

The Social Entrepreneurship Readiness Among University Students

Cut Nelvi Ariska
Sheerad Sahid

Business and Entrepreneurship Education Department, Faculty of Education, National University of Malaysia, Bandar Baru Bangi 436000, Malaysia

Correspondence Address: p102946@siswa.ukm.edu.my

Abstract

This study aims to find some problems in the readiness of social entrepreneurship at the tertiary level (University). The method used in this study is a literature review by searching for articles in the database of electronic journals. The databases used in the study were Sage, Elsevier, Springer Plus, Google Scholar (an online search system). The search focused on articles published in January 2006 until the last search was invited in June 2021). There were 112 articles in the search, yet only 24 articles were retrieved. This is because the reviewer only takes the appropriate articles. Data were analyzed by collecting relevant articles, narrowing them down based on topic discussions, presenting data, and drawing conclusions. It found that there were several problems in social entrepreneurial readiness. Thus, it can be concluded that the greater the problem in social entrepreneurial readiness the greater the social innovation required. It is hoped that further studies will be conducted to show a more detailed comparison between the problems found in the country and abroad. This action is considered the basis of better service.

Keywords : Social Entrepreneurship, Social Motivation, Entrepreneurial Abilities, Entrepreneurial Readiness

Abstrak

Penelitian ini bertujuan untuk menemukan beberapa permasalahan dalam kesiapan kewirausahaan sosial di tingkat perguruan tinggi (Universitas). Metode yang digunakan dalam penelitian ini adalah literature review dengan mencari artikel di database jurnal elektronik. Basis data yang digunakan dalam penelitian ini adalah Sage, Elsevier, Springer Plus, Google Scholar (sistem pencarian online). Pencarian difokuskan pada artikel yang diterbitkan pada Januari 2006 hingga pencarian terakhir diundang pada Juni 2022). Ada 112 artikel dalam pencarian, namun hanya 24 artikel yang diambil. Hal ini karena reviewer hanya mengambil artikel yang sesuai. Data dianalisis dengan mengumpulkan artikel yang relevan, mempersempitnya berdasarkan topik pembahasan, menyajikan data, dan menarik kesimpulan. Ditemukan bahwa ada beberapa masalah dalam kesiapan kewirausahaan sosial. Dengan demikian, dapat disimpulkan bahwa semakin besar masalah kesiapan wirausaha sosial maka semakin besar inovasi sosial yang dibutuhkan. Diharapkan dilakukan

kajian lebih lanjut untuk menunjukkan perbandingan yang lebih detail antara permasalahan yang ditemukan di dalam negeri dan di luar negeri. Tindakan ini dianggap sebagai dasar pelayanan yang lebih baik.

Kata Kunci : *Kewirausahaan Sosial, Motivasi Sosial, Kemampuan Wirausaha, Kesiapan Wirausaha*

1. Introduction

Social entrepreneurial activity is one of the branches of the economy that can eradicate poverty and be able to improve the economic status of a country (R. M. Adnan et al., 2018). Social entrepreneurship is an innovative social value-creation activity, which can take place within or in the nonprofit, business, or government sectors (Choi et al., 2018). Pless (2012) also defines a social entrepreneur as an individual who has a character who seeks to solve social problems by using their strengths. Most of them have the character of creative problem solvers so that every problem in society can be reduced.

Weerawardena & Sullivan Mort (2006) state that social entrepreneurship is a process in which entrepreneurs can find and take advantage of opportunities to create social value, take risks as well as create new ventures. Social entrepreneurial activities can often produce innovative and creative ideas, to be able to solve social problems and transform the economic status of society (Alvord et al., 2004; Bazan et al., 2020; Elkington & Hartigan, 2008). Meaning social entrepreneurs in general are always able to think of solutions to problems with innovative and creative methods. They also regularly take initiative to solve social problems and recommend various new solutions to social problems.

