

E-Commerce, Motivation, and Self-Belief as Predictors of Entrepreneurial Intention Through Social Media Use

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ABSTRACT

This study examines the effects of e-commerce, motivation, and self-belief on entrepreneurial intention, with social media use serving as a mediating variable. A quantitative approach was employed using path analysis, and data were collected through questionnaires from respondents in a higher education context. The findings indicate that e-commerce has a significant positive effect on entrepreneurial intention, while social media use plays an effective mediating role in linking the independent variables to entrepreneurial intention. Motivation emerges as a key factor in strengthening entrepreneurial intention, whereas self-belief shows a more complex relationship that requires further consideration. The model explains 92.6% of the variance in entrepreneurial intention, highlighting the importance of integrating digital technology and social media platforms in fostering entrepreneurial aspirations among young people. These findings suggest that entrepreneurial intention in the digital era is shaped not only by motivational and psychological factors but also by the ability to engage with digital business platforms and social media environments. This study offers practical implications for entrepreneurship education and development programs seeking to encourage stronger entrepreneurial intention through digital exposure, platform familiarity, and more active social media engagement.

Keywords: e-commerce, motivation, self-belief, social media use, entrepreneurial intention

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1. INTRODUCTION

Entrepreneurship is one of the primary drivers of economic growth in many countries. Entrepreneurial activities not only contribute to job creation and unemployment reduction but also promote innovation, enhance competitiveness, and accelerate national economic growth (Ayu & Jakaria, 2023). In Indonesia, the government has established entrepreneurship development as one of its priorities in supporting economic development. Various programs and policies have been implemented to create a more conducive business environment and encourage the public, particularly younger generations, to become more interested in pursuing entrepreneurship. This effort is also consistent with Law No. 11 of 2008 concerning Electronic Information and Transactions, commonly known as the ITE Law, which promotes the use of information technology in various economic activities, including digital-based entrepreneurship.

The development of information and communication technology has brought substantial changes to the business environment. The internet, e-commerce, and social media have become not only communication channels but also important instruments for creating new business opportunities. E-commerce enables business actors to reach broader markets, improve efficiency, and reduce operational costs (Alwendi, 2020). In the context of student entrepreneurship, e-commerce provides students with opportunities to establish businesses with relatively limited

capital, market products flexibly, and reach consumers without the need to operate physical stores. Therefore, the development of e-commerce represents an important factor that may encourage entrepreneurial intention, particularly among younger generations who are highly familiar with digital technology.

E-commerce, or electronic commerce, refers to the process of buying and selling goods or services through computer networks or the internet. Rif'an et al. (2022) explain that e-commerce encompasses various types of transactions, including online retail transactions between businesses and consumers, business-to-business transactions, and transactions between individuals. Developments in information and communication technology have encouraged the growth of e-commerce and transformed the ways in which businesses operate and consumers make purchases. E-commerce has become one of the major drivers of digital economic growth in many countries, including Indonesia. The increasing accessibility of the internet and the use of information technology devices have created opportunities for individuals and businesses to participate in the digital economy (Ayu & Lahmi, 2020). Alwendi (2020) further emphasizes that e-commerce enables business actors, particularly micro, small, and medium-sized enterprises, to access broader markets and improve their competitiveness. In addition, Rif'an et al. (2022) state that the government also plays a role in supporting national economic growth by encouraging the use of the digital economy through the development of human resources in the field of information technology.

In addition to e-commerce, social media plays an important role in the development of digital entrepreneurship. Social media facilitates interactions between business actors and consumers, supports the promotion of products and services, and contributes to brand development. It enables two-way communication between producers and consumers, thereby allowing business actors to obtain feedback and gain a better understanding of consumer needs (Ade Fahri & Amiruddin Tawe, 2022). Through social media, business actors can also develop brand awareness and consumer loyalty by producing engaging content and maintaining active interactions. In the context of university students, social media represents a highly promising medium because students are generally accustomed to using various digital platforms in their daily lives. Therefore, the use of social media and e-commerce in entrepreneurship is expected to enhance competitiveness, promote economic independence, and encourage students to become less dependent on their parents or formal employment opportunities.

