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The Determining Factors of Student Commitment to
Sociopreneurship: A Study at Pandanaran University

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Abstract: This study aims to analyze the influence of individual and institutional factors in increasing the commitment of Pandanaran University students to sociopreneurship. This study uses a quantitative approach with a survey method to students involved in social entrepreneurship activities. The results showed that individual factors, such as internal motivation, self-confidence, and social values, significantly encourage students to actively participate in sociopreneurship. Meanwhile, institutional factors, which include campus policy support, training programs, and availability of resources, also strengthen students' commitment in developing social enterprises. The interaction between individual and institutional factors creates an effective synergy in building students' long-term commitment to sociopreneurship. The findings indicate the importance of an integrated strategy that combines strengthening individual capacity and increasing institutional support to foster a generation of committed and impactful young sociopreneurs. This research recommends the need for campus program innovation as well as the development of an ecosystem that supports student collaboration and empowerment to increase participation in sociopreneurship.

Keywords: sociopreneurship, students, social entrepreneurship

A. Introduction

1. Social Challenges and the Importance of Sociopreneurship in the Modern Era

The rapid and complex development of the times requires innovation and creative solutions in dealing with various social challenges that exist in society. Various social problems such as poverty, unemployment, educational disparities, and environmental damage, are still the main problems faced by the Indonesian people,

including in urban and suburban areas such as Semarang, where Pandanaran University is located. In this context, the concept of sociopreneurship (social entrepreneurship) began to gain widespread attention as one of the strategic approaches that not only prioritizes profit, but also has a strong orientation towards solving social problems in a sustainable manner.

Sociopreneurship is an entrepreneurial approach that does not solely pursue financial

gain, but also carries a social and environmental mission. This business model emphasizes the importance of creating shared value between business actors and society, where the business solutions developed have a positive impact socially and ecologically (Erlangga et al. 2024). Therefore, sociopreneurship can act as a catalyst for change that bridges economic interests with sustainability needs (Kamaludin, Xavier & Amin 2021).

2. The Role of Students in Sociopreneurship

The younger generation, especially students, have a strategic role in developing and disseminating the sociopreneurial spirit. As agents of change, students are expected to not only have intellectual capacity, but also social sensitivity and moral commitment to create positive changes in their environment. (Safitri, Mulyadi, Sutarni & Ramdhany 2024). With access to higher education and abundant information resources, students are in an ideal position to contribute to sustainable development through the path of social entrepreneurship (Sajidan 2024).

Student commitment to sociopreneurship has a significant impact on the sustainability and growth of the social enterprises they run. A high level of commitment encourages students to remain consistent in pursuing the social vision and mission of their businesses despite facing challenges such as limited capital, market competition, or changes in community needs. This commitment also plays a role in maintaining product or service quality, building long-term relationships with beneficiary communities, and preserving the positive reputation of social enterprises. In addition, students with strong commitment tend to be more open to innovation and the use of digital technology, which ultimately improves operational efficiency and expands the social impact of their businesses. Thus, commitment is not only a motivational factor, but also a key foundation that ensures social enterprises remain relevant, sustainable, and capable of growth, providing continuous economic and social benefits to the target community.

However, facts in the field show that the level of student participation in sociopreneurship activities is still relatively low. Although many

students claim to be interested in the concept of sociopreneurship, only a small percentage are actually actively involved in business-based social initiatives (Petrescu & Suci 2024). This mismatch between potential and practice suggests a commitment gap that needs to be further studied systematically (Santos et al. 2025).

This gap can be influenced by various factors, both from within students and from the external environment that houses them. A number of studies identify that the factors that influence students' commitment to sociopreneurship are generally divided into two major groups, namely individual factors and institutional factors. These two aspects have a complementary relationship and determine the success of students in developing their role as sociopreneurs (Srimaryani, Siswandari & Muhtar 2024).

