

ENTREPRENEURIAL ALERTNESS AMONG HIPMI STUDENTS: THE ROLE OF SOCIAL CAPITAL AND PROACTIVE BEHAVIOR

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ABSTRACT

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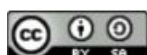
Proactive Behavior

Entrepreneurship plays an important role in economic growth and job creation, particularly in the context of increasing global competition. However, entrepreneurial alertness among university students remains relatively limited, especially in recognizing and utilizing business opportunities. This study aims to analyze the influence of social capital and proactive behavior on entrepreneurial alertness among HIPMI students at Padang State University. A quantitative causal research design was employed using a census sampling technique involving 90 active members of HIPMI PT UNP. Data were collected through questionnaires and analyzed using multiple linear regression analysis. The findings indicate that social capital and proactive behavior positively and significantly influence entrepreneurial alertness. Social capital enables students to access broader entrepreneurial information, networking opportunities, and business insights, while proactive behavior encourages initiative-taking and responsiveness toward entrepreneurial opportunities. Furthermore, proactive behavior was found to have a stronger influence on entrepreneurial alertness compared to social capital. This study contributes to the entrepreneurship literature by emphasizing the importance of networking and proactive attitudes in strengthening students' entrepreneurial alertness within entrepreneurship-oriented student organizations.

INTRODUCTION

Entrepreneurship plays a vital role in economic progress and job creation in an increasingly competitive international environment. Universities should not only ensure their graduates are prepared for existing professions but also motivate students to establish their own businesses through entrepreneurial activity. Therefore, universities are increasingly developing entrepreneurship support programs that aim to enhance students' business skills and prepare them for future challenges in the economy.

Padang State University supports the development of entrepreneurship through the Career and Entrepreneurship Development Unit, which provides



various programs such as entrepreneurial training, business mentoring, and student business development activities. In addition to institutional support, entrepreneurial development at Padang State University is also strengthened through HIPMI Padang State University College, a student organization affiliated with the Young Indonesian Entrepreneurs Association. The organization is committed to fostering entrepreneurial values, enhancing students' business competencies, and broadening business relationships among students. Various activities such as business seminars, mentoring programs, entrepreneurial training, and networking events are organized to support students' entrepreneurial development, HIPMI Padang State University College plays a role in encouraging students to think creatively and innovatively while improving their ability to recognize and make use of business opportunities.

Involvement in entrepreneurship-oriented organizations can broaden students' social connections and improve access to entrepreneurial information. Furthermore, organizational activities that encourage students to actively express ideas, seek opportunities, and participate in entrepreneurial activities may foster proactive behavior among students. These conditions indicate that the Young Indonesian Entrepreneurs Association of Padang State University provides a relevant environment for examining factors related to entrepreneurial alertness among students.

Nevertheless, several studies conducted at Universitas Negeri Padang show that students' interest in entrepreneurship is still relatively limited. A study by Rusmana and Rahmi (2024) found that most student of the Faculty of Economics and Business preferred to pursue employment after graduation rather than start their own businesses. The study reported that 63.83% of students were more interested in becoming employees, while only 21.27% indicated an intention to engage in entrepreneurial activities. Furthermore, although entrepreneurship initiatives such as the Independent Entrepreneurship Program involved more than 12,573 university students throughout Indonesia in 2024, the national entrepreneurship ratio was still considered relatively low, ranging from

3.35% to 3.47% of the total population. This percentage remains below the entrepreneurship levels of several Southeast Asian countries, including Malaysia and Singapore, as reported by Mashabi and Prastiwi (2024).

These conditions show that, despite the introduction of various entrepreneurship programs, many students still tend to work as employees rather than start their own businesses. This also suggests that students' entrepreneurial awareness is not yet fully developed, especially when it comes to recognizing and exploiting the business opportunities in their environment. According to Israel Kirzner (1979), entrepreneurial alertness describes a person's ability to discover and recognize opportunities that are often overlooked by others. People who pay close attention to entrepreneurship can identify and utilize business opportunities more quickly and easily.

Several prior studies have shown that entrepreneurial alertness is affected by various factors, such as social capital and proactive behavior. Social capital enables individuals to gain wider access to information, cooperation, and business opportunities through social interactions and networking activities. In addition, proactive behavior represents an individual's willingness to take initiative, identify potential opportunities, and respond actively to changing environmental conditions. Despite this, research discussing the effect of social capital and proactive behavior on entrepreneurial alertness among students participating in entrepreneurship-oriented organizations is still relatively limited, especially among active members of HIPMI Padang State University College.

