Developing Awareness of Social Enterprise through Innovative Learning in Higher Education

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RESEARCH ARTICLE

Developing Awareness of Social Enterprise through Innovative Learning in Higher Education

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ARTICLE INFO	ABSTRACT
	The study explores the role of innovative learning methods in motivating social enterprise awareness among university students. This study uses a qualitative research method and a case study approach. Data for this study were gained through documentation and interviews with several parties in universities that related to sustainability and entrepreneurs. The result found that three important phases in social enterprise education, are the cognitive phase social-emotional learning phase, and pro-environmental behaviour phase which could support the existence of social innovation ideas. To better understand how cognitive processes and sustainability-related content interact, this study applies social cognitive theory (SCT). The findings will then inform educational practices that support social entrepreneurship and sustainable development. The output of the study is expected to be a foundation for education in Social Enterprises, aimed at harnessing potential to enhance entrepreneurial skills, abilities, intuition, and insights, thereby preparing emerging entrepreneurs to become agents of change.

INTRODUCTION

Academics, policymakers, practitioners, and the media are all captivated by the current global surge in interest in social entrepreneurship (Anjum et al., 2021). Due to society's demand for businesses with a social impact rather than commercial ones, social entrepreneurship is a sort of business that adapts well to the current times (Chipeta et al., 2022). In Indonesia, the growth of social enterprises over the past five years has increased significantly by 67% of the total registered businesses, particularly in the agriculture, education, health, and creative industry sectors. This phenomenon not only reflects a shift in how people think about entrepreneurship but also demonstrates a growing awareness of the social challenges faced by the global community.

The distinction between social entrepreneurs and general entrepreneurs resides in their fundamental purpose. Entrepreneurs pursue economic profit, but social entrepreneurs focus on delivering services that enhance, prevent issues, or improve social and environmental circumstances at the individual, group, and community levels (Kusumawardani et al., 2024; Samuelsson & Witell, 2022). The realm of social entrepreneurship is intrinsically linked to social challenges, as it involves the capacity to leverage existing resources for services, so contributing to the resolution of prevailing social problems (Cai et al., 2022). The primary focus of entrepreneurship is the development of innovative solutions to social problems and global and local sustainability issues. Consequently,

education serves as an effective tool for altering societal perceptions regarding sustainable development and its implementation (Douglas, 2015). Entrepreneurship education, which is an essential component of this endeavour, emphasizes sustainability and social entrepreneurship, thereby contributing to the Sustainable Development Goals/SDGs (Turner & Gianiodis, 2017).

Higher education plays a strategic role in facilitating education related to social entrepreneurship by providing cognitive knowledge for running social enterprises. This is achieved through education that emphasizes a deep understanding of social issues and the development of innovative solutions. Preparing students for the rapidly evolving, innovation-driven economy has become a pressing concern for higher education institutions. As the world faces complex social and environmental challenges, there is a growing need to equip learners with the knowledge, skills, and mindset to create viable solutions that generate both economic and social value. One promising approach is the integration of social enterprise education into the curriculum, which can foster students' awareness and engagement with sustainable value creation (Bragelien & Voldsund, 2023).

Prabowo & Nawawi (2022) stated that entrepreneurship education is a prevalent topic in two prominent discourses on educational reform: those that strongly advocate for the development of 21st century skills and competencies for economic development, and those that prioritize sustainable development and regard entrepreneurship education as an enabling factor of ethical, social, and human values, competencies, and attitudes that are necessary for individual and collective initiatives. Traditional educational approaches are criticized for their inability to keep pace with change and for their failure to adequately prepare students for emerging economic and social needs in both respects.

Previous study examining social entrepreneurship in higher education learning remains relatively limited. However, some earlier studies have explored socio-emotional learning as an effort to foster empathy among students, Padilla-Meléndez et al. (2014) conducted a comparative analysis and found that the socio-emotional competencies of college students who participated in a training program had a significant positive effect on their entrepreneurial intentions. This paper explores the role of innovative learning methods in cultivating social enterprise awareness among university students. Using knowledge from the literature, it investigates how higher education may foster students' social consciousness and entrepreneurial potential by utilizing innovative teaching resources and collaborative community engagement (Fan et al., 2024; Khairin et al., 2024).

