

**The Influence of Traditional Values on Intention to Become
a Social Entrepreneur for FEB UAJM Students**

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ABSTRACT

The Influence of Traditional Values on Interest in Becoming a Social Entrepreneur – an empirical study of Atma Jaya University students in Makassar. Traditional values that already exist in the family, clan or tribe such as filial piety to parents, honesty, patience, mutual giving, tolerance, or mutual respect for the opinions of others are very important for people's lives. These values can be embedded properly and become a guide for individuals such as students in their next work. In the current pandemic, social entrepreneurship is very important for society. Building a social enterprise or social entrepreneurship is now increasingly becoming a trend among people around the world, including in Indonesia. The founders and workers of social entrepreneurs have a very substantial role in improving various social issues that are being faced in the current era. By leveraging the latest technology and innovations, these inspiring entrepreneurs are always striving to create an impact that will improve the quality of life around them. In the world of social entrepreneurship, chasing money is not the main motivation. Being an agent of change for the world is the most important thing for them. Students are part of a society that has the highest level of idealism regarding efforts to improve people's lives. This idealism needs to be mainly sourced from traditional values inherited from the family from generation to generation. Idealism to improve one's own life and society leads to social entrepreneurship. Conceptually, interest in becoming an entrepreneur is socially influenced by traditional values that have been formed from an early age. The purpose of this study was to identify the values of social entrepreneurship in students of the Department of Management, Atma Jaya University Makassar and to describe the potential of students making decisions to become social entrepreneurs. This type of research is descriptive. A total of 60 students participated in this research. The research findings will be analyzed descriptively with the mean and standard deviation. Furthermore, both indicators of traditional values and social entrepreneurship will be analyzed by factor analysis, the results of which will be used in regression analysis after the classical assumption test.

Keywords: entrepreneurship, traditional, student, value

1. INTRODUCTION

In the current disruption era, social entrepreneurship has become very important for society (Lehner and Germak, 2014, Brother, 2021; Garçon, Nassif, de Lima, 2022). Building a social enterprise or social entrepreneurship is now increasingly becoming a trend among people around the world, including in Indonesia. The founders and workers of social entrepreneurs have a very

substantial role in improving various social issues that are being faced in the current era. By leveraging the latest technology and innovations, these inspiring entrepreneurs are always striving to create an impact that will improve the quality of life around them. In the world of social entrepreneurship, chasing money is not the main motivation. Being an agent of change for the world is the most important thing for them.

One of the challenges in the development of a country is dealing with the problem of unemployment. Data from the Central Statistics Agency (BPS) shows that the unemployment rate in Indonesia is still quite high. In 2021, it was recorded that of the 21.2 million Indonesians who entered the workforce, as many as 4.1 million people or around 22.2 percent were unemployed and the total unemployment rate was close to 10 million. The high unemployment rate is dominated by diploma and university graduates with a figure of more than 2 million people. According to the Official Statistics News (December 2021) the Open Unemployment Rate for Diploma and Bachelor education graduates which increased by 2.05 percent and 1.16 percent respectively in 2021. Even though they are the ones who should be able to be expected to be the next generation to be able to bring progress for this nation.

According to David McClland, a country will develop if it has at least 2 percent of the total population who are entrepreneurs (Brinia and Paraskevi, 2021). The current number of entrepreneurs in Indonesia should be at least 4,400,000 or 2 percent of the total population, but currently there are only 400,000 entrepreneurs in Indonesia. Ironically, the increasing number of unemployed is increasingly dominated by educated unemployed. This indicates that university graduates are more job seekers than job creators.

The results of Hein's research (2022) show a surprising thing that university education levels actually have a lower entrepreneurial success rate than entrepreneurs with high school education levels. The results of this study indicate that there is a possibility that many economic and business education orientations or curricula are not directed at forming entrepreneurs.

Universities should no longer prioritize how students graduate quickly and get jobs (Kwong et al., 2022). But universities should focus more on how graduates are able to create jobs. For this reason, efforts are needed to increase entrepreneurial intentions among students. Entrepreneurial intentions or serious intentions for entrepreneurship must be embedded in the minds of students (Sansone, Ughetto and Landoni, 2021). This is important because entrepreneurial intention has been proven to be the best predictor of entrepreneurial behavior. Entrepreneurial intentions can also be used as a reasonable basic approach to understanding who will become entrepreneurs (Sansone, Ughetto and Landoni, 2021). Someone with the intention to start a business will have better readiness and progress in the business being run than someone without the intention to start a business.

