

## **Exploring the Intentions of Social Entrepreneurship. An Empirical Study University Student in Indonesia**

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### **Abstract**

Social entrepreneurship plays a prominent role in cultivating the entrepreneurship spirit in university students who start up the new ventures. This study investigates the determinant of social entrepreneurship intention on university student related to entrepreneurship education and entrepreneurship experience in Indonesia. Through a survey method collected university students as respondent 328 for analyzed. Using statistically Structural Equation Modelling (SEM) method for data analysis, research findings reveal that moral obligation, self-efficacy and social support as determinant factors on social entrepreneurship intention in student university. Moreover, the main finding indicates that entrepreneurship education and entrepreneurship experience will increase the intention to strat up business in the field of social when it mediated with several factors. These findings give a contribution to the university as one of the contributed institutions in build-up entrepreneurship

knowledge for student and also the government in improving the economic growth through the social entrepreneurship in a sustainable way as one of economic improvement.

Keywords: Social entrepreneurship Intention, Entrepreneurship Education, Entrepreneurship Experience

## **Explorando las intenciones del emprendimiento social: un estudio empírico Estudiante universitario en Indonesia**

### Resumen

El emprendimiento social desempeña un papel destacado en el cultivo del espíritu emprendedor en los estudiantes universitarios que inician las nuevas empresas. Este estudio investiga el determinante de la intención del emprendimiento social en estudiantes universitarios relacionado con la educación emprendedora y la experiencia emprendedora en Indonesia. Mediante un método de encuesta se recogieron estudiantes universitarios como encuestados 328 para analizarlos. Utilizando el método estadístico de Modelización de ecuaciones estructurales (SEM) para el análisis de datos, los resultados de la investigación revelan que la obligación moral, la autoeficacia y el apoyo social son factores determinantes en la intención del emprendimiento social en la universidad estudiantil. Además, el hallazgo principal indica que la educación en emprendimiento y la experiencia en emprendimiento aumentarán la intención de impulsar el negocio en el campo de lo social cuando esté mediado por varios factores. Estos hallazgos dan una contribución a la universidad como una de las instituciones contribuidas en el desarrollo del conocimiento del emprendimiento para los estudiantes y también al gobierno para mejorar el crecimiento económico a través del emprendimiento social de una manera sostenible como una de mejora económica.

Palabras clave: Intención de emprendimiento social, educación en emprendimiento, experiencia en emprendimiento

### Introduction

The theoretical model intention of social entrepreneurship intention growing up in the literature discussion and become a developed issue by schol-

ars. Littlewood & Holt, (2015) suggest that entrepreneurship with social goals is keeping increasing. Social entrepreneurship has combined social and economic goals as the main driving force in a business transformation. Numbers of studies have empirically evidence and suggested the variables would be extended dan substituting the variable (Krueger et al., 2000; Ayob et al. 2013; Ip et al., 2017; Hockerts, 2017; Tran, 2018). According to Kringe (2015), social entrepreneurship offers potential alteration by creating which focus on sustainability, accountability, and made of learning in business, also with social values diversity and complexity, that could create chances to change. For identifying and utilizing potential on young entrepreneurs which focus on social entrepreneurship become important in developing countries. Previous studies have tested that demographic variables significant affect social entrepreneurship intention (Wilson et al., 2007; Matlay, 2008).

Entrepreneurship education has a rapid exploration, interest in this issue is worldwide. It would be developed and stimulated on the process of entrepreneurship which provides the necessary tools for starting the new ventures (Postigo & Tomborini, 2002). The study on social entrepreneurship grow up to confirm the positive role of universities in supporting social entrepreneurship intention and would generate the entrepreneurial behaviour in university students (Movahedi & Charkhtabian, 2013; Yu & Wang, 2019). Interesting research work have tried to investigate the relationship between entrepreneurship education and social entrepreneurship intentions. Analytical review by Pittaway and Cope's (2007) confirmed the related with the education of entrepreneurship that entrepreneurship education related with intentions of university student toward entrepreneurship, although they also indicate that uncertain it would affect they entrepreneurial activities. Tran & Von Korfflesch (2018) also gives empirically evidence that entrepreneurship education has related with social entrepreneurship intentions.

