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Entrepreneurship Management Education as a Catalyst for Student Interest in Developing Social Entrepreneurship at Pelita Bangsa University

Fairuz Rifqi Abdurahman[1*], Heny Hendrayati[2], Suryana[3], Hari Mulyadi[4], Prasetyo Harisandi[5], Sri Yusriani[6]

[1,2,3,4]Universitas Pendidikan Indonesia, Bandung, Indonesia
[5]Universitas Pendidikan Indonesia, Bekasi, Indonesia
[6]Universiti Sains Malaysia, Penang, Malaysia

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ABSTRACT

Objective: This study aims to analyse the influence of entrepreneurship management education on students' interest in developing social entrepreneurship. The primary focus lies on the contribution of business planning, social leadership, and impact management to students' social entrepreneurship orientation. **Method:** A quantitative approach with a survey method was used to collect data from 169 active students of the Entrepreneurship Study Program, Faculty of Economics and Business, Pelita Bangsa University, who have taken at least one Entrepreneurship Management course. A purposive sampling technique was used in the selection of respondents. **Results:** The analysis shows that entrepreneurship management education significantly and positively affects students' interest in developing social entrepreneurship (p-value = 0.000, t-statistic = 13.326, path coefficient = 0.572). This finding confirms that the managerial approach in entrepreneurship learning effectively improves students' knowledge, skills, and entrepreneurial spirit oriented towards social values.. **Novelty:** The novelty of this study lies in the specific focus on entrepreneurial management education, which is different from general entrepreneurship education, with a managerial process approach. The practical implication is that the results can serve as a basis for curriculum designers and higher education policy makers to strategically integrate social entrepreneurship modules to foster sustainable social innovation among the younger generation.

INTRODUCTION

Social challenges such as poverty, unemployment, and social inequality are becoming increasingly difficult to address in the era of globalization and digital transformation. Unemployment among Indonesian youth remains a significant economic issue. According to the Central Bureau of Statistics (BPS, 2023), the open unemployment rate stood at 5.1% in August 2023, equating to approximately 8.4 million individuals without jobs (Harisandi, Nurhidayah, et al., 2024). The unemployment rate among university graduates was also high, rising from 4.80% in 2022 to 7.89% in 2023 (Harisandi, Yahya, et al., 2024). This situation underscores the urgency for stakeholders, including the government, educational institutions, industry, and society, to promote entrepreneurship, especially considering the low motivation among students to pursue entrepreneurial careers (Harisandi et al., 2023).

In line with the national agenda, the Indonesian government has emphasised the role of higher education in fostering entrepreneurial talent through various policies. The Merdeka Belajar–Kampus Merdeka (MBKM) initiative, launched by the Ministry of Education, Culture, Research, and Technology, encourages universities to embed entrepreneurship into their core curriculum to produce innovative and independent

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graduates(Nizam & Junaidi, 2021). Furthermore, the issuance of Presidential Regulation No. 2 of 2022 on National Entrepreneurship Development reinforces the urgency of integrating entrepreneurship education to address youth unemployment and economic inequality. These policies align with the RPJMN 2020–2024, which identifies entrepreneurship as a strategic vehicle to accelerate economic transformation. Despite these policy commitments, there remains limited empirical evidence assessing how entrepreneurship management education contributes specifically to social entrepreneurship, particularly within Indonesia's higher education landscape (PP, 2021)

Social entrepreneurship, also referred to as social enterprise, is a growing approach that applies entrepreneurial principles to address societal challenges. It combines business innovation with a social mission to generate positive change. The increasing number of unemployed, educated youth in Indonesia highlights the need for alternative strategies. The Central Bureau of Statistics (BPS, 2024) notes that the unemployment rate among college graduates remains significant, suggesting a pressing need for higher education to produce graduates who are not only employable but also capable of creating jobs through social innovation (Hassan et al., 2022; Xanthopoulou & Sahinidis, 2025a). In response, many universities have integrated entrepreneurship management education into their curricula to foster entrepreneurial capability. Previous studies have demonstrated that such education could enhance students' entrepreneurial interests and skills (Alourhzal & Hattabou, 2021; Utomo, 2023; W. Wijaya & Handoyo Edy SArwo, 2022). Moreover, research shows that the social environment and entrepreneurship management education have a positive effect on entrepreneurial intent (Hueske & Hockerts, 2022; Syafitri et al., 2024).

