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**The Role of Digital Technology in The Development of  
Sociopreneurship Among Students at Pandanaran University**

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**Abstract:** This study aims to analyze the role of digital technology in the development of sociopreneurship in Pandanaran University students. Rapid digital transformation has opened up new opportunities for students to develop innovative, effective and impactful social enterprises. Through a descriptive qualitative approach, data was collected from interviews, observations, and documentation studies of students who are active in sociopreneurship activities. The results showed that digital technology made a significant contribution in various aspects, such as expanding market access, operational efficiency, capacity building through digital literacy, and ease of collaboration and networking. However, there are several challenges faced, including the digital literacy gap, limited infrastructure, and lack of assistance in utilizing technology. Nevertheless, most students were able to adapt and develop innovative strategies to optimize the use of digital technology in their social enterprises. This study recommends the need to improve digital literacy, strengthen the technology-based social entrepreneurship ecosystem, as well as continuous support from universities. The findings are expected to be a reference for the development of sociopreneurship programs on campus and strengthen the role of students as agents of social change in the digital era.

**Keywords:** Digital Technology, Sociopreneurship, Students, Social Entrepreneurship

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**A. Introduction**

The development of digital technology has brought significant changes in various aspects of human life around the world. Digitalization has driven revolutions in various sectors, from economy, education, health, to social and culture. According to the World Economic Forum (2022), digitalization can increase efficiency, accelerate economic growth, and create new opportunities, especially for the younger generation. Digital technology not only acts as a tool, but also as a

catalyst that changes the way humans interact, learn, and work.

In the midst of this accelerated digital transformation, there is a need to build an adaptive and innovative young generation. One of the main challenges faced by millennials and generation Z is the ability to utilize technology productively and creatively, not just as consumers, but also as producers of knowledge, solutions and innovations that can answer social problems around them.

According to Dees (1998), a social entrepreneur must be able to recognize and take advantage of existing opportunities to drive social change in a systematic way. The advent of digital technology makes this faster and more scalable. Tools such as social media, mobile applications, e-commerce, and cloud-based data management systems have created new opportunities for sociopreneurs to reach a wider audience, enhance effective communication, and build inclusive collaboration among stakeholders.

However, the application of technology in social entrepreneurship also faces a number of challenges. In some areas, especially in developing countries, there are still inequalities in access to digital infrastructure, low digital literacy skills, and limitations in human resource capacity. This can hinder the effective application of technology by social entrepreneurial actors. Therefore, support from various parties, including government, academia, the private sector and communities, is essential to create an inclusive and sustainable digital ecosystem.

Digital technology plays a very significant role in supporting student social business models, particularly in terms of expanding reach and improving operational efficiency. Through the use of e-commerce platforms, social media, and digital marketing applications, students can promote their social products or services to a wider audience without geographical limitations. Technology also simplifies transaction processes with fast and secure online payment systems, enabling students to manage the finances of their social enterprises in a more transparent and measurable manner. Additionally, the use of data analytics technology helps students understand the needs of their target market, consumer behavior, and relevant social trends, allowing them to design more targeted and impactful social business strategies that benefit society.

Furthermore, digital technology supports innovation in student social business models through collaboration and the utilization of technology-based resources. Crowdfunding platforms, for example, enable them to raise funds to support the social projects they are running, while online communication applications help build partnerships with social organizations, investors, and communities.

Technology also opens up new opportunities for creating digital solution-based products or services, such as educational apps, platforms for empowering local SMEs, or online skill-sharing services. With the support of digital technology, students can optimize the potential of their social businesses, create a broader social impact, and build sustainable business models that can grow rapidly in the digital age.

Digital technology has a big role in both traditional and social businesses, but the focus and impact are pretty different. In conventional businesses, digital technology is primarily used to optimize financial gains through digital marketing strategies, business process automation, customer data management, and operational efficiency improvements. Meanwhile, in social businesses or sociopreneurship, digital technology serves not only as a commercial tool but also as a means to expand the social impact sought. For example, digital platforms can be used to educate the public, raise awareness of social issues, or connect target groups with innovative solutions. Thus, the use of digital technology in social businesses is twofold: to ensure financial sustainability while simultaneously achieving a broader social mission, making it an important tool in creating dual value (profit and purpose) in the digital age.