Among the solutions to social problems implemented by social entrepreneurs is to engage in social activities. Social entrepreneurship typically involves activities aimed at bringing about change in addition to educating, training, and convincing the community to take responsibility for solving their problems (Trivedi, 2010). Social entrepreneurial activity will continue to grow when some basics such as those aimed at improving or changing the social situation are implemented. Thus, briefly, a social entrepreneur is defined as someone who initiates a new venture aimed at profit or non-profit to bring about social and societal change. These social changes are systematic and can be implemented through the development of products, and services (Trivedi, 2010).

In a previous study by Hashim et al., (2009), they stated that entrepreneurial readiness contains three important elements. The three important elements involved are the willingness, ability, and environment that allow the establishment of an entrepreneur to venture into business. In general, entrepreneurial readiness can be seen from the aspect of a person's interest and attitude when venturing into the field of entrepreneurship (Muda, 2019). Entrepreneurial readiness is defined by Shahzalan (2015) as closely related to entrepreneurial intentions, interests, motivations, and abilities. However, the study of Boon & Bohari (2010) stated that entrepreneurial readiness is often significantly related to a person's interest in trade and entrepreneurship subjects as well as encouragement from family members such as parents. Although the popularity of social entrepreneurship research is growing it has not yet received full attention from various parties. How and why social entrepreneurs emerge is also still not fully understood and explored (Mair et al., 2006). However, in his research, Adnan, et al.,

(2020) found that readiness for entrepreneurship in tertiary institutions is very influential with an appropriate curriculum, student interest in entrepreneurship, adequate lecturer competence, supporting facilities, leadership commitment, having extensive network, and program funding support from the government. Lailatussaadah, et al., (2020) argue that it is necessary to revise the curriculum, carry out a development analysis, create extracurricular activities, strengthen the human resources of entrepreneurial teaching staff, create activity programs, and empower alumni. Therefore, this study was conducted to examine entrepreneurial readiness focusing on the readiness of students from the aspect of knowledge that is related to social entrepreneurship, social motivation, entrepreneurial abilities, and entrepreneurial readiness.

2. Results Literature Review

Entrepreneurial Readiness

Entrepreneurship is a unique approach to business, and a readiness for social entrepreneurship involves unique individual behaviors in which they create sustainable public wealth, rather than simply focusing on their success and performance. Ariff et al., (2002) stated that among the readiness that can help entrepreneurs venture into the field of entrepreneurship is the readiness in terms of experience, education, full-time employment, and finance. Next, the willingness of the will to venture into the field of social entrepreneurship is influenced by the utility value of knowledge and skills. With the mastery of the necessary knowledge and skills, confidence and self-efficacy will increase. It in turn will cause students to be ready or willing to do whatever they have learned and are interested in (Hashim et al., 2009; Reilly, 2015).

Schumpeter's theory of entrepreneurship focuses on economic growth (Croitoru, 2012), while social entrepreneurship theory focuses on social development through economic sustainability (Tisler, 2018). Social entrepreneurs can create businesses that aim to create social impact and social change (Ishak & Omar, 2017). While the readiness of entrepreneurial knowledge can identify methods and types of starting a business effectively. This can help social entrepreneurs face all challenges and create systematic strategies to help the readiness of social entrepreneurship among students (Yusof, 2000; Amiruddin, 2017) . The social entrepreneurial readiness of students is dependent on their ability to seek environmental opportunities and use abilities based on available resources. Therefore, the formation of social entrepreneurs is recommended to be started from the school level again. At this stage, students are exposed to the knowledge of entrepreneurship and the application of the values and characteristics of a social entrepreneur. This is important for raising awareness and interest in the field of entrepreneurship to encourage students to venture into social entrepreneurship (Boon & Bohari, 2010). Carsrud & Brannback (2009) and Nga & Shamuganathan (2010) in turn emphasize that social entrepreneurial readiness depends on students 'thinking about social values, social well-being, and entrepreneurial activities. Olugbola (2017) stated that social entrepreneurs tend to have a positive attitude toward social entrepreneurship activities,

The willingness of the younger generation to venture into entrepreneurial activities is influenced by several factors. Social entrepreneurial readiness among these students can be detected by analyzing and interpreting their society, environment, lifestyle, and social attachment (Coduras et al., 2016). Students can explore information by observing and discussing the living conditions of others.