Despite evidence supporting the role of education in nurturing entrepreneurial interest, there remains a gap in understanding how it specifically affects interest in social entrepreneurship (Makmur et al., 2024). For instance, W. Wijaya and Handoyo Edy SArwo (2022) found that while entrepreneurship management education did not have a significant effect on student interest in developing social entrepreneurship, factors such as empathy and social support had a significant positive effect (Ballesteros-Sola & Magomedova, 2023a, 2023b; Hueske & Hockerts, n.d.; Tambengi & Mohehu, 2024). This finding raises questions about the effectiveness of current entrepreneurship management education frameworks in promoting social entrepreneurship (Rizki Afiyati et al., 2023).

Unlike conventional entrepreneurship, which primarily focuses on profit generation, social entrepreneurship emphasizes the creation of social value (Ahmad Khairuddin, 2024; Fitria et al., 2023). Consequently, it requires a distinct pedagogical approach. It is thus essential to evaluate how existing entrepreneurship management education, focusing on the managerial dimensions of business, can cultivate student interest in founding sustainable social enterprises(Alakaleek et al., 2023; Fayolle & Gailly, 2015; Mei et al., 2020; Rea, 2007). Some higher education institutions, such as those in London and Stockholm, have begun incorporating social entrepreneurship elements into their programs to promote socially impactful business models (Ballesteros-Sola & Magomedova, 2023c). However, understanding the effectiveness of these approaches in the Indonesian context necessitates further investigation (T. Wijaya, 2012).

While entrepreneurship education, in general, has been shown to increase entrepreneurial interest, its role in fostering social entrepreneurial motivation, especially through the lens of entrepreneurship management education, remains unclear. Past studies have presented mixed results, often emphasizing the more significant effect of

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social factors such as empathy and support networks. Furthermore, there has been a noticeable lack of research that directly examined the effect of entrepreneurship management education on Indonesian student interest in developing social entrepreneurship. This points to the need for a more localized, empirical investigation.

The present study addressed such a gap by focusing on entrepreneurship management education, specifically emphasizing planning, organizing, leading, and controlling as core components relevant to social enterprise development. The research makes a novel contribution by directly linking entrepreneurship management education with social entrepreneurship development. Correspondingly, it aimed to:

1. Analyze the effect of entrepreneurship management education on student interest in developing social entrepreneurship.
2. Assess the contribution of elements of entrepreneurship management education, such as venture planning, social leadership, and impact management, to student interest in developing social entrepreneurship.
3. Offer practical recommendations for enhancing the entrepreneurship education curriculum.

RESEARCH METHOD

Population and Sample

This study employed a quantitative approach using a survey method to gather substantial data and analyze the correlation between entrepreneurship management education and student interest in developing social entrepreneurship (Creswell, 2014). The population comprised undergraduate students from the Entrepreneurship Study Program at the Faculty of Economics and Business, Universitas Pelita Bangsa, who had completed at least one course in Entrepreneurship Management. This criterion was selected to ensure that respondents had direct experience with entrepreneurship management education, including exposure to course content and teaching approaches relevant to social entrepreneurship. A total of 169 active students were selected using a purposive sampling technique (Sugiyono, 2019). The sample size was determined based on the guideline by Roscoe (1975), which suggests a range of 30 to 500 respondents for quantitative studies, depending on model complexity and the number of variables involved. Furthermore, the sample represented approximately 60% of the 250 students enrolled in the university's 2024 Entrepreneurship Program, making it representative and generalizable to the target population (Harisandi et al., 2023).

