



How does Local Wisdom in Social Studies Education Influence the Formation of Social Entrepreneurship in Indonesia?

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Abstract: This research study is to identify the extent to which local wisdom in Social Science education can influence the formation of social entrepreneurship in Indonesia. Local wisdom is explained that is a local/traditional knowledge of a society. The research method uses a descriptive quantitative approach and presents the results of data processing using SPSS. The results of this study are that students' empathy and perceived Social Support positively affect the formation of social entrepreneurship. While student experiences do not have a significant effect, it is predicted that so far, students have not been involved in social entrepreneurship learning independently. This study recommends that policymakers provide support and facilities for the formation of social entrepreneurship in the regions to overcome social problems in the community.

Keywords: Local wisdom, social studies education, empathy, social support, social entrepreneurship

Introduction

Local wisdom is practical and creative knowledge owned by people in this world wherever they are that distinct from one to another society. The uses of local wisdom include solving social problems and can be developed through real-life experiences, namely the socio-environment. Social problems include welfare and unemployment problems. In this study, it was suggested that the community would contribute to building social entrepreneurship. The primary guidelines for local wisdom include cultural norms, values in society, beliefs, and customs passed down from the ancestors to the present generation. So local wisdom is part of society's local or traditional knowledge (Fox, 1999). Local ecological knowledge is also inherent in the community, namely how they grow and develop by preserving the local environment (Mueller &



Tippins, 2010). Environmentalists have different view environmentalists have different views on local/traditional practices with contemporary society, but several studies show that local natural resource management remains valuable support. This research explores how local learning wisdom in social studies education can influence the formation of social entrepreneurship in Indonesia.

Hornby (2000) defined local wisdom as wisdom believed by a community as knowledge and principles for a certain period. These values, ways of life, and customs can be used to develop norms and rules in improving human resources. Furthermore, van Binsbergen (2008 and 2009) states that uncertainty or irregularity in the community can be minimized by negotiation and incorporating practical and creative knowledge from the community. The term wisdom can be said as an achievement of respect for ancestral culture to become a custom in upholding local culture (Agahta, 2016). Meanwhile, intuitive wisdom is a local and non-literate cultural characteristic (Capra, 1982). Although not only in writing but also preserved orally, local wisdom has played an important role in Indonesia since ancient times until modern era today.

The community very much needs local wisdom in social studies education. Social Science education based on local wisdom by elevating the community's values and cultural customs is expected to overcome social problems while maintaining environmental ecology. The value of knowledge contained in the local wisdom of the community and their environmental knowledge has been recognized by several experts (Capra, 1982; Johnson, 1992; Quanchi, 2004). So education in Social Sciences is needed in fostering good citizens, creative, broad-minded, but still characterized by identity as a social community that can adapt to world developments. Local wisdom combined with scientific technology is meaningful (van Binsbergen, 2009). Local wisdom related to social entrepreneurship can be carried out in various fields, including agriculture, animal husbandry, fisheries, food provision, educational advice, health and medication, and any other distinct ideas of traditional life. The value of indigenous traditional knowledge, particularly their environmental knowledge, has been recognized as valuable immaterial or intangible aspect of humanity (Capra, 1982; Johnson, 1992; Quanchi, 2004).

The local wisdom that researchers associate with the formation of social entrepreneurship refers to a study conducted by Mair and Noboa (2006) on social entrepreneurial intentions, which identified four main antecedents,

namely empathy, moral obligation, self-efficacy, and perceived social support. This study refers to the Social Psychology and Behavior planned by Ajzen (1991), namely how a person's intentions are then manifested in entrepreneurial actions by complying with existing social norms. Furthermore, how the human experience in solving problems will affect social entrepreneurship (Hockerts, 2017), so in this research, the author will take empathy and student experiences and perceived social support that will be used as variables in the formation of social entrepreneurship in Indonesia. Based on the background above, the following hypothesis is then formulated:

H1: Student empathy has a significant effect on the formatting of social entrepreneurship?