Knowledge of traditional values that have been embedded in the minds of students should be a driving force for intention to become interested in social entrepreneurship.

Based on the description that has been put forward, the formulation of the problem in the research, namely:

1. How do students understand their noble traditional values, especially those related to entrepreneurship and the spirit of helping others.
2. What is the potential of students to become interested in entrepreneurship that is engaged in serving the interests of many people?
3. How do traditional values influence the interest in becoming a social entrepreneur?

Based on the description that has been stated, the research objectives are:

1. To identify students' understanding of their traditional noble values, especially those related to entrepreneurship and the spirit of helping others.
2. To identify the potential of students to become interested in entrepreneurship that is engaged in serving the interests of the people?
3. How do traditional values influence the decision to become a social entrepreneur?

In a nutshell, the study intended to investigate the intention of students as next decision maker to build prosperous society based on traditional values.

2. THEORETICAL BASIS

2.1. Social entrepreneurship

Social entrepreneurship, as an entrepreneurial activity with an explicit aim of overcoming societal pain, has increased significantly in both developing and developed countries (Bidet, Eum and Ryu, 2018; Sasmita, Sri, and Sudheer, 2022.). Social enterprises are supported by a growing number of political and business leaders around the world (Abebe, Kimakwa and Redd, 2020) and many non-governmental organizations, events, awards, and celebrations highlight the heroic efforts of social entrepreneurs.

In the academic field, interest in the subject has also increased (Sansone, Ughetto and Landoni, 2021) as indicated by the number of papers, special issues, international academic conferences, and workshops on the topic. Staessens, Kerstens, Bruneel, and Cherchye (2019) identified 152 articles published in scientific journals from 2011 to 2019 and reported a 750% increase in publications related to social entrepreneurship during this period. Yamini, Soloveva and Peng (2022) found more than 350 professors teaching and researching social entrepreneurship in more than 35 countries and about 200 cases of social entrepreneurship and 50 textbooks on social entrepreneurship.

Despite the growing interest, empirical research on social entrepreneurship is lacking (Yu, Ye, and Ma, 2021). Scientific work on social entrepreneurship that examines the scope and generalizability of theory, finds antecedents and consequences of social entrepreneurial activity, and statistically analyzes differences among various social entrepreneurs through large-scale quantitative datasets is still very limited (Usman et al, 2022). Social entrepreneurs see problems as opportunities to form a new business model that is beneficial for empowering the surrounding community (Urban and Kujinga, 2017).

The results to be achieved are not material benefits or customer satisfaction, but how the ideas proposed can have a good impact on society (Tran and Von Korfflesch, 2016). Social entrepreneurship is like someone who is saving in the long term because social entrepreneurship takes a long time and process to see results (Kimmitt and Muñoz, 2018). Social Entrepreneurship or Social Entrepreneurship is a way or approach to solving social problems through a business strategy (Hu et al, 2020). People who run a social business are called social entrepreneurs or social entrepreneurs (Acs, et al, 2017). Entrepreneurship or social business combines the application of conventional business and social institutions (Bacq et al., 2020).

Conventional businesses sell and buy goods or services to consumers for profit (Chandra and Paras, 2021), while social institutions deal with social problems on a humanitarian basis (Chalmers, 2021). Social business combines the two objectives, namely to seek profit while tackling social problems (Lehner and Germak, 2014; Petrovskaya and Mirakyan, 2018; Kruse, 2020; Kamran et al, 2022; Sasmita, Sri, Sudheer, 2022).

Not all businesses that carry out social activities are called social businesses (Wry and York, 2017; Stirzaker et al, 2021). In social business, the business process becomes an integral part of its social activities, not independent of each other (Ghosh, 2022). So, if there is a business that routinely sets aside profits to support the poor or distributes assistance to social institutions, it is more appropriate to call it corporate social responsibility (CSR), not social business.