LITERATURE REVIEW

Prosocial Behavior

Prosocial Behavior explains the behaviour or actions of an individual who has a greater intention to help others in need, regardless of any risks involved (Brief & Motowidlo, 1986). From the perspective of entrepreneurship, this is what distinguishes social entrepreneurship from other forms of entrepreneurship, where the Prosocial Behavior Theory positions social entrepreneurship as prioritizing social interests over personal gains, with the main goal of enhancing social welfare by leveraging existing opportunities for social change (Bacq & Alt, 2018).

On that basis, empathy becomes the main distinguishing characteristic of social entrepreneurs compared to commercial entrepreneurs (Dees, 2012). Empathy in communication, by placing oneself in another's perspective, can play a crucial role in the ongoing success of social enterprises. Empathy can be seen from the affective aspect, which includes emotional and cognitive dimensions (Carré et al., 2013; Prado & Siquara, 2023) because empathy does not occur as a singular experience but can be experienced unconsciously and cognitively, or consciously by being affected emotionally. The empathy experienced by an individual, whether through emotional contagion or cognitive empathy, motivates actions that create an awareness that one person can help another.

Social Cognitive Theory

Prior research suggests SCT as explanations for pro-social behaviour. Pro-social behaviors encompass several cognitive processes that regulate interpersonal conduct, indicating that individuals' motivations for engaging in prosocial actions are influenced by multiple factors (Yuliawati, 2024). The SCT suggests pro-social behaviours are influenced by social reasoning abilities, interpersonal consideration and problem-solving abilities (Mujahidah & Yusdiana, 2023). SCT lends itself as a theoretical perspective from which to explore empathy and SE, as key components such as social reasoning underlie pro-social behaviour. Van der Bijl & Shortridge-Baggett (2001) posits that communities derive significant advantages from individuals who demonstrate perseverance in their endeavors, effectively organizing cognitive, social, and behavioral competencies to fulfill a mission.

Transformative Learning

Smith (2020) argues that business schools encourage students to adopt a mentality that promotes self-interest and material rewards. This suggests that everything plays a subordinate role to the economic priority of profit maximisation, shareholder value and self-interest. By promoting sustainable development from an entrepreneurial and opportunity-identification perspective, students will be more aware of the economic benefits of environmental initiatives, and hence are used instrumentally to pursue profits. A possible explanation of this situation is that recognition of sustainable business opportunities can be influenced by knowledge of and motivation towards sustainability, and knowledge of entrepreneurship.

Understanding the links between cognitive processes and sustainability-related content will influence education policies designed to promote sustainable development and social entrepreneurship. It is important to investigate how curricula and pedagogical input related to sustainable development can influence the attitudes and actions of future entrepreneurs. Higher education stimulate entrepreneurial behaviour and to build awareness of the opportunities and relevance of sustainable development in cross-disciplinary subjects serve as an important strategy to facilitate the reorientation of university curricula towards sustainability (Rusinko, 2010).

METHODOLOGY

This research is a qualitative study that applies a case study approach and adheres to an interpretive paradigm. Creswell (2015) defines a case as an event, process, activity, program, or one or more individuals. The study was conducted on the same case, specifically social entrepreneurship learning with multiple sites. The data collected using interview and documentation method to several parties in universities that relatated with sustainability and entrepreneurship education.

Then, here are the steps of anylisis proceses, after selecting and contacting participants, and prior to the actual interview session, we met with the informants to introduce myself and to build a relationship so that we could get some information about the social entrepreneurship learning activities conducted by the informants (Miles et al., 2014). This was done to build a sense of familiarity or rapport with the informants so that they would feel more comfortable sharing information in the actual interview sessions.

At the interviews themselves, the goals of the study and how the interviews would be conducted were explained to the informants. The interviews used semi-structured questions prepared before the researcher's interview session for a more in-depth interview session. Each interview was transcribed verbatim. The transcripts were then analysed to determine codes, categories, and themes identified manually. To assist in managing and analysing the data, Nvivo software was used, which helped to save time during the data analysis process.