H2: Students' experiences have a significant effect on the formatting of social entrepreneurship?

H3: Perceived Social Support have a significant effect on the formatting of social entrepreneurship?

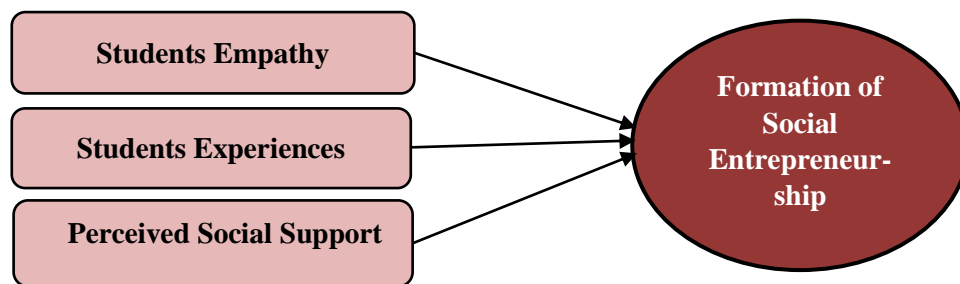


Figure 1. Conceptual Framework

Methods

This study uses a mixed-method approach and descriptive-explanatory research design. While the quantitative approach is used to provide results on how much influence students empathize, student experiences, and perceived social support have on the formation of social entrepreneurship. And then, a qualitative approach is used to describe each variable to what extent it contributes to the formation of social entrepreneurship. This study also explained the relationship between independent variables to determine the degree of connection and its influence towards one another.



Sampling procedure and sample size. The data was obtained from the questionnaires in stages. The sampling technique is carried out thoroughly in the same opportunity not to cause a sample gap. The total population of 12 classes at one university is 480 students, taken from the Social Sciences and Management Education class; odd semesters are semesters 3, 5, and 7 in 2021. So the sample obtained with a standard deviation of 5% is 218 respondents/students. The technique of distributing questionnaires is done online by using Google forms. The data is recorded accurately using the Google drive database for every person who fills out the questionnaire. Furthermore, the collected data were analyzed using correlation analysis and multiple linear regressions.

Research Design. The response from participants was measured using a five-point Likert scale ranging from '1' (strongly disagree) to '5' (strongly agree) which Hockerts validated (2017) on determinants of social entrepreneurship, including empathy, experience, and perceived social support. These determinants were defined following the original study and relevant research. For example, an experience like previous work in a business or social organization is a good predictor of entrepreneurial intention, influencing the formation of individual social entrepreneurship.

Empathy is defined as an attitude of reaction to the behavior of others, which an experience may also influence. Some authors suggest that such attitudes are related to a person's tendency to respond emotionally to others in need or a worse physical or mental condition (Preston et al., 2007; Goetz et al., 2010; Niezink et al., 2012). Empathy can also be said as the stage of introducing someone through association, friendship, and affection with others including its social and cultural environment (Maccoby and Foster, 1970).

Undergraduate students differ from more experienced MBA students. MBA students have been able to turn their experiences into ethical beliefs, which are then used to act more ethically (Parsa & Lankford, 1999). The results of the analysis of research conducted by Fraser and Greene state that experience makes entrepreneurs feel more optimistic (Fraser & Greene, 2006). In other words, learning about facts or from business experience causes entrepreneurs to evaluate their entrepreneurial opportunities more rigorously and can immediately capture the opportunities that exist (Anon et al., 2018). However, the tendency to behave environmentally friendly is lower than that of non-business students (Newman & Krzystofiak, 1993). Hockerts (2017) also

explained that experience could create beneficial information, where a person can assess his knowledge and skills and create different strategies.

Perceived social support is related to an individual's perception of their power to change a particular situation (Mair and Noboa, 2006; Forster and Grichnik, 2013). According to Mair and Noboa (2006), perceived social support can be measured by the assistance they are expected to receive and their expected funding in a condition or social setting.

