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Social Entrepreneurial Intentions: An Empirical Study at Ponpes Darul Qur'am

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ABSTRACT

Social entrepreneurship combines social intentions with economic intentions and has become a major driving force for business transformation. Social entrepreneurship plays an important role in growing an entrepreneurial spirit. This study explores the social entrepreneurial intentions of Islamic boarding school of Darul Qur'an Wonosari students. This study examines moral obligation, empathy, self-efficacy and social support as the main determinants of social entrepreneurial intentions in Islamic boarding schools. This study uses a quantitative approach, through surveys to explore the effect of antecedents on social entrepreneurial intentions from student samples who got responsibilities to manage Islamic boarding schools and their business units. By using the statistical method of partial least squares structural equation modeling (PLS-SEM) for data analysis.

Keywords: Social Entrepreneurial Intentions; Moral Obligation; Empathy; Self-Efficacy; Social Support.

INTRODUCTION

Recently, in most developing countries, social entrepreneurship is increasingly being promoted as a strategy for solving social problem, poverty alleviation, rural development, and economic growth. Social entrepreneurship provides the potential for change by focusing on sustainable development, accountability and business learning, and the diversity and complexity of social values that can create opportunities for change (Kringe, 2015) in (Noerhartati, et al., 2019). Social entrepreneurship has combined social and economic intentions as the main motor behind business transformation (Garaika, 2020). Social entrepreneurship is an emerging alternative strategy for government and non-profit organizations to solve social problems, in order to achieve some profit on investment and benefit to society (Betts, et al., 2018).

Social entrepreneurship is described as the creation of sustainable entrepreneurial activities and processes, which aim to improve social conditions, socio-economic structures and social systems, and provide innovative solutions to social problems (Osei, et al., 2020). Aure (2018)

explained that social entrepreneurship focuses on social values rather than business values, seizes opportunities to serve a mission, advocates for interests, innovates, dares to act despite having limited resources, and demonstrates a sense of responsibility to stakeholders and beneficiaries. Dacin, et al., (2011) explained that it is the use of market-oriented strategy, the use of innovative and creative resources to solve social problems and improve social conditions, socio-economic structures and systems. The important point is that innovations designed to improve social welfare are supported by business organizations which are at the core of social entrepreneurship (Garaika, 2020).

Social entrepreneurship can be regarded as a rapidly growing strategy that is able to provide social impact through an entrepreneurial approach, as well as helping to improve the economic structure and social order (Purwanti, P., Sarwani, S., & Sunarsi, D., 2020). Summerfield (2020) explained that social enterprises can create job opportunities, provide innovative services and products, promote sustainable development, and bring hope for the future. One of the most tangible and significant impacts of social entrepreneurship is related to job creation, especially among disadvantaged, underserved or neglected groups (Summerfield, 2020). Hartanti & Setiaji (2020), the impact of the implementation of social entrepreneurship is an increase in human resources, the development of local natural resources, and an increase in economic activities of society.

Based on the above discussion and some empirical evidence from previous researches, it was found that the willingness of social entrepreneurs is related to empathy, moral obligation, self-efficacy and social support (Garaika, 2020), (Noerhartati, et al., 2019), and (Rambe & Ndofirepi, 2019). Mair dan Noboa (2006) in the research of (Ip, et al., 2017) suggest that empathy, moral judgment, self-efficacy of social entrepreneurs, and perceived social support are factors that can influence social entrepreneurial intentions.

The theoretical basis for this research on social entrepreneurial intentions is Ajzen's Theory of Planned Behavior (TPB). TPB is used to understand the antecedents of behavioral intentions, namely attitudes towards behavior, subjective norms, and behavioral control. Ajzen's TPB theory can explain the antecedents of moral obligation, empathy, self-efficacy and social support (Garaika, 2020). The purpose of this study is to analyze social entrepreneurial intentions which are influenced by moral obligation, empathy, self-efficacy and social support in organizations engaged in social entrepreneurial activities. This research takes setting with a social orientation in a social organization, namely Darul Qur'an Islamic boarding school.

METHOD

This research uses a quantitative approach, through a survey. In order to ensure that the measurements used are reliable and valid, the study adopts previous research conducted by Hockerts, (2017); Garaika, (2020); Rambe & Ndofirepi, (2019); Ip, et al., (2017). Data was collected by distributing questionnaires to respondents online using google form. The population in this study were students and teachers of Islamic Boarding School of Darul Qur'an. The sampling technique used in this research is purposive sampling, with the criteria of students who have been given the responsibility as teachers, managers or administrators of Islamic boarding schools, and managers of business units. The collected data will be analyzed using Smart of partial least squares structural equation modeling (Smart PLS-SEM).

RESULT AND DISCUSSION

Outer model test

The outer model in Smart PLS SEM is used to test the reliability and validity for model evaluation. The validity test consists of convergent and discriminant validity tests. If the loading factor value is greater than 0.5 to 0.6, it can be said to meet convergence validity (Ghozali, 2013). If the AVE value is greater than 0.50, it can be said to have met the discriminant validity test (Fornell and Larcker, 1981) in (Ghozali, 2013).