Social business was born from a mission to solve social problems and provide social impact (Brothers, 2021). What is meant by social problems in this context is the limitations experienced by a group of marginalized communities to gain access to certain markets and services (Bacq and Alt, 2018). The categories of marginalized communities in question are the poor, people with disabilities, street children, people with HIV/AIDS, ex-convicts, and so on (Ratten, 2022).

Social business is aimed at solving social problems faced by these marginal groups (Tiwari, Bhat and Tikoria, 2017). Social entrepreneurship demands empowerment activities for beneficiaries (Tišma et al., 2022). Continuous assistance to beneficiaries until there is a transformation or structural change in the lives of the beneficiaries, such as experiencing the development of mindsets, education, and skills improvement (Yitshaki and Kropp, 2016).

Social entrepreneurship operates according to business principles and ethics (Dey and Lehner, 2017). Social entrepreneurship practices business ethics to suppliers, beneficiaries, and consumers, and is responsible for the impacts of these business activities (Brieger and De Clerq, 2019). In addition, social businesses must also be open and transparent to the operations of business activities and their empowerment (Stephan, Uhlaner and Stride, 2015). Social entrepreneurship is a very interesting phenomenon today because of its differences from traditional entrepreneurs who only focus on material profits and customer satisfaction and their significance to people's lives (Crupi, Liu and Liu, 2022). The study of social entrepreneurship involves various sciences in its development and practice in the field (Dey and Steyaert, 2016).

Cross-scientific studies adopted by social entrepreneurship are important to explain and create new ideas (Garçon et al., 2022). So basically, social entrepreneurship is a business built with the aim of overcoming problems that exist in a community group, such as economic problems, public health, education, environment, sanitation (Hechavarría and Brieger, 2022). By continuing to innovate and experiment using the latest technology, social enterprises are constantly trying to fill the gaps in the life around them (Lee and Jones, 2015; Roumpi, Magrizos and Nicolopoulou, 2019). Not only that, businesses that are run for the good of the community will increase confidence in a local identity, and help develop local people's confidence in their ability to be financially independent (Ramus and Vaccaro, 2017).

2.2. Traditional Values

Values can be distinguished on religious values, honesty, tolerance, discipline, hard work, and creativity (Spigel, 2017). Religious values are obedient attitudes and behavior in carrying out the teachings of their religion (Xiao, Tan, Leong and Tan, 2021), being tolerant of the practice of worshipping other religions (Susetyo, 2015), and living in harmony with followers of other religions (Bennett, 1998; Susetyo, 2015). Carry out what is ordered and stay away from what is prohibited in the teachings of the religion adopted (Singh and Majumdar, 2020). Honest values are behaviors that are based on efforts to make oneself as a person who can always be trusted in words, actions, and work (Erpf, Tekula and Neuenschwander, 2019). By doing honesty, life seems like there is no burden and many people like us.

The value of tolerance is attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes and actions of others who are different from themselves (Xiao, Tan, Leong and Tan, 2021). With tolerance, there may be no division of ethnicity, race, religion, and class (Xiao, Tan, Leong and Tan, 2021).

Discipline values are actions that show orderly behavior and comply with various provisions and regulations (Bacq and Alt, 2018). With a disciplined life, life feels orderly and not in a hurry in carrying out activities.

The value of hard work is behavior that shows a genuine effort in overcoming various learning obstacles and tasks and completing tasks as well as possible (Dickel, Sienknecht, and Hörisch, 2020). Hard work is one of the tools to face challenges (Fadda, 2020). Creative value is thinking and doing something to produce new ways or results from what you already have (Kautonen, Gelderen, and Fink, 2015). Creativity can also generate ideas and it is easy to find work and even then form a view of morality that directs their actions, what they can and cannot do (Maalaoui et al., 2020).

2.3. Interest and decision to become a social entrepreneur

A decision is an alternative choice made from several available alternatives (Morris, Santos and Kuratko, 2021). The decision is the end of the problem identification process, searching for alternative solutions to the problem, analyzing the advantages and disadvantages of each alternative to arrive at a decision to choose the best alternative (Theodoraki, Messeghem and Rice, 2018). This relates to management functions including public administration as another term for government management.