The concept of social entrepreneurship

The responsibility of caring for the welfare of the community has always been placed under the responsibility of the government and NGOs traditionally carried out by government bodies. Through social entrepreneurship, such responsibilities can also be exercised through market elements or the behavior of genuine private entities (Ishak & Omar, 2017). According to Wiguna et al., (2015), social entrepreneurship is a value-creation process that has an economic perspective as the main aspect and a social perspective as the supporting aspect. Social entrepreneurship imparts value to either individuals or firms and is philanthropic and humanitarian-oriented, underpinning social goals and missions which will result in the creation of social values, social change, and sustainable development (Aidin et al. 2011).

From another perspective, defines social entrepreneurship as a process of innovation in which resources are used to take advantage of environmental opportunities and meet social needs. Therefore, social entrepreneurship can provide innovation in resource collection methods to achieve social goals (Kostetka I, 2014), and this method is predicted to be able to provide more effectiveness in achieving social goals as well as efficiency to the target group assisted. Thus, social entrepreneurship is a fresh idea from ordinary individuals who carry out extraordinary entrepreneurial activities aimed at helping the affairs of others. Based on that, there are several types of social entrepreneurship in Indonesia including Community -based Social Enterprises, Non -Profit Social Enterprises, Hybrid Social enterprises for sustainable development, and Profit-for Benefit Social Enterprises. Based on (Osberg, 2007), the closest example of social entrepreneurship is Grameen Bank that is, this bank provides micro credit to low-income communities so that they can upgrade and improve their economic standard of living. In the context of social entrepreneurship, social entrepreneurial intentions will determine an individual's beliefs and desire to establish a social organization.

Social innovation

Social innovation is defined as proactive innovation because it brings new improvements in terms of ideas, strategies, and concepts as well as bringing good social values through the idea of job development and education opportunities to the local community. From the point of view (Zulkifly, 2015), social innovation is defined as a new idea that meets social needs in addition to the existence of cooperation from various walks of life, all social and economic organizations. Thus, the involvement of various groups of society can maximize community participation in the provision of social services (Mulgan, 2007). In other words, a social innovator is a trigger to fresh ideas in solving social problems. This social innovation is very important in profit organizations because it provides economic benefits in addition to social benefits.

Theory of Planned Behavior

The theory of planned behavior is an extension of the theory of reasonable action (Ajzen & Fishbein 1980; Fishbein & Ajzen 1975). Based on this theory, intention is a motivational factor that influences behavior. This theory also explains intention is a reference to how hard people are willing to try, and how much effort they plan to execute a behavior. Theoretically, the stronger the intention in performing a behavior, the greater the likelihood of its achievement. According to (Ajzen, 1991), the control of one's intentions is formed based on three main elements namely attitudes towards behavior, subjective norms, and control of behavior combined. Attitudes toward behavior carry the meaning of individual measurement and

evaluation of the behavior in question. Subjective norms mean social pressure to implement or not implement a behavior. Behavioral control, on the other hand, means the degree of individual control over the behavior to be performed. Based on this theory, the stronger the perceived attitude, subjective norms, and control of behavior, the stronger the intention to perform the actual behavior.

In addition, TPB theory explains that motivation is influenced by human intentions and abilities (behavioral control) which will then influence human behavior. In this study, actual behavior refers to the readiness for social entrepreneurial intentions. Therefore, by using TPB in this study, attitudes toward behavior, subjective norms, and behavioral control were seen as predictors of the variables to determine the achievement of social entrepreneurial intentions and readiness among students. The involvement of TPB theory in this study has had an impact in increasing the understanding of how to measure and evaluate the level of social entrepreneurial readiness among students sourced from previous studies.