Based on the preceding explanations, this study was initiated to investigate how social capital and proactive behavior influence entrepreneurial alertness among active members of HIPMI at Padang State University.

LITERATURE REVIEW

Entrepreneurial Alertness

Entrepreneurial alertness refers to a person's sensitivity in identifying and evaluating potential business opportunities. Kirzner (1979) described entrepreneurial alertness as an individual's sensitivity in identifying opportunities through awareness of environmental changes and available information. People with high entrepreneurial alertness tend to respond more effectively to new business opportunities.

Furthermore, Tang et al (2012) found that entrepreneurial alertness consists of three key dimensions: scanning and searching for information, connecting and integrating information, and evaluating potential opportunities. "These dimensions illustrate the process by which individuals gather information, relate existing knowledge to new insights, and assess the potential value of business opportunities. Within the context of higher education students, entrepreneurial alertness is considered essential because it can encourage students to become more innovative, adaptive, and opportunity-oriented in entrepreneurial activities.

Social Capital

Social capital is believed to play an important role in improving individuals' entrepreneurial alertness in recognizing and utilizing business opportunities. Nahapiet and Ghoshal (2017) explained that social relationships enable individuals to obtain broader information, knowledge, and entrepreneurial support that help individuals become more sensitive to changes in the business environment. Resources obtained through social relationships are also able to increase individuals' awareness, creativity, and alertness in entrepreneurial processes Gholipur et al (2008). In addition, extensive networking activities allow individuals to access more varied and timely business information, thereby improving their ability to identify new opportunities. Tang et al (2012) further emphasized that social networks help

individuals access innovative ideas and information relevant to opportunity recognition.

Proactive Behavior

proactive behavior reflects a person's willingness to initiate actions and actively respond to opportunities and actively bring about positive changes within the surrounding environment. Bateman & Crant (1993) explained that individuals with proactive characteristics tend to recognize opportunities more quickly, seek improvements, and take action before potential problems arise. In addition, Parker et al (2010) stated that proactive behavior involves self-initiated actions intended to influence situations and enhance performance outcomes. In the context of entrepreneurship, proactive individuals tend to be more active in gathering information, developing innovative ideas, and identifying potential business opportunities. Students who demonstrate proactive behavior are therefore expected to be more responsive to environmental changes and more capable of recognizing entrepreneurial opportunities. Consequently, proactive behavior is considered to have a positive influence on entrepreneurial alertness.

Previous Studies

Several previous studies have investigated factors that influence entrepreneurial alertness. Shiri et al (2021) found that social capital has a positive effect on entrepreneurial alertness because social relationships and networking activities can improve individuals' access to entrepreneurial information and opportunity recognition. In addition, Amanah et al (2023) reported that proactive behavior positively contributes to entrepreneurial alertness through individuals' ability to identify and evaluate potential business opportunities. Likewise, Hu et al (2018) explained that proactive individuals generally demonstrate stronger entrepreneurial alertness because they actively search for opportunities and respond more quickly to environmental changes.

Although previous research has explored entrepreneurial alertness, studies investigating the combined effect of social capital and proactive behavior on entrepreneurial alertness among university students remain relatively

limited, especially within entrepreneurship-oriented student organizations. Therefore, this study focuses on active members of HIPMI Padang State University College to examine how social capital and proactive behavior influence students' entrepreneurial alertness.