The purposive sampling strategy, which focused on students who had completed Entrepreneurship Management courses, reflects the institutional implementation of structured entrepreneurship education. While the study is situated within Universitas Pelita Bangsa, the Entrepreneurship Study Program's curriculum design and teaching approach are consistent with the national directive under the Merdeka Belajar–Kampus Merdeka (MBKM) policy, which encourages outcome-based entrepreneurship learning. Therefore, the findings of this study have the potential to inform curriculum development, instructional design, and policy decisions not only within the institution but also across other higher education institutions in Indonesia that adopt similar frameworks. By highlighting students' interest and response to entrepreneurship management education, this research could serve as a reference for scaling or refining social entrepreneurship modules at a national level.

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Figure 1 illustrates the steps of the quantitative methodology employed in this study to analyze data collected from a sample of 169 students. The figure illustrates five systematic stages in the quantitative research process.

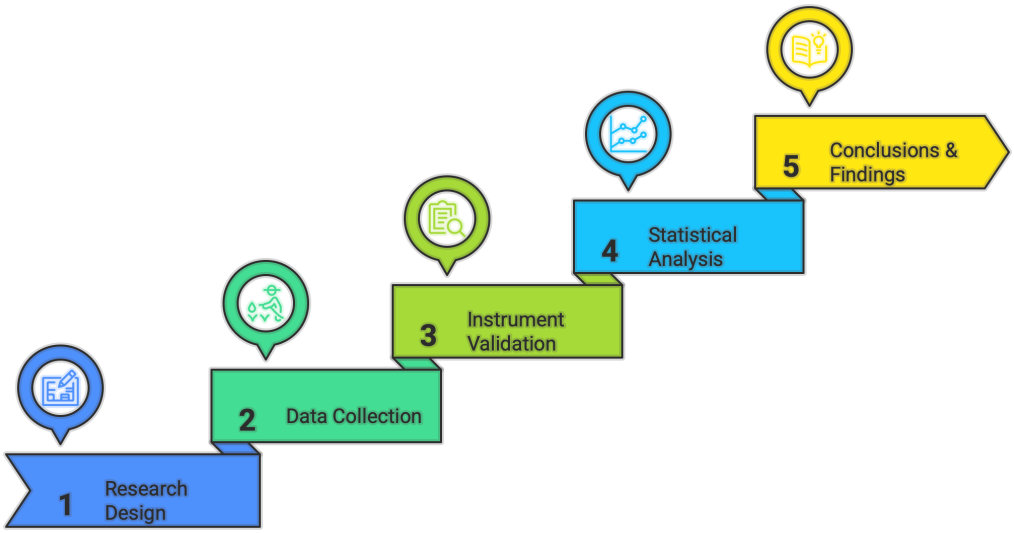


Figure 1. Research methodology.

Starting from Research Design, which is the planning of a research design that includes the formulation of problems, objectives, hypotheses, and sampling techniques. Furthermore, the Data Collection stage is carried out to collect primary data through instruments such as questionnaires or surveys. The data that has been collected is then tested at the Instrument Validation stage to ensure the validity and reliability of measuring instruments using statistical techniques such as the Pearson validity test and Cronbach's Alpha reliability test. After that, the Statistical Analysis stage analyzes the data quantitatively using methods such as correlation or regression to test the relationship between variables. Finally, the Conclusions & Findings stage produces conclusions based on the results of the analysis that has been carried out, as well as providing interpretations and implications of the findings that are relevant for the development of theory and practice in the field. Table 1 presents the indicators associated with each research variable.