3. Methods

This study examines the literature sourced from previous studies on perceptions of entrepreneurial literacy and its impact on social entrepreneurial readiness among university students. This study was conducted by taking into account the aspects of views, the relationship between the variables of entrepreneurial literacy, and its impact on the social entrepreneurial readiness of students. Based on previous studies, the various perceptions of researchers can be divided into several main aspects. Therefore, this study examines aspects of entrepreneurial literacy and entrepreneurial behaviors that represent social entrepreneurial readiness that includes entrepreneurial interest, entrepreneurial motivation, and entrepreneurial abilities to detect the actual level of entrepreneurial readiness of students and take into account relevant theories.

This study is an exploratory systematic review study conducted through critical article analysis. The planned comprehensive review aims to summarize original research highlighting relevant issues. It uses clear methods to identify, select and describe the quality of research, data collection, and analysis (Kitchenham & Charters, 2007; Mendes et al., 2008). Search and selection of scientific articles are indexed open access in electronic databases, as follows: Sage, Elsevier, Springer Plus, Google Scholar (online search system). The search focused on articles published in January 2006 until the last search was invited in June 2021). There were 112 articles in the search, yet only 24 articles were retrieved. This is because the reviewer only takes the appropriate article.

Article search	Selection for inclusion is based on title
<p>Sage, Elsevier, Springer Plus, Google Scholar</p>	<p>Keywords</p>
<p>Search criteria</p> <ul style="list-style-type: none"> ● Articles published 2006 to 2021 ● English, Malay ● Terms: social entrepreneurship, social motivation, 	<ul style="list-style-type: none"> ● Education ● University ● Students ● University student

entrepreneurial ability,
entrepreneurial readiness

Selection for inclusion based on abstract phase and eligibility

Admission:

- Explanatory article for the relationship of social entrepreneurial readiness and social motivation.
- Available online for free and full text.
- Focus on the object of study.

Exceptions:

- Opinion articles, letters to editors, dissertations and theses

Figure 1 article search type (Barbosa & Pereira, 2015)

Acceptance criteria

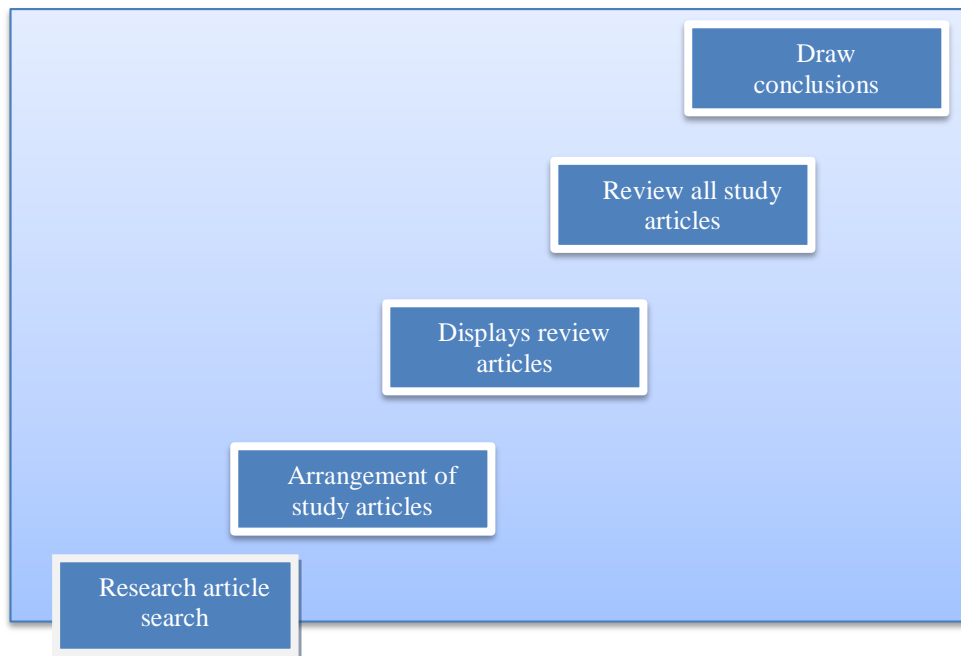


Figure 2 shows the procedure of this study carried out (G. Adnan et al., 2020)

