866			
R4			0.878			
R5			0.838			
R6			0.886			
R7			0.902			
R8			0.903			
R9			0.923			
SEF2					0.815	
SEF1					0.758	
SEF3					0.822	
SEI1				0.857		
SEI2				0.879		
SEI3				0.721		

Source: Processed data (2023)

The outer loading validity test results in the table show how well the indicators (question items) measure the existing factors. There are five factors in this research: Moral Obligation (MO), Prior Experience (PR), Religiosity (R), Self Efficacy (SE), and Social E-Intention (SEI). First, all Moral Obligation indicators (MO1, MO2, MO3, MO4) have high outer loading values, between 0.827 and 0.877, indicating that they effectively measure Moral Obligation. Second, the Prior Experience indicators (PR1, PR2, PR3) also have quite high outer loading values, ranging from 0.811 to 0.829, indicating they are good at measuring Prior Experience. Third, in the Religiosity (R) factor, almost all indicators (R1, R2, R3, R4, R5, R6, R7, R8, R9) have outer loading values above 0.7; in fact, many of them have values above 0.8, showing strength in measuring Religiosity. Fourth, Self Efficacy (SEF) only has one indicator (SEF2) with an outer loading value of 0.815, indicating that this single indicator is quite good in measuring Self Efficacy. Fifth, in the Social E-Intention (SEI) factor, several indicators (SEI1, SEI3) have outer loading values above 0.7, with SEI2 having the highest value, 0.879. However, the SEI3 indicator has a lower outer loading value, 0.721, so it needs further attention or re-evaluation. Shows that this single indicator is quite good in measuring Self-efficacy. Fifth, in the Social E-

Intention (SEI) factor, several indicators (SEI1, SEI3) have outer loading values above 0.7, with SEI2 having the highest value, 0.879. However, the SEI3 indicator has a lower outer loading value, 0.721, so it needs further attention or re-evaluation. Shows that this single indicator is quite good in measuring Self-efficacy. Fifth, in the Social E-Intention (SEI) factor, several indicators (SEI1, SEI3) have outer loading values above 0.7, with SEI2 having the highest value, namely 0.879. However, the SEI3 indicator has a lower outer loading value, 0.721, so it needs further attention or re-evaluation.

Furthermore, these results indicate that the research instrument has strong construct validity, with most indicators making a significant contribution in measuring the corresponding factors. However, it is necessary to pay attention to indicators with low outer loading values, such as SF3, to ensure that their lower contribution does not affect the validity of the factor. Further evaluation and improvement may be necessary, and it is also important to check other aspects, such as the overall reliability of the instrument.

Table 3*Reliability Test Results*

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Moral Obligations	0.877	0.878	0.915	0.730
Prior experience	0.761	0.765	0.862	0.675
Religiosity	0.963	0.965	0.968	0.734
Self Efficacy	0.756	0.771	0.861	0.675
Social E-Intention	0.720	0.719	0.841	0.638

Source: Processed data (2023)

The reliability test results show that all research factors, namely Moral Obligation, Prior Experience, Religiosity, Self Efficacy, and Social E-Intention, have good reliability and are strong constructs in measuring the related variables. This research instrument can generally be considered valid and reliable in measuring these factors, although some factors have slightly lower AVE values than others.

Table 4

Fornell-Larcker Criterion

	Moral Obligations	Prior experience	Religiosity	Self Efficacy	Social E-Intention
Moral Obligations	0.855				
Prior experience	0.245	0.822			
Religiosity	0.650	0.108	0.857		
Self Efficacy	0.468	0.515	0.316	0.822	
Social E-Intention	0.518	0.486	0.384	0.612	0.799

Source: Processed data (2023)

The results of the Fornell-Larcker Criterion test show that each factor, namely Moral Obligation, Prior Experience, Religiosity, Self Efficacy, and Social E-Intention, has good discriminant validity because the correlation between each factor and itself is higher than

with other factors. other. This confirms that each factor effectively measures different dimensions in the construct analysis, strengthening the construct validity of the research instrument.