University students, although at a young age in terms of the professional business they have a source of competence and other skills that can contribute to perceived entrepreneurial abilities. The past of entrepreneurial behaviour is also an important factor as a stimulus to encourage entrepreneurial decisions (Delmar & Davidsson, 2000; Ucbasaran et al., 2009). Juster (1975) asserts that entrepreneurship education and entrepreneurial experience are the main determinants in efforts to earn individual income. In the context of students, their influence on entrepreneurial intentions is the professional business experience (Teixera & Forte, 2017) and

previous entrepreneurial exposure (Krueger, 2003). Therefore, knowledge and skills related to experience are also cognitive elements that influence the creation of effort (Shane et al., 2012).

According to the discussion above and several empirical evidence from previous research, reveal that the social entrepreneurship intention has a relationship to the entrepreneurship education and entrepreneurship experience. This study proposes to examine the effect of entrepreneurship education and entrepreneurship experience on university students by combining several determinant factors that also influence the intention of a social entrepreneurship, thus these factors play role as a mediating. This research examines entrepreneur education and entrepreneurship experience with directly and indirectly path related to moral obligation, self-efficacy and social support with social entrepreneurship intention. Nonetheless, Ernst (2011) states that research in social entrepreneurship field which focuses on social entrepreneurial intention is still an early stage. It concludes that research on the intention of social entrepreneurship is in its infancy. Therefore, in the context of social entrepreneurship research is a still need, in quantitative work in particular.

## LITERATURE REVIEW

### Entrepreneurships Education on Moral Obligation and Self Efficacy

University students who complete an entrepreneurship education program are more likely to be entrepreneurs than students who have no entrepreneurship education. This is in line with the opinion of Varghese & Hassan (2012) that if the people have limited education they tend to become entrepreneurs. However, they are more motivated to do work or are entrepreneurs if they have relevant skills (Blackford et al., 2009). Therefore, entrepreneur education plays an important role in fostering an entrepreneurial spirit in students who can start new ventures (Lee et al., 2005). In a narrow sense, this is an action orientation which is mainly manifested in teaching students how to develop business plans (Krueger, 2002). Pittaway and Cope's (2007) by discussion systematic review on entrepreneurship education ensure that entrepreneurship education affects intentions of the student toward entrepreneurship, even though that is uncertain whether such entrepreneurship education would affect certain entrepreneurial activities. Therefore, entrepreneurship education for university student will increase the interest in strat up a new venture and becoming entrepreneurs (Friedrich & Visser, 2005 & Isaacs et al. 2007). Based on the discussion, the hypothesis is:

H1: Entrepreneurships education positively affects the moral obligation on university student

H2: Entrepreneurships education positively affects the self efficacy on university student

### Entrepreneurship Experience on Self Efficacy and Social Support

In particular, the entrepreneurship experience of university students in internships can improve skills in business, negotiation and overcoming social problems. Therefore, students doing an internship can increase their abilities in entrepreneurship. Specifically, entrepreneurship is the process of identifying an opportunity, collecting resources and organizing them and adapting strategies to take advantage of opportunities that exist. Furthermore, experience is one of several factors that influence recognition of opportunities (Shane et al. 2012). Empirical study documented that previous experiences influence entrepreneurial self-efficacy (Boyd & Vozikis, 1994). The perceived entrepreneurial effectiveness is a cognitive measure and is similar to Shapero's (1982) perceived perceived feasibility and Ajzen (1991) perceived behavioral control. The experience entrepreneurial behavior is an important stimulus for an actual decision to engage in entrepreneurship (Delmar & Davidsson, 2000; Ucbasaran et al., 2010; Tran, 2018). Thus, the proposed hypothesis is following:

H3: Entrepreneurships experience positively affects the self efficacy on university student

H4: Entrepreneurships experience positively affects the social support on university student

