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## Young People Learning Social Entrepreneurship

By Rustina Untari

### Abstract

Recently social entrepreneurship can be found almost everywhere, be it in nonprofits or businesses, among individuals or across organizations, within a single individual or between the sectors. Youth social entrepreneurship is a viable means for young people to develop and exercise leadership while effecting concrete changes in their communities. The phenomenon in the field shows that there are still a few young people who jump into social entrepreneur. This research is done to get answers how young people learn to become a social entrepreneur. The research is done by action research method where the students learn to know the social problems and then turn the social problem into an opportunity business. They should identify the benefits of their social business and who will receive the benefit. The next step, young people have to identify the stakeholder and consumer. We found that young people can identify the social problems which is they met, and their business proposal are creative. They followed the learning process well. We found that the turn process of the social problem into an opportunity business is the hardest step, it is follow by identification of social problems itself.

Keywords : social entrepreneurship, young people, entrepreneurship learning, social problems,

### Introduction

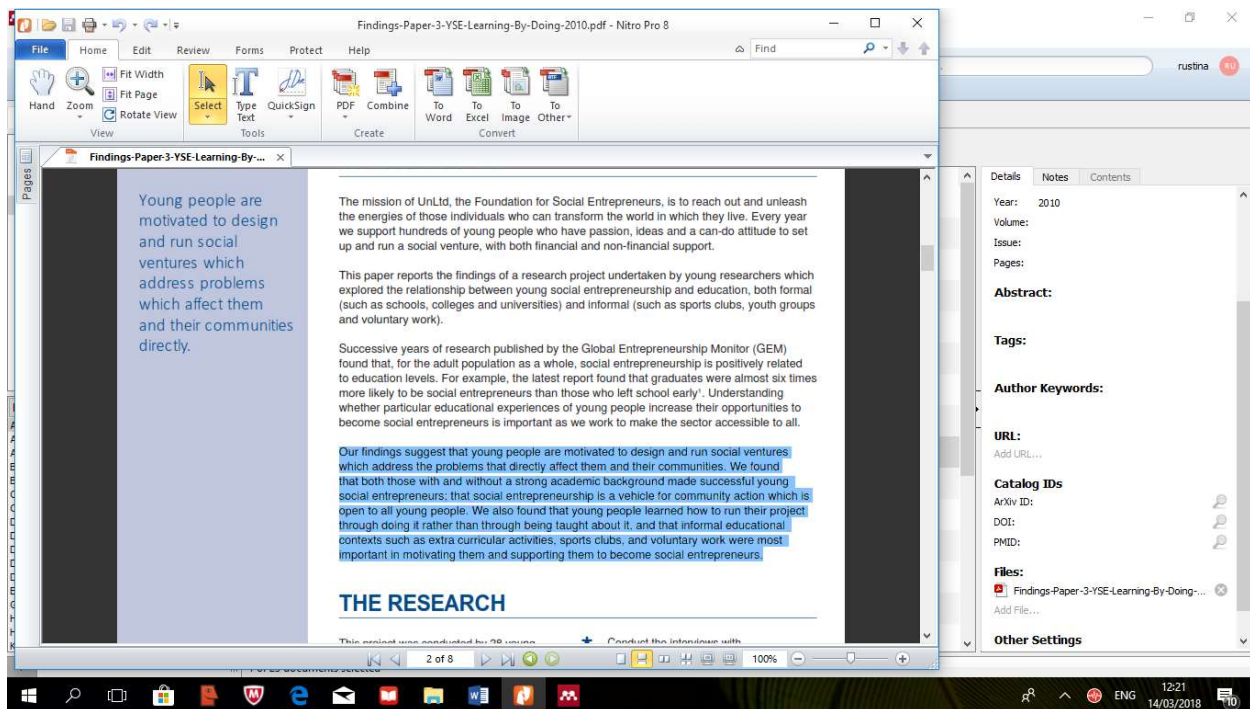
Seperti halnya pertanyaan yang umum diajukan oleh pemerhati entrepreneurship, apakah entrepreneur dapat diciptakan atau mereka memang dilahirkan dan ditakdirkan sebagai entrepreneur. Pertanyaan tersebut juga muncul terhadap fenomena social entrepreneurship. Apakah kita dapat menciptakan social entrepreneur?