Social media has transformed how individuals interact, communicate, and build networks. The emergence of platforms such as Facebook, Instagram, and Twitter has created new opportunities for individuals and business actors to share information, establish relationships, and reach wider consumer markets (Ade Fahri & Amiruddin Tawe, 2022). Social media is defined as a platform that enables users to perform social activities more easily and rapidly, including communicating and sharing information, photographs, and videos (Faridah & Wulandari, 2020 in Widyaiswara et al., 2024). In entrepreneurial activities, social media can function as a promotional medium, a customer communication channel, a market research tool, and a platform for developing a business identity. Social media also enables students to market products at a relatively low cost, reach broader markets, innovate, and adapt to changing market trends.

University students have considerable potential to become successful entrepreneurs. They generally possess creative ideas, energy, enthusiasm, and the ability to adapt to technological developments. Students also tend to learn new concepts rapidly, including the use of digital platforms to support business activities. However, students' entrepreneurial intention does not develop automatically. It may be influenced by various internal and external factors. Internal factors include motivation, personality, and self-belief, while external factors include family, community, and university environments (Priharti & Hidayat, 2020). In the context of the digital era, external factors may also include access to e-commerce and social media as digital environments capable of shaping students' entrepreneurial experiences, opportunities, and orientations.

Entrepreneurial intention refers to an individual's desire and willingness to work diligently to establish and operate an independent business in order to meet personal needs without being excessively concerned about the potential risks involved (Pane & Manullang, 2023). Individuals with a strong entrepreneurial intention tend to demonstrate self-confidence, creativity, and innovative abilities when confronting challenges and utilizing opportunities. Entrepreneurial intention does not emerge spontaneously but is influenced by various internal and external factors (Windy Purwanti, 2022). Therefore, students' entrepreneurial intention should be understood as the outcome of a process involving personal motivation, abilities, experience, environmental conditions, and access to digital technologies that support entrepreneurial activities.

According to Pane and Manullang (2023), internal factors that may influence entrepreneurial intention include motivation, ability, and enjoyment of entrepreneurial activities. Individuals who possess strong motivation to achieve financial independence and make a positive contribution to society tend to demonstrate stronger entrepreneurial intention. Entrepreneurial abilities, such as planning, organizing, and risk-taking, also play an important role in developing entrepreneurial intention. Furthermore, enjoyment of and interest in entrepreneurial activities may increase an individual's motivation and intention to pursue entrepreneurship (Muhazir et al., 2021). Thus, entrepreneurial intention is associated not only with the desire to own a business but also with psychological readiness, practical abilities, and the motivation to confront business-related challenges.

Motivation is an important factor that encourages students to develop entrepreneurial intention. Motivation refers to an internal drive that encourages individuals to act and achieve particular objectives. In the context of entrepreneurship, motivation is a crucial factor that encourages students to develop entrepreneurial intention, generate business ideas, and overcome the challenges associated with establishing a business (Priharti & Hidayat, 2020). Such motivation may originate from the desire to achieve financial independence, the need to make a positive contribution to society, enthusiasm for confronting challenges, and a strong commitment to achieving predetermined objectives (Priharti & Hidayat, 2020; Suryana & Bayu, 2010:102). Students with strong motivation are more likely to pursue business opportunities, use digital technology, and develop their business ideas more seriously.

Motivation can be categorized into internal and external motivation. Nisa and Ziyad (2019) explain that internal motivation, such as the desire to achieve and the need for self-actualization, originates within the individual. Meanwhile, external motivation, such as financial incentives, environmental support, and market opportunities, originates from sources outside the individual. These two forms of motivation interact with each other and may influence students' entrepreneurial intention. In the digital era, external motivation may arise from business opportunities provided by e-commerce and social media, while internal motivation encourages students to utilize those opportunities confidently. Therefore, motivation is an important factor in explaining why students may or may not be interested in pursuing entrepreneurship.

