

The Role of Entrepreneurship Education, Community-Based Mentorship, and Social Capital on the Independence of Social Creative Businesses in Jakarta

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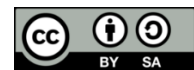
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ABSTRACT

This study examines the impact of entrepreneurship education, community-based guidance, and social capital on the independence of social creative businesses in Jakarta. Using a quantitative approach, data were collected from 150 respondents and analyzed with Structural Equation Modeling-Partial Least Squares (SEM-PLS). The results demonstrate that all three factors significantly contribute to the independence of social creative businesses. Entrepreneurship education equips entrepreneurs with essential skills and knowledge, while community-based guidance fosters collective problem-solving and resource sharing. Social capital emerges as the strongest predictor, emphasizing the importance of trust and networks in achieving entrepreneurial autonomy. These findings underscore the need for targeted policies and programs to support the growth and sustainability of social creative businesses in Jakarta.

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1. INTRODUCTION

In recent years, social creative businesses have emerged as vital contributors to economic and social development, particularly in metropolitan areas like Jakarta. These enterprises, which integrate creativity, innovation, and social impact, play a critical role in addressing pressing societal challenges such as unemployment, inequality, and the need for community empowerment. Their sustainability and independence, however, are shaped by several key factors, including access to education, community support, social networks, technological innovation,

and collaborative partnerships. Studies show that social entrepreneurship in Jakarta can reduce economic inequality and enhance community self-reliance through locally engaged and innovative business models [1], furthermore, the effective use of technology by platforms like Kitabisa.com and Du Anyam illustrates how innovation can empower marginalized groups and drive systemic change [2]. The success of these enterprises is also linked to collaborative ecosystems, involving partnerships with businesses, government, and non-profit organizations that help align economic activities with social missions [3]. Additionally, digital platforms

expand their outreach and foster inclusive governance by enabling greater interaction with customers and supporters, thereby amplifying their social and economic impact [4]. Understanding and enhancing these interconnected factors is essential for nurturing the growth and long-term sustainability of social creative businesses in urban settings.

Entrepreneurship education has been widely recognized as a catalyst for equipping individuals with the skills, knowledge, and mindset necessary for success in social creative businesses. It fosters creativity, resilience, innovation, and problem-solving abilities, enabling individuals to effectively manage risks and address complex social challenges [5]. Experiential learning within social entrepreneurship programs further strengthens these capabilities by allowing learners to apply theoretical knowledge in real-world contexts, thereby deepening their practical understanding and reinforcing entrepreneurial principles [6]. This educational process also cultivates an entrepreneurial mindset, motivating individuals to identify opportunities and pursue innovative solutions with confidence [7]. Complementing formal education, community-based guidance offers mentorship, peer learning, and localized support, which are critical in navigating the dynamic environment of social entrepreneurship. Mentors and educators not only provide technical advice but also expand access to networks and resources, essential for overcoming early-stage challenges [5]. Community initiatives create collaborative environments that foster a sense of belonging, shared purpose, and mutual support, which are key to driving sustainable social impact [8]. Additionally, social entrepreneurship education integrates knowledge exploitation and exploration, enhancing competencies to address intertwined social, economic, and technological concerns [9], while interdisciplinary training approaches empower learners to act as innovative agents of change within their communities [6].

Equally important in the success of social creative businesses is the role of social

capital, which encompasses the networks, relationships, and trust that individuals and organizations rely on to achieve their goals. Social capital not only facilitates access to critical resources but also enhances the collective ability to innovate and solve problems—capabilities essential for long-term sustainability. It fosters innovation by enabling the exchange and combination of intellectual capital, which is vital for product development and inter-unit resource sharing [10], while strong social networks promote knowledge sharing and a culture of collaboration crucial for economic sustainability [11]. Moreover, social capital strengthens stakeholder engagement through enhanced communication and trust, which are critical for maintaining relationships and organizational survival [10], [12]. In terms of market dynamics, it expands market reach and resilience by reinforcing identity and recognition within social networks, thus enabling businesses to access opportunities and support that might otherwise be unattainable [13]. Therefore, social capital functions not only as a vital resource but also as a strategic form of capital that underpins the innovation, engagement, and adaptability of social creative enterprises.