Individual factors include aspects such as intrinsic motivation, empathy for social issues, personal values held by students, awareness of sustainability, and levels of self-efficacy. Students who have a strong internal drive are generally more easily moved to initiate or join a social entrepreneurship program. Social values embedded in students are an important foundation in shaping long-term commitment to sociopreneurial activities (European Journal of Educational Research 2022)

Institutional factors include campus policies that support social entrepreneurship, integration of sustainability values in the curriculum, availability of incubation programs, access to mentoring and training, and cooperation networks with the community and industrial sector (Herlina, R., & Hadi, S. 2020). A supportive and inclusive campus environment can encourage students to be more courageous in developing social impact business ideas. Even students who were previously uninterested can be motivated to get involved thanks to an effective institutional support system. (Mulyana, A. 2019)

Pandanaran University as a higher education institution that has a vision to produce graduates with character and global competitiveness, always strives to encourage its students to not only be academically proficient, but also able to become agents of social change. One of the programs promoted by this university

is the empowerment of students in the field of social entrepreneurship, both through intracurricular, extracurricular, and community service activities.

However, the reality in the field shows that not all students have a high commitment to engage in sociopreneurship activities. Many of them still see social business as a side activity, not even a few who do not understand the urgency and long-term impact of involvement in sociopreneurship. This phenomenon raises fundamental questions about factors that can increase student commitment to sociopreneurship, especially at Pandanaran University.

3. Individual Factors Influencing Commitment

Individual factors are those that are inherent to students and influence their behavior and decision to commit to sociopreneurship. Some important aspects of individual factors include:

- Internal Motivation

Internal motivation is the drive from within students to engage in sociopreneurship, either because of passion, social values, or the desire to be an agent of change. Students who have intrinsic motivation tend to be more resistant to challenges and more consistent in running social businesses.

- Self-Confidence and Self-Efficacy

Self-confidence and self-efficacy greatly influence the extent to which students dare to take risks and persist in developing social enterprises. Individuals with high self-efficacy will be more optimistic and persistent in facing difficulties.

- Social Values and Concerns

Social values, empathy, and concern for community conditions are the main drivers for students to engage in social activities. The higher the social concern of a student, the greater the chance of having a commitment to sociopreneurship.

- Experience and Knowledge

Experience in social or entrepreneurial activities, as well as knowledge about social business models, will strengthen students' commitment. The more experience and insight they have, the easier it is for students to understand the challenges and potential of sociopreneurship.

Research conducted by Mair and Noboa (2006) states that individual factors such as motivation, self-confidence, and knowledge determine a person's intention and commitment in carrying out the role of a sociopreneur.

4. Institutional Factors Affecting Commitment

In addition to individual factors, institutional factors also have an important role in shaping and strengthening student commitment to sociopreneurship. Institutional factors here include various forms of support and influence that come from the campus environment and related institutions, including:

- Campus Policy and Program Support

Campuses that actively provide support through policies, business incubation programs, training, and sociopreneurship competitions will encourage students to be more serious in developing social enterprises. Proactive institutional policies will create a conducive climate for the growth of young sociopreneurs.

- Supporting Facilities and Infrastructure

The availability of facilities such as creative spaces, business laboratories, internet access, and technology are supporting factors for student success in running and developing sociopreneurship ideas.

- Mentoring and Assistance

The existence of mentors or supervisors who are competent in the field of sociopreneurship is very important in guiding, motivating, and providing solutions to various problems faced by students.

- Collaborative Ecosystem

A campus environment that encourages cross-disciplinary collaboration, interaction with external social business actors, and involvement in social entrepreneurship networks will strengthen students' commitment to remain active in sociopreneurship.

- Awards and Recognition

Providing awards or recognition to students who excel in the field of sociopreneurship will increase self-confidence and motivation to continue to contribute.

Research conducted by Leadbeater (2007) and Hockerts (2017) confirms that the success of sociopreneurship development in higher education is largely determined by the strength of institutional support provided to students.

5. Synergy between Individual and Institutional Factors

Students' commitment to sociopreneurship is not only influenced by individual and institutional factors separately, but by the interaction or synergy of the two. A supportive institutional environment can optimize individual potential, while highly motivated individuals will more easily take advantage of the opportunities and facilities provided by the institution. Thus, the strategy to strengthen student commitment must integrate the approach of developing personal capacity and strengthening the institutional ecosystem.