Findings

In data processing, Pearson correlation coefficient analysis is used to determine a significant relationship between the independent and dependent variables. Table 1 shows the correlation as said According to Cohen (1992), namely the interpretation of the range of correlation coefficients is as follows: 0.3 to + 0.3 is weak, 0.3 to 0.5 is moderate, 0.5 to 0.9 is strong, and 0.9 to 1 is very strong.

Table 1. The Correlational statistics

		Students empathy	Students experiences	Perceived social support	Formatting social entrepreneurship
Students empathy	Pearson correlation	1	.106	.656	.449
	Sig. (two- tailed)		.165	.157	.000
	N	218	218	218	218
Students experiences	Pearson correlation	.117	1	-0.24	.043
	Sig. (two- tailed)	.152		.000	.577
	N	218	218	218	218
Perceived social support	Pearson correlation	.146	.576	1	.668
	Sig. (two- tailed)	.157	.000		.000
	N	218	218	218	218
Formatting soc. entrepreneurship	Pearson correlation	.040	.667	.768	1
	Sig. (two- tailed)	.876	.000	.000	
	N	218	218	218	218



Table 1. above shows the results of Pearson's product-moment correlation analysis that there is a strong positive significant relationship between the independent variable students' empathy and the dependent variable formatting Soc_Ent on the correlation coefficient and sig. level 0.449 (.000), perceived social support .668 (.000). Meanwhile, student experiences did not significantly correlate with the dependent variable on the correlation coefficient of 0.043 and sig. level of 0.577 ($P > 0.05$).

Based on statistical processing, the overall results of correlation, histogram, and p-p plots show no issues of multi-co-linearity, normality, and linearity, here.

Regression analysis. Based on the results of Table 2 above, the value of R square is 0.635, and the adjusted value of R square is 0.695. This shows that 63.5% of the variation in the formatting social entrepreneurship is explained by the determinants of perceived social support in the study area. Also, the significance value of the F statistic shows a value of 0.000 and is smaller than $p < 0.05$, meaning that the model is quite significant and there is no problem with the fitness model in this study (Table 3).

Table 2. Regression analysis

Model Summary										
Model	R	R square	Adjust ed R square	Std. an error of the estimate	Change statistics					
					R sq. change	F change	df1	df2	Sig. F change	
1	.757 ^a	.635	.695	42.652	.635	35.211	6	136	.000	

a Predictors: students empathy, students experiences, & perceived social support

Model Equation. Based on the regression analysis above, the results of the regression model equation are as follows:

$$Y = 0:693 + (0.337)X1 + (0)X2 + (0.402)X3 + e$$

where Y= Formating social entrepreneurship

X1 = Students empathy

X2 = Students experiences

X3 = Percieved social support

E = other factors not included in the study (0.05 random error)

Table 3. Regression coefficients

Model	Unstandardized coefficients		Standardized coefficients	t	Sig
	B	Std. error	Beta		
1 Constant	.693	.276		2.314	.010
Students empathy	.337	.247	.297	2.556	.005
Students experiences	.047	.056	.014	-	.187
Perceived social support	.402	.036	.429	4.114	.000

Dependent variable: Formatting social entrepreneurship
Source: Author's survey, 2018

The results of the regression analysis prove that students empathy have a significant positive effect on formatting social entrepreneurship at a standard beta value of 0.337 at $p = 0.005$, perceived social support has a significant positive effect on formatting social entrepreneurship at a standard beta value of .402 at $p = 0.000$, while students experiences does not have a positive effect on students' formatting social entrepreneurship at the standard beta value of -0.14 with a significance level of 0.0187 ($p > 0.05$). The result shows that perceived social support is the most influencing variable or factor in this study.

