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THE APPLICATION OF SOCIAL LEARNING THEORY IN PREDICTING THE ANTECEDENTS OF SOCIAL ENTREPRENEURIAL INTENTION

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Abstract. This study analyzes the influence of self-efficacy, role models, and attitudes toward social entrepreneurship on social entrepreneurial intention. It also examines the moderating role of role models in the relationship between self-efficacy and social entrepreneurial intention. This study uses a structural equation model to test five hypotheses. It relies on primary data collected through questionnaires distributed to 114 students from various Indonesian universities. These respondents, identified through convenience sampling, had all learned social entrepreneurship at their university. This study found that self-efficacy positively affects social entrepreneurial intention; role models also positively influence social entrepreneurial intention and attitude toward social entrepreneurship; and attitude toward social entrepreneurship positively impacts social entrepreneurial intention. Role models do not moderate the relationship between self-efficacy and social entrepreneurial intention. The originality of this research lies in its novel adaptation of social learning theory and social cognitive career theory to understand social entrepreneurial intention. As such, this study adds to the theoretical understanding of social entrepreneurial intention, which has been intensively studied using the theory of planned behavior.

Keywords: social entrepreneurial intention, self-efficacy, role model, attitude toward social entrepreneurship.

JEL Classification: L26, L31, L53, M21.

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1. Introduction

Around the world, social entrepreneurship has become a massive movement in recent decades; at the same time, it has drawn significant academic attention (Ranville & Barros, 2022; Kimakwa et al., 2023) and identified as an important factor in economic growth (Nicholls, 2010; Klingler-Vidra & Pardo, 2019). The concept of social entrepreneurship first came to the forefront after Muhammad Yunus, an Indian professor, won the Nobel Peace Prize for his explorations of social enterprise (Ashraf et al., 2019; Brown, 2015; Ariail et al., 2012). Mohammad Yunus established the Grameen Bank in 1976, with which he helped the poor of Bangladesh escape the ouroboros of poverty by providing microcredit to poor and low-income families. Following the success of the Grameen Bank, other forms of social entrepreneurship and their ability to overcome diverse social issues have gained increased recognition (Kayani et al., 2021; Kayongo et al., 2021).

Social entrepreneurship has been recognized for its creation of employment opportunities, promotion of economic growth, and contribution to social innovation (Kimakwa et al., 2023; Klingler-Vidra & Pardo, 2019). Social entrepreneurs are individuals who have drawn attention for their ability to create substantial and positive social value through their business activities (Kimakwa et al., 2023; Stevens et al., 2015; Terjesen et al., 2016). Social entrepreneurs use diverse market strategies to create social and economic value; in this manner, they play an important socio-economic role (Nicholls, 2010). Many countries have thus initiated programs to promote social entrepreneurship and motivate social entrepreneurs (Brieger et al., 2021).

Social entrepreneurship is also practiced in the government sector (Paré & Maloumby-Baka, 2015; Samwick, 2022). As part of its efforts to develop social entrepreneurship, the government can realize the community's social welfare through the social business model. As a result, the government can achieve social aims and social values by incorporating social innovation into development policies or programs (Arend, 2023; Muñoz, 2009).

The use of social entrepreneurship in the commercial sector is also very relevant, particularly in applying business sustainability values based on the 3P principle

known as the "triple bottom line," which focuses on profits, people, and the planet (Katzer & Sendlhofer, 2023). Traditional firms primarily concerned with making a profit must broaden their attention to include components of people and the environment, all of which may be done using social business concepts. The private sector can ensure that their company has a positive reputation among employees and society by engaging in social entrepreneurship, which will benefit the organization in the long run. Furthermore, the private sector must consider whether their economic activities negatively influence the environment by managing and restoring any environmental harm (Barraket & Loosemore, 2018).

Learning social entrepreneurship in higher education will aid in forming social entrepreneurs, lowering the unemployment rate of new graduates, and cultivating additional skills for students. Because social entrepreneurship emphasizes the three main characteristics of an entrepreneur, namely the high ability to recognize opportunities, the courage to take risks, and the ability to be innovative, higher education graduates will be formed who can use their entrepreneurial skills to achieve social missions and values. The importance of social entrepreneurship has been established in many institutions to assure fresh graduates' employability while equipping students with entrepreneurial skills that can be used to create social value in society (Barraket & Loosemore, 2018; Bridge, 2015).

Theory-driven understandings and knowledge of the antecedents of social entrepreneurship have been limited, focusing primarily on the importance of role models in shaping social entrepreneurial intention. Existing studies have produced controversial results, thereby necessitating further academic investigation of the factors that shape social entrepreneurial intention. This study thus seeks to understand: (1) the influence of self-efficacy on social entrepreneurial intention, (2) the influence of role models on social entrepreneurial intention; (3) role models' moderation of self-efficacy and its effect on social entrepreneurial intention; (4) the influence of role models on social entrepreneurial intention, and (5) the influence of attitude toward social entrepreneurship on social entrepreneurial intention. The novelty of this study lies in its application of social learning theory (SLT) and social cognitive career theory (SCCT) to understand social entrepreneurial intention.