Based on the above description, it can be concluded that increasing the commitment of Pandanaran University students to sociopreneurship is strongly influenced by a combination of individual and institutional factors. Both are complementary and must be developed synergistically in order to create a generation of young sociopreneurs who are committed, innovative, and able to have a positive social impact on society. This research is very relevant to enrich the scientific repertoire and practice of developing sociopreneurship in the Indonesian higher education environment.

6. Sociopreneurship

Sociopreneurship is a combination of two major concepts, namely social and entrepreneurship. According to Dees (2001), sociopreneurs are individuals who pursue opportunities to create social value through innovation and creative and sustainable resource management. Sociopreneurship emphasizes efforts to solve social problems with an entrepreneurial approach that prioritizes social impact, not merely financial profit (Bornstein & Davis, 2010).

In the context of higher education, the development of sociopreneurship is considered as one way to shape the character of students who are adaptive, environmentally concerned, and globally competitive (Leadbeater, 2007). Sociopreneurship programs in higher education have been proven to foster leadership, empathy, and social innovation among students (Hockerts, 2017).

7. Student Commitment to Sociopreneurship

Commitment is a person's determination, consistency, and loyalty in carrying out certain roles or activities. Commitment in the context of sociopreneurship is the willingness of students to be actively involved, survive, and contribute to the development of social enterprises (Allen & Meyer, 1990). According to Meyer and Allen, commitment consists of three dimensions: affective commitment (emotional), continuance commitment (rational), and normative commitment (moral/ethical). In students, high commitment to sociopreneurship has a direct effect on the sustainability and success of the social business being run.

Research by Hockerts (2017) found that students with strong social motivation, organizational experience, and entrepreneurial knowledge tend to have a higher commitment in running sociopreneurship.

Individual Factors

Individual factors are personal characteristics that influence a person's behavior and decisions. Some individual factors that influence student commitment to sociopreneurship include:

- Motivation: According to Ryan and Deci (2000), intrinsic motivation such as the desire to help others and make a social contribution is very important in encouraging students to become sociopreneurs.

- Self-Efficacy: Bandura's (1997) concept of self-efficacy states that an individual's belief in his or her own abilities greatly influences proactive behavior, including in the development of social enterprises.

- Social Value and Empathy: Students who have high empathy and social values tend to be more encouraged to commit to social activities and social enterprises (Mair & Noboa, 2006).

- Organizational Experience: Active experience in social and entrepreneurial organizations increases students' capacity and commitment (Zahra et al., 2009).

8. Institutional Factors

Institutional factors refer to the support, policies, facilities, and external campus environment that influence student behavior. In sociopreneurship development, institutional factors include:

- Campus Policies and Programs: Universities that have proactive policies and social business incubation programs, training, and sociopreneurship competitions tend to be able to encourage student commitment (Leadbeater, 2007).

- Facilities and Infrastructure: Supporting facilities such as incubation space, access to capital, mentoring, and business laboratories strengthen student motivation and commitment (Huda & Kurniawan, 2020).

- Social Environment Support: A collaborative environment, mentoring from lecturers/practitioners, and the existence of a social entrepreneurial community on campus strengthen student commitment (Prasetyo et al., 2021).

- Rewards and Recognition: An award or certification system from the campus for outstanding students in the field of sociopreneurship increases their motivation and loyalty.

Research by Fayolle & Gailly (2015) confirms that the integration of individual and institutional aspects in a synergistic manner is very important to form sustainable student commitment in social entrepreneurship.

9. Theory of Planned Behavior (TPB)

The main theory used in this study is Ajzen's (1991) Theory of Planned Behavior (TPB). TPB states that a person's intention to perform a behavior is influenced by three main factors:

- Attitude (Attitude towards Behavior): The extent to which individuals view the behavior as positive or negative.

- Subjective Norms: The individual's perception of social pressure from the surrounding environment to perform or not perform the behavior.

- Perceived Behavioral Control: An individual's belief in his or her ability to control and carry out the behavior.

TPB is relevant to examine how individual factors such as motivation, attitude, and self-efficacy, as well as institutional factors such as campus environmental norms and institutional support, influence students' commitment to sociopreneurship.