Table 5.*Hypothesis Testing Results (direct effect)*

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Moral Obligation on Social E-Intention (H1)	0.250	0.252	0.053	4,726	0,000
Prior experience on Moral Obligation (H2)	0.245	0.248	0.044	5,501	0,000
Prior experience on Religiosity (H3)	0.108	0.111	0.045	2,380	0.018
Prior experience on Self Efficacy (H4)	0.515	0.520	0.036	14,460	0,000
Religiosity on Social E-Intention (H5)	0.072	0.068	0.042	1,710	0.088
Self-Efficacy on Social E-Intention (H6)	0.472	0.476	0.046	10,294	0,000

Source: Processed data (2023)

The results of hypothesis testing show a significant influence between the Moral Obligation and Social Entrepreneurial Intention factors and between Prior Experience and Moral Obligation. For Moral Obligation on Social E-Intention, the Original Sample (O) value is 0.250, with a high T Statistics of 4.726 and low P Values (0.000), which indicates a significant influence between the two (H1 supported). Thus, these results provide strong evidence that Moral Obligation significantly influences the intention to engage in social entrepreneurship. Furthermore, for Prior Experience on Moral Obligation, the Original Sample (O) value is 0.245, with a high T Statistics of 5.501 and low P Values (0.000), also showing a significant influence (H2 supported). This means that previous experience can significantly increase an individual's level of moral obligation, namely their sense of moral responsibility towards social or environmental issues. This provides strong confirmation of hypothesis H2, which assumes that previous experience positively influences Moral Obligation in the context of this research. The test results show a significant influence between Prior Experience and Religiosity. A positive path coefficient value of 0.108 indicates that Prior Experience influences Religiosity positively, and the T-statistic of 2.380 (P-value = 0.018) indicates that this relationship is statistically significant. In this context, the statistical results support hypothesis H3, which states that prior experience (Prior Experience) significantly influences Religiosity, which may reflect how experience can deepen an individual's commitment to religious or spiritual values.

Apart from that, there is a significant influence between Prior Experience and Self-efficacy, with P Values of 0.000 and T Statistics reaching 14.460 (H4 supported). These results illustrate that previous experience (Prior Experience) positively and significantly influences Self Efficacy. In this context, the more previous experience an individual has in social or environmental issues, the higher their self-confidence (Self Efficacy) in their ability to overcome challenges and problems that may arise in social entrepreneurship. With highly significant results, this

study highlights the importance of prior experience in building an individual's sense of self-confidence necessary to contribute to social entrepreneurship efforts and supports the proposed hypothesis H4.

However, the influence between Religiousness and Social E-Intention is insignificant, as shown by the P Values, which are higher than the significance level (0.088) (H5 not supported). In other words, the Religiousness variable does not significantly influence individuals' intentions to engage in social entrepreneurship. Although the positive path coefficient value (0.072) indicates a positive relationship between Religiousness and Social E-Intention, with P Values above the 0.05 significance level, these results indicate that the Religiousness factor does not have a significant influence on the intention to engage in social entrepreneurship within the research framework This.

Likewise, the relationship between Self Efficacy and Social E-Intention is also significant, with P Values of 0.000 and high T Statistics, namely 10.294 (H6 supported). These results illustrate that Self-efficacy positively and significantly influences Social E-Intention. In this context, the higher individuals' confidence level (Self-efficacy) in their ability to overcome social or environmental problems, the higher their intention to engage in social entrepreneurship. With highly significant results, this study emphasizes the crucial role of Self-efficacy in shaping individuals' intentions to contribute to social entrepreneurship efforts and confirms the proposed hypothesis H6.

