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THE IMPACT OF ENTREPRENEURSHIP EDUCATION ON SOCIOPRENEURSHIP INTENTION: THE MODERATING ROLE OF PAST EXPERIENCE

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Keyword

Sociopreneurship Intention; Entrepreneurship Education; Past Experience; Social Entrepreneurship.

Abstract

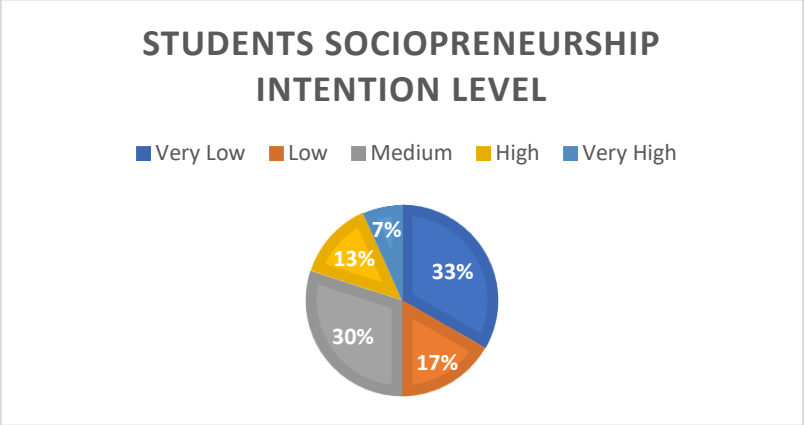
The increasing prevalence of social issues, such as poverty, environmental degradation, and inequality, highlights the urgent need for innovative solutions that combine economic and social value creation. Sociopreneurship has emerged as a promising approach to addressing these challenges. However, preliminary surveys indicate that university students' sociopreneurship intention remains low, despite their exposure to entrepreneurship education. This study investigates the influence of entrepreneurship education and self-efficacy on sociopreneurship intention, with past experience as a moderating variable. Using a quantitative approach, data were collected from students of FPMIPA, FPIPS, and FPEB at Universitas Pendidikan Indonesia who had completed entrepreneurship courses and participated in social organizations. Data analysis was conducted using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The findings reveal that both entrepreneurship education positively and significantly affect sociopreneurship intention. Furthermore, past experience significantly moderates the relationship between entrepreneurship education and sociopreneurship intention, indicating that relevant experiences can enhance the educational impact. These results emphasize the importance of integrating experiential learning into entrepreneurship curricula to strengthen students' readiness and motivation to become sociopreneurs.

INTRODUCTION

West Java Province is one of the most populous regions in Indonesia, facing multifaceted socio-economic challenges. Although poverty rates have generally declined, data from Statistics Indonesia (Badan Pusat Statistik, 2024) indicate that approximately 7.64% of the population still lives in poverty, particularly in rural areas with limited access to basic services (Maulidya et al., 2023). This condition is further exacerbated by other pressing social issues such as stunting, underemployment, and interregional disparities, which remain strategic concerns requiring sustainable solutions. The West Java Regional Medium-Term Development Plan (RPJMD) 2025–2029 explicitly targets the resolution of these problems through human capital development, local economic empowerment, and the advancement of community-based MSMEs and creative industries (Bappeda Jabar, 2025).

One approach considered capable of supporting this agenda is the development of social entrepreneurship, or *sociopreneurship*, which offers innovative solutions to social problems by integrating business orientation with a social mission, as exemplified in community enterprises, waste banks, and environmentally based production units (Jumada Barqah et al., 2023). According to the Social Enterprise Platform (PLUS) database, as of August 2024, only 42 social enterprises have been identified in West Java 19 in the creative economy, 12 in technology, and 11 in the environment and energy sector (Rachmawati et al., 2024). Considering that West Java

is the most populous province in Indonesia, this number suggests that sociopreneurship adoption remains extremely limited relative to its potential. For comparison, national-level data indicate that approximately 3.1% of Indonesia's population are classified as entrepreneurs (including social entrepreneurs) with growth of about 1.4% over just two years (UN.ESCAP et al., 2018). This discrepancy underscores that sociopreneurship not only remains underdeveloped locally, but also lags significantly behind broader entrepreneurial trends across the nation.



