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Factors Motivating of Pandanaran University Students to Pursue  
Sociopreneurship in The Digital Age

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**Abstract:** This study aims to analyze the factors that encourage the interest of Pandanaran University students to become sociopreneurs in the digital era. The research method used is descriptive quantitative with a survey approach through a questionnaire distributed online to 200 active students of Pandanaran University selected by purposive sampling technique. The data were analyzed using descriptive statistics and multiple linear regression through SPSS software. The results showed that internal motivation, attitudes towards sociopreneurship, and environmental support have a significant influence on students' interest in becoming sociopreneurs. Among these variables, internal motivation is the dominant factor with the highest average score of 4.3 on a 5-point Likert scale. The variables of skills, knowledge, university policies, and the social entrepreneurship ecosystem did not show a statistically significant influence although they remain practically relevant. This study concludes that to increase students' interest in becoming sociopreneurs, it is important for universities and related stakeholders to strengthen students' internal motivation, create positive attitudes, and provide a conducive supportive environment in the digital era.

**Keywords:** Sociopreneurship; Digital Era; Motivation

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**A. Introduction**

The development of the digital world today has presented a variety of new opportunities and challenges for the younger generation, especially students in developing their potential and contributing significantly to society. In the digital era, information and technology develop very quickly, creating changes in people's behavior patterns, including in terms of social entrepreneurship or sociopreneurship.

Sociopreneurship is an entrepreneurial concept that not only pursues financial gain, but is also oriented towards positive social impact. This phenomenon is increasingly attracting attention among the younger generation who have high idealism to contribute directly to solving social problems through innovative approaches based on digital technology.

Students as part of the digital generation have unique characteristics, they are not only familiar with the use of technology, but also tend

to have high social sensitivity. The combination of digital literacy and social motivation is an important foundation in encouraging them to engage in social entrepreneurship activities. Gen Z has a high tendency to create social change through creative and technology-based approaches (Rachmawati & Cahyani, 2023).

In practice, digitalization allows students to start social enterprises with more flexible capital and wider reach. Access to digital platforms such as social media, marketplaces, and social donation applications gives them the space to spread social ideas and products to the public. Students feel more encouraged to become sociopreneurs because of the existence of digital platforms that accelerate exposure and collaboration (Hidayatullah & Andriyani, 2023).

In Indonesia, sociopreneurship has started to receive greater attention in recent years. This is inseparable from various social problems that are still not fully resolved, such as poverty, unequal access to education, health problems, and environmental issues. According to data from the Central Statistics Agency (BPS), the number of poor people in Indonesia is still relatively high despite a gradual decline. This condition requires the active role of various parties, including students as agents of change, to participate in providing real solutions through innovative and sustainable approaches.

Pandanaran University as a higher education institution has a strategic role in shaping the character and interest in social entrepreneurship among students. Universities are required to be able to prepare graduates who not only have high academic competence but are also oriented towards solutions to social problems. Social entrepreneurship is one important alternative that can be developed to create graduates who are not only able to create jobs for themselves, but also have a positive impact on the surrounding community.

However, students' interest in becoming sociopreneurs is influenced by various factors, both internal and external. Internal factors such as students' motivation, knowledge, skills, and attitudes towards sociopreneurship are important aspects that determine their intentions and actions in choosing sociopreneurship as a career path. Meanwhile, external factors such as environmental support, university policies, and

the available social entrepreneurship ecosystem also play an important role in shaping students' interests and decisions.

The digital era provides great opportunities for students to more easily access various resources, information, training, and mentoring in the development of sociopreneurship. Easy access to information and networks through digital platforms encourages students to be more creative, innovative, and able to build sustainable social business models. In line with this, Pandanaran University has a moral and academic responsibility to support the growth of sociopreneurship through various academic policies, curricular and extracurricular activities, and collaboration with various relevant parties.

This study aims to identify and analyze the factors that significantly encourage Pandanaran University students' interest in becoming sociopreneurs in the digital era. By knowing these factors, it is hoped that it can help universities design more effective programs to encourage students to develop sociopreneurship. In addition, this research is also expected to be able to provide additional insight to students about the importance of the role of sociopreneurs in solving social problems in Indonesia, as well as provide input for the government and related parties in making policies that support the development of sociopreneurship among the younger generation.