Discussions

The discussion on student empathy which significantly influences the formation of social entrepreneurship is triggered by economic conditions in Indonesian society. Indonesia is still a developing country which determines that not all people are said to be prosperous. Most of the population is still below the poverty line. With such a phenomenon, students' empathy is enormous for the community; thus, they intend to format Soc_Ent (Hokerts, 2017). Most of the respondents, namely students, feel that the life under them is still lacking, so their empathy is enormous, as in research (Preston et al., 2007; Goetz et al., 2010; Niezink et al., 2012). However, a small part of the respondents whose lives are still almost the same as those of the community with good or even less welfare, their sense of empathy is also low. This is because they also feel they still need help. With such a phenomenon, most of the respondents intend and are eager to form social entrepreneurship in the hope of helping the community with existing local wisdom (Hornby: 2000). The forms of social entrepreneurship can be diverse and can adjust community



resources and natural resources around them. Here, students also explore local wisdom around their environment that local wisdom also present (Fox, 1999).

Furthermore, the experience of students in social entrepreneurship itself is still not significantly influential. They may be still focused on their studies so that even if they have to enter the community, they wait for a schedule that is not busy or at the end of the study, so they have much free time. Furthermore, many students who have businesses but are limited to independent businesses have not involved the community in their business. So the results of this study show that students' experience in social entrepreneurship has no significant effect on the formation of social entrepreneurship.

Regarding perceived social support, the research results show a significant positive effect on formatting social entrepreneurship. This is due to the community's enthusiasm towards the plans of the respondents in this Soc-Ent formatting. Moreover, respondents can develop businesses through technological mastery and social media networks so that respondents can combine local wisdom combined with significant scientific technology (Agatha, 2016). This is also in line with research (Hokerts; 2017) that with mastery of knowledge in the form of information and skills, different development strategies will emerge and, of course, better results. The community believes that the existence of this Soc-Ent will help their social problems. Furthermore, with the Soc-Ent, the entry of investors who will provide opportunities for cooperation is predictable. So from this research, it is hoped that the policymakers will participate and pay more attention to social entrepreneurship by providing business facilities, committed support, and assistantship.

Conclusion

This study brings a new theoretical contribution that the determinants of social entrepreneurship formatting referring to the Hokerts model (2017) show that student empathy and perceived social support have a significant positive effect on formatting social entrepreneurship. Meanwhile, student experiences showed that the results were not significantly influential; there were not many students who joined the social entrepreneurship business with the community. This finding is not perfect, both in terms of the number of samples and the variables raised. It is hoped that future research can show more than two universities as a population and sample as well as more and more detail in the selection of variables based on the theories that underlie the problem.



Recommendation

This study recommends that policymakers participate in providing support and facilities for the formation of social entrepreneurship in the regions. The goal is to solve the social problems of the community. With the linkage with the local government, it is hoped that it can shape and even develop this social business activity. It is possible to establish cooperation with other social organizations or prominent entrepreneurs in the context of social business development. It is hoped that this can be done in all regions in Indonesia, which are still developing countries.

Conflicts of Interest

The authors declare no conflict of interest.

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Appendix

Instrument

No.	Variables	Indicators	Likert Scale
1.	Students empty	I feel sorry to see the poor community	SDA,
		I intend to help them	DA, DB,
		I'm worried about their social condition	A, SA
		I pay attention to their condition	
2.	Students experiences	I have an independent business	SDA,
		I have some experience working with social problems.	DA, DB,
		I have volunteered or otherwise worked with social organizations.	A, SA
		I know a lot about social organizations.	
4.	Perceived social support	People would support me if I wanted to start an organization to help socially marginalized people.	SDA,
		If I planned to address a significant societal problem people would back me up.	DA, DB,
		It is possible to attract investors for an organization that wants to solve social problems.	A, SA
5.	Social Entrepreneurship	Social entrepreneurship can improve community welfare	SDA,
		Social entrepreneurship can help transform traditional businesses into modern businesses	DA, DB,
		With this social effort, it is hoped that the unemployment rate will decrease	A, SA
		With this social effort, it is hoped that there will be economic development in our area	

SDA= Strongly Disagree, DA= Disagree, DB= Doubtful, A= Agree, SA= Strongly Agree