Saat ini kita banyak melihat adanya social entrepreneur dimana mana, dalam bentuk organisasi non profit, bisnis as usual. Dilakukan oleh organisasi ataupun individual, Social entrepreneur juga ada diberbagai sector (Light, 2006)

Kami berasumsi bahwa anak muda dapat belajar menjadi social entrepreneur. Hal ini terkait dengan alamiah masa muda adalah masa perkembangan diri, mereka mengeksplere dirinya termasuk terkait lingkungan sosialnya. Dengan rasa keinginan tahu yang tinggi inilah, maka kita dapat memberikan materi pembelajaran baru termasuk social entrepreneurship. Pengajaran/ pengenalan social entrepreneur kepada orang muda dilakukan dengan harapan bahwa orang muda tersebut dapat menjadi agen perubahan seperti yng dikatakan oleh Dees (1998) (Abu-Saifan, 2012).

Pada anak muda yang masih dinamis dan penuh energy kita harapkan munculnya strategi yang powerful. Karunan (2007) menyatakan bahwa young people are capable of addressing societal problems

and concerns and providing a forum for them to do develop and exercise leadership while effecting concrete changes in their communities (Abu-Saifan, 2012)



. (McDowall & Micinski, 2010)

Permasalahannya bagaimana anakmuda tersebut dapat mempelajari social entrepreneurship, bagaimana metode pengajarannya, dan

Dapatkan anak muda mengubah masalah social menjadi opportunity social business

Bagaimana cara anak muda tersebut menciptakan value (value creation )

Mengapa perlu memperkenalkan soc entrep kepada anak muda ?

Social entrepreneurship is very interesting, and this way young people can develop their skills and get new knowledge that is really useful for them as well as for the organisation.(European Commission, 2013)

## Literature review

6 Social entrepreneurs are defined as change makers as they carry out “new combinations” in at least one the following ways: 4 new services, new quality of services, new methods of production, new production factors, new forms of organizations or new markets. Social entrepreneurship can therefore be more about outcomes and social impact than about incomes. Several authors like Cohen (1995), Leadbeather (1997), Dees (1998), Alvord et al. (2003), Bornstein (2004) and Kramer (2005), among others, have contributed to such a deeper view of social entrepreneurship, the three last publications stressing especially the systemic nature of innovation brought about and its impact at a broad societal level. Various foundations involved in “venture philanthropy”, with 1 the Schwab Foundation and the Skoll Foundation among the first, have embraced the idea that social innovation is central to social entrepreneurship. Along with academic works mainly based on case studies and business schools, celebrations of outstanding social entrepreneurs as modern times’ heroes are typical tools providing support and visibility to that school.

Within the “social innovation” school of thought, Dees (1998) has proposed the most widely referred definition of social entrepreneurs. He sees the latter as “change agents in the social sector by adopting a mission to create and sustain social value, recognizing and relentlessly pursuing new opportunities to serve that mission, engaging in a process of continuous innovation, adaptation and learning, acting boldly without being limited by resources currently in hand, and finally exhibiting a heightened sense of accountability to the constituencies served and for the outcomes created”. (Dey, 2006)

Although

Social entrepreneurship, commonly defined as “entrepreneurial activity with an embedded social purpose” (Austin, Stevenson, & Wei-Skillern, 2006), has become an important economic phenomenon at a global scale (Mair & Marti, 2006; Zahra, Rawhouser, Bhawe, Neubaum, & Hayton, 2008). Some of the most striking social entrepreneurship innovations originate from developing countries and involve the deployment of new business models that address basic human needs (Seelos & Mair, 2005), such as the provision of low-cost cataract surgeries to cure blindness or the deployment of sanitation systems in rural villages (Elkington & Hartigan, 2008). Yet, social entrepreneurship is a vibrant phenomenon in developed countries as well. For example, according to the Global Entrepreneurship Monitor 2005 survey, an estimated 1.2M people in the UK (representing 3.2% of the working age population) are social entrepreneurs (defined in the survey as being involved in founding and running a social oriented venture younger than 42 months). Given that the comparable number for commercial entrepreneurship is 6.2%, these data raises the intriguing possibility that social entrepreneurship may be almost as important a phenomenon as commercial entrepreneurship (Harding, 2006).