2. Theory

2.1. Social learning theory

This study employs social learning theory (Bandura, 1977) as a basis for predicting Indonesian students' intent to become social entrepreneurs (Ukil, 2022). According to SLT, individuals' behavior is shaped through continuous reciprocal interactions between cognitive, behavioral, and environmental influences (Chereau & Meschi, 2022). Individuals learn by observing and mimicking the behaviors of others; as such, individual behaviors are essentially self-systems that are determined by internal factors as well as external events and environmental elements (Chereau & Meschi, 2022; Palmer et al., 2019; Lin et al., 2022). SLT holds that individuals learn through imitation and behavioral modeling (Soldner et al., 2012). At its core, SLT is built on the principle that (a) learning is a cognitive process that occurs within a social context, (b) learning involves the observation of behaviors and their consequences, and (c) learning involves the act of observation and consideration of one's observations (Mirjana et al., 2018; Oben & van Rooyen, 2022). New behaviors emerge as individuals observe and imitate others, a process that involves cognitive processes within particular social contexts and may stem from observations or direct instruction (Arend, 2023; Soldner et al., 2012). With SLT as its basis, the social cognitive career theory (SSCT) framework has emerged (Bandura, 1977). In SCCT, individuals are perceived as products of their environments – and environments are viewed as the products of interactions. Within the context of individuals, there are bilateral interactions between diverse elements. Bandura (1977) argued that individuals are not wholly controlled by their environments; at the same time, they cannot act entirely of their own free will. Human beings are not only shaped by their environments; they also influence that which surrounds them.

SCCT is also used to predict individuals' career selection, their ability to develop their self-efficacy, and their occupational outcome expectations. In the SCCT framework, three intertwined variables are associated with individuals' career development and selection: self-efficacy, expected results, and goals. In other words, these variables are the building blocks of SCCT (Bellò et al., 2018). Giving due consideration to the principles of SCCT and the findings of earlier research, several variables may be used to predict entrepreneurial intention: self-efficacy (Loan, 2022; Bellò et al., 2018; Mortana et al., 2014; Farrukh et al., 2021), attitudes (Bagheri & Lope Pihie, 2014; Wahid et al., 2021; Mirjana et al., 2018) and role models (Romaní et al., 2022; Abbasianchavari & Moritz, 2021).

2.2. Social entrepreneurship and social entrepreneurial intention

Although social entrepreneurship has existed since the 1950s, due to its complexity it has been difficult to define clearly (Crupi et al., 2021; Ranville & Barros, 2022; Dacin et al., 2010; Zahra et al., 2009). Social entrepreneurship is designed to promote social transformation and can be used to address specific problems in society while also fostering transformative empowerment (Gandhi & Raina, 2018; Davey et al., 2011). Ranville and Barros (2022) understand social entrepreneurship as having deeply entrenched values but an unclear normative basis. Social entrepreneurship may be understood as the process of using innovative business logic to overcome the challenges faced by society (Hota, 2023). Recognizing the importance of social entrepreneurship, academic institutions must promote social entrepreneurial education (Blunck et al., 2021). Although not all Indonesian institutions provide such an education,

many universities have integrated social entrepreneurship into their curricula. Social entrepreneurship plays a key role in the emergence and growth of any social enterprise (Gupta et al., 2020). The values of social entrepreneurship are central to the effort to instigate change through particular business activities and include self-efficacy, morality, perceived social support, and empathy. Interest in social entrepreneurship is a predictor of individuals' social entrepreneurial activities, or even their establishment of their own social enterprises (Tu et al., 2021).

According to Iancu et al. (2021), individuals' interest in social entrepreneurship is significantly mitigated by perceived volatility and fear of failure. Other obstacles to the growth of social enterprises include inexperience with social projects and activities as well as the unavailability of necessary funding and other resources. According to the literature, social entrepreneurial interest depends heavily on individual and situational elements. Social entrepreneurship may be understood as a deliberate, proactive, and rational activity that seeks to realize positive social change (Davey et al., 2011; Lingappa et al., 2022). Experience influences the creation of social entrepreneurial intention through self-efficacy (Ko & Kang, 2022). Social entrepreneurship education also contributes significantly to social entrepreneurial intention, as it teaches empathy and imbues students with an interest in helping marginalized peoples, promoting efficient entrepreneurship, and providing social support (Gigauri et al., 2022; Hockerts, 2018). However, relative to conventional entrepreneurial intention, social entrepreneurial intention has been little explored.

2.3. Self-efficacy

In both SLT and SCCT, self-efficacy is understood as significantly influencing individual behaviors and entrepreneurial intent. Self-efficacy refers to individuals' evaluation of their own ability to perform certain tasks and manage certain activities. It is informed by individuals' previous performance, as well as their observations of others, interactions, and physiological state. Self-efficacy informs the development of individuals' vocational interests, as well as intent to become involved in particular activities. Such intentions ultimately shape individuals' decisions, as well as their actual involvement in activities and performance during said activities (Bello et al., 2018).