### Moral Obligation and Social Entrepreneurship Intention

Mair and Noboa (2006) states that a person perception of external control is an important antecedent of intentions. Emphasize moral obligation through increasing social awareness and increasing responsibility prosocial intentions and behaviour (De Groot & Steg, 2009). Moral obligation is a contribution to solving social problems due to of the moral norms feels (Hockerts, 2015). In addition, Bornstain (1998) strongly emphasizes that social entrepreneurships have high moral fibre (Bornstein, 1998) Thus, social entrepreneurship also need to show moral intelligence and personal moral values (Hemingway, 2005; Plaskoff, 2012). Yiu et al. (2014) also stated that individual moral values are an important attribute for social en-

trepreneurships. Hockerts (2015) by referring to Haines et al., (2008) identified moral obligation intention to be positioned as the proxy to predict social entrepreneurship intention. Therefore, the hypothesis proposed is:

H5: Moral obligation positively affects the social entrepreneurship intention on university student

#### Self Efficacy and Social Entrepreneurship Intention

Self-efficacy is defined as the perception of an individual's ability to achieve the intended action (Bandura, 1977). Individuals have confidence in their ability to mobilize resources and take action. Meanwhile, entrepreneurial self-efficacy is the ability felt by employers to do work that is relevant to entrepreneurship (Mair & Noboa, 2006). Hockerts (2017) asserts that individuals' trust in their abilities will be able to predict social entrepreneurship intention. Empirical findings are still not conclusive about the impact of entrepreneurial self-efficacy on social entrepreneurship intention. Hockerts (2017) found that entrepreneurial self-efficacy significantly influenced social entrepreneurship intention. However, Ip et al. (2017) did not find a significant relationship between the two variables. However, a high level of self-efficacy helps someone to understand the feasibility of a new social enterprise (Mair & Noboa, 2016). Zhao et al. (2005), Oosterbeek et al. (2008), and Lucas & Cooper (2004) give empirical evidence that entrepreneurial self efficacy the effects of learning entrepreneurship on intentions. Therefore, the hypothesis as follows:

H6: Self Efficacy positively affects the social entrepreneurship intention on university student

#### Social Support and Social Entrepreneurship Intention

Social support can be considered as expected assistance and supports from closest friends and environment to become social entrepreneurs. These supports make people believe that they have adequate and more feasible competency to pursue their career as entrepreneurs Liñán & Santos (2007). Hockerts (2017), showed that perceived support (such as access to capital, the availability of business information) enables someone to make the decision of starting a new business. This perceived support has a significant impact on entrepreneurship as a career choice. In the condition of social entrepreneurship received social support or social connection from other people that have diverse backgrounds, it might improve their firm perfor-

mance (Stam et al. 2014). The proposed hypothesize is the following:

H7: Social support positively affects the social entrepreneurship intention on university student

#### Mediating between Entrepreneurship Education and Entrepreneurship Experience with Social Entrepreneur Intention

Students who have obtained entrepreneurship education will have more confidence in their ability to do entrepreneurship or in other words their self efficacy is greater than other people who do not follow entrepreneur education. Similar results were obtained by Zhao et al. (2005), Oosterbeek et al. (2008), and Lucas & Cooper (2004), who found that entrepreneurial self-efficacy fully mediates the effects of entrepreneurial learning on intention. Dell McStay (2008) also asserts that previous entrepreneurial experience would increase students' desire to be entrepreneurs and students will be more confident to become entrepreneurs. Increased self-efficacy, in turn, will result in increased intention to go to the desired target. A person's intention to create new business will be more energetic when he has a high level of self-efficacy resulting from the mastery of entrepreneurial experience or knowledge (Boyd & Vozikis, 1994). Whereas several previous researchers still mix result, Davidsson (1995) showed that previous entrepreneurial experience had no significant effect on entrepreneurial attitudes. Kuckertz & Wagner (2010) find that self efficacy play role as mediator that bridges between entrepreneurship education and entrepreneurial intention. Zhao et al. (2005) ascertain that among other variables, the perception of formal learning from an entrepreneurial related course has the highest positive relationship with intention through mediating entrepreneurial self-efficacy. In addition, entrepreneurship training and education can shape entrepreneurial intentions among students and become entrepreneurs (Khuong & An, 2016; Palalic et al., 2017). Accumulation of experience can lead to an increased social awareness which in turn can lead to the establishment of social enterprises (Corner & Ho, 2010). Hockerts (2017) shows that the antecedents of social entrepreneurial intentions, moral obligations, self-efficacy of social entrepreneurs and social support mediate the relationship between previous experiences with social entrepreneurial intentions. Fatoki (2018) indicated that moral obligation, entrepreneurial self-efficacy and social support are predictors of social entrepreneurial intentions. Tanh (2018) also find that entrepreneurship education and entrepreneurship experience influence social entrepreneurship intention in-