Source (Santos, 2012)

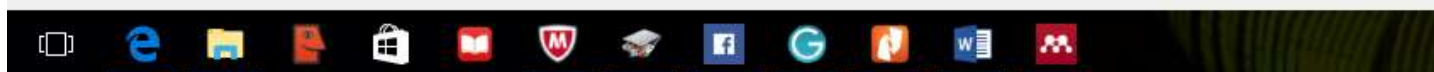
#### Trend Social entrepreneurship

These entrepreneurs have played a vital role in ameliorating adverse social conditions, especially in underdeveloped and emerging economies where resource scarcity and corruption among governments and even NGOs severely limit the attention given to serious social needs (Prahalad, 2005; Zahra et al., in press).

Social entrepreneurs have also become highly visible agents of change in developed economies, where they have applied innovative and cost-effective methods to address nagging social problems (i.e., poverty, gender inequality, etc.) that have defied traditional solutions (Cox and Healey, 1998) dalam (Zahra, Gedajlovic, Neubaum, & Shulman, 2009)

A social entrepreneur “combines the passion of a social mission with an image of business-like discipline, innovation, and determination commonly associated with, for instance, the high-tech pioneers of Silicon Valley” (Dees, 1998; [tinyurl.com/86g2a6](http://tinyurl.com/86g2a6)). Dalam saban (Abu-Saifan, 2012)

Source	Definition	Core Characteristics
Bornstein (1998) <a href="http://tinyurl.com/8ucfnc6">tinyurl.com/8ucfnc6</a>	A social entrepreneur is a path breaker with a powerful new idea who combines visionary and real-world problem-solving creativity, has a strong ethical fiber, and is totally possessed by his or her vision for change.	<ul style="list-style-type: none"> <li>• Mission leader</li> <li>• Persistent</li> </ul>
Thompson et al. (2000) <a href="http://tinyurl.com/7mkp7ah">tinyurl.com/7mkp7ah</a>	Social entrepreneurs are people who realize where there is an opportunity to satisfy some unmet need that the state welfare system will not or cannot meet, and who gather together the necessary resources (generally people, often volunteers, money, and premises) and use these to "make a difference".	<ul style="list-style-type: none"> <li>• Emotionally charged</li> <li>• Social value creator</li> </ul>
Dees (1998) <a href="http://tinyurl.com/86g2a6">tinyurl.com/86g2a6</a>	Social entrepreneurs play the role of change agents in the social sector by: <ul style="list-style-type: none"> <li>• Adopting a mission to create and sustain social value</li> <li>• Recognizing and relentlessly pursuing new opportunities to serve that mission;</li> <li>• Engaging in a process of continuous innovation, adaptation, and learning;</li> <li>• Acting boldly without being limited by resources currently in hand;</li> <li>• Exhibiting a heightened sense of accountability to the constituencies served for the outcomes created.</li> </ul>	<ul style="list-style-type: none"> <li>• Change agent</li> <li>• Highly accountable</li> <li>• Dedicated</li> <li>• Socially alert</li> </ul>
Brinckerhoff (2009) <a href="http://tinyurl.com/7w8dfs5">tinyurl.com/7w8dfs5</a>	A social entrepreneur is someone who takes reasonable risk on behalf of the people their organization serves.	<ul style="list-style-type: none"> <li>• Opinion leader</li> </ul>
Leadbeater (1997) <a href="http://tinyurl.com/7exweb6">tinyurl.com/7exweb6</a>	Social entrepreneurs are entrepreneurial, innovative, and "transformatory" individuals who are also: leaders, storytellers, people managers, visionary opportunists and alliance builders. They recognize a social problem and organize, create, and manage a venture to make social change.	<ul style="list-style-type: none"> <li>• Manager</li> <li>• Leader</li> </ul>
Zahra et al. (2008) <a href="http://tinyurl.com/87upzh3">tinyurl.com/87upzh3</a>	Social entrepreneurship encompasses the activities and processes undertaken to discover, define, and exploit opportunities in order to enhance social wealth by creating new ventures or managing existing organizations in an innovative	<ul style="list-style-type: none"> <li>• Innovator</li> <li>• Initiative taker</li> </ul>