Social entrepreneurial intention is insufficient for entrepreneurs to become involved in social activities; other characteristics are necessary. One of these is self-efficacy, a dynamic set of beliefs regarding individuals' ability to initiate and undertake new social enterprises (Kayabaşı et al., 2021). Self-efficacy influences how individuals think, feel, and act. It reflects a sense of "can-do" (Schmutzler et al., 2019). Self-efficacy is a precursor to social entrepreneurship, even as it is intertwined with social entrepreneurial intent and the institutional environment (Kayabaşı et al., 2021). In the context of entrepreneurs, self-efficacy refers to the conscious ability to initiate and undertake entrepreneurial activities. Individuals with high levels of self-efficacy will actively seek relevant information regarding business opportunities, which they may use to great effect. Self-efficacy can thus effectively stimulate the emergence of new social entrepreneurs (Cai et al., 2021). It is therefore necessary for dedicated education programs to be used to improve the empathy and efficacy of social entrepreneurs (Kim, 2022).

Self-efficacy is an important construct in studies of social entrepreneurial intentions, as it helps identify the individual beliefs and values that contribute to successful social entrepreneurship. Behavioral attributes associated with social entrepreneurship include the courage to social criticism, the willingness to overcome failure and anxiety, and the acceptance of others' feelings and perceptions, as well as diligence, communication skills, perceived trustworthiness, and creativity (Urban, 2020). Studies have shown a positive theoretical and practical correlation between entrepreneurial intention and the self-efficacy of students (Gupta et al., 2020; Pan & Lu, 2022). Comparing the direct effect of entrepreneurship education and students' interests in social entrepreneurship, the indirect effects of self-efficacy are even more prominent; this highlights the role of self-efficacy in cultivating entrepreneurial intention amongst students. As shown by Wang et al. (2023), self-efficacy has an important mediating role, one that – due to the importance of psychological capital – is frequently determinant in the emergence of social entrepreneurial intention.

Based on the above discussion of self-efficacy, the first hypothesis tested by this research is:

H1: Self-efficacy positively influences social entrepreneurial intention.

2.4. Role models

SLT holds that role models influence social entrepreneurial intention; as such, they are one variable that must be considered by scholars (Ukil, 2022). Role models are used by entrepreneurs as examples when learning the social values, habits, and attitudes that may positively or negatively affect their entrepreneurial activities (Amofah & Saladrigues, 2022; Bacq & Eddleston, 2018). In other words, role models are individuals whose example is followed by others, and who thus may inspire other individuals to make certain (career) decisions or strive towards particular goals (Boldureanu et al., 2020). Role models provide examples to others and guide them in making career decisions or working toward specific goals (Jin et al., 2023; Pisimisi & Ioannides, 2005). Role models are positively correlated with career development, as they provide significant and important lessons, motivation, and inspiration for those who follow in their footsteps (Abbasianchavari & Moritz, 2021; Bacq & Eddleston, 2018). Role models are perceived as trustworthy professionals who should be exemplified and thereby influence the business identity of new entrepreneurs (Liu et al., 2019; Pisimisi & Ioannides, 2005; Chereau & Meschi,

2022). Role models thus provide potential entrepreneurs with a spiritual incentive that guides their behavior and informs their chosen career trajectories (Jin et al., 2023; Liu et al., 2019). In other words, role models inspire younger generations to undertake entrepreneurial activities (Ukil, 2022).

Within the context of universities, curricula provide students with mentors and exemplary social entrepreneurs, thereby instilling them with an entrepreneurial spirit (Bacq & Eddleston, 2018; Boldureanu et al., 2020). Various studies have found that role models (including parents, guest speakers, colleagues, and social entrepreneurs) strengthen the self-efficacy of individual students and increase their interest in entrepreneurship (Amofah & Saladrigues, 2022; Ukil, 2022; Chereau & Meschi, 2022). Where role models act as positive examples while maintaining open communication, young people are more likely to make good decisions and maintain open communication themselves. Parents who act as role models may support their children when they face obstacles, such as peer pressure and other negative influences. The children of entrepreneurs are often better equipped to handle business activities and they are more likely to become entrepreneurs themselves. Consequently, parents are frequently the primary drivers of entrepreneurial intention among youths (Ragazou et al., 2022). Individuals are interested in role models whom they believe resemble them, be it in their characteristics, behaviors, or goals, and are more likely to choose similar careers (Pisimisi & Ioannides, 2005; Boldureanu et al., 2020). In other words, successful entrepreneurs with certain characteristics are more likely to attract similar individuals. Likewise, individuals' adoption of certain behaviors and opinions is frequently influenced by the behaviors and opinions of their role models. Consequently, when youths are raised in a family environment that emphasizes social entrepreneurship or directly interact with role models in the field, this influences their intention to become social entrepreneurs and stimulates self-efficacy.

As such, this study tests two hypotheses:

H2: Role models positively influence social entrepreneurial intention.

H3: Role models moderate the influence of self-efficacy on social entrepreneurial intention.