The research procedure involved first, searching for research articles related to students' entrepreneurial readiness using several keywords in the Google search engine. Second,

all the articles were collected, filtered and sorted according to the research topics covered. Third, feature the research articles collected in a table. Fourth, all research articles will be reviewed and finally, a discussion and statement of conclusions made.

4. Results

Figure 3 shows a research article involving social entrepreneurial readiness among university students.

Author, Year, and Journal	Title	Study Topic/ Study Results
(Yanto & Arni, 2020). Public Management Review.	<i>Social Entrepreneurship in the Context of Disaster Recovery</i>	The main principle in organizing social entrepreneurship in social enterprises is to influence the ability of organizations to provide services and their ability to survive
(Santos, 2012) J Bus Ethics.	<i>A Positive Theory of Social Entrepreneurship</i>	The concept of social entrepreneurship is an innovation in the economy that has value in solving problems related to society.
(Rachel Mosher-Williams, 2006)	<i>Research on Social Entrepreneurship: Understanding and Contributing to An Emerging Field</i>	The study examines the contribution of social entrepreneurship. The findings of the study found that social entrepreneurship can increase economic value in a way that no fees are imposed on customers, donations and grants, volunteers are paid salaries and various other diversified contributions.
(Ishak, 2015) Malaysian Journal of Society and Space	<i>Social Entrepreneurship as an Innovative Approach Towards the Social Transformation of Society: A Case Study in Malaysia</i>	This study examines the social entrepreneurship that has been practiced in Malaysia. The results show that social entrepreneurship produces innovative outputs that support the intended social goals. Efforts towards social entrepreneurship involve inputs such as philanthropic entrepreneurship, financial resource mobilization skills, social networking as well as organizing strength.

(Brock, 2009) Social Entrepreneurship Journal	<i>Social Entrepreneurship Education: Is it Achieving the Desired Aims?</i>	This study deals with definitions, challenges, and activities in social entrepreneurship. Based on the findings, 70% of the faculty from the university use social entrepreneurship services that aim to provide practical experience. Experience and practice influence the availability of social entrepreneurship
(Edwards, 2016) Journal of Business, Economics and Finance	<i>The Value of The Business Coach: Exploratory analysis of the relationship between entrepreneurial mentoring and preceptions of entrepreneurial readiness.</i>	The study examined the relationship between entrepreneurial coaching and the view of entrepreneurial readiness. The findings of the study there is a positive effect of entrepreneurial guidance on the impact of entrepreneurship.
(Julia Peric, 2014) Ekonomski Vjesnik	<i>Social Entrepreneurship in Croatia: Do Regional Disparities Influence Young People's Perception of Social Entrepreneurship as A Potential Career Path?</i>	The study discusses young people's views on social entrepreneurship in Croatia and its importance to community development. The findings of the study show that the readiness of social entrepreneurship among young people in Croatia is still at a low level and various efforts need to be done to further increase the development of social entrepreneurship.
(Boon, 2019)	Readiness to Venture Into Entrepreneurship Among Form Four Bumiputera Students In Three Schools Around Skudai, Johor	The study examined the level of readiness of students to venture into the field of social entrepreneurship. The findings of the study found that students are less prepared to venture into entrepreneurship.
(Rahman RS) Journal of Global Business and Social Entrepreneurship.	Social Entrepreneurship Among Students in Malaysia	This study collects the understanding of social entrepreneurship and the approach to social entrepreneurship in Malaysia from various studies. Findings show that students' desire for social entrepreneurship is low.