Figure 1 Conceptual Framework

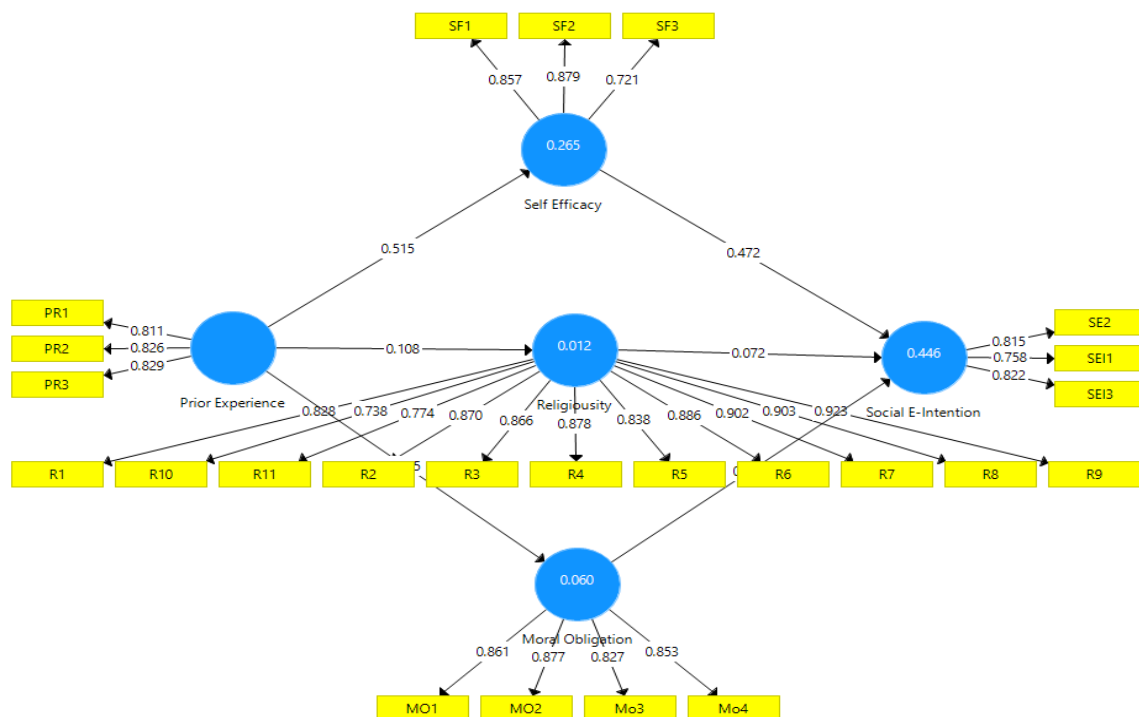


Table 6*Hypothesis Testing Results (indirect effect)*

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Prior Experience on Self Efficacy on Social E-Intention (H7)	0.243	0.248	0.032	7,650	0,000
Prior Experience on Religiousness on Social E-Intention (H8)	0.008	0.008	0.006	1,228	0.220
Prior Experience on Moral Obligation on Social E-Intention (H9)	0.061	0.063	0.019	3,247	0.001

Source: Processed data (2023)

The results of hypothesis testing from mediating variable testing with SEM PLS reveal that in the context of the influence of Prior Experience on Social Entrepreneurial Intention, self-efficacy and Moral Obligation act as significant mediators. Regarding Self-efficacy, the positive path coefficient is 0.243 with a T-statistic of 7.650 (P-value = 0.000), indicating that Self-efficacy positively and significantly influences Social Entrepreneurial Intention (H7 supported). Likewise, with Moral Obligation, the positive path coefficient is 0.061 with a T-statistic of 3.247 (P-value = 0.001), indicating that Moral Obligation positively and significantly influences Social Entrepreneurial Intention (H9 supported). On the other hand, the effect of Prior Experience on Religiousness was not proven to be significant in this research, with a path coefficient of 0.008 and a T-statistic of 1.228 (P-value = 0.220). These statistical results highlight the special role of self-efficacy and Moral Obligation in mediating the relationship between previous experience and social entrepreneurial intentions. At the same time, the influence of Religiousness is not significant in this model (H8 Not supported)..

The analysis results show that Self-efficacy and Moral Obligation have a significant role as mediators in connecting previous experience (Prior Experience) with Social Entrepreneurial Intention. Self-efficacy, with a positive path coefficient of 0.243, has significantly influenced Social Entrepreneurial Intention. This illustrates that the higher an individual's confidence level in overcoming social or environmental problems, the higher their intention to contribute to social entrepreneurship. Moral obligation, with a positive path coefficient of 0.061, is also a significant mediator in increasing Social Entrepreneurial Intention. This confirms that individuals with a strong moral obligation to social issues tend to have a higher intention to engage in social entrepreneurship.