2.5. Attitude toward social entrepreneurship

Attitude is defined as a learned predisposition through which individuals respond, either positively or negatively, to certain behaviors. In this study, attitude is understood as an important part of entrepreneurial activities (Tiwari et al., 2017; Amofah & Saladrigues, 2022). Individuals' entrepreneurial intentions and activities are a function of their attitudes toward social entrepreneurship and the behavioral control exercised therein (Gigauri et al., 2022; Otache et al., 2021; Gupta et al., 2020). When students have positive attitudes toward entrepreneurship, they are more likely to enter the field.

When individuals feel entitled, either directly or indirectly, to conduct entrepreneurial activities, their attitudes are influenced. In other words, they have a stronger interest in entrepreneurship as they have a greater appreciation of the risks, opportunities, and uncertainties involved (Rivera et al., 2018; Sun et al., 2022). Depending on whether it is positive or negative, attitude may influence social entrepreneurship in different ways (Sancho et al., 2020; Farooq et al., 2018). In this research, attitude is understood as a positive perspective that shapes social entrepreneurial intention. The relationships among the variables to be examined in reference to the conceptual framework depicted in Figure 1.

The previous discussion suggests the following hypotheses:

H4: Role models positively influence attitudes toward social entrepreneurship.

H5: Attitude toward social entrepreneurship positively influences social entrepreneurial intention.

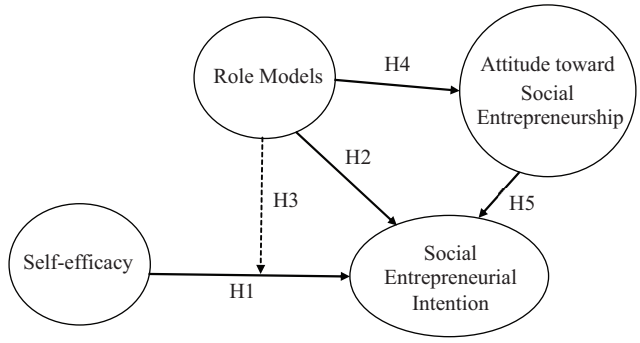

Figure 1. Conceptual framework

3. Research method

3.1. Participants

Descriptive statistics of the research participants are provided in Table 1 below. Of the 114 respondents in this study, fifty (43.8%) were male and sixty-four (56.1%) were female. The majority of respondents were between the ages of 18/19 years old (n = 64; 56.1%) and 20/21 years old (n = 42; 36.8%). Of the 114 respondents, sixty-five (57%) came from families that had owned and operated a business for at least one year; only thirteen (11.4%) identified their family as operating a social enterprise. Sixty-five respondents (57%) stated that their parents owned and operated a business. Of the remainder, thirty-six respondents (31.5%) had parents employed in the private sector and ten (8.7%) had parents employed in the public sector.

Table 1. Characteristics of participants

Description/Category	Frequency (*n*)	Percentage (%)
Gender:		
Male	50	43.8
Female	64	56.1
	114	

End of Table 1

Description/Category	Frequency (*n*)	Percentage (%)
Age (Years):		
<17	0	0
18–19	64	56.1
20–21	42	36.8
>21	8	7.0
Family owns a social enterprise:		
Yes	13	11
No	101	89
Role model:		
Has role model	74	65
Does not have role model	40	35

3.2. Measure

This study considers four variables: social entrepreneurial intention, self-efficacy, role model, and attitude toward social entrepreneurship. All question items used for measuring these variables were adapted from previous studies. Responses were given on a five-point Likert scale and ranged from "strongly disagree" (1) to "strongly agree" (5). As a dependent variable, social entrepreneurial intention was measured using the scale developed by Rivera et al. (2018), Otache et al., (2021), Urban (2020), and Lingappa et al. (2022). The measuring instrument for the role model (RM) variable was developed based on earlier studies by Amofah and Saladrigues (2022), Chereau and Meschi (2022), and Boldureanu et al. (2020). Self-efficacy was measured using items from Urban (2020), Pan and Lu (2022), and Wang et al. (2023). Attitude toward social entrepreneurship was measured using items adapted from Amofah and Saladrigues (2022) and Sancho et al. (2020). The key definitions of the constructs used in this investigation are presented in Table 2.

3.3. Data analysis

Collected data were analyzed using a partial least square, structural equation model (PLS-SEM) utilizing Smart PLS 3.0. software. This technique enables the analysis of the link between latent variables and measurement components (Hair et al., 2020; Benitez et al., 2020; Sarstedt et al., 2022). The arguments for using PLS-SEM was that this technique allows researchers to examine the latent constructs using small and medium-sized samples and non-normally distributed data (Chin, 1998; Chin et al., 2008). Moreover, PLS-SEM is a well-known method for estimating coefficient paths in structural models (Hair et al., 2022). PLS-SEM analysis was conducted in two stages: (1) the measurement model estimation and (2) the structural model estimation (Benitez et al., 2020; Garson, 2016; Cepeda-Carrion et al., 2019). The measurement model was used to illustrate the correlation between the latent variables and indicator variables, while the structural model