Table 1. Research Indicators

Code	Indicator
PMK1	Entrepreneurial Knowledge
PMK2	Entrepreneurial Skills
PMK3	Entrepreneurial Attitudes and Values
PMK4	Experiential Learning
PMK5	Academic Support and Learning Environment
MSE1	Social Value Orientation
MSE2	Social Innovation
MSE3	Sustainability Orientation
MSE4	Social Motivation and Vision
MSE5	Collaboration and Networking Skills
MSE6	Social Empathy

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Data Analysis Techniques

This research applied the Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis method using SmartPLS version 3. This approach was selected due to the causal nature of the model, which involved latent variables: entrepreneurship management education and student interest in developing social entrepreneurship. PLS-SEM was deemed appropriate as it does not require normally distributed data and is well-suited for analyzing complex models with relatively small sample sizes (Rutter et al., 2016). Additionally, PLS-SEM minimizes analysis bias caused by data non-normality, making it an ideal method for this study.

Descriptive Statistics

This study employed the Partial Least Squares Structural Equation Modeling (PLS-SEM) method for data analysis, utilizing SmartPLS software version 3. PLS-SEM was selected due to the causal correlations present in the research model, involving latent variables such as entrepreneurship management education and student interest in developing social entrepreneurship. This method is appropriate as it does not require normally distributed data and is capable of handling complex models, even with relatively small sample sizes (Rutter et al., 2016). Moreover, PLS-SEM can help mitigate analysis bias caused by data non-normality. Therefore, it was considered the most suitable method for examining the correlations between constructs in this study.

PLS-SEM Analysis

SmartPLS software was used to conduct the path analysis in this study. It was employed to test the variables in the research model, specifically entrepreneurship management education and student interest in developing social entrepreneurship. The analysis included an outer model assessment, which tested the validity and reliability of the constructs, and an inner model assessment, which evaluated the research hypotheses. These methods enabled researchers to thoroughly determine the strength and direction of the correlations between latent variables and assess how well the model explains the phenomenon under study.

RESULTS AND DISCUSSION

Convergent Validity

The outer load value, also known as the outer loading factor, was used to assess the convergent validity of this study. This value indicates the strength of the correlation between indicators within a particular construct and reflects the consistency in measuring the same variable. According to Sahara and Windasari (2022), indicators meet the criteria for convergent validity if their outer loading value exceeds 0.70. Based on data processed using SmartPLS software, each indicator for both research variables, Entrepreneurship Management Education (X) and Student Interest in Developing Social Entrepreneurship (Y), had an outer loading value greater than 0.70. This confirms that the criteria for convergent validity were met and that each indicator strongly correlated with the construct it represented.

As shown in Table 2, for the Entrepreneurship Management Education variable, the PMK2 indicator had the highest outer loading value (0.848), indicating it best represented the concept. This was followed by PMK4 (0.798), PMK1 (0.777), PMK3 (0.749), and PMK5 (0.744). Collectively, these five indicators demonstrated high validity.

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For the Student Interest in Developing Social Entrepreneurship variable, the MSE4 indicator contributed the most, with an outer loading value of 0.897, highlighting its importance in explaining student interest. Other high-loading indicators included MSE3 (0.848), MSE1 (0.827), MSE2 (0.810), and MSE5 (0.721). These results indicate that all indicators accurately and consistently measured the intended variables. Consequently, the constructs in this study fulfilled the requirements for convergent validity, allowing the analysis to proceed to the next stage, namely reliability testing and path analysis.

Table 2. Outer Loading Values of Research Indicators

Variable	Indicator	Outer Loading Value	Validity
Entrepreneurship Management Education (X)	PMK1	0.777	Valid
	PMK2	0.848	Valid
	PMK3	0.749	Valid
	PMK4	0.798	Valid
	PMK5	0.744	Valid
Student Interest in Developing Social Entrepreneurship (Y)	MSE1	0.827	Valid
	MSE2	0.810	Valid
	MSE3	0.848	Valid
	MSE4	0.897	Valid
	MSE5	0.721	Valid

Discriminant Validity

Discriminant validity ensures that each construct or latent variable in the research model is distinct and does not overlap with others. In essence, it confirms that each variable empirically measures a unique concept. This study employed three approaches to assess discriminant validity: Average Variance Extracted (AVE), the Heterotrait-Monotrait Ratio (HTMT), and the Fornell-Larcker criterion.