Sociopreneurship, which combines business elements and social causes, is growing thanks to technological advancements. Students can use social media, mobile apps, and websites to introduce their ideas, raise funds, and build a community. In addition, digital technology also supports collaboration between students from different backgrounds, which in turn enriches perspectives and methods in addressing social problems. In the context of education, the integration of digital technology in the curriculum also plays an important role. Students are taught to use digital tools in data analysis, marketing, and project management, all of which are highly relevant in the development of sociopreneurship. With these skills, they are better equipped to face real-world challenges and contribute positively to society.

Students today live in the digital era, where access to information and knowledge is very easy through various digital platforms such as the

internet, social media, and technology-based applications. This phenomenon provides both opportunities and challenges. On the one hand, digital technology allows students to learn independently, develop networks, and innovate without space and time constraints. On the other hand, inappropriate use of digital technology can have negative impacts, such as gadget addiction, the spread of hoaxes, and low productivity.

Therefore, it is important for students to not only be users of digital technology, but also be able to manage and utilize it strategically, especially in supporting sociopreneurship activities. With the support of digital technology, students can build, manage and develop social enterprises more effectively and efficiently.

Digital technology offers various conveniences and advantages in the development of sociopreneurship, including:

1. **Broader Market Access:** Through digital platforms, sociopreneurs can market their products and services to a wider market, even to a global level, without geographical restrictions.
2. **Operational Efficiency:** Various digital applications allow for more efficient business management, such as financial records, team management, and customer service.
3. **Product and Service Innovation:** Digital technology opens opportunities for sociopreneurs to innovate, such as creating social solution-based applications, educational platforms, or marketplaces for local products.
4. **Collaboration and Networking:** Technology facilitates collaboration with various parties, including fellow sociopreneurs, investors, and social communities.
5. **Capacity Building and Digital Literacy:** Access to training, online courses, and knowledge resources is increasingly open thanks to the internet, which can increase students' capacity in running social enterprises.

Although digital technology offers various benefits, there are several challenges faced by students in developing sociopreneurship, among others:

1. **Digital Literacy Gap:** Not all students have the same level of digital literacy. Some are still technology illiterate or do not

understand the optimal utilization of digital platforms.

2. **Infrastructure Limitations:** Uneven internet access, especially in remote areas, can be an obstacle in the development of digital-based social enterprises.
3. **Lack of Mentoring and Assistance:** Students often need mentoring to understand the technical and managerial aspects of digital sociopreneurship development.
4. **Digital Security Challenges:** Data security and privacy risks are also important issues that young sociopreneurs must anticipate.

In recent years, students' interest in sociopreneurship in Indonesia has continued to increase. Various competition programs, business incubators, and social entrepreneurship training have been held by the government, campuses, and non-governmental organizations. Pandanaran University as one of the universities in Indonesia is also not left behind in encouraging its students to become sociopreneurs.

However, research and scientific publications on the effectiveness and role of digital technology in developing sociopreneurship among students, especially at Pandanaran University, are still limited. This shows the need for a more in-depth study of the phenomenon, so that it can become a reference in the development of digital-based sociopreneurship programs in higher education.

Pandanaran University has a vision to produce graduates who not only excel academically, but also have social awareness and an entrepreneurial spirit. Through various programs such as business incubators, entrepreneurship training, and community service activities, the university seeks to instill sociopreneurship values in its students.

With the support of digital technology, Pandanaran University students are expected to be able to create innovative solutions to social problems in their surrounding environment. A study on the role of digital technology in the development of sociopreneurship among Pandanaran University students is very relevant to be carried out, in order to find out the extent to which technology has contributed, the challenges faced, and the opportunities that can be utilized in the future.

By looking at the background above, it is clear that digital technology has great potential in supporting the development of sociopreneurship among students, especially at Pandanaran University. However, the utilization of these technologies also faces various challenges that need to be overcome together. Through this research, it is hoped that a deeper understanding of the dynamics of digital technology utilization by students in the context of sociopreneurship can be obtained, so that it can make a real contribution to the development of superior, adaptive and competitive Indonesian human resources in the digital era.

## **B. Materials and Methods**

### **1. Digital Technology**

Digital technology refers to a variety of devices, systems and applications based on the use of computers and the internet to manage, store and distribute information (Laudon & Laudon, 2018). The development of digital technology has changed business patterns and social interactions in society, including in the education and entrepreneurship sectors. Digital technology allows access to information in real time, unlimited communication, and cross-geographic collaboration.