Source (Abu-Saifan, 2012)

Mengapa anak muda perlu belajar social entrepreneurship

Value creation

Social entrepreneurs create social value through innovation and leveraging financial resources – regardless of source – for social, economic, and community development. <sup>1</sup> The expectations for nonprofits to provide services and achieve social change at a larger scale while also diversifying funding resources are motivating social entrepreneurs to invent organizations that are hybrids of nonprofit and for-profit structures. The innovations of social entrepreneurs and the organizational models they are creating require new perspectives and responses from traditional philanthropy. (Reis & Clohesy, 2001)

Social entrepreneurs may discover or create opportunities (Alvarez and Barney, 2007) and launch ventures to make profits, create wealth, or balance social and economic imperatives (Elkington and Hartigan, 2008; Perrini, 2006). These social ventures can be created by independent entrepreneurs as well as corporations (Prahalad, 2006). Because profit- and nonprofit-seeking social ventures create jobs and develop the institutions and infrastructures needed for development, they can be the engine of economic and social development on a global scale (Zahra, Rawhouser, Bhawe, Neubaum, & Hayton, 2008)

Social entrepreneurship is thus defined as “innovative social value creating activities” (Austin et al., 2006) or as activities related to “opportunities that enhance social wealth” (Zahra et al., Forthcoming). A common problem of these conceptualizations is the tautology of explaining the “social” in social entrepreneurship in reference to some “social” elsewhere in the definition - social value, social wealth, social mission, social change, or social impact. (Santos, 2012)

2 value creation from an activity happens when the utility of society’s members increases after accounting for the resources used in that activity. Value appropriation from an activity happens when the focal actor is able to capture a portion of the value created by the activity (Mizik & Jacobson, 2003). 2 It is clear that value creation is a necessary condition for sustainable value appropriation. Activities that allow value appropriation without value creation will either be short-lived (e.g., price arbitrage opportunities in financial markets) or will be seen as illegitimate and probably soon outlawed due to the cost to society (e.g. Enron trading in electricity markets based on price manipulations; or industrial activities that heavily contaminate the environment). It is also clear that some level of value appropriation is important to ensure the growth and sustainability of the organization whose activities(Santos, 2012)

## 10 Ways to Measure Social Value

METHOD	DESCRIPTION	EXAMPLE	PROBLEMS
<b>Cost-Benefit Analysis/ Cost-Effectiveness Analysis</b>	The most widely used family of tools; counts up costs and benefits (usually using some of the methods described below), and then applies discount rates. Often used for large public programs.	A recent study in the United Kingdom found that using a mix of drug treatment, surveillance, and behavioral interventions instead of prison saved taxpayers up to \$130,000 per offender (and up to \$300,000 if savings to victims were included). <sup>1</sup>	Disagreements about the actual numbers and weightings in the calculation, as well as the conclusions of the analysis.
<b>Stated Preferences</b>	Asks people what they would pay for a service or outcome.	A typical example would ask people what they might pay to preserve an endangered species or to build a park.	Stated preferences often do not correlate with actual behaviors.
<b>Revealed Preferences</b>	Examines the choices that people have actually made to infer the relative worth of different options.	A researcher analyzes house-buying patterns and real estate prices to infer how much people value public parks.	Few fields have enough usable data.
<b>Social Impact Assessment/Social Return on Investment Assessment</b>	Estimates the direct costs of an action, the probability of it working, and the likely change in future outcomes, sometimes with discount rates.	There are literally hundreds of tools of this kind, including Acumen Fund's Best Available Charitable Option Ratio methodology, Jed Emerson's blended value methods, and various Center for High Impact Philanthropy methods.	Disagreements about numbers, weightings, and conclusions; values; how to handle time and discount rates; and intended audience of the calculation.
<b>Public Value Assessment<sup>2</sup></b>	Judges how much the public values a service.	The British Broadcasting Corporation assessed its public value.	Not rigorous enough.
<b>Value-Added Assessment</b>	In education, assesses how much a school adds to the quality of its pupils.	Recent uses often show that apparently successful schools are actually good at attracting clever pupils.	Sometimes too complex for parents or the media to understand.
<b>Quality-Adjusted Life Years/Disability-Adjusted Life Years Assessment</b>	In health care policy and research, accounts for patients' objective health and patients' subjective experiences.	Widely used set of measures. Provides a common way to judge the relative effectiveness of clinical treatments and public health measures.	Can be controversial when a particular treatment is not cost-effective.
<b>Life Satisfaction Assessment</b>	Judges social projects and programs by how much extra income people would need to achieve an equivalent gain in life satisfaction.	An imaginative study in Wales showed that modest investments in home safety, which cost about 3 percent as much as home repairs, generated four times more life satisfaction. <sup>3</sup>	New approach that remains unproven; highly sensitive to input assumptions.
<b>Government Accounting Measures</b>	In government, accounts for government spending and its effects.	France's <i>bilan social</i> is a set of 100 indicators showing how enterprises affect society. Italy has a similar <i>bilancio sociale</i> .	Much variability across regions; disagreements about which indicators to include.
<b>Other field-specific assessments</b>	Every field has its own cluster of metrics.	A recent Young Foundation study identified nearly 30 measures of value in the built environment, including artificial neural networks, hedonic price models, fuzzy logic, autoregressive integrated moving averages methods, and triple bottom line property appraisals. <sup>4</sup>	Diversity of these measures means that they are little used for public decision making.