Despite the recognized importance of these factors, there is a lack of comprehensive research exploring how entrepreneurship education, community-based guidance, and social capital jointly influence the independence of social creative businesses in Jakarta. Most studies focus on these variables in isolation or in different contexts, leaving a gap in understanding their interplay within the social creative sector. This study aims to fill that gap by examining the relationships between entrepreneurship education, community-based guidance, social capital, and the independence of social creative businesses

2. LITERATURE REVIEW

2.1 *Social Creative Businesses*

Social creative businesses in Jakarta exemplify a dual mission of achieving social impact while maintaining financial viability,

addressing urban challenges such as unemployment, poverty, and limited access to essential services. These enterprises utilize creativity and innovation to develop products and services that deliver both social and economic value, aligning with a broader global trend in which businesses embed social and environmental objectives into their core missions, moving beyond traditional profit maximization to address systemic issues like poverty and inequality [14]. Characterized by their commitment to social beneficence and financial sustainability, these businesses blend entrepreneurial principles with a focus on community empowerment and inclusion, often involving marginalized populations through fair wages and meaningful economic participation [8]. Their innovative approaches to problem-solving enable them to confront systemic urban issues and foster resilience through sustainable business models [14], [15]. In Jakarta, social creative enterprises have become vital actors in mitigating urban challenges, creating pathways for local empowerment and economic renewal [2]. Successful examples such as Kitabisa.com and Du Anyam highlight the transformative potential of social entrepreneurship across sectors, serving as models that inspire the growth of similar initiatives throughout Indonesia [2].

2.2 Entrepreneurship Education

Entrepreneurship education is a structured program designed to develop entrepreneurial skills, knowledge, and attitudes, enabling individuals to identify opportunities, manage risks, and

innovate. [16], [17] emphasize that such education significantly boosts entrepreneurial intention, self-efficacy, and practical business competencies. For social creative businesses, it is especially crucial in cultivating a mindset that integrates financial sustainability with social impact [18]. In the context of Jakarta's social creative sector, entrepreneurship education empowers individuals to address complex urban challenges through innovative approaches. Tailored programs—such as business planning workshops, design thinking courses, and social impact measurement training—play a vital role in enhancing the independence and long-term viability of these enterprises [19].

2.3 Community-Based Guidance

Community-based guidance encompasses mentorship, peer collaboration, and localized support systems that assist entrepreneurs in navigating business challenges through shared learning, resource exchange, and mutual encouragement within entrepreneurial ecosystems. [20] highlights that communities of practice enable experiential learning and collective problem-solving, creating a nurturing environment for business development. In the context of Jakarta's social creative businesses, this form of guidance is particularly valuable due to its contextual relevance and collaborative nature. It enables entrepreneurs to benefit from the insights of mentors and peers who understand the local socio-economic landscape, thereby enhancing adaptability and strategic decision-making [21].

Moreover, community-based guidance fosters resilience by cultivating a strong sense of belonging and reducing the isolation often experienced by social entrepreneurs.

2.4 *Social Capital*

Social capital, as defined by [22], encompasses the networks, norms, and trust that facilitate coordination and cooperation for mutual benefit, serving as a crucial asset in entrepreneurship by enabling access to resources such as funding, information, and market opportunities. [20], [23] emphasize that social capital enhances innovation and organizational performance through trust-based collaboration and knowledge exchange. Within social creative businesses, social capital plays a pivotal role in determining success, as entrepreneurs with robust networks can more effectively access diverse resources, foster stakeholder trust, and navigate complex market conditions [24], [25]. Additionally, social capital strengthens stakeholder engagement, which is essential for upholding and advancing the social mission that defines these enterprises.

2.5 *Conceptual Framework*

The conceptual framework for this study integrates entrepreneurship education, community-based guidance, and social capital as key predictors of the independence of social creative businesses, recognizing that these variables are interrelated and each contributes uniquely to enterprise development and sustainability. The framework posits that entrepreneurship education directly enhances business

independence by improving entrepreneurial skills and knowledge; community-based guidance offers emotional and practical support that fosters resilience and adaptability; and social capital facilitates access to resources, networks, and trust, which underpin operational and strategic autonomy. To empirically examine these relationships and gain insights into the success factors of social creative businesses in Jakarta, this study employs Structural Equation Modeling - Partial Least Squares (SEM-PLS 3).

3. METHODS

This study employs a quantitative research design to examine the influence of entrepreneurship education, community-based guidance, and social capital on the independence of social creative businesses in Jakarta. Using a cross-sectional survey method, data were collected from individuals actively involved in social creative enterprises to ensure a systematic investigation of the relationships between variables and to provide empirical evidence supporting the study's hypotheses. The target population comprised individuals managing or working in social creative businesses in Jakarta, selected through purposive sampling to ensure participants had relevant experience and knowledge. A total of 150 respondents, all engaged in decision-making processes within their respective enterprises, participated in the study. The study focused on four key variables: (1) Entrepreneurship Education, referring to both formal and informal programs aimed at developing entrepreneurial skills, measured by training participation, business knowledge, and problem-solving skills; (2) Community-Based Guidance, referring to mentorship and peer collaboration, assessed through mentorship frequency, quality of guidance, and access to community resources; (3) Social Capital, defined by networks, trust, and norms,

evaluated using indicators such as network diversity, trust levels, and resource accessibility; and (4) Independence of Social Creative Businesses, assessed by financial self-sufficiency, operational autonomy, and strategic decision-making capabilities. A structured questionnaire based on validated scales from previous studies was used, with all items measured on a five-point Likert scale. The instrument was pre-tested to ensure clarity and reliability before full-scale distribution.