Schwab (2016) in his book *The Fourth Industrial Revolution* states that digital technology is one of the main drivers of innovation, both on an individual and organizational scale. For students, the use of digital technology is not only a means of learning, but also for the development of creativity, business innovation, and social solutions.

### **2. Sociopreneurship**

Sociopreneurship is a combination of entrepreneurship with a primary orientation on social value creation (Bornstein & Davis, 2010). In contrast to conventional entrepreneurship that focuses on financial gain, sociopreneurs place social goals as a priority, such as poverty alleviation, community empowerment, or environmental preservation (Dees, 2001). Sociopreneurship encourages individuals, including university students, to identify social problems and create innovative solutions that are economically and socially sustainable.

Research by Prasetyo et al. (2021) revealed that the development of sociopreneurship among students can increase social awareness as well as entrepreneurial spirit. Social business incubation, training, and mentoring programs have proven effective in growing students' interest and capacity in building social enterprises.

### **3. The Role of Digital Technology in Sociopreneurship**

A number of studies have shown that digital technology plays an important role in the development of sociopreneurship. According to Sari and Putra (2022), digital technology makes it easier for sociopreneurs to market products, build networks, raise funds (crowdfunding), and strengthen brand awareness. Digital platforms such as social media, websites, and mobile applications are the main tools to improve operational efficiency and expand social impact.

On the other hand, digital literacy and access to technological infrastructure are challenges for sociopreneur students, especially in areas where internet access is still limited (Huda & Kurniawan, 2020). Therefore, the success of digital-based sociopreneurship development is strongly influenced by the readiness of individuals to accept and manage technology.

### **4. Technology Acceptance Model (TAM)**

The main theory used in this study is the Technology Acceptance Model (TAM) developed by Davis (1989). TAM explains that individual acceptance of technology is influenced by two main factors:

- a. Perceived Usefulness (PU): The extent to which individuals believe that the use of technology will improve performance or desired outcomes.
- b. Perceived Ease of Use (PEOU): The extent to which individuals believe that the use of the technology is easy to understand and execute.

TAM is very relevant to analyze how Pandanaran University students accept and utilize digital technology in carrying out sociopreneurship activities. This model helps identify factors that encourage or hinder technology adoption among social enterprise students.

## 5. Social Entrepreneurship Theory

In addition to TAM, this research also uses the Social Entrepreneurship theory proposed by Dees (2001) and Bornstein & Davis (2010). This theory highlights the characteristics, motivations, and processes experienced by sociopreneurs in creating social change through an entrepreneurial approach. The theory emphasizes the importance of social vision, innovation, sustainability, and creating a positive impact on society.

Social Entrepreneurship theory helps to outline the motivations of students in building social enterprises, the strategies used to achieve social goals, and the challenges faced in carrying out their role as agents of social change.

## 6. Diffusion of Innovation

As a support, Rogers' (2003) Diffusion of Innovation theory is also relevant, especially in understanding how digital technology innovations are adopted by sociopreneur students. This theory explains the process of spreading innovation, starting from the stages of knowledge, persuasion, decision, implementation, to confirmation. This theory is important to examine the dynamics of digital technology adoption in student groups who act as pioneers in entrepreneurship.

By combining TAM, Social Entrepreneurship, and Diffusion of Innovation theories, this research is expected to provide a comprehensive understanding of how digital technology plays a role in the development of sociopreneurship in Pandanaran University students. This analysis is also expected to contribute to the development of strategies to strengthen the role of students as actors of social change in the digital era.

Students can run social enterprises digitally by utilizing various platforms and technologies that support business management and the achievement of their social goals. One of the most common ways is to use social media as the main means of marketing and public education on social issues raised by their businesses. Through creative content in the form of photos, videos, or articles, students can convey social messages, introduce products or services, and build communities that care about the issues they want to solve. Additionally, they can leverage e-

commerce or digital marketplaces to sell their products on a broader scale, serve customers beyond their local area, and expand their business reach at a more cost-efficient rate compared to traditional sales methods.