In addition to motivation, self-belief is another psychological factor that may influence entrepreneurial intention. Self-belief refers to an individual's confidence in their ability to organize and perform the actions required to achieve expected outcomes (Hanifah et al., 2020). Self-belief is associated not only with an individual's actual abilities but also with their subjective perception of their capability to perform particular tasks or achieve specific goals (Hatta, Supriatna, & Septian, 2021). Individuals with strong self-belief tend to be more confident, persistent when confronting challenges, capable of regulating their emotions, and inclined to maintain a positive mindset. In contrast, individuals with low self-belief tend to give up more easily and experience greater difficulty in achieving their objectives (Hatta, Supriatna, & Septian, 2021).

In an entrepreneurial context, strong self-belief may influence an individual's motivation and efforts to achieve particular objectives. Students with strong self-belief tend to be more confident

when confronting business challenges, more capable of managing their emotions, and better prepared to evaluate the opinions and feedback provided by others (Hanifah et al., 2020). Self-belief is also associated with achievement motivation because individuals who believe in their abilities tend to possess a stronger drive to achieve success (Lusi Nugraheni, 2018). Therefore, students with strong self-belief are more likely to perceive e-commerce and social media as opportunities rather than obstacles. They are also more confident in making decisions to establish a business, experiment with digital marketing strategies, and develop products according to market needs.

Social media use may function as a link between students' internal factors and entrepreneurial intention. Students with strong motivation and self-belief are more likely to use social media as a medium for promotion, communication, and business development. At the same time, e-commerce provides a digital ecosystem that enables students to apply their business ideas directly. Social media facilitates two-way communication between students and consumers, allowing students to obtain feedback, understand consumer needs, and establish closer relationships with the market. It also provides students with opportunities to develop brand awareness and consumer loyalty through engaging content and active interaction. Therefore, social media may function as a mediating variable that strengthens the effects of e-commerce, motivation, and self-belief on entrepreneurial intention.

Based on the preceding discussion, e-commerce, motivation, and self-belief are important factors that may influence students' entrepreneurial intention, both directly and through social media use. E-commerce provides access to digital markets and broader business opportunities. Motivation provides internal and external encouragement for students to establish businesses. Self-belief strengthens students' confidence in their ability to confront challenges and make entrepreneurial decisions. Meanwhile, social media functions as a medium that integrates business ideas, market communication, product promotion, and consumer network development. Therefore, the integration of digital technology factors and psychological factors is important for understanding students' entrepreneurial intention in the digital economy.

This study focuses on the entrepreneurial intention of university students in Makassar City through the use of social media and e-commerce. It examines how e-commerce, motivation, and students' self-belief influence their entrepreneurial intention, with social media use serving as a mediating variable. This study employs a quantitative approach using primary data collected through questionnaires distributed to university students in Makassar City. Data analysis was conducted to determine the direct effects of each independent variable on the dependent variable and their indirect effects through social media use. Accordingly, this study is expected to contribute theoretically to the development of digital entrepreneurship studies and provide practical implications for higher education institutions in designing entrepreneurship education and development programs that are more closely aligned with students' characteristics and developments in digital technology.

2. METHOD

2.1. Research Design

This study employed a quantitative approach to examine the effects of several variables using numerical data. Quantitative research involves testing objective theories by analyzing relationships among variables. This type of quantitative research generally includes descriptive questions concerning the dependent and independent variables, as well as questions regarding the relationships between the dependent and independent variables. The hypotheses were tested using path analysis. The research design is presented in Figure 1.