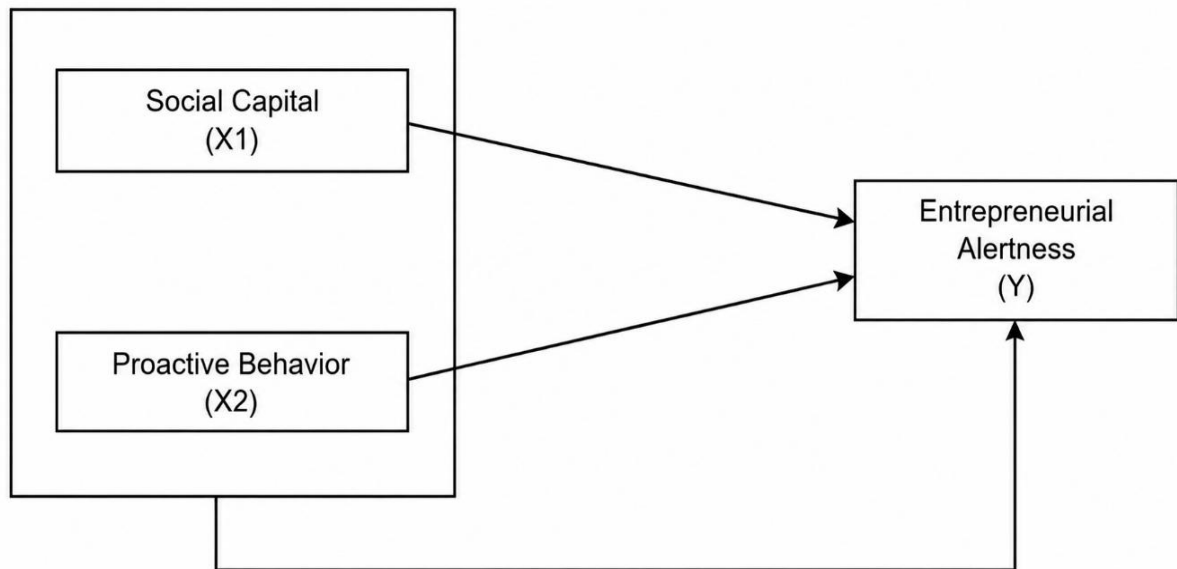


Figure 1. Conceptual Framework

Hypotheses

- H1: Social capital has a significant positive effect on entrepreneurial alertness among HIPMI students.
- H2: Proactive behavior has a significant positive effect on entrepreneurial alertness among HIPMI students.
- H3: Social capital and proactive behavior simultaneously have a significant positive effect on entrepreneurial alertness among HIPMI students.

METHODS

Types of Research

This research employed a quantitative approach with a causal design to examine relationships among variables. Quantitative research is commonly used to investigate particular populations or samples through the collection of measurable data obtained from research instruments. The collected data are then

processed and analyzed statistically to evaluate the proposed hypotheses. According to Sugiyono (2017), quantitative research emphasizes objective measurement and statistical analysis in examining research problems. Meanwhile, causal research is conducted to identify and explain the influence or relationship between one variable and another. Umar (2011) explained that a causal approach is useful for examining how certain variables affect other variables within a study.

Population and Sample

The participants in this research included all active members involved in HIPMI Padang State University College. The population was selected based on the consideration that students involved in entrepreneurship-oriented organizations have strong potential for entrepreneurial development and business-related activities. A census sampling technique was adopted in this research, where all members of the population were selected as respondents. According to Sugiyono (2017), total sampling is a sampling technique where the whole population is taken as the research sample. This method was deemed suitable because the population was relatively small and easily accessible for data collection. Therefore, all 90 active members of HIPMI Padang State University College were involved as respondents in this research.

Definition of Operational Variables

Entrepreneurial awareness (Y) describes an individual's ability to identify and grasp potential business opportunities. In this study, this variable was measured using various indicators from Tang et al (2012), including information gathering and searching, linking and integrating insights, and evaluating business opportunities. Social capital (X1) encompasses the resources resulting from interpersonal relationships and networking activities that can help individuals acquire entrepreneurial information and identify business opportunities. The measurement of social capital in this study was based on the indicators from Lans et al (2014).

Proactive behavior (X2) describes an individual's tendency to take initiative and actively pursue opportunities within their environment. In this study, proactive behavior was measured using indicators associated with initiative-taking and opportunity-seeking actions as proposed by Amanah (2023).

Instrument Testing

Before conducting the research, the questionnaire was tested to ensure that the instrument was appropriate and capable of measuring the research variables accurately. The research instrument testing in this study consisted of two tests, namely: 1) Validity Test. 2) Reliability Test

Data Analysis Techniques

The data obtained in this study were analyzed using various statistical techniques to assess the relationships between variables and test the proposed hypotheses. The data analysis techniques used in this study consisted of four phases, namely: 1) Descriptive Analysis. 2) Inductive Analysis. 3) Multiple Linier Regression Analysis. 4) Hypothesis Testing

Before conducting multiple linear regression analysis using the Ordinary Least Squares (OLS) approach, classical assumption tests were performed to ensure the validity of the regression model. The classical assumption tests included normality, multicollinearity, and heteroscedasticity tests. The normality test was conducted using the Kolmogorov-Smirnov test, the multicollinearity test used Tolerance and Variance Inflation Factor (VIF) values, while heteroscedasticity was examined using the Glejser test.