The AVE value is a key indicator of discriminant validity. According to Sahara and Windasari (2022), an AVE value above 0.50 signifies good convergent validity and, indirectly, good discriminant validity, as it implies that the majority of the indicator variance is attributed to the construct rather than to error or other constructs. As shown in Table 3, the AVE value for Entrepreneurship Management Education (X1) was 0.615, and for Student Interest in Developing Social Entrepreneurship (Y) was 0.676. Both values exceeded the 0.50 threshold, demonstrating that the variables measured distinct concepts and were not overlapping. Thus, the model exhibited good measurement quality regarding discriminant validity and was suitable for further hypothesis testing and structural analysis.

Table 3. Average Variance Extracted (AVE) for the Research Variables

Variable	AVE	Validity
Entrepreneurship Management Education (X)	0.615	Valid
Student Interest in Developing Social Entrepreneurship (Y)	0.676	Valid

Using the Fornell-Larcker criterion, the analysis also confirmed discriminant validity. The square root of the AVE for Entrepreneurship Management Education (0.784) and Student Interest in Developing Social Entrepreneurship (0.822) was greater than the correlation between the constructs (0.572), as shown in Table 4. This indicates that each construct was distinct and appropriately measured its respective variable.

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Table 4. Fornell-Larcker Criterion Results

Variable	Entrepreneurship Management Education	Student Interest in Developing Social Entrepreneurship
Entrepreneurship Management Education (X)	0.784	
Student Interest in Developing Social Entrepreneurship (Y)	0.572	0.822

The results of the Heterotrait-Monotrait Ratio (HTMT) analysis, presented in Table 5, further supported the discriminant validity of the model. The HTMT value between Entrepreneurship Management Education and Student Interest in Developing Social Entrepreneurship was 0.650, well below the 0.90 threshold recommended by Henseler et al. (2015). This confirmed the absence of multicollinearity and affirmed that the two constructs were empirically distinct.

Table 5. HTMT Result

Variable	Entrepreneurship Management Education	Student Interest in Developing Social Entrepreneurship
Entrepreneurship Management Education (X)		
Student Interest in Developing Social Entrepreneurship (Y)	0.650	

Composite Reliability and Cronbach's Alpha

Each variable in this study met the criteria for good reliability, as shown in Table 6. The composite reliability for the Entrepreneurship Management Education variable (X1) was 0.888, and for the Student Interest in Developing Social Entrepreneurship variable (Y) was 0.912. Both values exceeded the minimum threshold of 0.70, indicating high internal consistency among the indicators (Hair et al., 2019). Furthermore, the strong Cronbach's alpha values (0.843 for X1 and 0.880 for Y) demonstrate that the instruments used were highly reliable and suitable for measuring the intended constructs. Therefore, all indicators for each variable were deemed reliable and appropriate for further analysis.

Table 6. Composite Reliability and Cronbach's Alpha for Research Variables

Variable	Composite Reliability	Cronbach's Alpha	Reliability
Entrepreneurship Management Education (X1)	0.888	0.843	Reliable
Student Interest in Developing Social Entrepreneurship (Y)	0.912	0880	Reliable

Inner Model Evaluation

The results of the structural model (inner model) evaluation were used to test the hypotheses of this study. The analysis included the R^2 value, path coefficient, t-statistic, and p-value. Figure 2 shows a positive correlation between entrepreneurship management education and student interest in developing social entrepreneurship. This was evidenced by a t-statistic greater than 1.96 and a p-value of 0.05, which fell within the 5% significance threshold.