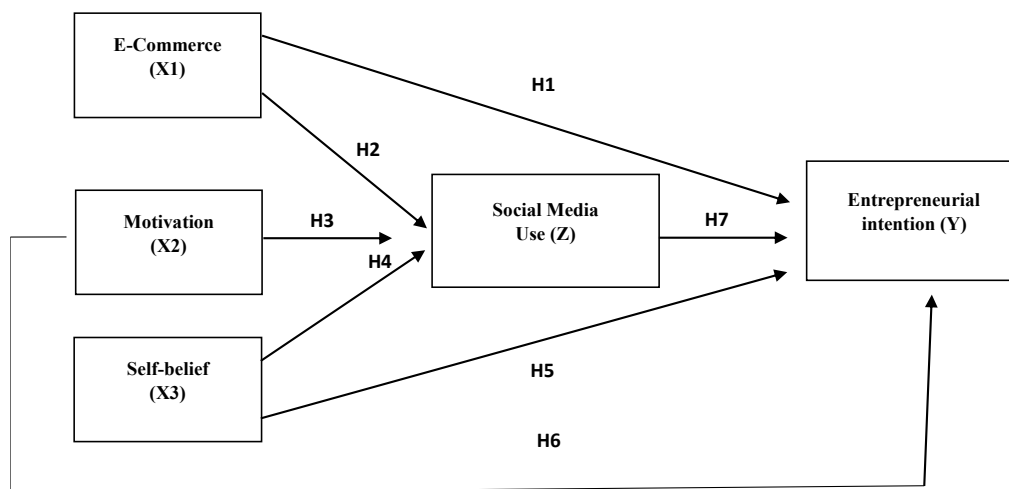


Figure 1. Research Design
Source: Authors' own work

Based on Figure 1, this study employed a descriptive-explanatory research design to describe the effects among the variables under investigation. The descriptive aspect involved explaining and analyzing the research variables, namely e-commerce (X_1), motivation (X_2), self-belief (X_3), social media use (Z), and entrepreneurial intention (Y). Meanwhile, the explanatory aspect involved examining causal relationships among the research variables through hypothesis testing.

The causal relationships examined included the direct effects of e-commerce (X_1), motivation (X_2), and self-belief (X_3) on social media use (Z), as well as the indirect effects of e-commerce (X_1), motivation (X_2), and self-belief (X_3) on entrepreneurial intention (Y) through social media use (Z) among university students in Makassar City.

The research design was also based on Conservation of Resources theory, Job Demands–Resources theory, and relevant previous studies. These foundations enabled the researchers to formulate hypotheses concerning the direct and indirect effects among the variables. The hypotheses are summarized in Table 1.

Table 1. Summary of Hypotheses

Hypothesis	Description
H1	E-commerce has a positive and direct effect on entrepreneurial intention.
H2	E-commerce has a positive and direct effect on social media use.
H3	Motivation has a negative and direct effect on social media use.
H4	Self-belief has a positive and direct effect on social media use.
H5	Self-belief has a negative and direct effect on entrepreneurial intention.
H6	Motivation has a positive and direct effect on entrepreneurial intention.
H7	Social media use has a positive and direct effect on entrepreneurial intention.
H8	E-commerce has a positive and indirect effect on entrepreneurial intention through social media use.

H9	Motivation has a positive and indirect effect on entrepreneurial intention through social media use.
H10	Self-belief has a negative and indirect effect on entrepreneurial intention through social media use.

Based on Table 1, this study proposed ten hypotheses. These hypotheses examined the direct effect of e-commerce (X_1) on entrepreneurial intention (Y), the direct effect of e-commerce (X_1) on social media use (Z), the direct effect of motivation (X_2) on social media use (Z), the direct effect of self-belief (X_3) on social media use (Z), the direct effect of self-belief (X_3) on entrepreneurial intention (Y), the direct effect of motivation (X_2) on entrepreneurial intention (Y), the direct effect of social media use (Z) on entrepreneurial intention (Y), the indirect effect of e-commerce (X_1) on entrepreneurial intention (Y) through social media use (Z), the indirect effect of motivation (X_2) on entrepreneurial intention (Y) through social media use (Z), and the indirect effect of self-belief (X_3) on entrepreneurial intention (Y) through social media use (Z).

2.2. Population and Sample

The population of this study comprised all active university students enrolled in public and private higher education institutions in Makassar City. The research population included university students in Makassar City who had access to social media and were interested in e-commerce and entrepreneurship.

The sampling technique employed was self-selection sampling. The sample consisted of students who voluntarily chose to participate in the study. The participants were students who actively used social media and demonstrated an interest in entrepreneurship through e-commerce platforms.

2.3. Data Collection

Data were collected from active university students in Makassar City using a questionnaire. A closed-ended questionnaire was administered through Google Forms, and the measurement scale used was a Likert scale.