The reliability test can be observed from the value of Cronbach's Alpha and composite reliability. If each value is greater than 0.7, it can be said that the latent variable has good reliability (Ghozali, 2013). Outer model test results can be seen in the table below

Table 1
Outer Model Results

Variable	Outer Loading	Cronbach's Alpha	Composite reliability	Average Variance Extracted (AVE)
Moral Obligation		0.877	0.915	0.731
This is my moral responsibility to help students who are less fortunate than me	0.866			
I have a moral obligation to help students who are less fortunate socio-economically	0.927			
Social justice requires me to help those who are less fortunate than me	0.742			
This is one of my principles that I must help students who are less fortunate socio-economically	0.875			
Social support		0.899	0.922	0.798
I hope to participate in an organization/Islamic boarding school to solve socio-economic problems.	0.929			
I have an initial idea for a social entrepreneurship, and I intend to take action in the future	0.92			
I plan to start a social enterprise	0.828			
Self-efficacy		0.907	0.939	0.836
I believe that if I think hard, I can contribute to overcoming the socio-economic challenges in the organization/Islamic boarding school	0.845			
I can find a way to help solve the socio-economic problems faced by the students	0.929			
Solving socio-economic problems through the organization/Islamic boarding school is the contribution I can make	0.965			

Variable	Outer Loading	Cronbach's Alpha	Composite reliability	Average Variance Extracted (AVE)
Empathy		0.876	0.924	0.801
When thinking about students who are less fortunate both socially and economically, I try to put myself in their shoes	0.876			
Seeing students who are less fortunate socio-economically triggers an emotional response in me	0.898			
I feel empathy for students who are less fortunate socio-economically	0.911			
Social Entrepreneurial Intentions		0.795	0.88	0.71
I hope to participate in an organization/Islamic boarding school to solve socio-economic problems.	0.796			
I have an initial idea for a social entrepreneurship, and I intend to take action in the future	0.847			
I plan to start a social enterprise	0.883			

CO Based on Table 1 above, it is known that the loading factor value is greater than 0.60, and the AVE value is greater than 0.50. This can be interpreted as having met the requirements of the convergent and discriminant validity tests. While the reliability test resulted in Cronbach's Alpha and composite reliability values greater than 0.7. That means, the test has met the reliability requirements, so it can be said that each latent variable is reliable.

1. Inner model test

The inner model can be evaluated by looking at the percentage value of R Square (R²). According to Chin (1998) in (Ghozali, 2013), R² is 0.67, indicating that the model is good. Results with R² between 0.33 and 0.67 indicate that the model is moderate. R² of 0.33 indicates that the model is weak. The value of R Square is shown in the following table:

Table 2
R Square Result

	R Square	R Square Adjusted
Social Entrepreneurial Intentions	0.684	0.64

Referring to Table 2, it is known that the R Square value is 0.684, meaning that the Moral obligation, Empathy, Self-efficacy and Social support variables are able to explain Social Entrepreneurial Intentions of 68.4%. This shows that the model is classified as good.

The Inner Model is also used to predict causal relationships between latent variables. T statistical test parameters were used to predict causality. The following figure is the inner model of the PLS modeling with the Bootstrapping procedure which shows the causal relationship between latent variables and their constructs.

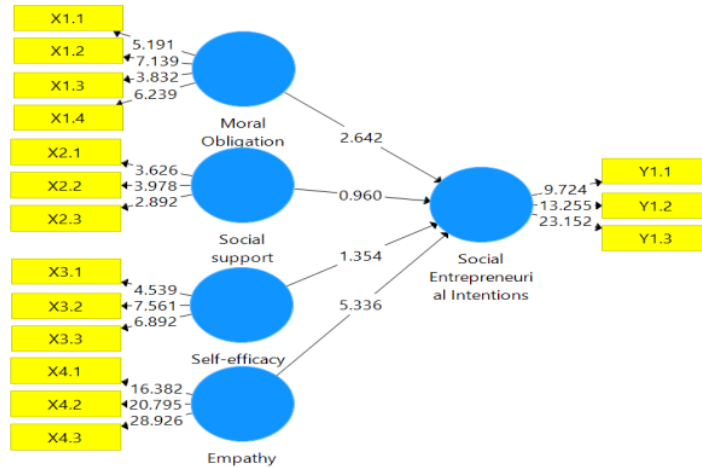


Figure 2. Inner Model

Based on Figure 2, it can be seen that the t-count value is then compared with the t-table. If the t-count > t-table (1.69) at the significance level (5%) then the estimated t-significant coefficient and the hypothesis are accepted. In addition to t count, to see the effect of causality, it can also be seen from the P Value, if the P value < significance level (5%), then the estimated coefficient value is significant and the hypothesis is accepted. Based on Figure 2, the results of hypothesis testing are summarized in the following table.