Preliminary survey results presented in Diagram 1.1, involving 30 students from various faculties at Universitas Pendidikan Indonesia who had completed entrepreneurship courses, reveal a similar tendency: 33.3% of respondents fell into the low category and 16.7% into the very low category, meaning that half of the respondents exhibited weak intentions to become sociopreneurs. Only 6.7% were in the very high category and 13.3% in the high category, with the remainder in the moderate range. This phenomenon reflects a gap between the potential role of sociopreneurship and the actual participation of young actors in the field.

The intention to become a sociopreneur is considered an important initial stage in social entrepreneurship. Research suggests that confidence and various skills are crucial for pioneering social businesses (Puspitasari, 2019), and numerous studies have emphasized the role of entrepreneurship education in shaping such intentions. Entrepreneurship education is designed to cultivate an innovative mindset, build business skills, and enhance individuals' readiness to develop socially driven enterprises (Virk & Gambhir, 2024), with prior research (Blegur & Handoyo, 2017; Burhan & Azis, 2023; Rahma et al., 2023; Masril et al., 2021; Nabi, 2017) generally reporting a positive influence on sociopreneurial intention. Nonetheless, divergent findings exist, with some studies (Ilhami & Tahwin, 2023; Michelle & Tendai, 2016; Septian Dwi Cahyo, 2022) indicating that entrepreneurship education does not always exert a significant effect, suggesting the need for further investigation into its effectiveness within the sociopreneurship context.

Moreover, *past experience* has the potential to serve as a moderating factor that strengthens the influence of entrepreneurship education on sociopreneurial intention (Alexander, 2019). Experiences involving direct exposure to social issues, participation in social organizations, or engagement in community activities may enhance individuals' sensitivity and commitment to addressing societal challenges(Alexander, 2019; Hockerts, 2017; Le & Nguyen, 2023; Tran, 2023). However, studies in Romania, France, and Vietnam (Aloulou & Algarni, 2022; Miriti, 2021; Nguyen et al., 2024) have shown that past experience does not consistently play a significant moderating role, leaving room to re-examine this relationship in the context of Universitas Pendidikan Indonesia students a group rarely studied in sociopreneurship research compared to students with business or management backgrounds.

This study draws on the Theory of Planned Behavior (Ajzen, 1991a), which posits that behavioral intention is influenced by attitudes, subjective norms, and perceived behavioral control. In this context, entrepreneurship education shapes attitudes toward sociopreneurship, while past experience can strengthen norms and perceptions regarding entrepreneurship as a vehicle for social change. This integrated approach is expected to make a conceptual contribution by testing a moderation model that has been relatively underexplored in Indonesia, particularly within the socio-economic development context of West Java.

By incorporating both entrepreneurship education and past experience into a single analytical framework, this research addresses a gap in the literature especially regarding non-business students at Universitas Pendidikan Indonesia from diverse disciplines thus providing a more comprehensive perspective on the formation of sociopreneurial intentions among students. The findings are expected not only to expand theoretical understanding of the determinants of sociopreneurial intention but also to offer practical implications for the development of entrepreneurship curricula in higher education. Such curricula should be able to foster social awareness, sharpen business acumen, and cultivate sensitivity to strategic local issues, thereby aligning with the RPJMD agenda in fostering a generation of young sociopreneurs who actively contribute to sustainable regional development.

METHOD

This study employs a quantitative approach with a causal research design to analyze cause–effect relationships among the variables specified in the theoretical model. This design was selected as the research aims to examine the influence of Entrepreneurship Education on Sociopreneurship Intention, as well as the moderating role of Past Experience. The study is non-experimental in nature, utilizing primary data collected through questionnaires, and was conducted from March to May 2025 within the higher education setting that serves as the research site. The target population in this study was undergraduate students from various faculties at Universitas Pendidikan Indonesia who had taken entrepreneurship courses and participated in social organizations. However, due to the availability of responses, the final sample consisted of students from three faculties: FPMIPA, FPIPS, and FPEB. A minimum sample size of 154 respondents was determined using probability sampling with a simple random sampling technique, ensuring that each individual had an equal chance of selection. Respondents were required to have completed entrepreneurship courses and possess social experience, either through organizational involvement or other community-based activities.