10. Social Cognitive Theory (SCT)

Bandura's Social Cognitive Theory (1986) emphasizes the interaction between personal factors (cognition, emotion, motivation), environment (social environment, institution), and behavior. In the context of this research, SCT is used to understand how self-efficacy, experience, and interaction with the campus institution environment shape student behavior and commitment to sociopreneurship.

Organizational Commitment Theory

Meyer & Allen's (1991) organizational commitment theory is used to map the dimensions of student commitment to sociopreneurship, including:

- Affective Commitment: Emotional attachment to social values and goals.

- Continuance Commitment: Consideration of the benefits and consequences of leaving sociopreneurship activities.

- Normative Commitment: Moral obligation to continue contributing to the social enterprise.

These three dimensions will be analyzed in relation to the individual and institutional factors found in the research.

This study aims to explicitly analyze the individual and institutional factors that play a role in increasing the commitment of Pandanaran University students to social business activities or sociopreneurship. The primary focus of this study is to understand how personal characteristics, such as social motivation, entrepreneurial values, entrepreneurial experience, and institutional support from the university—including access to training, mentoring, and an entrepreneurial ecosystem—can encourage students to commit to building businesses that are not only profit-oriented but also generate sustainable social impact. This research aims to provide a clear picture of the relationship between internal and external factors influencing students' decisions to actively engage in sociopreneurship activities, whether in the planning, implementation, or development stages of social enterprises. With this objective, readers can understand the direction of the study, which emphasizes the importance of synergy between individuals and institutions in shaping a competitive, innovative, and positively

contributing generation of young sociopreneurs for society.

B. Materials and Methods

1. Respondent Profile

This research involved 120 Pandanaran University students who have been involved in various sociopreneurship programs, both in the form of social organizations, student activity units, and independent social businesses. The majority of respondents were in the age range of 19-23 years, with a composition of 62% female and 38% male. 75% of respondents have organizational experience on campus, and 68% have attended social entrepreneurship training or workshops.

2. Individual Factors

The results of data analysis show that individual factors have a significant effect on student commitment to sociopreneurship. Aspects of internal motivation, especially the urge to help society and the desire to contribute to social change, are the main drivers. A total of 82% of respondents stated that they were involved in sociopreneurship because of their calling to provide solutions to social problems around them.

Self-efficacy also proved to play an important role; students who feel confident and confident in their abilities are more consistent in carrying out sociopreneurship activities. Knowledge and organizational experience increase students' confidence so that they are better prepared to face challenges. High social values and empathy are reflected in the finding that 74% of respondents assessed the success of social enterprises not only from a financial perspective, but also from the positive impact generated.

3. Institutional Factors

Institutional factors also show a significant influence. Supportive campus policies, such as the existence of social business incubation programs, sociopreneurship competitions, and recognition of student social achievements, are felt to encourage student commitment. 71% of respondents felt that the program provided practical experience, networking, and additional motivation.

Access to facilities such as incubation space, lecturer mentoring, and social business funding also played a significant role. Respondents who actively utilize campus facilities have a higher level of commitment than those who do not. However, there are still challenges in the equitable availability of facilities, especially ongoing mentoring and access to sufficient capital.

4. Interaction of Individual and Institutional Factors

This study found a positive interaction between individual and institutional factors. Students with strong motivation and sufficient organizational experience will be more committed if supported by a conducive campus environment. Conversely, students with only moderate motivation can experience increased commitment when they receive guidance, training, and clear opportunities from the institution. The synergy of these two factors is proven to significantly strengthen student commitment.

C. Result and Discussion

The research findings confirm that student commitment to sociopreneurship is not the result of one factor alone, but rather the result of interactions between individual strengths and the campus ecosystem. Individual factors such as motivation, self-efficacy, experience, and social values are the main foundations in building commitment. This is in line with the Theory of Planned Behavior (Ajzen, 1991) and Social Cognitive theory (Bandura, 1986) which places attitudes, norms, and behavioral control as determinants of intention and commitment.

Meanwhile, institutional factors such as policies, facilities, and environmental support strengthen or even trigger the emergence of commitment in students who were previously less active. These results support the findings of Hockerts (2017) who stated that the success of sociopreneurship on campus is highly dependent on the collaboration between individual character development and the strength of the institutional ecosystem.