Sociopreneurship differs fundamentally from conventional entrepreneurship, particularly in terms of its primary objectives and sustainability orientation. Conventional entrepreneurship generally focuses on achieving financial profit as its primary objective, with success measured by increased revenue, market share, and business growth. In contrast, sociopreneurship combines business aspects with a strong social mission, where success is not only evaluated based on the profits generated but also on how effectively the business can create positive impacts on society and the environment. A sociopreneur identifies social or environmental issues and develops innovative, sustainable business models to provide real solutions, often leveraging digital technology to expand the reach of its benefits. Thus, sociopreneurship emphasizes a balance between profit and purpose, creating broader value than

conventional entrepreneurship, which is solely focused on economic achievement without prioritizing long-term social contributions.

This study aims to identify and analyze the main factors that drive the interest of Pandanaran University students to become sociopreneurs in the digital era, where digital technology and innovation are the main drivers in the development of social entrepreneurship. The objective of this study is to provide a clear understanding of the influence of factors such as personal motivation, utilization of digital technology, campus environment support, access to information, and perceptions of the social value of business in increasing students' interest in establishing socially oriented businesses. With this objective statement, the research is directed toward clearly explaining the interconnection of each factor influencing students' decisions to balance economic benefits and social impact through the use of digital platforms.

In addition, this study aims to provide practical and academic contributions related to the development of sociopreneur thinking among young people, especially students who have great potential to become agents of social change amid the development of digital technology. By understanding these driving factors, this study is expected to provide recommendations for universities, entrepreneurship development institutions, and education policymakers to create a learning and mentoring ecosystem that supports the emergence of more innovative, competitive young sociopreneurs who can make a positive impact on society through the effective and sustainable use of digital technology.

Thus, this research is very relevant and important to do because it is able to make a significant contribution in an effort to increase students' active participation in solving social problems through a social entrepreneurship approach in the digital era. Academically, the results of this study are expected to enrich the repertoire of knowledge about sociopreneurship and provide a useful theoretical and practical basis for the development of social entrepreneurship education in higher education, especially at Pandanaran University.

## **Sociopreneurship**

The concept of sociopreneurship is a combination of entrepreneurship and social activities. According to Bornstein and Davis (2010), sociopreneurship is social impact-oriented entrepreneurship through innovation and sustainable business approaches. Sociopreneurs have the main goal of creating social benefits in addition to economic benefits (Mair & Marti, 2006).

## **Sociopreneur Interest**

Interest is an internal factor that plays an important role in encouraging individuals to act or do something. According to the Planned Behavior theory proposed by Ajzen (1991), interest or intention is influenced by individual attitudes towards behavior, subjective norms, and perceived behavioral control. In the context of sociopreneurship, students' interests are influenced by their attitudes towards sociopreneurship, supportive environmental norms, and students' confidence in their ability to carry out sociopreneur activities.

## **The Digital Age**

The digital age is characterized by the increasingly intensive use of information and communication technology in various aspects of human life. According to Tapscott (2014), the digital era opens up vast opportunities for individuals, including the younger generation, to access various information and resources needed to develop themselves and contribute positively to society through sociopreneurship.

## **Theory Used: Planned Behavior Theory (TPB)**

Planned Behavior Theory (Ajzen, 1991) was used in this study to explain students' interest in becoming sociopreneurs. This theory suggests that individual interest or intention to perform a behavior is influenced by three main factors, namely attitudes towards behavior, subjective norms, and perceived behavioral control.

Social Cognitive Theory (Bandura, 1986), this theory is used to explain internal factors such as students' knowledge, skills, motivation, and self-perception which are important aspects in developing interest in social entrepreneurship. According to this theory, the interaction between

personal, behavioral, and environmental factors is very important in shaping individual behavior.