RESULTS AND DISCUSSION

Stage of Social Entrepreneurship Learning

The educational foundation of social enterprise should be designed to capitalise on the potential to enhance entrepreneurial skills, abilities, intuition, and insights, thereby preparing emerging entrepreneurs to implement change (Leutner et al., 2014). There are several steps that can be taken to achieve this, including curriculum modifications and transformations in teaching methods and learning strategies (Lubis et al., 2022). Thus, the various sites in this study have their own characteristics in determining the curriculum as well as teaching methods that lead to the excellence of the learning carried out and the competencies possessed by students. Where certain competencies or skills that should be possessed by a sociopreneur are important in character building and determine the success of a social enterprise in order to develop (Khairin et al., 2024; Kusumawardani et al., 2024). In entrepreneurship education that integrates social business issues, there are several stages in its implementation, which are Cognitive, Social Emotional and Pro- environmental Behavior.

Cognitive as the Basis

Cognitive/knowledge, at this stage students are equipped with knowledge related to the concepts of sustainability, circular economy, green business, and social enterprises that are unique in their business implementation (Stratan, 2017). This determines the mindset of students in viewing a business that adheres to the principles of sustainability (Anghel & Anghel, 2022). The importance of providing students with this cognitive knowledge was conveyed by the informant stated that:

"Sustainable education development has three important learning goals. The first is raising awareness. Then, there is social cognition. Cognition means providing knowledge that the state of the world has changed—you are in a different era with climate change, and economic imbalances, and understanding how these apply to the future. That is cognition. The second learning goal, as mentioned by UNICEF, is social-emotional learning. It is about how the conditions of the future evoke emotions in students, motivating them to act and pursue a mission for change. For example, fostering care for the environment and awareness of social issues around us. The third is behaviour change, where students alter their behaviour. We aim to design our learning ecosystem so that in the first year, we sharpen their cognitive understanding. Interestingly, ITB now offers a sustainability course for first-year students. Previously, in the preparatory phase (TPB), students had various subjects like mathematics. But now, ITB includes a specific course on sustainability."

The importance of the cognitive stage in the learning process is to gain an understanding of himself and his environment. This understanding can be used to act consciously in treating the environment. The learning process in cognitivism includes the function of perceptual experience which includes memory, processing knowledge information through the thinking process to gain more knowledge related to the concept of sustainability. This cognitive knowledge structure will affect and change behavior, mindset, and understanding of certain objects, especially business concepts that embrace the sustainability system.

The cognitive stage in the form of learning the concept of sustainability is social entrepreneurship education is expected to raise awareness in students to make social change, especially covering the fields of welfare, education, and health (healthcare). Social entrepreneurs are change agents who are able to carry out the ideals of changing and improving social values and become discoverers of various opportunities for improvement (Alsharari, 2017). The implication of social entrepreneurship education for students is the emergence of social sensitivity in students to become agents of change in the fields of education, welfare and health.

Social Emotional Learning to Encourage Student's Empathy

Social-Emotional, this stage forms empathy from students to be sensitive to sustainability issues in the surrounding environment. Also known as Social Emotional Learning (SEL) which is an integral part of education and is a lifelong process where individuals learn how to know themselves better, communicate with others, and work together to achieve goals and support the community. SEL creates competencies in the areas of self-awareness, self-management, social awareness, communication skills, and decision-making skills. In each of these cases, knowledge and understanding of the subject are followed by the formation of positive attitudes and finally achieving goal-appropriate skills (Sabzeh & Ansari, 2024). When associated with the stages of social entrepreneurship learning for students, SEL is built to realize certain competencies or skills that a sociopreneur should have in shaping character and determining the success of a social enterprise in order to develop, and this was also conveyed by one informant:

"This is the cognitive foundation we build from the beginning. In the second year, we focus on cognition while gradually shifting towards building social-emotional skills. For example, there are several related courses, such as a core course in management called 'Integrative Business Experience. In this course, students run their own businesses. It's project-based learning since students start their own ventures, and we give additional rewards when we see them able to seize opportunities from an environmental perspective. For management students, there is also a course on sustainable business. In the first year, during entrepreneurship, they design their businesses and brainstorm ideas. In sustainable business, we guide them to map out how their business contributes to the SDGs."