1. Comparison with Previous Studies

The results of this study are consistent with previous studies (Fayolle & Gailly, 2015; Prasetyo et al., 2021) which found that the integration of individual and institutional factors is very important in fostering the sociopreneur spirit among students. This research also reinforces the importance of mentoring, practical experience, and providing creative space on campus.

2. Practical Implications

The practical implication of this research is the need for universities to design holistic policies, combining strengthening students' personal capacity with providing adequate institutional support. Campuses need to intensify sociopreneurship training, expand access to facilities, and strengthen mentoring systems and alumni networks that can serve as role models for students.

3. Challenges and Limitations

Some challenges are still faced, such as unequal access to campus facilities, limited funding, and lack of monitoring of the mentoring program. This study is also limited to one university, so generalization of the results to other universities requires further study with a wider sample.

4. Recommendations

It is recommended that Pandanaran University improve the synergy between developing individual student capacity and strengthening institutional support systems. The development of incubation programs, expansion of partner networks, and increasing the capacity of supervisors are very important to create a sustainable sociopreneurship ecosystem.

5. Discussion conclusion

Student commitment to sociopreneurship has a direct relationship with the achievement of tangible results such as business sustainability, increased income, and social impact. Students with a high level of commitment tend to have perseverance and consistency in running social businesses, enabling them to overcome business challenges and maintain business operations in the long term. This commitment also encourages more optimal resource management, sustainable

marketing strategies, and continuous innovation that leads to increased business income. In addition, the sustainability of social business activities carried out consistently enables the creation of broader and more sustainable social impacts for the target community.

D. Conclusion

This study confirms that Pandanaran University students' increased commitment to sociopreneurship is significantly influenced by a combination of individual and institutional factors. From the individual side, intrinsic motivation to make a social contribution, level of self-efficacy, organizational experience, and social values and concerns proved to be a strong foundation in building and maintaining students' commitment to social entrepreneurship. Students who have high internal drive and confidence in their abilities tend to be more persistent, innovative, and consistent in carrying out various sociopreneurship activities.

Meanwhile, institutional factors such as campus policy support, availability of training programs, incubation facilities, mentoring from lecturers, as well as access to funding and external networks are instrumental in strengthening student motivation and commitment. A conducive campus environment, characterized by programs that support the development of sociopreneurship, can optimize students' potential and help them face various challenges in developing social enterprises.

The positive interaction between individual and institutional factors creates an effective synergy in fostering students' long-term commitment to sociopreneurship. Students with strong personal motivation and capacity will develop further when supported by a responsive and facilitative institutional ecosystem. Conversely, students who may not be fully convinced or have no experience, can be encouraged to commit when the campus provides clear guidance, opportunities and recognition.

This research also found that there are challenges that need to be overcome, such as limited facilities, unequal access to mentoring, and funding constraints. Therefore, strategic efforts are needed from the university to strengthen collaboration between the

development of individual student capacity and the provision of comprehensive institutional support.

Overall, the results of this study emphasize the importance of an integrated approach that involves improving the quality of individuals as well as strengthening the campus ecosystem in supporting the development of sociopreneurship. With the right strategy, Pandanaran University can create a generation of young sociopreneurs who not only have high commitment, but are also able to have a broad and sustainable social impact on society.

Indicators that show real student involvement in social business activities can be seen through concrete actions such as establishing social enterprises, participating in campus entrepreneurship programs, or actively participating in business incubators. Students who establish social enterprises demonstrate a high level of commitment because they have gone through the stages of ideation to the implementation of socially impactful businesses. In addition, involvement in business incubators or sociopreneurship competitions indicates a seriousness in developing entrepreneurial skills, building networks, and accessing professional guidance. These indicators reflect that student not only have an interest but are also taking concrete steps to realize sociopreneurship

The results of this study are expected to enrich the understanding of human resource development in social entrepreneurship by highlighting the role of individual and institutional factors in shaping students' commitment to sociopreneurship. The findings of this study can provide new insights into the skills, motivation, social values, and ecosystem support needed to produce competitive young social entrepreneurs. In addition, the results of this study can serve as a reference for educational institutions in designing more effective learning, training, and mentoring programs to enhance students' capacity to build sustainable social enterprises that have a positive impact on society

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