<sup>1</sup> "The Economic Case for and Against Prison," London: Matrix Knowledge Group, 2007.

<sup>2</sup> See also Mark Moore, *Creating Public Value: Strategic Management in Government*, Cambridge, Mass.: Harvard University Press, 1995.

<sup>3</sup> Paul H. Dolan and Robert M. Metcalfe, "The Impact of Subjective Wellbeing on Local Authority Interventions," unpublished manuscript, 2008. The OECD's Beyond GDP program has also collected a huge range of work on the measurement of well-being and societal progress.

<sup>4</sup> "Value Maps Literature Survey," Young Foundation and CABE, 2006 (available on [youngfoundation.org](http://youngfoundation.org)).

(Mulgan, 2010)

### Stakeholder

Social entrepreneurship does not have to start with individual commitment. It can also come from small groups or teams of individuals, organizations, networks, or even communities that band together to create pattern-breaking change (Light, 2006) pihak yang terlibat tersebut disebut stakeholder.

Social entrepreneurs need to manage these tensions that arise from diverse, potentially conflicting stakeholder expectations because stakeholders influence how the organization constructs, evaluates and pursues opportunities to accomplish their mission. Stakeholders also provide access to financial and human resources essential to accomplishing an organization's mission. (Smith & Woods, 2015)

5 A stakeholder is defined as an entity "which either: is harmed by, or benefits from the corporation: or whose rights can be violated, or have to be respected by the corporation" (Crane and Matten, 2010, p. 62). Freeman (1994) describes one of the principles of the stakeholder concept as "the principle of who or what really counts" (p. 411). Donaldson and Preston (1995) define stakeholder considerations as



normative (describing why stakeholder interests impact the firm), descriptive (describing the “how” of taking the stakeholder’s interest into account), instrumental (judging the benefits impacting stakeholder interests) and managerial (relationship management and decision-making). Schlange (2009) suggests that stakeholders need not be limited to individuals or groups of individuals but that they may also be inanimate objects (such as the earth) or animate beings such as animal. Dalam Burga (Burga & Rezania, 2016)

#### METODE PENELITIAN :

Penelitian dilakukan terhadap mahasiswa yang mengikuti kuliah kewirausahaan. Pengikut matakuliah kewirausahaan menunjukkan adanya ketertarikan mahasiswa tersebut terhadap kewirausahaan atau menjadi entrepreneur.

Penelitian dilakukan dengan metode action research dan kemudian dilakukan pengamatan terhadap hasil action tersebut. Selain pengamatan, mahasiswa peserta kuliah kewirausahaan juga diminta mengisi kuesioner yang telah disiapkan. Kuesioner tersebut merupakan laporan pelaksanaan pelajaran social entrepreneurship.

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