## **B. Materials and Methods**

### **Research Conceptual Framework**

In this study, the independent variables consist of internal factors (motivation, knowledge, skills, and attitudes) and external factors (environmental support, university policies, and social entrepreneurship ecosystem). The dependent variable is the interest of Pandanaran University students to become sociopreneurs in the digital era. This study aims to identify the relationship between these variables in the context of Planned Behavior theory and Social Cognitive theory.

With this literature review and theories used, this research is expected to provide a clear and comprehensive picture of the factors that influence the interest of Pandanaran University students to become sociopreneurs in the digital era.

Indicators showing students' interest in business aspects in the context of sociopreneurship can be seen through the existence of well-developed business plans and previous entrepreneurial experience. Students with business plans tend to demonstrate their seriousness and readiness to build a business, from strategic planning, market analysis, target consumer identification, to a business model that combines social goals and profit. Additionally, entrepreneurial experience, even if it is on a small scale or in the form of campus entrepreneurship projects, serves as an important indicator reflecting practical understanding of business management, risk-taking, and the ability to solve real-world business problems. These two indicators show that students' interest in business aspects is not merely conceptual but is demonstrated through concrete steps in designing and running businesses that can develop into sustainable sociopreneurship, especially with the support of digital technology to expand the social and economic impact they aim to achieve.

### **Research Approach**

This research uses a descriptive quantitative approach to analyze the factors that influence the interest of Pandanaran University students to

become sociopreneurs in the digital era. The quantitative approach was chosen because this research aims to identify and measure the relationship between variables in a clear and measurable manner.

### **Population and Sample**

The population in this study were all active students of Pandanaran University. The sampling technique used was purposive sampling, which is a sampling technique based on certain criteria that are relevant to the research objectives. The number of samples in this study was determined using the Slovin formula with an error rate of 5%, so that a representative sample was obtained to represent the population of University students.

### **Data Collection Technique**

Data collection was carried out using a questionnaire as the main instrument distributed online. The questionnaire was prepared based on indicators taken from relevant theories, including internal factors such as motivation, knowledge, skills, and attitudes, as well as external factors such as environmental support, university policies, and the social entrepreneurship ecosystem.

### **Research Instruments**

The research instrument in the form of a questionnaire consists of closed statements with a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Before use, the research instrument was tested for validity and reliability on a number of respondents who had similar characteristics but were not included in the main research sample.

### **Data Analysis**

The data obtained from the questionnaire were analyzed using descriptive statistical analysis and multiple linear regression analysis with the help of the latest version of SPSS statistical software. This analysis aims to determine the relationship between variables and identify the most dominant factors in influencing students' interest in becoming sociopreneurs.

### Research Procedures

This research was conducted in several stages, namely the preparation stage (literature study, preparation of research instruments, and instrument testing), the implementation stage (data collection through distributing questionnaires), the data analysis stage (statistical analysis of the data that has been collected), and the stage of preparing a research report.

With this methodology, the research is expected to produce valid and relevant findings to support the development of sociopreneurship among Pandanaran University students in the digital era.

### Data Description

This study involved 200 respondents who were active students of Pandanaran University. The characteristics of respondents consisted of various faculties and departments at Pandanaran University, with a relatively balanced gender distribution of 53% female and 47% male. The majority of respondents are in the age range of 18-23 years.

## C. Result and Discussion

### Descriptive Statistical Analysis

The results of descriptive statistical analysis show that in general students have a fairly high interest in sociopreneurship with an average score of 4.1 on a 5-point scale. Internal motivation factors showed the highest average score of 4.3, followed by attitude factors of 4.2, skills of 4.0, and knowledge of 3.9. External factors such as environmental support have an average score of 4.0, university policy at 3.8, and the social entrepreneurship ecosystem at 3.7.

### Multiple Linear Regression Analysis

Based on the results of multiple linear regression analysis using SPSS software, the coefficient of determination ( $R^2$ ) is 0.623. This shows that 62.3% of students' interest in becoming sociopreneurs can be explained by the independent variables consisting of motivation, knowledge, skills, attitudes, environmental support, university policies, and the social entrepreneurship ecosystem.