- (Salman, et al, 2019) *Opportunity Recognition Behavior and Readiness of Youth for Social Entrepreneurship*
 Entrepreneurship Reasearch Journal.
- Social entrepreneurship is a business approach where entrepreneurs focus on social problems. The results show that social empathy, education, and training in formal and informal environments have a very strong influence when determining individual entrepreneurial intentions. Individual entrepreneurial intentions influence social entrepreneurial readiness.
- (Salman, 2017) *Measuring Entrepreneurial Readiness Among Youth in Pakistan Through Theory of Planned Behavior-Based Approach*
 Business and Economic Research
- Aims to measure the entrepreneurial readiness of youth in Pakistan. Because young people have an important role to play in economic growth, they have an important field of education to see their willingness to become entrepreneurs. Data collected from 380 respondents and analyzed through SPSS, the results of the study showed a positive effect of social norms, perceived behavioral control and entrepreneurial attitudes on entrepreneurial readiness.
- (Marcin & Thomas, 2015) *Student Readiness to Start their own Business*
 Economic Research-Economic Research.
- Examine students 'attitudes towards entrepreneurship in relation to students' readiness to become entrepreneurs. Results from 458 students showed that there was no relationship between students 'academic field and entrepreneurial readiness.
- (Mbassana, (2014) *An Invetigation of Students' Readiness Towards Entrepreneurial Intention at Kigali Indenoendent University*
 IOSR Journal of Business Management.
- To study the readiness of students at ULK towards entrepreneurship. Entrepreneurship can develop the economy, so training in the field of entrepreneurship will influence students' intentions to become entrepreneurs. Data collected from 367 students showed a good attitude towards entrepreneurship. The study also found that family

- (Suresh Kumar et al, 2013) ISOR Journal of Business and Management. *Student Willingness to Become Entrepreneurs: A Survey of Non-Business Students of President University*
- (Hariyati Hussi et al, 2019) International Journal of Modern Trends in Social Sciences. *Entrepreneurship Readiness in the Eye of the Young Generation: A Case Study on Melaka District*
- (Morteza et al, 2020) Journal of Industry-University Collaboration Emerald Publishing Limited *A readiness framework to evaluate local economy for an entrepreneurial university*
- (Adnan et al, 2012) European Scientific Journal. *Readiness of the University Student Towards Entrepreneurship in Saudi Private University*
- and gender relationships did not have a significant relationship with entrepreneurial intention, while there was a positive relationship between social desire and intention to act as an entrepreneur.
- One of the most important methods in reducing unemployment is to produce more entrepreneurs. This study aims to find out the readiness of non-business students to develop into entrepreneurs. The results show that what influences the readiness of students in this study is the intention or desire of students, their family background, and their education.
- Factors that affect entrepreneurial readiness among young people are innovation, personal challenges, and the use of technology.
- This study aims to propose a working paper for the transformation from a second-generation university to an entrepreneurial university. The results show that university principals encourage and develop academic entrepreneurship by using a comprehensive systems approach to the identification of the protection and commercialization of university intellectual property.
- Perceptions of university students' intentions towards entrepreneurial readiness for entrepreneurial activities based on the data collected resulted in an agreeable level of entrepreneurship.