Data collection occurred over one month via both online and in-person surveys, with respondents informed about the study's purpose, assured of confidentiality, and asked to provide informed consent in accordance with ethical guidelines. The data were analyzed using Structural Equation Modeling - Partial Least Squares (SEM-PLS) with SmartPLS 3 software, chosen for its suitability in analyzing complex models and testing multiple hypotheses simultaneously. The analysis followed two main stages. First, the measurement model was assessed for convergent validity—using factor loadings, composite reliability (CR), and average variance extracted (AVE)—and discriminant validity, evaluated using the Fornell-Larcker criterion and cross-loadings. Second, the structural model was examined by analyzing path coefficients to determine the strength and direction of relationships between constructs. Hypotheses were tested based on the statistical significance of the path coefficients, using t-values and p-values, with results considered significant at a 95% confidence level

4. RESULTS AND DISCUSSION

4.1 Demographic Profile of the Sample

The demographic profile of the study's participants offers valuable context for understanding the individuals involved in social creative businesses in Jakarta. Based on data from 150 respondents, the gender distribution was relatively balanced, with 56% male (84 respondents) and 44% female (66 respondents), indicating inclusive

participation across genders. In terms of age, the majority (65%) were between 25–40 years old (98 respondents), while 15% were below 25 years (23 respondents) and 20% were above 40 years (29 respondents), highlighting that these enterprises are predominantly led by young to middle-aged individuals in active career stages. Educationally, most respondents held a Bachelor's Degree (73% or 110 respondents), with 12% (18 respondents) having a high school education and 15% (22 respondents) holding postgraduate degrees, reflecting the importance of higher education in equipping entrepreneurs with relevant competencies. Professionally, 48% (72 respondents) were business owners, 32% (48 respondents) served as managers, and 20% (30 respondents) were team members or staff, demonstrating that the majority of data was drawn from individuals in leadership or strategic roles. Regarding business longevity, 50% (75 respondents) had operated their businesses for 1–3 years, 30% (45 respondents) for more than 3 years, and 20% (30 respondents) for less than 1 year, suggesting that most enterprises surveyed were in the early growth or stabilization phase.

4.2 Outer Model Evaluation

The outer model evaluation focuses on assessing the reliability and validity of the measurement model, ensuring that the indicators accurately represent their respective constructs. This evaluation includes assessments of reliability, convergent validity, and discriminant validity.

1. Reliability Assessment

Indicator reliability was assessed by examining the factor loadings of each item, with results showing that all factor loadings exceeded the recommended threshold of 0.70, ranging from 0.722 to 0.896. This indicates that the indicators used in the study are strongly correlated with their respective latent constructs, thus confirming their reliability in measuring the intended variables.

Internal consistency reliability was further evaluated using Cronbach's Alpha and Composite Reliability (CR). The Cronbach's Alpha values ranged from 0.801 to 0.885, demonstrating a high level of reliability across the constructs. Additionally, the CR values ranged from 0.872 to 0.928, surpassing the minimum acceptable threshold of 0.70, which further validates the internal consistency and robustness of the measurement model.

2. Convergent Validity

Convergent validity was evaluated using the Average Variance Extracted (AVE), with results showing that AVE values ranged from 0.636 to 0.759, exceeding the recommended threshold of 0.50. These findings confirm that the indicators account for a sufficient amount of variance in their respective constructs, thereby demonstrating strong convergent validity.

4.3 Inner Model Evaluation

The inner model evaluation examines the structural model to assess the relationships between the constructs, including path coefficients, the explanatory power of the model, and its predictive relevance. This evaluation includes assessments of the coefficient of determination (R^2), path coefficients, effect sizes (f^2), and predictive relevance (Q^2).

1. Coefficient of Determination (R^2)

The R^2 value reflects the proportion of variance in the dependent variable—Independence of Social Creative Businesses—explained by the independent variables: Entrepreneurship Education, Community-Based Guidance, and Social Capital. With an R^2 value of 0.67, the model demonstrates that 67% of the variance in business independence is accounted for by these three predictors. According to Chin's (1998) guidelines for PLS-SEM, this represents a substantial model fit, indicating that the conceptual framework effectively captures the key factors influencing the independence of social creative businesses.