Decision makers have to make value-maximizing choices that are consistent within certain limits (Troise et al., 2022). Decision making is the main task of a leader, including leaders in government institutions (Lepoutre et al., 2013). Individual decision making, both at the lower and upper levels, is an important part of realizing the values shared by the family (Leendertse, Schrijvers and Stam, 2021). How individuals make decisions and the quality of alternative choices of large decisions are influenced by many things, especially the values adopted by the decision maker (Tyler and Gnyawali, 2009). The values in this study are traditional values which are the crystallization of the values of family wisdom which are very decisive in making dignified decisions.

3. RESEARCH METHODS

3.1. Population and sample

Population is the entire data that is the center of attention of a researcher within a predetermined scope and time. The population in this study was students at Atma Jaya University Makassar.

A sample is a portion of a population that has characteristics and characteristics that are representative and describe a population so that it can be considered representative of all populations to be studied. The research sample is students at Atma Jaya University Makassar who have finished entrepreneurship subject.

3.2. Data collection method

The data collection method used in this research is a survey method, where researchers will survey respondents in the campus environment which will be carried out directly using a questionnaire as a tool. A questionnaire is a data collection technique that is carried out by giving respondents a set of questions or written statements to answer.

3.3. Data Analysis

To analyze the collected data, descriptive analyses was performed prior to validity and reliability test. Then, upon the completion of classic assumption test, regression analysis was performed to test the hypotheses.

4. RESULT AND DISCUSSION

4.1. Respondents Characteristics

4.1.1. Department

Students from Management Department were the main source of respondents for the study. Detail of respondent characteristics based on study program is presented table 1 below.

Table 1
Respondents Characteristics Based on Study Program

No	Study Program	Absolute Frequency	Percentage (%)
1	Management	28	46,7
2	Accounting	8	13,3
3	Law	9	15
4	Information Technology	4	6,7
5	Civil Engineering	6	10
6	Psychology	5	8,3
Total		60	100

Source: data collected for the study.

It can be seen in Table 1 above, it is found that based on department, majority of the respondents in this study were from Management Department. As many as 28 respondents or 46.7 percent were from Management Department. Accounting department contributed 8 respondents or 13.3 percent, 9 or 15% respondents came from Law Department. And the rest from Information Engineering 4 respondents or 6.7 percent, Civil Engineering 6 respondents or 10 percent, and Psychology Department 5 respondents (8.3%).

4.1.2. Age of respondents

Respondents age were divided into two main group. Most of the respondents were aged between 21 to 24. Details of respondents age are presented in table 2.

Table 2
Respondents Characteristics Based on Age

No	Age (Years Old)	Absolute Frequency	Percentage (%)
1	17 – 20	16	26,7
2	21 – 24	44	73,3
Total		60	100

Source: data collected for the study.

Based on the data in Table 2 above, it shows that there were 16 respondents aged between 17-20 years with a percentage of 26.7%. Then, there were 44 respondents aged 21-24 years with a percentage of 73.3%.

4.2. Descriptive Analysis

Descriptive Analysis for the two variables were presented to provide detail response of respondents.

4.2.1. Traditional values

Traditional values were measured using five indicators. Details of the responses are presented in table 3.

Table 3
Traditional values

Item	Response					Mean	St. Dev
	DA	A	N	NA	DNA		
TV1	36	17	7	0	0	4,48	0,701
TV2	30	25	5	0	0	4,41	0,645
TV3	18	22	17	2	1	3,9	0,933
TV4	31	26	2	1	0	4,45	0,649
TV5	31	23	5	1	0	4,4	0,718
Mean						4,32	0,729

Source: Data analysis collected for the study

Based on Table 3 above, it can be seen that the standard deviation (SD) value for variable traditional value (TV) is 0.729 with an average (mean) of 4.32. Based on the obtained mean value, it can be seen that on average respondents gave responses with the criteria "Agree" to variable TV.

4.2.2. Social Entrepreneurship Intention

Intention to be a social entrepreneur were measured using four indicators. The results are presented in table 4 on the next page.