On the other hand, the influence of Prior Experience on Religiousness, as shown by the path coefficient of 0.008 and the T-statistic of 1.228, was not proven to be significant in the context of this research. These results highlight that the Religiousness factor does not play a significant role in explaining individuals' intention to engage in social entrepreneurship within the framework of the mediating variables studied. In conclusion, these findings provide valuable insight into the importance of self-efficacy and Moral Obligation factors in shaping individuals' intentions to engage in social entrepreneurship, as well as providing a complete picture of the mediating mechanisms involved in the relationship between prior experience and social entrepreneurial intentions. Although Religiousness is not significant in this model, these results provide useful insights for designing more effective programs and strategies to

support social entrepreneurship development. These findings also contribute to the literature on social entrepreneurship and the factors influencing individuals' intentions to contribute to social change through sustainable business ventures.

Discussion

Previous experience positively influences social entrepreneurial intentions in higher education (Le et al., 2023; Aloulou & Algarni, 2022; David et al., 2022). Research conducted in Sri Lanka found a positive relationship between previous experience of social issues and social entrepreneurial intentions among the country's undergraduate students (David et al., 2022). Similarly, a study in Saudi Arabia revealed that previous experience with social issues positively affected social entrepreneurial intentions, mediated by empathy and social self-efficacy (Almeida, 2023). Furthermore, a study analyzing entrepreneurial intentions among students in higher education found that those with professional experience demonstrated higher entrepreneurial intentions. These findings suggest that prior experience is important in shaping social entrepreneurial intentions in the college context.

One of the relevant studies is research by Kusumawardhani & Pratama (2021), which shows that training and education in social entrepreneurship can strengthen the positive influence of previous experience on social entrepreneurial intentions. These results indicate that prior experience is more effective in influencing social entrepreneurial intentions when combined with understanding and knowledge through education. Likewise, research by Sánchez-García & Maldonado-Guzmán (2019) found that previous experience in entrepreneurship, especially related to social matters, had a significant positive effect on students' social entrepreneurial intentions. This illustrates that practical experience in entrepreneurship, especially in a social context, strongly impacts shaping an individual's intention to contribute to social change.

Furthermore, research by Mustika & Ramadhan (2020) adds another important dimension by showing that prior experience is an important catalyst in motivating students to consider social entrepreneurship as their career option. This indicates that prior experience influences intentions and plays a key role in influencing individuals' career choices. Based on these findings, previous experience consistently positively affects social entrepreneurial intentions in recent studies. Thus, educational programs that encourage practical experience in the context of social entrepreneurship can be a valuable investment to form a future generation that is more involved in social entrepreneurship initiatives that positively impact society.

Mediation of self-efficacy

Research by Kurniawan & Kartika (2021) found that self-efficacy was a significant mediator in the relationship between prior experience and social entrepreneurial intentions. These results suggest that individuals with prior experience in a social entrepreneurship context tend to have higher levels of self-confidence in their ability to succeed in social entrepreneurship initiatives, increasing their intention to engage in social entrepreneurship. Another relevant research is Chen et al. (2020), which shows that self-efficacy is a mediator in the influence of previous experience on students' social entrepreneurial intentions. These results underscore the importance of increasing individual self-confidence through previous practical experience in designing and managing social projects.

Likewise, research by Oo et al. (2019) adds that self-efficacy also links previous experience in social entrepreneurship to create social change. These results highlight that increasing self-efficacy can be an important target in developing educational and training programs to increase social entrepreneurial intentions. To understand the role of self-efficacy as a

mediator in the context of the influence of previous experience on social entrepreneurial intentions, these studies provide consistent evidence that self-efficacy is an important factor connecting these two variables. This has practical implications for designing more effective education and training programs to support social entrepreneurship development.