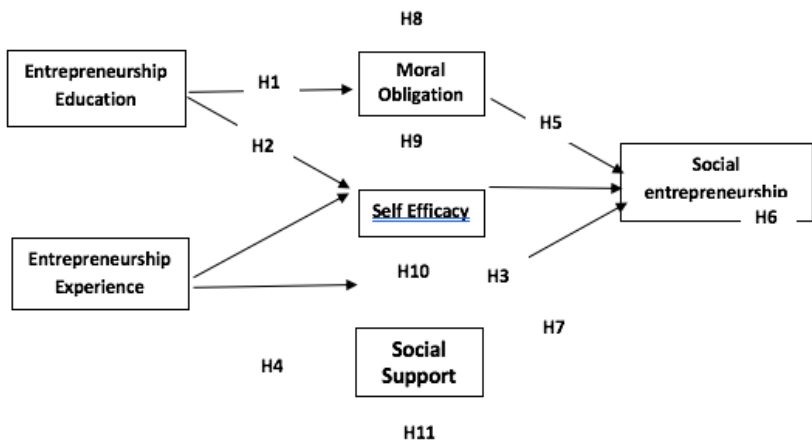
directly. Self efficacy mediated this relationship. Based on the discussion above, hypotheses proposed as follows:

H8: Moral obligation mediates of the entrepreneur education and social entrepreneurship intention on university student

H9: Self efficacy mediates of the entrepreneur education and social entrepreneurship intention on university student

H10: Moral obligation mediates of the entrepreneur experience and social entrepreneurship intention on university student

H11: Self efficacy mediates of the entrepreneur experience and social entrepreneurship intention on university student



*Fig.1 Proposed Conceptual Framework*

## METHODOLOGY

### a. Data collected and Respondents

This study uses quantitative design through questionnaires were adopted from Hockerts (2017); Ip et al. (2017) and Tran (2018). Questionnaires were distributed and collected through the internet with e-mail and social media. The questionnaire used a Likert scale, at intervals 1 (one) to 5 (five). Then all data is processed and analyzed using an SEM statistic method. Population in this research is university students from several universities at Surabaya, East Java Province of Indonesia. Sampling technique in this research using purposive sampling, with the several criteria, 1) University student has active status as a student, 2) university student



who has the course of entrepreneurship education and also have the past of entrepreneurship experience. In this study, university students who have entrepreneurship education programs prefer to become entrepreneurs than the student who have not entrepreneurship education. The total number of respondents in this research is 328 respondents

*b. Definition of Variables*

Table 1 Variables, Definition and Prevalling Literature

No	Variables	Definition	Prevalling Literature
1	Entrepreneurship Education	Entrepreneurship education defined as intervention purposeful by an educator as part of the learner to help them survive in the business world	Zhao et al. (2005) Isaac et al. (2007).
2	Entrepreneurship Experience	Entrepreneurial experiences defined as are the first stepping-stone for entrepreneurship in social context because it could strengthen for new ventures by cognitive abilities in particular. In other words that experience and skills are a basic of social entrepreneurship as well as in business entrepreneurship	Bill Drayton (2004); Murphy and Coombes (2009); Tranh (2018)
3	Moral Obligation	Moral obligation is defined as a sense of individual responsibility to carry out activities aligned with social norms when facing moral challenges. This feeling is felt when someone is morally obliged to contribute to solving social problems because of the perceived moral norms	Beck & Ajzen (1991); Hockerts, (2017).
4	Self Efficacy	Self-efficacy is the belief that one holds the ability and the results will gain from their hard work influence the way they behave. Self-efficacy on entrepreneurship in particular is suggested to include the skills needed to create a new venture	Bandura (1997); McGee et al., (2009)
5	Social Support	Social support is very important because it helps individuals to achieve results from certain social entrepreneurship. In identifying the feasibility of social entrepreneurship also consider the support of others including their family and friends	Bornstein, (1998); Hockerts, 2015)
5	Social entrepreneurship Intention	The intention of the Social entrepreneurship is defined as the desire to carry out certain actions which can tend to start new businesses or lead to creating new core values in established organizations. In addition it can be described as an individual intention to create a new social enterprise	Thompson (2009); Khuong & An (2016); Tran & Von (2018) Ip et al. (2017). Liñán& Chen (2009)