The informant's statement above can be explained from Wood & Bandura (1989) in the SCT, a sociopreneur with high social-emotional competence shows greater courage in a dynamic environment to carry out social entrepreneurial activities. Therefore, they are more likely to succeed in achieving their personal goals.
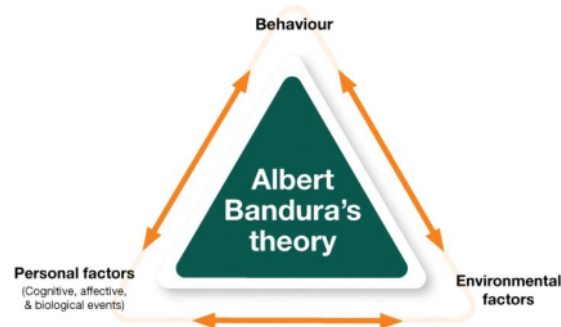

Figure 1. The Bandura's Theory

(Source: modification from Wei & Chang, 2024)

The theory developed by Bandura in the reciprocal model explains prosocial behaviour, which consists of three key components: prosocial behaviour, cognitive, and environment. These three components interact with and influence one another. Sociopreneurs who have high social-emotional are better prepared to carry out entrepreneurial activities because they have empathy, creativity, adaptability, communication, problem-solving and integrity. Zampetakis & Moustakis (2006) found that individuals who have better social-emotional abilities tend to have entrepreneurial intentions, tend to be more creative and innovative and have better emotion control skills, individuals with high emotional competence show good stress tolerance, are more likely to persist, and seek challenges because they have a more positive entrepreneurial attitude. Competencies formed from socio-

emotional are positively correlated with entrepreneurial intentions in the domain of social entrepreneurial activities. Leutnet et al. (2014) showed that there are differences in individual personality characteristics formed from social-emotional, self-assessment, and attitudes that are an important part of social entrepreneurial behaviour that can form empathy and self-efficacy.

Awareness as a Catalyst for Business Innovation

Innovation/vehavior, at the final stage, students are expected to apply their knowledge and social-emotional sensitivity as a basis for pro-environmental behavior so as to create social innovations that can be implemented in society (Shafiei & Maleksaeidi, 2020). To create various green innovations in entrepreneurship, there are two aspects that must be well synergized, namely technical skills (knowledge) and psychological conditions or social emotional (Marganingsih et al., 2024). This was also conveyed by one informant:

"The third stage, which is behavior change, encourages students to understand global issues. How is sustainability implemented in practical business strategies? For example, there is a course on Circular and Sustainable Business, which explores how to transform businesses that are not yet circular or environmentally friendly into ones that are eco-friendly. In the past, there was a course on CSR (Corporate Social Responsibility), but we replaced it with Corporate Social Innovation. That's what we developed. There is also a course on Social Entrepreneurship. Students who have gone through these processes can take the courses at any time—offered over two semesters annually. Whether they are in their first semester or later, they are allowed to join."

At this stage, students understand that social innovation is a form of creative solution to solve social problems faced by society. The concept of social innovation involves the use of new approaches that help improve the quality of life, reduce equality, and address social problems in various fields, such as education, environment, and health. Social innovation is closely related to social entrepreneurship. Social innovation is the foundation for a social entrepreneur in running a business or social activity to look for opportunities, improve the system, find new approaches and create solutions to problems to create changes for a better social environment. Furthermore, Irfan et al. (2023) argue that a social entrepreneur looks for innovative ways to ensure that his/her business will have access to the resources needed as long as it can create social value. Young & Lecy (2013) explains that the definition of social entrepreneurship should include and emphasize creating value, innovation, agent/social change, pursuing opportunities and resourcefulness. Chen & Fok (2013) and Ma et al. (2020) argue that the key to innovation and entrepreneurship education is to influence behavioural intentions related to innovation and entrepreneurship among students.

CONCLUSION

These results refer to the importance of social innovation plays an important role in creating a more sustainable, inclusive and just society. Several reasons why social innovation is so important. First, addressing social problems. Social innovation provides concrete solutions to social problems faced by society. By creating effective new approaches, social innovation can help reduce social inequality, poverty, and injustice. Second, encouraging community participation. Social innovation involves active participation from the community in the development and implementation of solutions. This gives people the power to contribute to solving social problems and creating change for the better. Third, improving efficiency and effectiveness. By adopting new approaches and innovative technologies, social innovation can improve the efficiency and effectiveness of social programs. Thus, limited resources can be better utilized and provide greater benefits to society. Fourth, promoting sustainability. Social innovation focuses on sustainable solutions, which can continue to provide long-term benefits to society. In many cases, social innovation also involves broader systemic changes, creating sustainable transformations.

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