In addition, students can also utilize digital technology to build more structured and impactful social business models. For example, they can use crowdfunding platforms to raise funds to support social programs, or project management applications to coordinate teams and volunteers involved. Analytics and big data technology also help students understand community needs, monitor project progress, and measure the social impact generated. With the support of online communication applications, they can collaborate with various parties such as business mentors, non-profit organizations, and social investors. All these steps enable students to manage social enterprises more professionally, transparently, and sustainably in the digital age, thereby enhancing the potential for success and the positive impact of their initiatives on society.

## C. Result and Discussion

### 1. Level of Digital Technology Utilization

Based on the results of surveys and interviews with Pandanaran University students who are active in sociopreneurship activities, it was found that more than 85% of respondents have utilized digital technology in various aspects of social business development. The most dominant forms of utilization include:

- a. Digital Marketing: As many as 80% of respondents use social media such as Instagram, Facebook, and TikTok as the main channel for promoting social products/services. Some have also utilized marketplaces and websites to expand market reach.
- b. Collaboration and Networking: 67% of students admitted to frequently using digital platforms such as WhatsApp, Telegram, Google Meet, and Zoom to establish communication, teamwork, and build networks with other partners and communities.
- c. Business Management: More than 50% of students utilize financial management applications, spreadsheets, and collaborative

software (Google Workspace, Trello) to support their social enterprise operations.

- d. Knowledge Access and Training: Most students access social entrepreneurship trainings, webinars and educational content through digital platforms, both campus-provided and external.

## 2. The Role of Digital Technology in Sociopreneurship Development

From the data collected, the role of digital technology is felt in several main aspects of sociopreneurship development, namely:

- a. Expanding Social Access and Outreach  
Digital technology makes it easier for students to reach more beneficiaries, whether in the form of social campaigns, online fundraising, or community education programs.
- b. Increase Operational Efficiency  
The process of administration, documentation, and reporting of social enterprises becomes more organized with the use of digital applications, so that operational time and costs can be reduced.
- c. Encourage Product and Service Innovation  
Technology allows students to develop new services, such as social-based educational applications, online donation platforms, and marketplaces for local products resulting from community empowerment.
- d. Facilitate Collaboration and Access to Funding  
Collaboration between students and with external partners can be done more easily, as well as wider opportunities to get funding through crowdfunding platforms and online competitions.

## 3. Challenges in Utilizing Digital Technology

This research also identified several challenges faced by students:

- a. Digital Literacy Gap  
Some students still experience difficulties in operating certain applications or optimally utilizing digital features. This causes some technological opportunities not to be fully utilized.
- b. Infrastructure Limitations  
Unstable internet access and limited devices are major barriers, especially for students

who come from peripheral areas or are economically disadvantaged.

- c. Lack of Mentoring and Technical Assistance
- d. There is still limited training or technical assistance in utilizing digital technology for social enterprise development, making the adaptation process slow.

## 4. Discussion (Interpretation of Findings)

The results show that digital technology has become a major catalyst in the development of sociopreneurship among Pandanaran University students. This finding is in line with Schwab's (2016) opinion that digital transformation encourages innovation in various fields, including social entrepreneurship. The use of social media and digital applications not only increases marketing effectiveness, but also expands the reach of social programs run by students.

The high level of technology adoption also shows that students are starting to see the importance of digitalization in supporting the sustainability of social enterprises. In addition, changes in communication and collaboration patterns are the main supporting factors in the successful development of sociopreneurship in the campus environment.

Based on the Technology Acceptance Model (TAM) used as a theoretical framework, it was found that perceived ease of use and perceived usefulness strongly influence the level of acceptance and utilization of digital technology by students. Most students feel that digital technology is easily accessible and provides tangible benefits to their social enterprises, both in terms of efficiency, innovation, and market reach.

In addition, Social Entrepreneurship theory (Dees, 2001; Bornstein & Davis, 2010) is also relevant in describing students' motivation to use technology as a tool for social empowerment. The adoption of digital technology is proven to help students in creating creative and impactful solutions, in accordance with the main characteristics of a sociopreneur.

## 5. Comparison with Previous Research

This research reinforces previous findings, such as those by Sari & Putra (2022), that digital technology plays a major role in expanding

market access, accelerating the innovation process, and building social networks. However, this study also adds that infrastructure and digital literacy challenges are still the main obstacles that need to be overcome through more massive and inclusive digital literacy programs.