*c. Analysis Method*

The statistical analysis method with Structural Equation Model (SEM) is used to analyse data from repondents answer. SEM is more appropriate to analyze complex variables (Hair, 2017), it examines variables that cannot

be observed or latent variables, and strengthen the suitability of the overall model (Gudono, 2012). SEM is a more appropriate method for multivariate analysis with many variables. The rules that apply to SEM methods are that researchers must use a minimum of 200 variables with a minimum amount of data (Kock & Hadaya, 2018). The structural model represents the relationship between latent variables. Model testing is done to answer the directly relationship which the hypotheses H1, H2, H3, H4, H5, H6, dan H7. Thus, examined hypothesis test for indirectly relationship which the hypotheses H8, H9, H10, and H11.

## FINDINGS & DISCUSSION

### a. Respondents Demographics

**Table 2 The Demographic Information of the Respondents**

Information		N	Total	%	
Gender	Male	170	328	51.8	100
	Female	158		48.2	
Age	18-22 years	122	328	37.4	100
	23-27years	144		43.9	
	28 years above	62		18.7	
Entrepreneur Education	Bachelor degree	253	328	77.1	100
	Master degree	75		22.9	

The table of demographics information respondents presented in Table 2, involved of the university student in the state of university Surabaya with required have entrepreneur education and have entrepreneur experience, which the total of 328 respondents. Table 2 shows the demographic of information respondents, with a summary that the highest percentage respondent of the male student (51.8%) than the female student (48.9%). While the majority of respondents are dominated by the student with 23-27 years of age (43.9%), with a level of bachelor degree (77.1%). This means that the student in productive ages has a higher intention of social entrepreneurship.

### b. Factor Loading and Reability

Table 3 Item, Factor Loading, AVE, CR and Reability

Item	Factor Loading	AVE	CR	Information
<b>Entrepreneur Education</b>				
Opportunity recognition	0.843			Realible
Opportunity evaluation	0.825	0.816	0.788	Realible
Starting a business	0.785			Realible
Corporate enterprise	0.813			Realible
<b>Entrepreneurship Experience</b>				
New business venture start-up	0.785	0.794	0.773	Realible
New market development	0.813			Realible
New product development	0.751			Realible
Social entrepreneurship	0.785			Realible
<b>Moral Obligation</b>				
It is an ethical responsibility to help people less fortunate than ourselves	0.821	0.844	0.761	Realible
We are morally obliged to help socially disadvantaged people	0.765			Realible
Social justice requires that we help those who are less fortunate than ourselves	0.793			Realible
It is one of the principles of our society that we should help socially disadvantaged people	0.761			Realible
<b>Self Efficacy</b>				
I am convinced that I personally can make a contribution to address societal challenges if I put my mind to it.	0.772	0.795	0.732	Realible
I could figure out a way to help solve the problems that society faces	0.783			Realible
Solving societal problems is something each of us can contribute to.	0.827			Realible
<b>Social Support</b>				
People would support me if I wanted to start an organization to help socially marginalized people.	0.795	0.825	0.710	Realible
If I planned to address a significant societal problem people would back me up	0.773			Realible
It is possible to attract investors for an organization that wants to solve social problems.	0.838			Realible
<b>Social entrepreneurship Intention</b>				
I am ready to do anything to be a social entrepreneurship	0.825	0.846	0.771	Realible
My professional goal is to become a social entrepreneurship	0.763			Realible
I will make every effort to start and run my own social enterprise	0.741			Realible
I am determined to create a social enterprise in the future	0.765			Realible
I have a strong intention to start a social enterprise someday	0.838			Realible

Table 3 show that the results of the measurement model. This step is to re-assess the reliability of individual indicators by examining the loading steps on the appropriate latent construct. All loading indicators exceed 0.7, showing an adequate relationship between the indicators and the constructs. Furthermore, the value of CR ratios for each variable are above 0.7. Latent constructs also prove the convergent validity because AVE is extracted trough constructs above 0.7.