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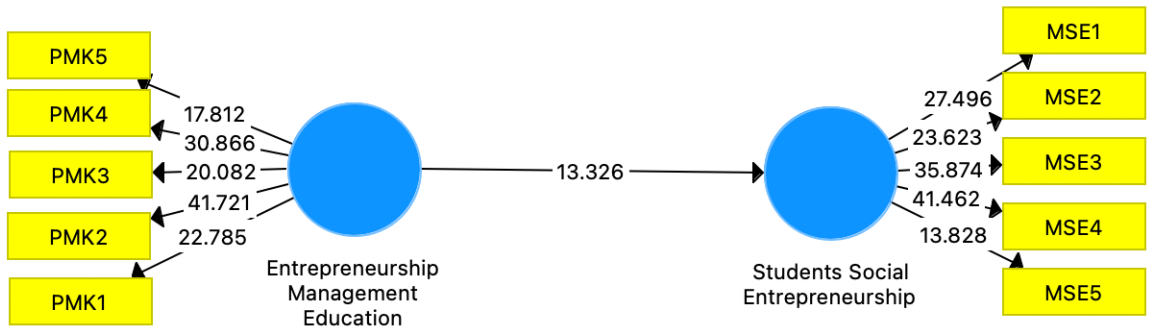


Figure 2. Bootstrapping results with t-statistics

With a path coefficient of 13.326, the model indicates that entrepreneurship management education had a positive effect on student interest in developing social entrepreneurship. This suggests that increased exposure to entrepreneurship education leads to greater student interest in the field. PMK2 (41.721) was identified as the strongest indicator for the entrepreneurship management education variable, while MSE4 (41.462) was the strongest for student interest in developing social entrepreneurship. Overall, the model showed valid and relevant correlations between the constructs.

Path Coefficient Test

The path coefficient test in the figure demonstrates a coefficient of 0.572 for the correlation between entrepreneurship management education and student interest in developing social entrepreneurship. this value indicates a positive and significant effect, suggesting that entrepreneurship management education was increasingly well-received and impactful.

Goodness of Fit

Table 7 displays the R^2 value for the dependent variable. The Student Interest in Developing Social Entrepreneurship (Y) had an R^2 value of 0.327, meaning that the independent variable (X1) explained 32.7% of the variance in student interest in developing social entrepreneurship. This represents a moderate level of explanatory power. The remaining 67.3% was likely affected by other variables not included in the model. While the model provides a reasonable explanation, future studies could explore additional factors to enhance predictive accuracy.

Table 7. R^2 Value of Research Variables

Variable	R^2 Value
Student Interest in Developing Social Entrepreneurship (Y)	0.327

Effect Size

Focusing on the variable "Entrepreneurship Management Education" (X1) and its effect on "Student Interest in Developing Social Entrepreneurship" (Y), Table 9 presents the F^2 values for the research variables. The correlation between student interest in developing social entrepreneurship and entrepreneurship management education yielded an F^2 value of 0.485. This value indicates a medium effect size, suggesting that entrepreneurship management education had a significant effect on student interest in developing social entrepreneurship. According to established benchmarks, an F^2 value between 0.02 and 0.35 is considered a small effect, while a value between 0.35 and 0.5 reflects a medium effect. Therefore, the results support the notion that entrepreneurship

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management education played a significant role in fostering students' social entrepreneurship. Despite the significance of this effect, further research is recommended to explore additional factors that may contribute to the development of social entrepreneurship among students.