Mediation of moral obligations

One related research is by Rahman et al. (2020), which shows that moral obligation acts as a mediator in the influence of previous experience on students' social entrepreneurial intentions. The results of this study highlight that individuals who have had previous experience in social entrepreneurship tend to feel a greater moral responsibility to make positive contributions to society, which further influences their intention to engage in social entrepreneurship. Another relevant research is by Liu et al. (2019), who found that moral obligation is a role in linking previous experience in social projects with intentions to continue social entrepreneurship efforts. These findings suggest that practical experience in social entrepreneurship can increase individuals' perceptions of their moral obligation to bring about positive social change. Likewise, research by Siddique et al. (2019) adds another important dimension by showing that moral obligation can measure the extent to which individuals feel obliged to fix the social problems they identify. These results indicate that moral obligation links previous experience with social entrepreneurial intentions and can also be used to measure an individual's moral commitment to social change. In this context, moral obligation plays an important role as a mediator in the influence of previous experience on social entrepreneurial intentions. These studies provide valuable insight into how internal factors such as moral obligation can shape individuals' motivation to contribute to social entrepreneurial efforts.

Conclusion

This study reveals the importance of moral obligation and self-efficacy as mediators in the influence of prior experience on social entrepreneurial intention. It confirms the direct positive influence of previous experience on social entrepreneurial intention. These results strengthen our understanding of the complexity of factors that motivate individuals to contribute to social entrepreneurship efforts. First, previous experience provides the practical foundation and knowledge necessary for social entrepreneurship. Second, moral obligation mediates the influence of previous experience by strengthening the individual's perception of their moral responsibility to create positive social change. Third,

The practical implication for universities in Indonesia is the need to improve education and training in social entrepreneurship, which includes the development of moral obligation and self-efficacy. Higher education can play a key role in shaping students' character to become committed agents of social change. This can be achieved by integrating ethical and moral components in a curriculum focused on social entrepreneurship. Additionally, higher education can provide students with powerful practical experiences, such as internships or social projects, to help them understand social impact and build their self-efficacy.

For the Indonesian government, there is an opportunity to support social entrepreneurship initiatives by creating policies and incentives that support the development of this sector. The government can provide financial and tax support to social entrepreneurs focusing on positive social change. In addition, the government can promote social entrepreneurship education and training as part of national education programs to build a generation with strong social awareness and entrepreneurial skills.

In addition, collaboration between universities, government and the private sector can form a stronger social entrepreneurship ecosystem. In this ecosystem, various parties can work together to develop education, training and funding programs supporting social entrepreneurship growth in Indonesia. Thus, Indonesia may see more individuals who strongly intend to contribute to positive social change through social entrepreneurship.

Lastly, it is important to continue conducting further research to deepen understanding of the factors that motivate social entrepreneurial intentions. This research can provide a sharper view of the complex dynamics behind the influence of moral obligation and self-efficacy in social entrepreneurship, thereby guiding more effective educational and policy efforts in the future.

One of the main limitations of this study is the limited sample size with only 507 respondents. This relatively small sample size may not be able to represent the entire population of tertiary students in Indonesia. Results obtained from a limited sample may have limitations in generalizing the findings to a wider population. This research only involved students from state and private universities. This may not capture the diversity within the student population, who come from various educational backgrounds and experiences. Therefore, the findings may reflect something other than the situation in educational institutions such as vocational schools, vocational colleges, or special education institutions. This research uses a survey method as a data collection tool. Although this method is efficient for collecting data from many respondents, there is a risk of bias associated with self-reporting, namely the possibility of respondents giving the expected answers rather than the actual ones. In addition, survey methods can also have limitations in exploring an in-depth understanding of psychological factors that may influence social entrepreneurial intentions.

Previous research on the influence of moral obligation, self-efficacy, and previous experience on social entrepreneurial intentions has contributed valuable to our understanding of this phenomenon. Several research agendas have emerged: Previous research has shown that cultural factors can influence social entrepreneurial intentions. The next research agenda could be understanding how Indonesian culture, with its ethnic diversity and social values, influences social entrepreneurial intentions. To better understand the development of social entrepreneurial intentions over time, longitudinal research could be used to follow students from the start of their studies until after graduation. This can help identify changes and factors that influence intentions during the study. Cross-country comparative studies can provide valuable insights into how different countries' social, economic, and educational contexts influence social entrepreneurial intentions. This can help Indonesia explore best practices from other countries. By answering these questions, future research can make a more comprehensive contribution to our understanding of social entrepreneurship and how to increase individuals' intentions to contribute to social change through entrepreneurial initiatives. Education in different countries influences social entrepreneurial intentions. This can help Indonesia explore best practices from other countries. By answering these questions, future research can make a more comprehensive contribution to our understanding of social entrepreneurship and how to increase individuals' intentions to contribute to social change through entrepreneurial initiatives. Education in different countries influences social entrepreneurial intentions. This can help Indonesia explore best practices from other countries. By answering these questions, future research can make a more comprehensive contribution to our understanding of social entrepreneurship and how to increase individuals' intentions to contribute to social change through entrepreneurial initiatives.