RESULTS

Responden Characteristics

This study involved 90 respondents who were members of HIPMI Padang State University College. All respondents were students actively engaged in entrepreneurial activities and organizational programs. The respondents were selected because they were considered capable of providing information

relevant to entrepreneurial activities, networking, and proactive attitudes related to entrepreneurial alertness. Data collection was carried out using questionnaires distributed directly to the respondents.

Inductive Analysis

Normality Test

The normality test uses the Kolmogorov-Smirnov (K-S) test. The following are the results of the normality test using the Kolmogorov-Smirnov method:

Table 1. Normality test results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		90
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	8,17640033
Most Extreme Differences	Absolute	0,058
	Positive	0,047
	Negative	-0,058
Test Statistic		0,058
Asymp. Sig. (2-tailed)		.200 ^{c,d}

(Source : Author's Analysis)

From the table above, the results of the normality test using the Kolmogorov-Smirnov method show a significance value of $0.200 > 0.05$. This significance value is greater than 0.05, so it can be concluded that the residual data in the regression model is normally distributed.

Heteroscedasticity Test

The heteroscedasticity test was conducted to assess the presence of irregularities in the residual variance in the regression model between one observation and another. The Glejser method was used to test for heteroscedasticity in this study. The following are the results of the heteroscedasticity test using SPSS version 26:

Table 2. Heteroscedasticity test result

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	11,767	3,171		3,711	0,000
Modal Sosial	-0,072	0,043	-0,174	-1,657	0,101
Perilaku Proaktif	-0,051	0,067	-0,079	-0,754	0,453

(Source : Author's Analysis)

Based on the results of the Glejser heteroscedasticity test, the significance value of the Social Capital variable (X1) was 0.101 and the Proactive Behavior variable (X2) was 0.453. Both significance values were greater than 0.05 ($0.101 > 0.05$ and $0.453 > 0.05$). Thus, it can be concluded that there are no symptoms of heteroscedasticity in the regression model. This indicates that the residual variance is constant across all independent variable values, so the regression model meets one of the classical assumptions, namely being free from heteroscedasticity. Therefore, the regression model is suitable for further analysis.

Multicollinearity Test

Multicollinearity testing is useful for preventing independent variables from correlating with each other. The multicollinearity test formula uses the Variance Inflation Factor (VIF) test to determine whether there is a correlation between the independent variables (multicollinearity). The following are the results of the multicollinearity test:

Table 3. Multicollinearity test result

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Modal Sosial (X1)	0,997	1,003
	Perilaku Proaktif (X2)	0,997	1,003

(Source : Author's Analysis)

Based on the results of the multicollinearity test, the Tolerance value for the Social Capital (X1) variable was 0.997 and Proactive Behavior (X2) was 0.997, while the VIF value was 1.003, respectively. Since the Tolerance value of both variables is greater than 0.10 and the VIF value is less than 10, it can be concluded that there is no multicollinearity symptom in the regression model. Thus, the Social Capital (X1) and Proactive Behavior (X2) variables do not have a high correlation with each other, so both are suitable to be used as independent variables in the regression model to explain the Entrepreneurial Awareness variable (Y). Therefore, one of the classical assumptions of regression has been met and the regression analysis can be continued.

The results of the classical assumption tests indicated that the regression model met the required assumptions. The normality test using the Kolmogorov-Smirnov method showed a significance value of 0.200 (> 0.05), indicating that the residual data were normally distributed. Furthermore, the multicollinearity test showed that all variables had tolerance values of 0.997 (> 0.10) and VIF values of 1.003 (< 10), indicating no multicollinearity among the independent variables. The heteroscedasticity test using the Glejser method also showed significance values greater than 0.05 for all independent variables, indicating the absence of heteroscedasticity in the regression model. Therefore, the regression model was considered appropriate for further analysis.

Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to examine the effects of social capital and proactive behavior on entrepreneurial alertness. The results of the regression analysis are presented in Table 4.