Table 4
Intention to be a social entrepreneur

Item	Response					Mean	St. Dev
	DA	A	N	NA	DNA		
ISE1	31	25	4	0	0	4,45	0,622
ISE2	32	26	2	1	0	4,53	0,657
ISE3	29	27	4	0	0	4,41	0,619
ISE4	28	27	5	0	0	4,38	0,640
Mean						4,44	0,634

Source: Data analysis collected for the study

Based on Table 4 above, it can be seen that the standard deviation (SD) value of the purchase decision variable is 0.634 with an average gain (mean) of 4.44. Judging from the acquisition of the mean value, it can be seen that on average respondents tend to "Agree" criterion for being a social entrepreneur.

4.3. Regression Analysis

4.3.1. Classical Assumption Test

The classic assumption test used in this study is the data normality test and the data linearity test.

4.3.1.1. Data Normality Test

According to (Ghozali 2018: 45) the normality test is to test whether the regression model of the independent variables and the dependent variable distribute normally or not. The data normality test was carried out using the One Sample Kolmogorov Smirnov with significant provisions > 0.05 , so the data is normally distributed. Conversely, if the significant value is < 0.05 , the data is not normally distributed. Normality test using SPSS software. Based normality test, it can be seen that Assymptoc Significant (2-tailed) 0.200 which can be concluded that the

regression model is feasible to use because it is normally distributed with a significant value > 0.05.

4.3.1.2. Linearity Test

Linearity test is conducted so that researchers can find out that the two variables have a linear relationship or not significantly. Testing is usually used as one of the requirements for correlation or linear regression analysis. According to (Ghozali 2018:45), the aim of the linearity test is to find out whether the model has the correct specifications to be implemented or not. The linearity test can be applied through a test of linearity with existing standards and ensure that when the significance value (linearity) is less than 0.05, it can be concluded that the independent variable and the dependent variable have a linear relationship. Based on the linearity test, it can be concluded that the Sig. at linearity < 0.05, namely 0.000 and the Sig value. on deviation from linearity > 0.05, which is 0.545. So it can be said that TV variables have linear relationship with intention to become a social entrepreneur (ISE).

4.4. Simple Regression Analysis

The analysis in this study is an analysis with the goal of analyzing the effect of changes in the independent variable (TV) on the dependent variable (ISE). Using SPSS release 26, the influence of traditional value on intention to become a social entrepreneur was assessed and the result is presented in table 5.

Table 5
Regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.997	3.762		.531	.600
XTOT	.496	.068	.807	7.244	.000

Source: Data analysis

Based on table 5, the results of the simple regression equation are as follows:

$$ISE = 1,997 + 0,496 TV$$

The interpretation of the results of the simple linear regression analysis equation above is:

a = 1,997 reveal tendency of intention to become a social entrepreneur without traditional values, b = 0.469; positive value of 0.469 show the tendency of influence of traditional values on intention to become a social entrepreneur.

The significant value of 0.000 provides evidence of significant influence of traditional values on intention to become a social entrepreneur. Traditional values have very important role in creating social entrepreneur.

4.5. Discussion

This article offers several practical contributions. First, to educate potential traditional values on social entrepreneurship development. Whilst many social entrepreneurs naturally have a social motive, they also need to be financially viable. This means traditional values can be used as a tool for fostering better business practices.

Second, culture entrepreneurs need to consider specific social factors that are evident in their geographic area as a distinct competitive advantage. This means harnessing traditional culture that exist within a region that can influence intention to become a social entrepreneur.

Third, despite the linkage between traditional values and social entrepreneurship being obvious from a practical perspective, they need to be evident more in marketing strategies. This means focusing on the way that culture can be evident in a business either through the design of packaging or the local ingredients used to make the product. In addition, particularly for emphasizing the traditional values connection can create a better sense of community and sustainable community.

5. CONCLUSION

The Based on the results of the research, the following conclusions can be drawn:

1. Based on descriptive analysis

From the results of the calculation of the traditional values variable (TV) the average / mean is more than four with a standard deviation of less than one which means that respondents have relatively high of traditional values awareness. While the descriptive results of intention to become a social entrepreneur variable (ISE) average/mean is also more than four with a standard deviation of less than one, which means that respondents strongly agree with intention to become social entrepreneur statement items.

2. Based on the results of hypothesis testing

Based on the results of the hypothesis testing above, it can be concluded that traditional values have positive significant influence on intention to become a social entrepreneur.

It is suggested that noble traditional values need to promoted and during for students and millennials as well z and α generation. The traditional values are very important for society development and sustainability.

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