The study variables consist of the independent variable, *Entrepreneurship Education*; the dependent variable, *Sociopreneurship Intention*; and the moderating variable, *Past Experience*. The research instrument is a five-point Likert scale questionnaire comprising 24 items: 16 items measuring Sociopreneurship Intention adapted from (Hockerts, 2017), 5 items measuring Entrepreneurship Education adapted from (Nabi, 2017), and 3 items measuring Past Experience adapted from (Mair et al., 2006). These items were designed to assess the degree of exposure to entrepreneurship education, the extent of social experience, and the intention to establish socially oriented ventures.

Data were collected online by distributing the questionnaire to eligible respondents. The data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS version 3.2.9. The analysis procedure included validity testing through convergent validity and discriminant validity; reliability testing using Composite Reliability and Cronbach's Alpha; the R-square test to determine the proportion of variance in the dependent variable explained by the independent variable; the f-square test to assess effect size; and model fit evaluation to assess the adequacy of the model in representing the data. Significance testing was conducted using the bootstrapping technique to obtain *t*-statistics and *p*-values, while path coefficients were examined to determine the strength and direction of relationships among latent variables. This systematic procedure ensures that the research model is valid, reliable, and capable of explaining the empirical relationships between Entrepreneurship Education, Past Experience, and Sociopreneurship Intention.

RESULTS

The following presents the demographic data of respondents as seen in Table 1.

Table 1. Demographic Data

	Category	Frequency	Percentage
Gender	Male	22	14,28%

	Female	132	85,71%
	Total	154	100%
Educational Level	Undergraduate (Bachelor's)	66	42,86%
	Graduate (Master's)	88	57,14%
	Total	154	100
Faculty	Faculty of Mathematics and Natural Sciences Education (FPMIPA)	52	33,76%
	Faculty of Social Sciences Education (FPIPS)	51	33,12%
	Faculty of Economics and Business Education (FPEB)	51	33,12%
	Total	154	100%
Entrepreneurship Education History	Has taken Entrepreneurship Education	154	100%
	Has not Entrepreneurship Education	-	0%
	Total	154	100%
Experience History	Has participated in a social organization	154	100%
	Has never participated in a social organization	-	0%
	Total	154	100%

Source: Processed data, 2025

Based on the demographic data of the respondents, the total number of participants in this study was 154 individuals. In terms of gender, there were 22 male respondents (14.28%) and 132 female respondents (85.71%), indicating that the majority of participants were female. Regarding educational level, 66 respondents (42.86%) were undergraduate students, while 88 respondents (57.14%) were enrolled in a master's program. In the faculty category, most respondents came from the Faculty of Mathematics and Natural Sciences Education (FPMIPA), with 52 respondents (33.76%), while 51 respondents each (33.12%) were from the Faculty of Social Sciences Education (FPIPS) and the Faculty of Economics and Business Education (FPEB). With respect to the history of entrepreneurship education, all respondents—154 individuals (100%)—had undertaken entrepreneurship education. Furthermore, in terms of experience in social organizations, all respondents (100%) had participated in social organizational activities, meaning none of them lacked experience in this area.

Convergent Validity Test

The convergent validity test in SEM-PLS aims to ensure that each indicator used to measure a construct or latent variable is strongly correlated with other indicators within the same construct, thus reliably representing the overall construct. Evaluation is conducted by examining the outer loadings (preferably > 0.70), Average Variance Extracted (AVE, required > 0.50), and Composite Reliability (CR, > 0.70). When all three criteria are met, the construct is

considered to have satisfactory convergent validity. The results of the SEM-PLS model calculation, including loading factors, are presented in Figure 2.

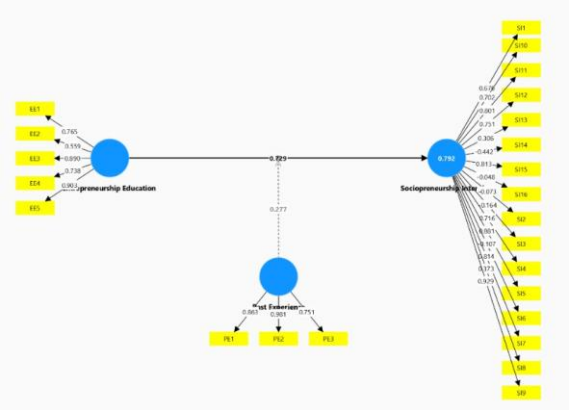


Figure 1. PLS Model

Figure 2 represents the SEM-PLS model employed in this study, which aims to examine the loading factors of all indicators associated with each variable. The variables analyzed include Entrepreneurship Education as the independent variable, Sociopreneurship Intention as the dependent variable, and Past Experience as the moderating variable.