The responses were scored using five alternatives: strongly disagree = 1, disagree = 2, moderately agree = 3, agree = 4, and strongly agree = 5.

The data were subsequently analyzed using Statistical Package for the Social Sciences, currently known as Statistical Product and Service Solutions, version 27. The data analysis techniques used in this study consisted of descriptive statistical analysis, classical assumption testing, and path analysis.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1 Hypothesis Testing

Hypothesis testing was conducted to examine the direct and indirect effects of the exogenous variables on the endogenous variables. The hypotheses were accepted or rejected based on the criterion that when the p-value was < 0.05 , H_0 was accepted, indicating that the obtained regression coefficient was significant. The results of the direct- and indirect-effect hypothesis testing are presented in the following tables.

Table 2. Results of Indirect-Effect Hypothesis Testing

Model	Unstandardized Coefficient B	Std. Error	Standardized Coefficient Beta	t	Sig.
Constant	1.514	1.234	—	1.228	0.223
E-commerce	0.345	0.076	0.485	4.518	0.001
Motivation	0.209	0.112	0.219	1.866	0.066
Self-belief	0.064	0.123	0.056	0.519	0.605
Social media use	0.182	0.096	0.184	1.897	0.062

The error effect (e1) was obtained using the following formula:

$$e1 = 1 - R^2 = \sqrt{1 - 0,769} = 0.481$$

$$Y = \beta_4 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = 0,485 X_1 + 0,219 X_2 + 0,056 X_3 + 0,184 Z + 0,231$$

The coefficient of determination of 0.481 indicates that the direct effects of e-commerce, motivation, self-belief, and social media use on entrepreneurial intention (Y) amounted to 48.1%, while the remaining 51.9% was influenced by variables outside the model or this study.

Table 3. Results of Direct-Effect Hypothesis Testing

Model	Unstandardized Coefficient B	Std. Error	Standardized Coefficient Beta	t	Sig.
Constant	3.535	1.395	—	2.533	0.013
E-commerce	0.071	0.090	0.098	0.788	0.433
Motivation	0.286	0.128	0.296	2.230	0.029
Self-belief	0.560	0.130	0.483	4.295	0.000

The error effect (e2) was obtained using the following formula:

$$e2 = 1 - R^2 = \sqrt{1 - 0,683} = 0.563$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = 0,098 X_1 + 0,296 X_2 + 0,483 X_3 + 0.563$$

The coefficient of determination of 0.563 indicates that the direct effects of e-commerce, motivation, self-belief, and social media use on entrepreneurial intention (Y) amounted to 56.3%, while the remaining 43.7% was influenced by variables outside the model or this study.

Entrepreneurial self-efficacy had a positive and significant effect on entrepreneurial intention through entrepreneurial attitude.

The indirect effect was calculated as follows:

$$\begin{aligned} X_1 &\rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_7 \\ &= 0,098 \times 0,184 \\ &= 0,018 \end{aligned}$$

Subjective norm had a positive and significant effect on entrepreneurial intention through entrepreneurial attitude.

The indirect effect was calculated as follows:

$$\begin{aligned} X_2 &\rightarrow Z \rightarrow Y \\ &= \beta_5 \times \beta_7 \\ &= 0,296 \times 0,184 \\ &= 0,054 \end{aligned}$$

Locus of control had a positive and significant effect on entrepreneurial intention through entrepreneurial attitude.

The indirect effect was calculated as follows:

$$\begin{aligned}
 X3 &\rightarrow Z \rightarrow Y \\
 &= \beta_6 \times \beta_7 \\
 &= 0,483 \times 0,184 \\
 &= 0,089
 \end{aligned}$$

H₁: The effect of e-commerce on entrepreneurial intention had a significance value of $0.001 < 0.05$ and a beta value of 0.485. Based on these results, H₁ was accepted.

H₂: The effect of e-commerce on entrepreneurial attitude had a significance value of $0.433 < 0.05$ and a beta value of 0.098. Based on these results, H₂ was accepted.

H₃: The effect of motivation on entrepreneurial attitude had a significance value of $0.029 < 0.05$ and a beta value of 0.296. Based on these results, H₃ was accepted.