Table 2. Definitions of the constructs

Constructs	Items		References
Self-efficacy	I worked extremely hard to achieve success.	SELF1	Urban (2020), Pan and Lu (2022), Wang et al. (2023).
	I have honed perseverance to achieve success	SELF2	
	I am frequently appointed as a leader (Leader) since I have excellent coordination skills.	SELF3	
	I am confident in my ability to establish a social enterprise.	SELF4	
	I am confident in my ability to grow into a successful social entrepreneur.	SELF5	
Role models	I know several social entrepreneurs who are successful in their businesses.	RM1	Amofah and Saladrigues (2022), Chereau and Meschi (2022), Boldureanu et al. (2020).
	The social entrepreneurs I know have the abilities and expertise needed to succeed as social entrepreneurs.	RM2	
	Being acquainted with social entrepreneurs motivated me to follow the path of a social entrepreneur.	RM3	
	A friend of mine who is a social entrepreneur encouraged me to pursue a position as a social entrepreneur.	RM4	
Attitudes toward social entrepreneurship	Being a social entrepreneur has more benefits than drawbacks.	ATT1	Amofah and Saladrigues (2022); Sancho et al. (2020).
	I intend to pursue a career as a social entrepreneur.	ATT2	
	Among many possibilities, I would prefer to become an entrepreneur.	ATT3	
	I would start my own social business if given the opportunity.	ATT4	
	Being an entrepreneur would provide me with much satisfaction.	ATT5	
Social entrepreneurial intention	I prefer social entrepreneurship so that I can empower other people.	INTENT1	Rivera et al. (2018), Otache et al., (2021), Urban (2020), Lingappa et al. (2022).
	For me, entrepreneurship provides better income potential and can change social status and self-esteem.	INTENT 2	
	I will try my best to start and run my own business.	INTENT 3	
	I have a firm intention of starting a social enterprise someday.	INTENT 4	
	I am ready to do whatever it takes to become a social entrepreneur.	INTENT 5	

indicated the correlation between the latent variables (Hair et al., 2020; Benitez et al., 2020).

4. Findings and discussion

4.1. Measurement model estimation

The purpose of evaluating measurement models is to calculate the consistency and validity of manifest variables by examining its construct reliability, convergent validity, and discriminant validity (Cepeda-Carrion et al., 2019; Sarstedt et al., 2022). Construct reliability (CR) refers to the consistency of the construct, as measured through the composite reliability and Cronbach's alpha. Composite reliability is used to measure the true reliability of the research model, while Cronbach's alpha is used to identify the lower limits of the model using a value between 0 and 1. The convergent validity of each construct refers to the extent to which the convergence explains variances, as evaluated using the average variance extracted (AVE) for each indicator (Hair et al., 2022). AVE refers to the average value of the squared loadings of the indicators associated with the construct (i.e., the contents of the quadrate divided by the number of indicators). The minimum acceptable AVE value is 0.50; an AVE value of 0.5 or greater indicates that a construct explains 50% or more of the variances in the indicators (Hair et al., 2022).

Subsequent analysis of the measurement model was conducted through discriminant validity, which measures the extent to which constructs empirically differ from other constructs within the structural model. Discriminant validity is intended to ascertain whether a reflective construct is most strongly correlated with its indicators in the PLS channel (Hair et al., 2022). The results of discriminant validity testing are presented in Table 3. Discriminant validity illustrates the extent to which a construct empirically differs from other constructs in the model. Discriminant validity is measured through the cross-loading factor, which is obtained by comparing the root AVE with the correlation between the latent variables or constructs. In this study, two items for self-efficacy, SELF1, and SELF2, were removed from the instruments as their loadings were less than 0.5.

Hair et al. (2022) proposed the Heterotrait Monotrait Ratio (HTMT) method to test discriminant validity. An HTMT value of less than 0.9 indicates that discriminant validity between two reflective constructs has been identified. Testing found that as presented in Table 4, for each

Table 3. Summary of the measurement model analysis

Constructs	CR	Cronbach's Alpha	AVE	Items	Outer Loadings
Attitudes toward social entrepreneurship (ATT)	0.811	0.650	0.594	ATT1	0.803
				ATT2	0.598
				ATT3	0.883
				ATT4	0.757
				ATT5	0.857
Social entrepreneurial intention (INTENT)	0.836	0.760	0.510	INTENT1	0.735
				INTENT 2	0.649
				INTENT 3	0.561
				INTENT 4	0.812
				INTENT5	0.783
Role models (RM)	0.890	0.836	0.670	RM1	0.775
				RM2	0.757
				RM3	0.874
				RM4	0.862
				RM5	0.765
Self-efficacy (SELF)	0.732	0.669	0.432	SELF3	0.756
				SELF4	0.893

Table 4. Discriminant validity: Heterotrait-Monotrait Ratio (HTMT)

Variable	Attitude toward social entrepreneur (ATT)	Social entrepreneurial intention (INTENT)	Role models (RM)	Self-efficacy (SELF)
Attitudes toward social entrepreneurship (ATT)				
Social entrepreneurial intention (INTENT)	0.743			
Role models (RM)	0.570	0.596		
Self-efficacy (SELF)	0.531	0.551	0.356	

construct, the HTMT returned a value of less than 0.9; each indicator can thus be validly used to test the constructs, as the discriminant validity criterion has been met. This indicates that the proposed path model's constructs are conceptually more distinct.