**Table 4 Construct and Cronbach's Alpha**

<b>Construct Former</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
Entrepreneurship Education	0.810
Entrepreneurial Experience	0.823
Moral Obligation	0.785
Self Efficacy	0.791
Social Support	0.844
Social entrepreneurshipial Intention	0.837

In order to the test of reliability data, this study uses Cronbach's Alpha to measure of data consistency. Based on Table 4, value of Cronbach's alfa for each construct is greater than 0.7, it shows greater of internal consistency reconfirms that consistency renspons.

c. Result of Hyphotheses Test

Analysis Data is processed and using a statistical approach. Hypothesis testing uses the statistical equation structural modelling (SEM) test from the calculation of regression weights through the value of causality critical ratio (CR), and the calculation of standardized indirect effects. The testing using the structural equation model (SEM) with AMOS statistical technique can be seen in Table 4. The following are the test results:

Table 4. The Results Test of Path Coefficient In The Direct Relationships

Causal path	Estimate	C.R.	P-value	Explanation
H1 : Entrepreneurship_Education → Moral_Obligation	0.629	8.320	***	Supported
H2 : Entrepreneurship_Education → Self_Efficacy	0.415	4.518	***	Supported
H3 : Entrepreneurship_Experience → Self_Efficacy	0.711	9.164	***	Supported
H4 : Entrepreneurship_Experience → Social_Support	0.680	8.768	***	Supported
H5 : Moral_Obligation → Social_Social entrepreneurship Intention	0.382	4.360	**	Supported
H6 : Self_Efficacy → Social_Social entrepreneurship Intention	0.557	7.215	***	Supported
H7 : Social_Support → Social_Social entrepreneurship Intention	0.462	5.883	***	Supported

\*, \*\*, \*\*\*, denoted significance at 0,1, 0,05, 0,001 respectively

According to the result in Table 4, directly relationship between entrepreneurship education with moral obligation (H1) and self efficacy (H2) have shown that hypothesis is supported at the significance with the p-value of 0.001. It mean that the more innovation and knowledge student about entrepreneurial, social, and business, they likely toward become a social entrepreneurship. These knowledge and skill not only encourage university student to consider more attractive becoming a social entrepreneurship, but also make them more secure and in their abilities in running the ventures. This result consistent with Pittaway and Cope’s (2007) Fotoki (2018) and Tanh (2018)

Result findings on directly relationship between entrepreneurship experience and self efficacy (H3) and social support (H4) at the significance with the p-value of 0.001. this finding consistent with Boyd and Vozikiz (1994) which state that entrepreneurship experiences influence entrepreneurial self-efficacy and past entrepreneurial behavior is an important stimulus for an actual decision to engage in entrepreneurship (Delmar & Davidson, 2000; Ucbasaran et al., 2009; Tanh, 2018). In this study the result reveals the positively effect the moral obligation on social entrepreneurship intention. Based on the table 4 the hypothesis (H5) is supported at the significance with the p-value of 0.05. This finding show that entrepreneurs who have a high sense of social responsibility will increasingly intend to become social entrepreneurs in start-up businesses. This research supports Hockerts (2017) and Yiu et al. (2014) who stated that individual moral values are an important factor for social entrepreneurs. Haines et al. (2008) also shown that moral obligation intention is an antecedent to predict social entrepreneurship intention.