H₄: The effect of self-belief on entrepreneurial attitude had a significance value of $0.000 < 0.05$ and a beta value of 0.483. Based on these results, H₄ was accepted.

H₅: The effect of self-belief on entrepreneurial intention had a significance value of $0.605 < 0.05$ and a beta value of 0.056. Based on these results, H₅ was accepted.

H₆: The effect of motivation on entrepreneurial intention had a significance value of $0.066 < 0.05$ and a beta value of 0.219. Based on these results, H₆ was accepted.

H₇: The effect of social media use on entrepreneurial intention had a significance value of $0.062 < 0.05$ and a beta value of 0.184. Based on these results, H₇ was accepted.

H₈: The effect of e-commerce on entrepreneurial intention through social media use had a beta value of 0.503. Based on these results, H₈ was accepted.

H₉: The effect of motivation on entrepreneurial intention through social media use had a beta value of 0.273. Based on these results, H₉ was accepted.

H₁₀: The effect of self-belief on entrepreneurial intention through social media use had a beta value of 0.145. Based on these results, H₁₀ was accepted.

3.1.2 Path Analysis

The interpretation of the path analysis results is presented in Table 4.

Table 4. Path Analysis Results

Relationship Between Variables	Direct Effect	Indirect Effect	Total Effect
X1 → Y	0.485	—	0.485
X2 → Y	0.219	—	0.219
X3 → Y	0.056	—	0.056
X1 → Z	0.098	—	0.098
X2 → Z	0.296	—	0.296
X3 → Z	0.483	—	0.483
Z → Y	0.184	—	0.184
X1 → Z → Y	0.485	0.018	0.503
X2 → Z → Y	0.219	0.054	0.273
X3 → Z → Y	0.056	0.089	0.145

Based on the structure of the research model, the empirical equations can be formulated as follows:

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = 0,485 X_1 + 0,219 X_2 + 0,056 X_3 + 0,184 Z + 0,231$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = 0,098 X1 + 0,296 X2 + 0,483 X3 + 0.563$$

The path analysis results are also illustrated in Figure 2.

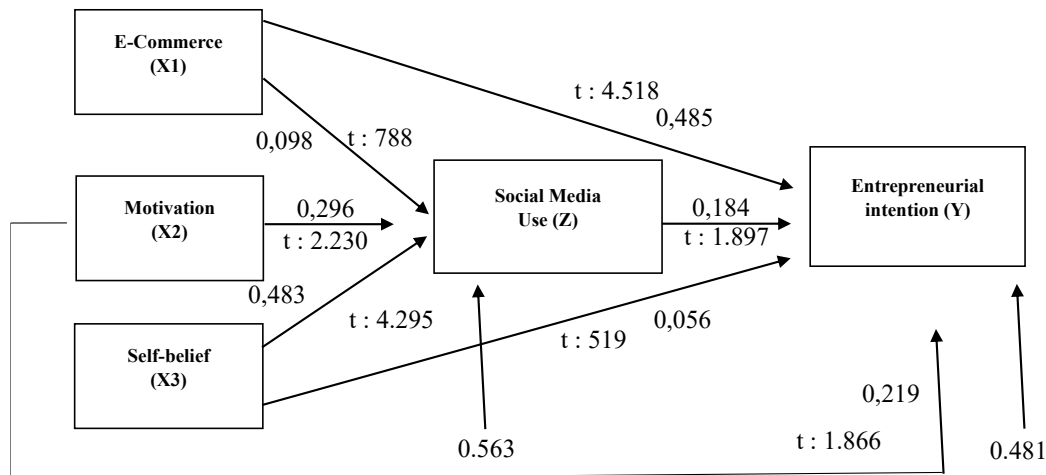


Figure 2. Path Analysis Results Model

Figure 2 presents the standardized beta coefficients and the magnitude of the direct and indirect effects of each variable.

The coefficient of determination was calculated as follows:

$$Rm^2 = 1 - P e 1^2 * P e 2^2 P ex^2$$

The coefficient of determination was interpreted as follows $Rm^2 = 1 - ((0,481)^2) ((0,563)^2) = 1 - 0,073 = 0,926$. The coefficient of determination indicates that the direct and indirect effects accounted for 0.982, or 98.2%, of the information contained in the data. The remaining 1.8% was explained by variables outside the research model.