References

- Almeida, F. S. De. (2023). The Role Of Professional Experience In The Entrepreneurial Intention In Higher Education. *International Journal Of Professional Development, Learners And Learning*, 1(1), 1–10. <https://doi.org/10.30935/Ijpdll/12736>
- Aloulou, W. J., & Algarni, E. A. (2022). Determinants Of Social Entrepreneurial Intention: Empirical Evidence From The Saudi Context. *Social Enterprise Journal*, 18(4), 605–625. <https://doi.org/10.1108/Sej-11-2021-0086>
- Amalia, N., & Hamdani, M. L. (2022). Analisis Pengaruh Sikap Finansial, Pengalaman Finansial Dan Kepribadian Terhadap Perilaku Manajemen Keuangan Dimediasi Oleh Literasi Finansial. *Fair Value: Jurnal Ilmiah Akuntansi Dan Keuangan*, 4(5), 2224–2233.
- Anđelić, S., Ilic, B., & Katanic, Z. (2022). Management Education For Social Entrepreneurship With An Emphasis On Women's Entrepreneurship. *Ekonomski Signali: Poslovni Magazin*, 17(2), 33–49.
- Ashraf, M. A., Alam, M. M. D., & Alexa, L. (2021). Making Decision With An Alternative Mindset: Predicting Entrepreneurial Intention Toward F-commerce In A Cross-country Context. *Journal of Retailing and Consumer Services*, 60(1), 1–10.
- Chen, Y., Wu, S., & Chang, Y. (2020). The Mediating Role Of Self-Efficacy On Prior Experience and Social Entrepreneurial Intention. *Frontiers In Psychology*, 11(1), 1–10.
- David, B., Matthew, C. R.-D., Cynthia, W. A., Carol, Z., Hongyu, M., Fulin, A., ... Emily, B. (2022). How Can Entrepreneurial Interventions In A University Context Impact The Entrepreneurial Intention Of Their Students? *Entrepreneurship Education*, 1(1), 1–10. <https://doi.org/10.1007/S41959-022-00083-X>
- Deliana, M. (2023). Self-Efficacy as A Factor of Entrepreneurial Intention. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, 5(4), 2573–2580.
- Emmanuel, C. P., Qin, S., Hossain, S. F. A., & Hussain, K. (2022). Factors Influencing Social-media-based Entrepreneurship Prospect Among Female Students In China. *Heliyon*, 8(12).
- Garcia-Uceda, E., Murillo-Luna, J. L., & Lafuente, J. A. (2022). Determinant Factors In Entrepreneurial Intention Among Social Work Degree Students: The Moderating Effect Of Entrepreneurship Education. *Social Enterprise Journal*, 18(4), 563–584.
- Gorgievski, M. J., Ascalon, M. E., & Stephan, U. (2011). Small Business Owners' Success Criteria, A Values Approach To Personal Differences. *Journal of Small Business Management*, 49(2), 207–232.
- Hockerts, K., & Wostenhagen, R. (2010). Greening Goliaths Versus Emerging Davids - Theorizing About The Role Of Incumbents And New Entrants In Sustainable Entrepreneurship. *Journal of Business Venturing*, 25(5), 481–492.
- Jadmiko, P. (2020). *Linking Perceived Social Support To Social Entrepreneurial Intention: the Mediating Role of Attitude Becoming Social Entrepreneur*. 6(2), 52–60. Retrieved from <https://www.jurnal.umsb.ac.id/index.php/menaraekonomi/article/download/1844/pdf%0Ahttps://www.jurnal.umsb.ac.id/index.php/menaraekonomi/article/view/1844%0Ahttps://lens.org/069-380-243-063-526>
- Jadmiko, P. (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*, 1(1), 86–99. <https://doi.org/10.18196/jiebr.v1i1.11703>
- Khoirunnisa, A. N., Salsabiil, U. Z., Sodik, F., Dewanti, N. S., & Yusfiarto, R. (2023). Linking Religiosity To Socio-Entrepreneurship Intention: A Case Of Muslim Youth. *Journal of*