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	0.771	0.594	0.585	5.346

(Source : Author's Analysis)

The regression analysis revealed an R Square value of 0.594, indicating that social capital and proactive behavior jointly accounted for 59.4% of the

variation in entrepreneurial alertness, while the remaining 40.6% was explained by other factors outside the study. This finding demonstrates that the independent variables used in this research have a relatively strong contribution in explaining entrepreneurial alertness among students. In other words, social relationships, networking, and proactive attitudes play an important role in enhancing students' ability to recognize, evaluate, and respond to entrepreneurial opportunities. However, there are still other factors beyond this study that may also influence entrepreneurial alertness, such as entrepreneurial education, self-efficacy, creativity, and environmental support.

Table 5. ANOVA Test

Model	F	Sig.
Regression	63.655	0.000

(Source : Author's Analysis)

The ANOVA analysis yielded an F-value of 63.655 and a significance level of 0.000. These results indicate that social capital and proactive behavior together have a significant impact on entrepreneurial alertness. Therefore, the regression model in this study is very suitable to describe the relationship between the independent variables and entrepreneurial alertness. Simply put, the interaction between social capital and proactive behavior improves students' ability to recognize and exploit entrepreneurial opportunities.

Table 6. Coefficients Test

Variables	B	Beta	t	Sig.
Contans	7.090	-	1.424	0.158
Sosial Capital (X1)	0.354	0.231	2.531	0.013
Proactive Behavior (X2)	1.174	0.598	6.550	0.000

(Source : Author's Analysis)

Based on the regression analysis, the regression equation can be expressed as follows:

$$Y = 7.090 + 0.354X_1 + 1.174X_2 \dots \dots \dots (1)$$

Based on the results of the t-test analysis, the second hypothesis (H2), which states that social capital has a significant positive effect on entrepreneurial

alertness, was accepted. Furthermore, the third hypothesis (H3), which states that proactive behavior has a significant positive effect on entrepreneurial alertness, was also accepted.

Based on the results of the F-test analysis, the first hypothesis (H1), which states that social capital and proactive behavior simultaneously have a significant positive effect on entrepreneurial alertness, was accepted.

Discussion

The findings of this research demonstrate that social capital has an important role in increasing entrepreneurial alertness among students. Through social interaction, communication, and networking within entrepreneurial communities, students are able to access broader information and gain knowledge regarding business opportunities. Strong social relationships also encourage the exchange of experiences and entrepreneurial insights that can improve opportunity recognition. These findings are consistent with previous studies emphasizing the importance of social networks in the entrepreneurial process.

In addition, proactive behavior was identified as the variable with the strongest influence on entrepreneurial alertness. Students with proactive characteristics are more likely to initiate actions, explore opportunities, and adapt to environmental changes. Such behavior enables individuals to become more responsive in recognizing and evaluating business opportunities. Proactive individuals also tend to be more innovative and confident in dealing with uncertainty and market competition.

The results of this study are in line with previous research which reported that proactive individuals generally possess higher entrepreneurial awareness because they are more adaptive, innovative, and opportunity-oriented. Therefore, social capital and proactive behavior can be considered important factors in developing entrepreneurial alertness among university students. These findings also suggest that universities and entrepreneurial organizations should

encourage networking activities, collaboration, and proactive attitudes to strengthen students' entrepreneurial capabilities and awareness.

CONCLUSION AND SUGGESTION

The study demonstrates that both social capital and proactive behavior contribute substantially to entrepreneurial alertness among students. Social capital enables students to obtain access to information, entrepreneurial knowledge, business insights, and potential opportunities through networks, trust, and social interactions within entrepreneurial communities. Strong social relationships also support the exchange of experiences and ideas that can improve students' ability to recognize entrepreneurial opportunities. Meanwhile, proactive behavior encourages students to become more initiative-driven, adaptive, and responsive in facing business challenges and environmental changes. Students with proactive characteristics tend to actively seek opportunities, take action, and identify innovative solutions in entrepreneurial activities. The findings further reveal that proactive behavior has a stronger influence on entrepreneurial alertness compared to social capital. Overall, this study demonstrates that improving collaboration, networking, and initiative-oriented attitudes can significantly support the improvement of entrepreneurial awareness and opportunity recognition among university students.

Based on the results of this study, further research is recommended to examine other variables that may influence entrepreneurial alertness, such as: entrepreneurial education, self-efficacy, creativity, innovative ability and environmental support. Future studies are also expected to involve a wider research scope and larger number of respondents in order to obtain more comprehensive and accurate results. In addition, universities and entrepreneurial organizations are encouraged to provide programs that strengthen students' networking skills, collaboration, and proactive attitudes to

support the development of entrepreneurial competencies and opportunity recognition.

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