Table 3
Results of the Hypothesis Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Moral Obligation -> Social Entrepreneurial Intentions	0.379	0.392	0.143	2.642	0.009
Social support -> Social Entrepreneurial Intentions	0.166	0.151	0.173	0.960	0.338
Self-efficacy -> Social Entrepreneurial Intentions	0.132	0.144	0.097	1.354	0.176
Empathy -> Social Entrepreneurial Intentions	0.624	0.596	0.117	5.336	0.000

Referring to Table 3, the hypothesis test is as follows:

1. Effects of moral obligation on Social Entrepreneurial Intentions

the coefficient value is 0.379, the P value is $0.009 < 0.05$, and the calculated T value is $2.642 > T$ table 1.69, then the first hypothesis is accepted. That means Social Entrepreneurial Intentions are positively and significantly influenced by moral obligation.

Moral obligations are positively related to Social Entrepreneurial Intentions. That means if moral obligations increase, then Social Entrepreneurial Intentions will increase. The results of the study are in line with previous research conducted by Garaika (2020), Noerhartati, et al., (2019), and Rambe & Ndofirepi (2019), suggesting that Social Entrepreneurial Intentions are influenced by moral obligation. Moral obligation is a contribution to solving social problems because of perceived moral norms (Hockerts, 2015).

The results of the study indicate that the students feel they have a moral responsibility to help others who are less fortunate from a socio-economic perspective. Social justice encourages santri to help those who are less fortunate, and that becomes part of their principle. Social entrepreneurship also needs to demonstrate moral wisdom and personal moral values, which are important attributes of social experience (Noerhartati, et al., 2019).

2. Effects of **Social support** on Social Entrepreneurial Intentions

The coefficient value is 0.166, the P Value is $0.338 > 0.05$, and the calculated T value is $0.960 < T$ table 1.69, then the second hypothesis is not accepted. That means Social Entrepreneurial Intentions is not significantly influenced by **Social support** but has a positive relationship.

The results of the study do not support previous research conducted by Garaika (2020), Noerhartati, et al., (2019), and Rambe & Ndofirepi (2019). Although it cannot affect significantly, **Social support has a positive relationship. This means that the higher the social support provided**, the higher the Social Entrepreneurial Intentions.

3. Effects of **Self-efficacy** on Social Entrepreneurial Intentions

The coefficient value is 0.132, the P value is $0.176 > 0.05$, and the calculated T value is $1.354 < T$ table 1.69, then the third hypothesis is rejected. That means Social Entrepreneurial Intentions is not significantly influenced by **Self-efficacy** but has a positive relationship.

The results of this research do not support the results of previous researches conducted by Garaika (2020), Noerhartati, et al., (2019), and Rambe & Ndofirepi (2019), which explained **that self-efficacy has a significant impact on** Social Entrepreneurial Intentions. However, **self-efficacy has a positive relationship with** Social Entrepreneurial Intentions. It can be said that the students are trying to contribute in solving social problems, but it is only a thought that has not had a significant impact on Social Entrepreneurial Intentions.

4. Effects of **Empathy** on Social Entrepreneurial Intentions

The coefficient value is 0.624, the P value is $0.000 < 0.05$, and the calculated T value is $5.336 > T$ table 1.69, then the fourth hypothesis is accepted. That means Social Entrepreneurial Intentions is significantly influenced by **Empathy** and has a positive relationship.

Empathy is positively related to Social Entrepreneurial Intentions, meaning that the more empathy increases, the more Social Entrepreneurial Intentions will increase. The results show

that Empathy has a significant influence on Social Entrepreneurial Intentions. This finding supports previous findings obtained by Garaika (2020), Noerhartati, et al., (2019), Rambe & Ndofirepi (2019), and Mair and Noboa (2006) in research (Ip, et al., 2017), (Mohammadi, Kamarudin, & Omar, 2019), which explain that empathy has a positive and significant impact on Social Entrepreneurial Intentions.

The results of the study reflect that students who have socio-economic luck try to put themselves in the position of students who are less fortunate socio-economically. The students have high empathy for the students who are less fortunate in terms of socio-economics, and this condition triggers their emotional response. Empathy is an emotional response to another person's emotional state, therefore, if one simply understands the other person's feelings without any response, then it will never be a truly helpful behavior, nor will it do anything to improve the situation. (Mohammadi, Kamarudin, & Omar, 2019)

CONCLUSION

Significantly, Social Entrepreneurial Intentions is influenced by moral obligation, and has a positive relationship. The better one's moral obligation, the better Social Entrepreneurial Intentions will be. Social support does not have a significant effect on Social Entrepreneurial Intentions but has a positive relationship. Self-efficacy does not have a significant effect on Social Entrepreneurial Intentions but has a positive relationship. Empathy has a significant and positive effect on Social Entrepreneurial Intentions. The higher a person's empathy, the higher the Social Entrepreneurial Intentions, and has the most dominant influence.

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