4.2. Structural model estimation

In the second stage of analysis, the structural model was investigated to understand the association between the latent variables (Sarstedt et al., 2022; Schuberth, 2021). Evaluation of the structural model was conducted using the path coefficients, coefficient of determination (R^2), predictive relevance (Q-Square), and effect size (f^2) value (Hair et al., 2022). R^2 is indicative of the predictive accuracy of the model and is measured through the quadratic correlation between the actual endogenous construct and the predicted value. R^2 also evidences the variability of the endogenous construct, as informed by related constructs. Three thresholds for the R^2 value are noted: 0.75 (strong), 0.50 (moderate), and 0.25 (weak). The structural model was subsequently analyzed by using the Stone-Geisser Q-square test (Q^2) value to identify the predictive relevance of the model being analyzed (Sarstedt et al., 2022). If the Q^2 value is greater than zero, the structural model may be deemed to have predictive relevance. Conversely, if the Q^2 value is less than zero, the model has limited predictive relevance (Schuberth, 2021; Benitez et al., 2020; Sarstedt et al., 2022). Further evaluation considered the effect size (f^2), which serves to illustrate whether a construct has a substantive effect on other constructs; it thus shows the practical significance of the research. A large effect size indicates that the research has practical significance, while a small effect size suggests that the research has few practical applications (Schuberth, 2021; Sarstedt et al., 2022). Finally, the hypotheses were tested through consideration of path coefficients, which are indicative of the significance and coefficient relevance of the structural model. In this study, the associational significance between variables was measured by comparing the t-statistic with the values on the t-table.

Analysis of the structural model was conducted by evaluating the channel coefficient, R^2 value (predictive power), Q^2 value (predictive consistency), and f^2 value (effect size). Table 5 presents the results of the hypotheses tests. H1, which holds that self-efficacy (SELF) has a positive effect on social entrepreneurial intention (INTENT) can be accepted, as the t-value is greater than the t-table (3.334 > 1.981) at α: 5. Role model (RM) also has a significant positive effect on social entrepreneurial intention (INTENT), with a t-value of 3.145 > 1.981 (α: 5%); this correlation is positive, and thus H2 is accepted. Role model (RM) also significantly affects attitude toward social entrepreneurship (ATT), with the t-value greater than the t-table (5.515 > 1.981); consequently, H4 is accepted. Attitude toward social entrepreneurship (ATT) also has a positive and significant correlation with social entrepreneurial intention (INTENT), with a t-value greater than the t-table (3.089 > 1.981); as such, H5 is accepted. Unlike the other hypotheses, H3 is rejected. The moderating effect of role model (RM) on self-efficacy (SELF) was not found to contribute significantly to social entrepreneurial intention (INTENT) – (0.699 < 1.981).

R^2 is used to measure the total effect and variances explained by the endogenous construct; it thus serves to measure the predictive accuracy of the model (Hair et al., 2020). Several categories are recognized: an R^2 value ≥ 0.75 is considered substantial, an R^2 value between 0.50 and 0.75 is considered moderate, and an R^2 value between 0.26 is considered weak. Table 6 displays the R^2 value (predictive power), with self-efficacy, role model, and moderation explaining 19.9% of variances in respondents' attitudes toward social entrepreneurship. This finding indicates that 19.9% of variances in social entrepreneurial intention are explained by the four independent constructs; in other words, approximately 20% of social entrepreneurial intention is caused by the three latent constructs. Consequently, these constructs have weak predictive accuracy. Combined, self-efficacy, role model, moderation, and attitude toward social entrepreneurship had an R^2 of 45.4% (i.e., explained 45.4% of variances in social entrepreneurial intention) and had weak predictive accuracy.

Referring to Hair et al. (2020), the Q^2 statistic is used to measure the quality of the conceptual model and its ability to predict endogenous latent constructs. In SEM, the measured Q^2 value must be greater than zero for certain latent endogenous constructs. The Q^2 value for self-efficacy, role model, and moderation vis-à-vis attitude toward social entrepreneurship was 0.179; meanwhile, the Q^2 value for

Table 6. R^2 and Q^2 value

Variable	R^2	Q^2
Attitudes toward social entrepreneurship	0.199	0.179
Social entrepreneurial intention	0.454	0.312

Table 5. Structural path analysis result

Hypothesis	Path Direction	b-Value	t-Value	Decision
H1	Self-efficacy -> Social entrepreneurial intention	0.279	3.334	Accepted
H2	Role models -> Social Entrepreneur Intention	0.293	3.145	Accepted
H3	Role models -> Self-efficacy -> Social Entrepreneurial Intention	–0.070	0.699	Not Accepted
H4	Role models -> Attitude toward social entrepreneurship	0.446	5.515	Accepted
H5	Attitude toward social entrepreneurship -> Social Entrepreneurial Intention	0.276	3.089	Accepted

self-efficacy, role model, moderation, and attitude toward social entrepreneurship vis-à-vis social entrepreneurial intention was 0.312. Both Q^2 values were greater than 0.00, and thus the structural model is consistent and has sufficient predictive relevance.