#### 6. Practical Implications

This research provides a number of practical implications, including:

- a. Universities need to provide digital technology training regularly and relevant to the needs of student social businesses.
- b. Efforts are needed to strengthen infrastructure and internet access, especially for students from less developed areas.
- c. Mentoring and assistance from technology practitioners and senior sociopreneurs is very important to accelerate student adaptation to technological developments.

#### 7. Limitations of the Study

This study has limitations on the number of respondents who are still limited to one university and to students who are already active in sociopreneurship, so the results may not necessarily represent all students. Future research is expected to involve more institutions and expand the variety of subjects.

#### 8. Discussion Conclusion

Overall, digital technology plays a central role in the development of Pandanaran University students' sociopreneurship. Despite the challenges, most students are able to adopt and utilize technology to strengthen the social impact of their businesses. Support from educational institutions is needed in improving digital literacy and infrastructure access, so that the potential for sociopreneurship in the digital era can continue to develop optimally.

One example of a technology-based social enterprise is KitaBisa.com, a crowdfunding platform in Indonesia that allows individuals and organizations to raise funds online to support various social initiatives. Through digital technology, this platform successfully connects donors with those in need, ranging from medical assistance and education to the empowerment of local MSMEs. The transparency provided

through digital reports, regular updates, and a secure online payment system has increased public trust and expanded the social impact generated. This case study demonstrates how the use of digital technology not only supports fundraising but also expands networks, accelerates assistance, and effectively educates the public about social responsibility.

Another example is Du'Anyam, a sociopreneurship that empowers women in rural Indonesia through technology-based weaving crafts. Du'Anyam utilizes e-commerce platforms and social media to market handmade products to both national and international markets. In addition to selling products, they integrate digital applications to monitor production, distribution management, and payments to artisans, thereby making business processes more efficient and transparent. This initiative not only provides additional income for women in remote areas but also preserves local culture and reduces dependence on low-risk jobs. This case study is relevant for students as it illustrates how digital technology can bridge the gap between social objectives and sustainable business opportunities that can create tangible impact.

#### D. Conclusion

This research shows that digital technology plays a very important and strategic role in the development of sociopreneurship among Pandanaran University students. The utilization of various digital platforms, ranging from social media, business management applications, to marketplaces, has proven to have a significant impact on increasing the effectiveness, efficiency, and reach of social businesses run by students. Through digital technology, students are able to expand markets, strengthen collaboration networks, access sources of knowledge and training, and improve innovation capabilities in creating solutions to social problems in society.

The results of this study also confirm that most students have a fairly high level of digital technology adoption, which is driven by perceptions of ease of use and real benefits felt in managing social businesses. This finding is in line with the Technology Acceptance Model (TAM) framework on which the analysis is based, where

perceived usefulness and perceived ease of use are the main factors in the acceptance and utilization of digital technology among sociopreneur students.

However, this research also identified some key challenges that are still faced, such as the digital literacy gap, limited technological infrastructure and internet access, and the lack of sustainable mentoring in the application of digital technology. These challenges can limit the potential for optimal sociopreneurship development, especially for students who come from areas with limited access to technology.

Based on these findings, this study recommends the need to strengthen digital literacy through continuous training, improving supporting infrastructure such as more equitable internet access, and providing mentoring or mentoring programs from the campus and experienced practitioners. With this support, it is hoped that Pandanaran University students can maximize the potential of digital technology to develop social enterprises that are innovative, sustainable, and have a wider positive impact on society.

In general, the results of this study emphasize the importance of the role of digital technology as an enabler in the sociopreneurship ecosystem, as well as the importance of collaboration between students, universities, and other stakeholders in creating a conducive environment for the birth of adaptive young sociopreneurs in the digital era.

Digital technology has brought significant changes to the way sociopreneurs run their businesses, particularly in terms of operational efficiency, market reach, and the achievement of social goals. Whereas social entrepreneurs previously relied on conventional methods such as word-of-mouth marketing, local distribution, and limited capital, technology now enables them to leverage online platforms for promotion, sales, and educating the public about their social mission. Social media and e-commerce provide broader access to reach consumers without geographical limitations, while analytical technology helps understand the needs of the target market and measure social impact more accurately. In addition, digital innovations such as crowdfunding and collaboration apps facilitate fundraising, volunteer management,

and strategic partnerships. This transformation makes sociopreneurs more adaptive, transparent, and competitive, making technology a key factor that not only supports the business aspect but also amplifies the social value they create in the digital age

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