Outer loadings serve to measure the strength of the relationship between each indicator and its corresponding latent variable. An indicator is considered valid if it has an outer loading value of ≥ 0.70, as this indicates that the indicator makes a strong contribution to explaining the construct. Conversely, indicators with values below 0.70 are recommended to be removed, as their low contribution may reduce the model's overall accuracy. The outer loadings table following the SEM-PLS model calculation is presented in Table 2.

Table 2. Outer Loadings

	EE	PE	SI	PE x EE
EE1	0,450			
EE2	0,559			
EE3	0,890			
EE4	0,738			
EE5	0,903			
PE1		0,863		
PE2		0,981		
PE3		0,751		
SI1			0,676	
SI2			0,602	
SI3			0,551	
SI4			0,751	
SI5			0,947	

SI6	0,442	
SI7	0,665	
SI8	-0,048	
SI9	0,868	
S10	0,164	
S11	0,845	
S12	0,765	
S13	-0,107	
S14	0,625	
S15	0,769	
S16	0,689	
PE X EE		1,000

Source: Processed data, 2025

Based on Table 1, the indicators that meet the validity criteria with values ≥ 0.7 and are retained in the model are SI4 (0.751), SI5 (0.947), SI9 (0.868), SI11 (0.845), SI12 (0.765), SI15 (0.769), EE3 (0.890), EE4 (0.738), and EE5 (0.903). These values indicate that the respective indicators have a strong contribution in explaining their latent variables.

Average Variance Extracted (AVE) Test

The AVE test is conducted to measure the proportion of the variance in the indicators that can be explained by the latent construct. An AVE value above 0.50 indicates that more than half of the variance in the indicators can be explained by the variable, thereby demonstrating good convergent validity. The results of the AVE test are presented in Table 3.

Table 3. Results of Average Variance Extraction (AVE) Test

Variabel	*Average Variance Extracted* (AVE)
EE	0,902
PI	0,798
SI	0,715

Source: Processed data, 2025

Based on Table 3, it can be seen that each variable has an AVE value above 0.5 (> 0.5), namely 0.902 for Entrepreneurship Education, 0.798 for Past Experience, and 0.715 for Sociopreneurship Intention, indicating that each variable explains more than half of the variance in its indicators. This result reflects strong convergent validity.

Composite Reliability Test

Table 4. Results of Composite Reliability Test

Variabel	*Composite Reliability*	*Cronbach's Alpha*
EE	0,965	0,947
PE	0,922	0,910
SI	0,937	0,921

Source: Processed data, 2025

According to Table 4, the CR values for each variable exceed 0.70, with values of 0.965 for Entrepreneurship Education, 0.922 for Past Experience, and 0.937 for Sociopreneurship Intention. These results indicate satisfactory reliability. The high CR values confirm that the items in each variable demonstrate good internal consistency.

Discriminant Validity Test

The discriminant validity test is used to assess the degree to which constructs are distinct from each other. Heterotrait-Monotrait (HTMT) values below 0.85 (or 0.90, depending on the criteria used) indicate that the constructs are discriminant. The results of the discriminant validity test are shown in Table 5.

Table 5. Results of Discriminant Validity Test (HTMT)

	EE	PE	SI
EE			
PE	0,427		
SI	0,758	0,257	
PE X EE	0,280	0,628	0,486

Source: Processed data, 2025

Based on Table 5, the HTMT values for each pair of variables are below the threshold of 0.85. This suggests that each variable is discriminant from the others and does not exhibit excessive overlap. In other words, EE, PE, SI, and the interaction term PE × EE measure significantly different concepts, thereby confirming that the model meets discriminant validity.

R Square (R^2) Test

The R Square test is conducted to measure the proportion of variance in the dependent variable that can be explained by the independent variables. The higher the R Square value, the better the model is at explaining the variance in the dependent variable. The results of the R Square test are shown in Table 6.

Table 6. Results of R Sqaure (R^2) Test

Variabel	R^2
SI	0,680

Source: Processed data, 2025

According to Table 6, the R Square value for the SI variable is 0.680, which means that the variation in SI can be explained by the variables in the model, namely EE and PE. This value falls within the moderate to strong category, indicating a good predictive ability of the model.