From the analysis, it was found that the motivation variable ( $p=0.000$ ), attitude ( $p=0.002$ ),

and environmental support ( $p=0.005$ ) had a significant influence on students' interest in becoming sociopreneurs. The variables of skills ( $p=0.073$ ), knowledge ( $p=0.092$ ), university policy ( $p=0.054$ ), and social entrepreneurship ecosystem ( $p=0.065$ ) did not show a statistically significant effect, although practically they are still considered important in the context of developing interest in sociopreneurship.

### Discussion

The results showed that the internal motivation factor is the most dominant factor that encourages students' interest in becoming sociopreneurs. Students who have a strong motivation to solve social problems show a higher interest in being involved in sociopreneurship. Attitude factors also play an important role, where students with a positive attitude towards sociopreneurship tend to have a higher interest in developing social entrepreneurship.

In addition, environmental support from family, peers and the community also contributed significantly in shaping students' interests. This confirms the importance of creating a supportive environment for students in developing sociopreneurship. Although the variables of skills, knowledge, university policies, and the social entrepreneurship ecosystem do not have a statistically significant effect, they are still important in the practical development of sociopreneurship.

Student interest in sociopreneurship can be translated into concrete social business activities through planned and problem-solving oriented steps. This interest can be realized by identifying social or environmental issues in their surroundings, such as waste management, empowering underprivileged communities, or developing local products, and then designing a business model that can provide sustainable solutions to these problems. Concrete social business activities can include developing environmentally friendly products or services, establishing digital platforms for marketing local SME products, or implementing technology-based skill training programs for vulnerable groups. With the support of a clear business plan,

the use of digital technology, and effective marketing strategies, students not only express their interests in the form of ideas but also implement them into real and impactful social businesses, while remaining competitive in the market while maintaining their social mission as the primary focus.

#### **D. Conclusion**

This study concludes that the interest of Pandanaran University students to become sociopreneurs in the digital era is significantly influenced by internal motivation factors, attitudes towards sociopreneurship, and environmental support. Internal motivation is the most dominant factor in encouraging students' interest in being involved in sociopreneurship, followed by their positive attitude towards sociopreneurship and a supportive social environment. On the other hand, the factors of skills, knowledge, university policies, and the social entrepreneurship ecosystem, although not showing a statistically significant effect, still have relevance in a practical context and need to be considered in the sociopreneurship development program. Therefore, Pandanaran University and related stakeholders are advised to implement policies and programs that strengthen student motivation, foster positive attitudes, and create a conducive environment to support the development of sociopreneurship among students, so that they can make a real contribution to solving social problems in an innovative and sustainable manner in the digital era.

The results of this study are expected to provide valuable insights into enriching our understanding of social entrepreneurship behaviour in the digital age, particularly among students as the younger generation with great potential to become agents of change. By analysing the factors driving their interest in becoming social entrepreneurs, this research reveals how social motivation, the use of digital technology, campus environment support, and entrepreneurial experience shape unique patterns of social entrepreneurship thinking and behaviour. This understanding is not only relevant for the development of social entrepreneurship theory but also provides

practical insights for educational institutions and policymakers to design mentoring programs, curricula, and digital ecosystems that support the emergence of more innovative sociopreneurs. Thus, the findings of this study contribute to strengthening the capacity of young entrepreneurs to combine social values and profit, as well as optimize digital technology in creating solutions that have a positive impact on society at large.

#### **Discussion**

This study shows that Pandanaran University students' interest in sociopreneurship in the digital era is strongly influenced by internal motivation factors, attitudes, and environmental support. This finding is in line with the Theory of Planned Behavior (TPB) which states that a person's intention or interest in performing certain behaviors is influenced by attitudes, subjective norms, and behavioral control. Students' positive attitude towards sociopreneurship reflects their belief in the social benefits and values generated through sociopreneurship, while environmental support shows the subjective norms of the surrounding environment that influence their interest.

On the other hand, the factors of skills, knowledge, university policies, and the social entrepreneurship ecosystem did not show a statistically significant effect. This could be because although these factors are important, they are not strong enough to directly determine students' interest without being supported by strong motivation and positive attitudes. Therefore, it is important for Pandanaran University to integrate programs that actively increase students' motivation and positive attitude in sociopreneurship activities.

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