- Islamic Monetary Economics and Finance*, 9(2), 225–250.
- Kolvereid, L., & Isaksen, E. (2006). New Business Start-up And Subsequent Entry Into Self-Employment. *Journal of Business Venturing*, 21(6), 866–885.
- Kurniawan, F., & Kartika, A. (2021). The Role Of Self-Efficacy In Mediating The Effect Of Prior Experience On Social Entrepreneurial Intention. *Journal Of Entrepreneurship Education*, 24(1), 1–10.
- Kusumawardhani, A., & Pratama, A. D. (2021). Social Entrepreneurial Intention Among University Students In Indonesia: The Roles Of Social Entrepreneurship Education And Prior Entrepreneurial Experience. *International Journal Of Business*, 4(3), 14–26.
- Le, T. T., Nguyen, T. H., Ha, S. T., Nguyen, Q. K., Tran, N. M., & Duong, C. D. (2023). The Effect Of Entrepreneurial Education On Entrepreneurial Intention Among Master Students: Prior Self-Employment Experience As A Moderator. *Central European Management Journal*, 1(1), 1–10. <https://doi.org/10.1108/Cemj-10-2021-0116>
- Liu, H., Li, Y., & Liu, Y. (2019). Moral Obligation and Social Entrepreneurial Intention: The Role Of Prior Social Entrepreneurship Experience. *Frontiers In Psychology*, 10(1), 1–10.
- Mair, J., & Marti, I. (2006). Social Entrepreneurship Research: A Source Of Explanation, Prediction, And Delight. *Journal of World Business*, 41(1), 36–44.
- Mair, J., & Noboa, E. (2021). *Social Entrepreneurship*. London: Springer.
- Malebana, M. J., & Mahlaole, S. T. (2023). Prior Entrepreneurship Exposure And Work Experience As Determinants Of Entrepreneurial Intentions Among South African University Of Technology Students. *Frontiers in Psychology*, 14(1), 1–14.
- Musallam, A. H., & Kamarudin, S. (2021). The Role Of Culture In The Effects Of Entrepreneurial Orientation And Religiosity On Business Performance Among Women Entrepreneurs In The Kingdom Of Saudi Arabia. *Academy of Entrepreneurship Journal*, 27, 1–9.
- Mustika, R. D., & Ramadhan, A. (2020). Exploring The Effect Of Prior Experience On Social Entrepreneurial Intention Among University Students. *Journal Of Entrepreneurship Education*, 23(5), 1–8.
- Noya, A., & Clarence, E. (2013). Entrepreneurial Activities in Europe-Social Entrepreneurship. *OECD Employment Policy Papers*, 3(1), 1–17. <https://doi.org/10.1787/5jxrcml2kdttd-en>.
- Oluwafunmilayo, A. M., Moses, C. L., Olokundun, M. A., & Grace, A. C. (2018). Assessing The Influence Of Entrepreneurship Education On Self Efficacy, Attitude And Entrepreneurial Intentions. *Covenant Journal of Entrepreneurship (Special Edition)*, 1(1), 47–59.
- Oo, T. S., Mohamad, N., & Chandren, S. (2019). The Influence Of Prior Experience On Social Entrepreneurial Intention: The Mediating Role Of Self-Efficacy. *Journal Of Entrepreneurship In Emerging Economies*, 11(1), 97–120.
- Prieto, L. C., Osiri, J. K., & Gilmore Jr, J. (2009). Developing Social Entrepreneurs for Developing Pan-African Nations. *Business Renaissance Quarterly*, 4(2), 41–58.
- Probstl, G., & Schmidt-Honig, K. (2019). Self-Efficacy in Social Science. *Discourse and Communication for Sustainable Education*, 10(2), 49–59.
- Rahman, M. S., Ehsan, N., & Alam, S. S. (2020). Moral Obligation Mediating The Effect Of Prior Experience On Social Entrepreneurial Intention. *Journal Of Entrepreneurship And Public Policy*, 9(3), 287–304.
- Rahman, R. S. A. R., & Pihie, Z. A. L. (2014). Validity And Reliability Of The Social Entrepreneurial Personality. *European Conference on Management, Leadership & Governance*, 506. Academic Conferences International Limited.
- Roundy, P., Taylor, V., & Evans, R. (2015). Founded By Faith: Social Entrepreneurship As A Bridge Between Religion And Work. *Journal of Ethics and Entrepreneurship*, Forthcoming,

1(1), 1–33.