F Square (f^2) Test

The f square test is conducted to assess the contribution of each independent variable to the dependent variable. The results of the f square test are presented in Table 7.

Table 7. Results of F Square (f2) Test

Hubungan Variabel	F^2
EE → SI	0,480
PE →SI	0,062
PE X EE → SI	0,244

Source: Processed data, 2025

The analysis shows that the EE variable has an f-square value of 0.480, indicating a strong effect on Sociopreneurship Intention. Thus, EE has a substantial impact on SI. Meanwhile, the PE variable has an f-square value of 0.062, which falls into the low category. Additionally, the interaction between PE and EE, as a moderating variable, has an f-square value of 0.244, which can be categorized as a medium effect.

Model Fit

The model fit of this study is shown in Table 8.

Table 8. Model Fit

	Saturated Model
SRMR	0,155
d ULS	1,875
d G	n/a
Chi-square	∞
NFI	n/a

Source: Processed data, 2025

Based on Table 8, the model fit test in SEM-PLS indicates that the evaluated model does not fully meet the criteria for a good fit. The SRMR (Standardized Root Mean Square Residual) value is 0.155 for both the saturated and estimated models, which is relatively high, as the literature suggests that a good model fit generally has an SRMR below 0.08 or a maximum of 0.10. This indicates that the model still exhibits a considerable level of residuals and has not yet optimally aligned with the estimated data.

Bootstrapping Results

In SEM-PLS, the testing of each relationship is carried out using the bootstrapping simulation method on the sample. The bootstrapping test results are shown in Figure 3.

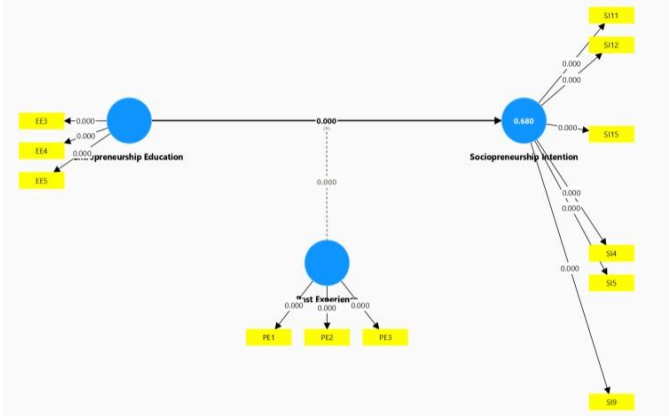


Figure 2. Bootstrapping Results

Based on Figure 3, the values shown on the lines represent the p-values. A more detailed overview of the path estimates (original sample), T statistics, and p-values for each relationship is presented in the path coefficients table, shown in Table 9.

Table 9. Path Coefficients

	Original Sample (O)	*Sample mean* (M)	*Standard deviation* (STDEV)	T *Statistics* (|O/STDEV|)	P *Values*	Keputusan

EE →SI	0,562	0,556	0,033	16,984	0,000	Signifikan
PE → SI	-0,217	-0,203	0,099	2,206	0,027	Signifikan
PE X EE → SI	0,419	0,406	0,101	4,142	0,000	Signifikan

Source: Processed data, 2025

According to Table 9, three main relationships were identified. First, the relationship between Entrepreneurship Education and Sociopreneurship Intention shows an Original Sample (O) value of 0.562, a T statistic of 16.984, and a p-value of 0.000 ($p < 0.05$). This indicates that Entrepreneurship Education has a positive and significant effect on Sociopreneurship Intention, meaning that the higher the Entrepreneurship Education an individual receives, the greater their intention to become a sociopreneur. Second, the relationship between Past Experience and Sociopreneurship Intention shows an Original Sample (O) value of -0.217, a T statistic of 2.206, and a p-value of 0.027 ($p < 0.05$). This result indicates that Past Experience has a negative and significant effect on Sociopreneurship Intention, meaning that individuals' past experience may actually reduce their intention to engage in sociopreneurship. Third, the relationship between Entrepreneurship Education and Sociopreneurship Intention moderated by Past Experience shows an Original Sample (O) value of 0.419, a T statistic of 4.142, and a p-value of 0.000 ($p < 0.05$). This result suggests that Past Experience positively and significantly moderates the relationship between Entrepreneurship Education and Sociopreneurship Intention, indicating that individuals with greater Past Experience are more likely to leverage Entrepreneurship Education to enhance their sociopreneurial intention.