Table 9. F^2 Values of Research Variables

Variable	Entrepreneurship Management Education	Student Interest in Developing Social Entrepreneurship
Entrepreneurship Management Education (X1)		0.485
Student Interest in Developing Social Entrepreneurship (Y)		

Model Fit Index

The model fit index values, presented in Table 10, are essential for evaluating the overall quality and adequacy of the model in Partial Least Squares Structural Equation Modeling (PLS-SEM). A satisfactory fit is indicated by the Standardized Root Mean Square Residual (SRMR) value of 0.073, which is below the commonly accepted threshold of 0.08. Hence, the model demonstrated a good fit based on its residual values, with a d_ULS of 0.294 and a d_G of 0.114, both within acceptable limits. The Chi-Square value of 132.335, although affected by the model's degrees of freedom, contributes additional insight into the overall goodness of fit; generally, a lower value is preferable. Finally, the Normed Fit Index (NFI) score of 0.871 exceeded the 0.80 threshold, suggesting a fair to good model fit and indicating that the model accounted for a substantial proportion of variance in the data. Collectively, these fit indices suggest that the model fits the data well, supporting the reliability and validity of the findings.

Table 10. Model Fit Index Results

Parameter	Estimated Model
SRMR	0.073
d_ULS	0.294
d_G	0.114
Chi-Square	132.335
NFI	0.871

Direct Effects

The direct and moderating effects of Student Interest in Developing Social Entrepreneurship (Y) and Entrepreneurship Management Education (X1) are presented in Table 11. Based on the original sample value (O) of 0.572, entrepreneurship management education had a positive and moderate effect on student interest in developing social entrepreneurship. The proximity of the sample mean (M), which was 0.578, to the original sample value indicates the consistency and reliability of the results across different samples. The standard deviation of 0.043 suggests low variability in the sample estimates, reinforcing the stable and consistent association between the two variables. This implies minimal dispersion and a reliable path coefficient.

The correlation between entrepreneurship management education and student interest in developing social entrepreneurship was highly significant, as indicated by the t-statistic of 13.326 (calculated by dividing the original sample value by the standard

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deviation), exceeding the critical value threshold of 1.96. Moreover, the p-value of 0.000, being well below the significance level of 0.05, confirms the statistical significance of the effect. Therefore, the hypothesis was accepted, supporting the conclusion that entrepreneurship management education significantly enhanced student interest in developing social entrepreneurship. These findings underscore the importance of entrepreneurship management education in promoting students' engagement in social entrepreneurial activities.

Table 11. Direct and Moderating Effects

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-statistic (|O/STDEV|)	p-value	Conclusion
PMK => MSE	0.572	0.578	0.043	13.326	0.000	Accepted

Discussion

Based on the analysis, this study demonstrates that Entrepreneurship Management Education (X) had a significant and positive effect on Student Interest in Developing Social Entrepreneurship (Y), as evidenced by a path coefficient of 0.572, a t-statistic of 13.326, and a p-value of 0.000. The model's convergence and discriminant validity were confirmed by outer loadings > 0.7, AVE > 0.5, square root of AVE greater than the construct-to-construct correlation, and HTMT < 0.90. These results indicate that the constructs in this model were well-defined and showed minimal overlap. The model's reliability was also high, as indicated by the Composite Reliability and Cronbach's Alpha values, both exceeding 0.70. An R^2 value of 0.327 suggests that entrepreneurship management education could explain approximately 32.7% of the variation in student interest in developing social entrepreneurship. Additionally, an f^2 value of 0.485 indicates that the effect of variable X on Y fell into the medium category. The model fit indices (SRMR = 0.073, NFI = 0.871) further support the hypothesis that the model exhibited a good fit with the data. Accordingly, the findings underscore the importance of entrepreneurship management education in fostering student interest in developing social entrepreneurship and enhancing the relevance of such education in promoting socially responsible behavior.