3.2. Discussion

3.2.1. The Effect of E-Commerce on Entrepreneurial Intention among University Students in Makassar City

The results indicate that e-commerce had a significant positive effect on entrepreneurial intention among university students in Makassar City. Ease of access, time flexibility, and the ability to reach broader markets without geographical limitations are among the primary reasons why e-commerce is highly attractive to students. This finding is supported by Ahmad and Wibisono (2020), who found that the accessibility and extensive market reach of e-commerce encouraged entrepreneurial intention among university students. This finding is consistent with previous research indicating that e-commerce provides greater opportunities for innovation and business development than traditional methods.

Furthermore, e-commerce enables students to use social media platforms as effective marketing and promotional tools. Social media use not only helps improve business visibility but also supports the development of loyal customer communities. Through social media, students can effectively communicate the value and uniqueness of their products and interact directly with customers, all of which positively contribute to their entrepreneurial intention. Therefore, the integration of e-commerce and social media creates strong synergy in supporting and motivating students to establish and develop their own businesses.

3.2.2. The Effect of E-Commerce on Social Media Use among University Students in Makassar City

The results reveal that e-commerce had a significant positive effect on social media use among university students in Makassar City. Based on the hypothesis-testing results, the regression coefficient had a beta value of 0.098 and a significance value of 0.433. This finding indicates that e-commerce activities encourage students to use social media more actively as a primary means of promoting and operating their businesses. Social media provides an accessible platform for sharing product information, conducting marketing activities, and interacting directly with customers. This finding reinforces the view presented in the previous study by Santoso (2019), which stated that social media plays a vital role in e-commerce business operations.

Furthermore, e-commerce increases students' participation in online communities related to entrepreneurial intention. Through social media, students can join groups or forums that support entrepreneurship, share experiences, and obtain inspiration from other young entrepreneurs. The integration of e-commerce and social media not only facilitates business processes but also expands students' social and professional networks, which ultimately increases their motivation and entrepreneurial intention. Therefore, the integration of e-commerce and social media represents an effective combination for encouraging entrepreneurial activities among students.

3.2.3. The Effect of Motivation on Social Media Use among University Students in Makassar City

The results indicate that motivation had a positive and significant effect on social media use among university students in Makassar City. Based on the hypothesis-testing results, the regression coefficient had a beta value of 0.296 and a significance value of 0.029, indicating that entrepreneurial motivation directly increased social media use. Students with high levels of motivation tend to use social media more actively as a tool for promoting and developing their businesses. Social media provides a flexible and dynamic platform that enables students to establish business networks, interact with customers, and obtain rapid feedback. This finding is consistent with Yulianto (2021), who stated that intrinsic motivation plays an important role in determining the intensity and manner of social media use for entrepreneurial purposes.

Furthermore, using social media as a business tool can further increase students' motivation by providing direct and tangible outcomes from their efforts. Increased business visibility and positive interactions with customers through social media can strengthen students' self-belief and motivation to engage in entrepreneurship. Social media also provides extensive resources, including online communities, tutorials, and discussion forums, which can support learning processes and the development of entrepreneurial skills. Therefore, the reciprocal relationship between motivation and social media use creates an environment that is conducive to business development among university students in Makassar City.

3.2.4. The Effect of Self-Belief on Social Media Use among University Students in Makassar City

The results reveal that self-belief had a significant effect on social media use among university students in Makassar City. Based on the hypothesis-testing results, the regression coefficient had a beta value of 0.483 and a significance value of 0.000, indicating that a high level of self-belief increased students' activities on social media. Students with strong self-belief are more likely to use social media as a platform for expressing their ideas, promoting their businesses, and interacting with broader audiences. This finding is supported by Rahmawati and Suryadi (2018), who demonstrated that self-belief plays an important role in influencing students' confidence in using social media to develop and communicate their businesses.