2. Path Coefficients and Hypothesis Testing

Path coefficients indicate the strength and direction of relationships between constructs and were assessed using a bootstrapping procedure with 5,000 samples to obtain t-values and p-values. The results revealed significant positive effects for all hypothesized relationships. For H1, the path coefficient from Entrepreneurship Education to Independence was 0.422 (t-value = 5.785, $p < 0.01$), indicating that entrepreneurship education significantly enhances the independence of social creative businesses. For H2, Community-Based Guidance had a path coefficient of 0.357 (t-value = 4.922, $p < 0.01$), confirming its significant positive influence on business independence. For H3, Social Capital demonstrated the strongest effect with a path coefficient of 0.486 (t-value = 6.452, $p < 0.01$), signifying a substantial and significant contribution to the independence of social creative businesses.

3. Effect Sizes (f^2)

The effect size (f^2) was used to measure the impact of each independent variable on the dependent variable—Independence of Social Creative Businesses. The results showed that Entrepreneurship Education had a moderate effect ($f^2 = 0.18$), Community-Based Guidance also had a moderate effect ($f^2 = 0.13$), and Social Capital exhibited a large effect ($f^2 = 0.26$). These values indicate that among the three predictors, Social Capital has the strongest influence on the independence of social creative businesses, followed by Entrepreneurship Education and Community-Based Guidance.

4. Predictive Relevance (Q^2)

The predictive relevance (Q^2) of the model was evaluated using the blindfolding procedure, where Q^2 values greater than zero indicate acceptable predictive accuracy. With a Q^2 value of 0.53, the results confirm that the model possesses strong predictive relevance for the dependent variable—Independence of Social Creative Businesses—demonstrating its capability to accurately predict outcomes based on the proposed constructs.

Discussion

The findings affirm the significant role of entrepreneurship education in fostering the independence of social creative businesses. With a path coefficient of 0.42, the results underscore the value of education in equipping entrepreneurs with critical skills for innovation, financial management, and risk-taking. These findings align with prior research by [17], [26], which highlighted the positive impact of entrepreneurial training on business sustainability. For Jakarta's social creative businesses, tailored educational programs can further empower entrepreneurs to address urban challenges with innovative solutions.

Community-based guidance emerged as a significant predictor of business independence, with a path coefficient of 0.35. This finding suggests that mentorship, peer collaboration, and localized support are instrumental in building resilience and adaptability among social creative businesses. The results resonate with [20], [21], [27] concept of communities of practice, which emphasizes shared learning and collective problem-solving. In Jakarta, fostering strong community-based ecosystems can help entrepreneurs navigate the complexities of operating within a dynamic socio-economic environment.

Social capital was the strongest predictor of business independence, with a path coefficient of 0.48. This result highlights the importance of networks, trust, and resource accessibility in enabling social creative businesses to operate autonomously. The findings are consistent with [20], [23], [28], who argued that social capital enhances resource mobilization and stakeholder engagement. For social entrepreneurs in Jakarta, cultivating strong social networks can facilitate market entry, foster innovation, and ensure long-term sustainability.

The high R^2 value (0.67) indicates that entrepreneurship education, community-based guidance, and social capital together significantly influence the independence of social creative businesses. This result underscores the interdependence of these factors in creating an enabling environment

for entrepreneurship. Education provides the foundation for skill development, community guidance offers support and resilience, and social capital ensures access to essential resources. Policymakers and support organizations should adopt a holistic approach, integrating these elements into programs designed for social creative entrepreneurs.

Implications

The study provides actionable insights for policymakers, educators, and community organizations aiming to support social creative businesses in Jakarta. Developing targeted entrepreneurship education programs, strengthening community-based mentorship initiatives, and fostering social networks can collectively enhance the independence and sustainability of these enterprises.

5. CONCLUSION

This study highlights the critical roles of entrepreneurship education, community-based guidance, and social capital in fostering the independence of social creative businesses in Jakarta. Entrepreneurship education equips entrepreneurs with essential knowledge and skills, enabling them to navigate complex business environments and make informed decisions. Community-based guidance emphasizes the significance of local support systems, peer collaboration, and shared resources, which collectively help entrepreneurs overcome challenges. Among the three factors, social capital emerged as the most influential, underscoring the importance of trust, strong relationships, and diverse networks in enabling business autonomy and resilience.

These findings carry important implications for policymakers, educators, and community leaders. By enhancing entrepreneurial training programs, reinforcing localized support systems, and promoting the development of social capital, stakeholders can build a more supportive and enabling ecosystem for social creative businesses. This study provides a valuable

foundation for initiatives aimed at empowering these enterprises, contributing to economic development and social innovation in urban settings like Jakarta. Future research should extend this work by

exploring its applicability across different regions and sectors, and by examining the long-term effects of these factors on business sustainability and growth.

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