DISCUSSION

Based on the analysis, the research model demonstrates that the measurement instruments possess adequate validity and reliability. The results reveal that *Entrepreneurship Education* has a positive and significant effect on *Sociopreneurship Intention*. This finding suggests that the higher the quality of entrepreneurship education students receive, the stronger their intention to engage in social entrepreneurship. This aligns with the *Theory of Planned Behavior* (Ajzen, 1991), which emphasizes that education can enhance attitudes, subjective norms, and perceived behavioral control toward entrepreneurial action. Similar results were found by (Nabi, 2017), who noted that entrepreneurship education can increase students' motivation and skills to establish mission-driven businesses. Nevertheless, (Oosterbeek et al., 2010) highlighted that entrepreneurship education does not always have a positive effect, as certain teaching methods may inadvertently reduce intentions by overemphasizing risks and barriers.

Interestingly, *Past Experience* was found to have a negative and significant direct effect on SI. This means that greater prior experience in social or entrepreneurial activities particularly those marked by challenges or failures may reduce the willingness to engage in sociopreneurship. This outcome is consistent with (Omorede, 2014), who argued that negative experiences can diminish motivation by increasing awareness of the complexity, limited resources, and financial risks inherent in social ventures. While studies such as (Hockerts, 2017; Mair et al., 2006) reported a positive influence of experience on social entrepreneurial intention, the present findings highlight that the nature and quality of the experience play a crucial role.

Notably, although Past Experience has a negative direct effect, it positively and significantly moderates the relationship between Entrepreneurship Education and Sociopreneurship Intention. This implies that students with prior experience despite encountering challenges are better able to internalize the lessons from Entrepreneurship Education and leverage them to strengthen their sociopreneurial intention. This finding is consistent with *experiential learning theory* (Kolb, A. Y., & Kolb, 2005) and the TPB's perceived behavioral control concept, whereby experience provides a practical framework to understand and apply educational inputs. (Hockerts, 2017) similarly found that individuals with previous

social experience are more responsive to entrepreneurship education due to their first-hand understanding of the opportunities and challenges in social ventures.

From a practical perspective, these findings suggest that entrepreneurship curricula should incorporate experiential learning components such as social projects, internships in non profit organizations, or social business simulations rather than focusing solely on theoretical content. Furthermore, reflective guidance should be offered to students with negative past experiences to reshape their perceptions and rebuild positive motivation for engaging in social entrepreneurship.

CONCLUSION

Based on the results of data testing and discussion, this study concludes that Entrepreneurship Education has a positive and significant effect on Sociopreneurship Intention, indicating that the higher the level of entrepreneurial education received by students, the stronger their intention to become sociopreneurs. However, Past Experience has a negative influence on Sociopreneurship Intention, suggesting that prior experiences may in fact diminish one's intention to engage in social entrepreneurship. This may occur because individuals with previous experience are more aware of the challenges and risks involved in managing a social enterprise. Nevertheless, Past Experience is shown to positively and significantly moderate the relationship between Entrepreneurship Education and Sociopreneurship Intention, meaning that individuals with prior experience are better able to internalize entrepreneurial education and use it to strengthen their intention to build a social business. The R Square value of 0.680 indicates that this research model explains 68% of the variance in sociopreneurship intention, with entrepreneurial education as the main factor, reinforced by past experience as a moderating variable.

The practical implications of this study encourage higher education institutions to further optimize entrepreneurship programs that not only emphasize business theory but also provide real-life experience in social entrepreneurship. Institutions are advised to develop curricula that incorporate social project-based learning, internships with social organizations, and mentoring programs involving established sociopreneurs to help students gain practical insights into real-world challenges. Additionally, strategies are needed to support students who have had negative experiences in social entrepreneurship, ensuring they remain motivated and equipped to overcome obstacles. Future research is recommended to explore other external factors such as policy support, social environment, and the entrepreneurial ecosystem that may influence sociopreneurship intention. With this approach, the findings can serve as a valuable reference for educational institutions and policymakers in fostering a more conducive environment for the growth of sociopreneurship in Indonesia.

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