The result of the hypothesis (H6) indicated that entrepreneurial self-efficacy significant affect social entrepreneurship intention at p-value of 0.001 or hypotesis supported. It means that university student who shown entrepreneurial competence early would develop entrepreneurial intentions in adulthood because they more confident become a successful entrepreneur. Hockerts (2017) found that entrepreneurial self-efficacy significantly influenced social entrepreneurship intention. For the result of hypotesis (H7) have shown that the relationship between social support and social entrepreneurship intention is a positively effect at p-value 0.001. This shows that the social support would help socially marginalized people and investor for an organization or ventures who wants to solve social problems. This result supports Liñán & Santos (2007); Hockerts (2017), who stated that perceived support enables someone to make the decision of starting a new social business and has an impact on their entrepreneurship career choice.

Entrepreneurs who have experiences on social activities will think about socially disadvantaged groups, and try to place themselves, and grow compassion towards socially disadvantaged and marginalized groups. Entrepreneurs who have experiences on social activities before, have an ethical responsibility to help disadvantaged people and morally obliged to help them. The result of this research supports (Hockerts, 2017); Shumate et al. (2014) and Mair and Noboa (2006) who stated that prior experience has a positive impact on empathy and moral obligation of entrepreneurs that eventually will grow the intention to be social entrepreneurs.

Table 5 The Results Test of Path Coefficient in The Indirect Relationships

Causal path	Estimate	C.R.	P-value	Explanation
H8 : Entrepreneurship_Education → Moral_Obligation → Social_Entrepreneur_Intention	0.315	4.240	**	Supported
H9 : Entrepreneurship_Education → Self_Efficacy → Social_Entrepreneur_Intention	0.734	7.568	***	Supported
H10 : Entrepreneur_Experience → Self_Efficacy → Social_Entrepreneur_Intention	0.642	9.561	***	Supported
H11 : Entrepreneurship_Experience → Social_Support → Social_Entrepreneur_Intention	0.472	4.768	***	Supported

\*, \*\*, \*\*\*, denoted significance at 0,1, 0,05, 0,001 respectively

According to Table 5, present the result of main finding in this study for indirectly hypotheses. All findings confirmed that entrepreneurship education and entrepreneurship experience affect indirectly to social entrepreneurship intention. The result finding hypothesis (H8) and hypothesis

(H9) shown that entrepreneur education significant effect to social entrepreneurship intention mediate by moral obligation and self efficacy. This evidence proves that entrepreneurship training and education can shape entrepreneurial intentions among university students and become entrepreneurs. This result consistent with Khuong & An, (2016); Palalic et al., (2017); Tanh (2018). Thus, hypothesis testing of H10 and H11 shows strong evidence that self efficacy and social support become a bridge or mediate the relationship between entrepreneur experience and social entrepreneurship intention Hockerts (2017) shows that the antecedents of social entrepreneurship intentions, moral obligations, self-efficacy of social entrepreneurs and social support mediate the relationship between previous experiences with social entrepreneurship intentions. Fatoki (2018) indicated that moral obligation, entrepreneurial self-efficacy and social support are predictors of social entrepreneurship intentions. Tanh (2018) also find that entrepreneurship education and entrepreneurship experience influence social entrepreneurship intention indirectly.

## CONCLUSION

This study purposes to investigate entrepreneurship education and entrepreneurship experience with several factors as mediating that affecting social entrepreneurship intention on university students in Indonesia. The main findings on direct relationships show that entrepreneurship education and entrepreneurship experience affect positively on moral obligation, self-efficacy, and social support. The result also showed that indirect relationship increased the relationship between entrepreneurship education and entrepreneurship experience and social entrepreneurship intention when mediating with moral obligation, social efficiency and social support. It means that the result indicated entrepreneurship education and entrepreneurship experience are important factors of social entrepreneurship intention, and it would improve when mediated by moral obligation, self-efficacy and social support.

These findings give a contribution to the literature related to social entrepreneurship intention that evidence finds entrepreneurship knowledge and experience owned by university student are a basis for social entrepreneurship as is true in business entrepreneurship. This study also contributed to the government in improving economic growth through entrepreneurship. In addition, the development and empowerment of university student in forwarding social entrepreneurs would be increasing the social entrepreneurship in a sustainable way as one of economic improvement.

Further research should be adding several variables that are able to grow the intention of entrepreneur to start a social-oriented entrepreneurs.

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