- Salas-Fumas, Vicente, & Sanchez-Asin, J. J. (2013). Entrepreneurial Dynamics Of The Self-employed And Of Firms: A Comparison Of Determinants Using Spanish Data. *International Entrepreneurship and Management Journal*, 9, 417–446.
- Salas-Fumas, Vincente, & Sanchez-Asin, J. J. (2015). Social Capital, Scale Economies of Skills and the Equilibrium Number of Entrepreneurs. *Scale Economies of Skills and the Equilibrium Number of Entrepreneurs (February 20, 2015)*, 1(1), 1–36.
- Sánchez-García, J. C., & Maldonado-Guzmán, G. (2019). The Influence Of Prior Entrepreneurial Experience On Social Entrepreneurial Intentions: An Analysis Of College Students. *Sustainability*, 11(16), 1–7.
- Santos, S. C., Caetano, A., & Curral, L. (2013). Psychosocial Aspects Of Entrepreneurial Potential. *Journal of Small Business & Entrepreneurship*, 26(6), 661–685.
- Shepherd, D. A., & Patzelt, H. (2011). The New Field Of Sustainable Entrepreneurship: Studying Entrepreneurial Action Linking “What Is To Be Sustained” With “What Is To Be Developed.” *Entrepreneurship Theory and Practice*, 35(1), 137–163.
- Shohib, M. (2020). Religiusitas dan Entrepreneurship. *Cognicia*, 8(2), 169–177.
- Siddique, S., Khan, M. N. A., & Akhtar, N. (2019). The Mediating Role Of Moral Obligation In The Relationship Between Prior Experience And Social Entrepreneurial Intention. *Journal Of Asia Entrepreneurship And Sustainability*, 15(2), 41–62.
- Suprayogi, M. (2022). Analysis of Factors Affecting Interest in Entrepreneurship Among Adolescents: A Case Study of Students of SMAN 1 Sidoarjo. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan Unipa Surabaya*, 18(2), 327–342.
- Tang, N., Cheng, L., & Cai, C. (2020). Making Collective Policy Entrepreneurship Work: The Case Of China’s Post-disaster Reconstruction. *Journal of Asian Public Policy*, 13(1), 60–78.
- Tian, H., Akhtar, S., Qureshi, N. A., & Iqbal, S. (2022). Predictors Of Entrepreneurial Intentions: The Role Of Prior Business Experience, Opportunity Recognition, And Entrepreneurial Education. *Frontiers in Psychology*, 13(1), 1–13.
- Urban, B. (2020). Entrepreneurial Alertness, Self-efficacy And Social Entrepreneurship Intentions. *Journal of Small Business and Enterprise Development*, 27(3), 489–507.
- Vevere, V., Cerkovskis, E., & Sannikova, A. (2021). Social Entrepreneurship Intentions Among Business Students In Latvia. *European Integration Studies*, 1(15), 251–259.
- Wang, X. (2020). College Students Innovation And Entrepreneurship Resources Recommendation Based On Collaborative Filtering And Recommendation Technology. *Journal of Physics: Conference Series*, 1533(2), 1–4. IOP Publishing.
- Xiang, X., Wang, J., Long, Z., & Huang, Y. (2022). Improving The Entrepreneurial Competence Of College Social Entrepreneurs: Digital Government Building, Entrepreneurship Education, And Entrepreneurial Cognition. *Sustainability*, 15(1), 1–16.
- Xu, M., & Li, J. (2022). Practical Model of College Students’ Innovation and Entrepreneurship Education Based on Social Cognitive Career Theory. *International Conference on Advanced Hybrid Information Processing*, 1–13. Springer.