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| (Hariyaty Ab Wahid, 2016). International Journal of Academic Research in Business and Social Sciences | Socialism, Innovation, and Market Orientation Among Active Students of Social Entrepreneurship at Universiti Awam Malaysia | The study examines the elements of social entrepreneurship that include sociability, innovation, and market orientation among public university students. Findings show a high level of social elements among students and this affects the readiness for social entrepreneurship among students. |
| (Al-Buainain, 2017) Journal of Innovation and Entrepreneurship | <i>An Innovation Study: Designing A Social Entrepreneurship Coaching Model for Entrepreneurs</i> | The study examines the framework of social entrepreneurship in Qatar. The findings of the study found that several programs have been recommended to be conducted such as entrepreneurship networking programs, entrepreneurial skills programs related to the social entrepreneurship framework. |
| (Thomas, 2019) Australian National University | <i>Innovation at the Margins: Evaluating New Zealand Educational Social Entrepreneurship Ventures</i> | The study examines social entrepreneurship education efforts in New Zealand. The findings of the study found that entrepreneurship education has had a positive impact, especially on government efforts to further enhance social entrepreneurship. |
| (Campopiano, 2021) Journal of Cleaner Production | <i>Social Innovation: Learning from Social Cooperatives in the Italian Context</i> | The study examines social innovation through Italian-implemented methods. The findings of the study show that investment in the field of innovative technology has a proactive effect on social entrepreneurship. |
| (Alevtina, et al, 2020) Advances in Social Sciences, Education, and Humanities | <i>Innovation Social Entrepreneurship: Development of Youth Social Activity</i> | To study the indicators of social initiative as a specific social environment and the experimental testing practices and development of innovative social entrepreneurship of youth. In the orientation of the individual, there is social entrepreneurship and the |

development of his readiness which can only be explained as a future career prospect. In many ways, entrepreneurship is personal development, empathy, and social creativity.

(Tishler, 2018) Nova Southeastern University	<i>Exploring Knowledge and Awareness of Social Entrepreneurship</i>	The study examined the knowledge and awareness of social entrepreneurship among students. The findings of the study found that the knowledge and awareness of social entrepreneurship among students is still at a low level.
(Aiman et al, 2021) Business World Journal	Entrepreneurial Desire Levels in Private Higher Education Institutions: A Perspective in Malaysia	This study was conducted to survey the entrepreneurial desires of students. The desire of students to become entrepreneurs provides a clear picture for the authorities to further increase efforts and initiatives to develop the younger generation.

Figure 3 shows the articles related to the study

5. Discussion

Social entrepreneurship is a social innovation in the economic world that has value in solving economic problems that society is facing. This social innovation has a proactive impact on social entrepreneurship (Santos, 2012; Isaac, 2015; Campopiono, 2021; Thomas, 2019). Social entrepreneurship can support a variety of existing social problems (yanto & Arni, 2020; Rachel, 2006; Broch, 2009). The social problems in question are such as financial and environmental problems. Various contributions and grants are given to support the social well-being of the community (Rachel, 2006; Isaac, 2015).

The readiness of students to venture into social entrepreneurship is an expectation that exists in society. The knowledge, awareness, and intentions of entrepreneurial learners can influence social entrepreneurial readiness (Salman, 2017; Suresh, 2013; Tishler, 2018; Thomas, 2019). In addition, factors that affect entrepreneurial readiness are the desires of students, the background of parents, social innovation, as well as the utilization of technology (Salman, et al, 2019; Suresh et al, 2013 Haryati, 2019). Yet some studies show that there is still low social entrepreneurial readiness among students (Julia, 2014; Boo, 2019; Rahman, 2019). Various efforts need to be done to increase the development of social entrepreneurship. Among the strategies for encouraging entrepreneurship include funding, entrepreneurial culture, education, and undergoing training (Thomas, 2019).

6. Conclusion

In conclusion, this study has reviewed and reviewed the relevant views and studies made by previous researchers related to social entrepreneurial readiness among students. Overall, through the analysis of previous studies, it can be concluded that there is not yet fully social-entrepreneurial readiness among students. There are only a few universities. Therefore, commitment and support from higher education and government leaders is needed in order to increase social entrepreneurial readiness among university students. its purpose is to be able to assist the social services of the community. This study has several limitations namely the method of entrepreneurship education still partially implemented and not yet produced the results that can show significant improvement. Thus, commitment and support from higher education leaders are needed in order to implement based on the goal to be achieved, namely to produce social entrepreneur in universities. The researcher hopes that in other studies it will examine more of many aspects such as in terms of campus extracurriculars and developing the quality of lecturers

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