Effect size (f^2) is used to measure the quality of the research model and the relative effect of the predictive constructs on the endogenous latent variables (Hair et al., 2020). Values of 0.12, 0.20, and 0.32 are reflective of small, moderate, and large effect sizes, respectively. The f^2 value of the latent constructs varied between 0.010 and 0.249 (Hair et al., 2020). Analysis found that the self-efficacy, role model, and attitude toward social entrepreneurship variables all had small effect sizes. Meanwhile, the effect of role models on attitude toward social entrepreneurship had a moderate effect size (Table 7).

Table 7. The effect size results (f^2)

Variable	f^2	Effect Size
Self-efficacy -> Social Entrepreneurial Intention	0.101	Small effect
Role models -> Social Entrepreneurial Intention	0.121	Small effect
Self-efficacy -> Role models -> Social Entrepreneurial Intention	0.010	No effect
Role models -> Attitude toward social entrepreneurship	0.249	Medium effect
Attitude toward social entrepreneurship -> Social Entrepreneurial Intention	0.091	Small effect

4.3. Discussion

As its respondents, this study took 114 university students from throughout Indonesia. All respondents had previously learned social entrepreneurship at university. Of the respondents, 57% stated that their parents had owned and operated their own business for more than one year; 43% did not have their own enterprise. Of those students whose parents ran their businesses, the majority (88%) ran traditional businesses; only 11% of respondents indicated that their parents operated a social enterprise. This finding shows that social entrepreneurship was not common amongst the parents of respondents. As shown in Figure 2, this research has confirmed four of its five hypotheses. First, Hypothesis 1 proposed that self-efficacy had a positive effect on social entrepreneurial intention. The results showed that self-efficacy positively and significantly affects social entrepreneurial intention. These findings support those of several earlier studies, including research by Pan and Lu (2022); and Kayabaşı et al. (2021). Second, role models were found to significantly social entrepreneurial intention. This finding is consistent with the suggestions of Boldureanu et al. (2020) and Mueller and Dato-On (2008).

Third, the results of this research show that role models do not moderate the effect of self-efficacy on social entrepreneurial intention. As such, based on the empirical results of this study, Hypothesis 3 is not accepted. However, as proposed through Hypothesis 4, role models were found to influence social entrepreneurial intention significantly. Such findings agree with the results of previous studies (Sun et al., 2022; Sancho et al., 2020; Rivera et al., 2018). Finally, this study has found that attitude toward social entrepreneurship significantly influences social entrepreneurial intention. Earlier studies have similarly concluded that attitude motivates individuals to orient themselves toward social entrepreneurship (Sancho et al., 2020; Rivera et al., 2018).

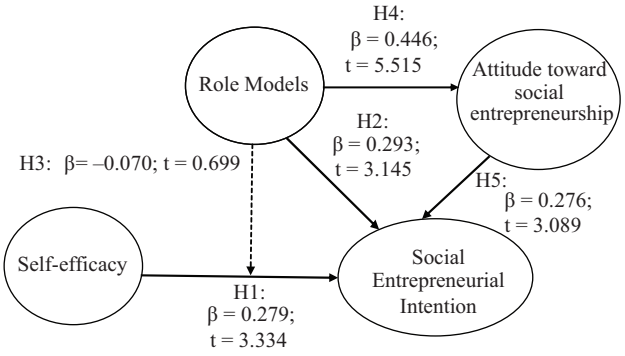

Figure 2. Summary of Structural equation modelling

As discussed in the previous section, the influence of role models on individuals' career selection and development has been extensively discussed in the literature using social learning theory (Su & Chiu, 2021). Individuals are predisposed to imitate the role models who inspire them. Likewise, individuals' behaviors tend to be influenced by the ideas and behaviors of those they consider role models; this is evident, among other things, in their career selection (Abbasianchavari & Moritz, 2021). Research by Boldureanu et al. (2020), for example, found that students who become successful entrepreneurs are influenced by role models who are also successful entrepreneurs. Indeed, role models are primary drivers of increased social entrepreneurial intention. In SLT and SCCT, the importance of role models (Zeb et al., 2023; Oben & van Rooyen, 2022) lies in their ability to shape individuals' intentions and career choices (including in social entrepreneurship). Consequently, the respondents in this study were asked "Do you have a role model for social entrepreneurship?" As seen in Table 1, of the 114 respondents in this study, 75 (65%) indicated that they had a role model who was involved in social entrepreneurship. The respondents were then asked to identify the social entrepreneurs whom they considered to be role models; the role models suggested by respondents are listed below in Table 8.

Respondents were asked to provide an answer to the following open-ended question: "Why did they become the figures they cited as their role models and who inspired them to become social entrepreneurs in the future?" The responses ranged widely, but in general, the role models highlighted were those who cared about their surroundings, worked hard to attain success with others, were concerned, and did empowering. These role models, according to the respondents, are sincere people who

want to work hard and act more than make a profit in their business. They are also filled with passion, heart, and perseverance. The traits of the role models stated by respondents align with prior research, like that of Abbasianchavari and Moritz (2021), on the impact of role models in molding entrepreneurial goals and activity.