Effects of Entrepreneurship Management Education on Student Interest in Developing Social Entrepreneurship

The results of this study indicate that entrepreneurship management education had a significant and positive effect on student interest in developing social entrepreneurship. This is demonstrated by a p-value of 0.000, a t-statistic of 13.326, and a path coefficient of 0.572, all reflecting a strong and statistically significant correlation. These findings suggest that entrepreneurship management education not only equips students with essential business knowledge and skills but also motivates them to pursue entrepreneurship grounded in social values (Harisandi et al., 2023; Harisandi, Nurhidayah, et al., 2024; Jensen, 2014; Xanthopoulou & Sahinidis, 2025b). These findings have important implications for curriculum development at the tertiary level. Universities can leverage these results to design entrepreneurship courses focusing on achieving business profits and integrating social entrepreneurship principles in learning, such as community-based projects or collaboration with social organisations. In addition, these findings can be used to set accreditation criteria for entrepreneurship courses by

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including indicators that assess students' social contribution through entrepreneurial practice activities. Furthermore, performance indicators such as the number of students involved in social entrepreneurship initiatives or the social impact of student projects could be adopted to evaluate program success.

CONCLUSION

Fundamental Findings: This study found that entrepreneurship management education had a positive and significant effect on student interest in developing social entrepreneurship, evidenced by a coefficient of 0.572 and a p-value of less than 0.05. These results suggest that entrepreneurship management education not only enhanced students' entrepreneurship knowledge but also encouraged them to adopt a socially-oriented mindset. The model's validity was confirmed through assessments of convergence, discriminant validity, and high reliability. **Implications:** The findings highlight the important role of higher education institutions in designing curricula that incorporate social, ethical, and community-based values. Implementing learning programs rooted in social projects or experiential learning could further stimulate student interest in social entrepreneurship. In this way, effective entrepreneurship management not only cultivates future business leaders but also empowers agents of social change. To increase the impact of entrepreneurship education on social entrepreneurship interest, universities are advised to systematically integrate experiential learning modules into the curriculum. These modules can take the form of social internship programs, interdisciplinary community projects, and service-learning linked to entrepreneurial management courses. In addition, lecturers need training so that they can direct students in designing business solutions that address community needs. Thus, entrepreneurship education focuses not only on market success but also on sustainable social contribution. **Further Research:** Future research could explore additional factors that affect student interest in developing social entrepreneurship, such as school environment, time limitations, financial pressures, or personal relationships. Moreover, applying the model to a broader population or specific institutions may help generalize the findings and reveal contextual differences, particularly between secular and religious educational settings.

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Fairuz Rifqi Abdurahman (Corresponding Author)
Faculty of Business Economics Education, Universitas Pendidikan Indonesia
Jl. Dr. Setiabudi No.229, Isola, Kec. Sukasari, Kota Bandung, Jawa Barat 40154, Indonesia
Email: fairuzrifqi@upi.edu

Heny Hendrayati
Faculty of Business Economics Education, Universitas Pendidikan Indonesia
Jl. Dr. Setiabudi No.229, Isola, Kec. Sukasari, Kota Bandung, Jawa Barat 40154, Indonesia
Email: henyhendrayati@upi.edu

Suryana
Faculty of Business Economics Education, Universitas Pendidikan Indonesia
Jl. Dr. Setiabudi No.229, Isola, Kec. Sukasari, Kota Bandung, Jawa Barat 40154, Indonesia
Email: suryana@upi.edu

Hari Mulyadi
Faculty of Business Economics Education, Universitas Pendidikan Indonesia
Jl. Dr. Setiabudi No.229, Isola, Kec. Sukasari, Kota Bandung, Jawa Barat 40154, Indonesia
Email: prasetyoharisandi@upi.edu

Prasetyo Harisandi
Faculty of Business Economics Education,Universitas Pendidikan Indonesia
Jl. Dr. Setiabudi No.229, Isola, Kec. Sukasari, Kota Bandung, Jawa Barat 40154, Indonesia
Email: prasetyoharisandi@upi.edu

Sri Yusriani
Student of Doctoral of Human Resource Management Program Graduate School of Business, Universiti Sains Malaysia
Jalan Universiti, 11700 Gelugor, Pulau Pinang, Malaysia
Email: sriyustisni_syspsp@student.usm.my