According to the SLT, these findings indicate that the intention to become a social entrepreneur can be formed due to the influence of the social environment, both internally by individuals by observing the behavior of social groups and externally only (Stewart & Krivan, 2021). Furthermore, students who participated in this study were found to learn and replicate actions witnessed in other people, specifically persons who provided as role models for becoming social entrepreneurs, confirming the SLT established by Bandura (1977).

Table 8. The role model of the respondents

Name	Indonesia	Non-Indonesian
Abdi Nur	✓	
Achmad Zaky	✓	
Alfatih Timur	✓	
Alok sheety	✓	
Amin Aziz	✓	
Andy F Noya	✓	
Arief Muhammad	✓	
Azalea Ayuningtyas	✓	
Bill Drayton		✓
Bill Gates		✓
Bob Sadino	✓	
Chairul Tanjung	✓	
Davin Armstrong		✓
Dea Valencia	✓	
Eka Tjipta Widjaja	✓	
Gamal Albinsaid	✓	
Gibran Rakabuming	✓	✓
Haris Purnawan	✓	
Jack Ma		✓
Jamie Chiu		✓
Mark Zuckerberg		✓
Mita Sirait	✓	
Nadim Makarim	✓	
Osama Bin Noor		✓
Rachel Vennya	✓	
Rhenald Kasali	✓	
Rudi Syaf	✓	
Sandiaga Uno	✓	
Sofyan Tan	✓	
Steve Jobs		✓

Most of the personalities identified are highly related to social entrepreneurship, both domestically in Indonesia (e.g., Alfatih Timur) and globally (e.g., Bill Drayton). Of the social entrepreneurs identified by respondents as role models, the most mentioned was Sandiaga Uno (14 responses). Sandiaga Salahuddin Uno, better known as Sandiaga Uno, is currently the Minister of Tourism and Creative Economy of the Republic of Indonesia; he is involved in business activities in various sectors and has extensive experience with corporate leadership (Kementrian Pariwisata dan Ekonomi Kreatif, Republik Indonesia, n.d.). Two role models, Alfatih Timur and Rhenald Kasali, were each mentioned by nine respondents. Alfatih Timur is the co-founder of Kitabisa.com (in English, kita bisa means "We can"), a platform established in 2014 to crowdfund social projects. Kitabisa.com is thus a social enterprise that has relied heavily on the Indonesian cultural tradition of mutual assistance (gotong royong) to make social projects possible (Profil Alfatih Timur, 2022). Meanwhile, Rhenald Kasali is an academic who established *Rumah Perubahan* (literally, "house of change") in 2007. This business seeks to bring about real social change by providing training and consultation services to improve public welfare. It thus uses the framework of social entrepreneurship to promote independence, innovation, action, and results (Rumah Perubahan, n.d.).

5. Conclusions

Social entrepreneurship has become an increasingly important element of development. Multiple universities have begun incorporating it into their curricula, and this has become an important factor in the creation of social entrepreneurial intention among the younger generation. Social entrepreneurship education has instilled in students a belief that they can become social entrepreneurs and informed their decision to establish social enterprises; it has also increased students' interest in social entrepreneurship. Furthermore, as argued by SLT and SCCT, individuals choose their careers based on their observations and the examples provided by their role models.

The goal of this research was to examine the influence of self-efficacy, role models, and attitudes on social entrepreneurial intention. This research also examined the role of self-efficacy in moderating social entrepreneurial intention. It found that self-efficacy influences social entrepreneurial intention. Similarly, role models are found to shape individuals' attitudes toward social entrepreneurship as well as their social entrepreneurial intention. The importance of role models in social enterprise, as well as their significant influence on attitudes toward social entrepreneurship and social entrepreneurial intention, is reflected in respondents' identification of the social entrepreneurs who have become their role models. This study has also found that attitude toward social entrepreneurship also influences social entrepreneurial intention. Unexpectedly, however, role models were not found to moderate the influence of self-efficacy on social entrepreneurial intention.

Although this study has produced several useful findings, it has significant limitations. First, this research is limited in its relatively small sample size, which may be attributed to the relative paucity of social entrepreneurship classes in Indonesia. This study took as its respondents

114 students from universities throughout Indonesia. Future studies should use a larger sample size to ensure that the results can be generalized. Second, this quantitative research has examined the causal association between the antecedents of social entrepreneurial intention amongst university students. It appears that the model used has simplified these antecedents. As such, future studies should employ a qualitative approach, perhaps by using in-depth interviews to understand the antecedents that influence social entrepreneurial intention.

This research has important implications for public policy on higher education. Both the Indonesian government and those responsible for the country's universities should support and facilitate social entrepreneurship education at the tertiary level. The integration of social entrepreneurship into university curricula will improve students' self-efficacy and help students become entrepreneurs. This study has also highlighted the importance of role models in stimulating social entrepreneurial intention. As such, to improve young Indonesians' interest in social entrepreneurship, universities must develop social entrepreneurship education programs that invite role models to the classroom and provide guidance to students. This will enable students to benefit from interactions with social entrepreneurs who may act as role models and shape their social entrepreneurial endeavors.

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