Furthermore, strong self-belief encourages students to be more active and innovative in using social media as an entrepreneurial support tool. Students with strong self-belief tend to perceive social media as an opportunity to develop their personal and business brands and

improve their credibility among potential customers. This confidence enables them to confront the challenges and risks associated with entrepreneurship on digital platforms more confidently. Therefore, strong self-belief influences not only how frequently students use social media but also how they use it to achieve their entrepreneurial objectives.

3.2.5. The Effect of Self-Belief on Entrepreneurial Intention among University Students in Makassar City

The results indicate that self-belief had a significant effect on entrepreneurial intention among university students in Makassar City. Based on the hypothesis-testing results, the regression coefficient had a beta value of 0.056 and a significance value of 0.605. Although this effect was not significant in this context, it still highlights the importance of self-belief in encouraging entrepreneurial intention. Students with strong self-belief tend to be more willing to take risks and have greater confidence in their ability to succeed in entrepreneurship. Self-belief helps them overcome the uncertainty and challenges associated with operating a new business, as explained by Rahmawati and Suryadi (2018).

However, self-belief alone is insufficient without support from other factors, such as motivation, skills, and a supportive environment. Although the direct effect of self-belief on entrepreneurial intention may be limited, self-belief remains an important element that can enhance the effectiveness of other factors. For example, self-confident students are more likely to use opportunities provided through e-commerce and social media and seek the support and resources required to develop their businesses. Therefore, increasing students' self-belief through training and personal development programs may represent an effective strategy for encouraging more students to engage in entrepreneurship.

3.2.5. The Effect of Motivation on Entrepreneurial Intention among University Students in Makassar City

The results indicate that motivation had a significant positive effect on entrepreneurial intention among university students in Makassar City. Based on the hypothesis-testing results, the beta value of 0.219 and significance value of 0.066 indicate that motivation is an important factor influencing students' decisions to engage in entrepreneurship. Students with strong motivation tend to be more interested in and encouraged to establish their own businesses. This motivation may originate from various sources, including the intrinsic drive to achieve financial independence, the desire to explore new ideas, and the aspiration to overcome challenges and develop personal skills. Pratama (2020) also found that motivation functions as a primary driver encouraging students to establish and develop their businesses.

Furthermore, strong motivation increases students' ability to persist when confronting difficulties and initial failures in entrepreneurship. Motivated students are more likely to continue seeking innovative solutions and adapting to market changes.

3.2.6. The Effect of Social Media Use on Entrepreneurial Intention among University Students in Makassar City

The results indicate that social media use had a positive effect on entrepreneurial intention among university students in Makassar City. Based on the hypothesis-testing results, the beta value of 0.184 and significance value of 0.062 indicate that the more actively students use social media, the stronger their entrepreneurial intention becomes. Social media provides an effective platform for promoting products, establishing business networks, and interacting with customers. It also enables students to obtain rapid and valuable market feedback, which can be used to improve and further develop their business ideas. Wulandari (2019) supports this finding by indicating that social media provides an effective platform for business marketing and promotion.

Furthermore, social media helps students identify market trends and new business opportunities and inspires them through the success stories of other entrepreneurs. By following various business accounts and entrepreneurial communities on social media, students can learn marketing strategies, business management practices, and other innovative techniques. Social

media use also facilitates collaboration with peers and mentors who possess similar interests. All these factors significantly increase students' intention to establish and develop their own businesses, making social media an important instrument within the entrepreneurial ecosystem.

3.2.7. The Effect of E-Commerce on Entrepreneurial Intention through Social Media Use among University Students in Makassar City

The results reveal that e-commerce had a significant positive effect on entrepreneurial intention among university students in Makassar City through social media use. Based on the hypothesis-testing results, the beta value of 0.503 indicates that e-commerce, when mediated by social media use, can increase students' intention to establish businesses. E-commerce provides convenient access to broader and more efficient markets, while social media offers an effective platform for promotion and customer interaction. This combination enables students to explore business opportunities more confidently and increase their involvement in entrepreneurial activities. Setiawan (2020) showed that social media strengthens the effect of e-commerce by expanding networks and reach.

Social media plays a key role in supporting e-commerce by providing tools for communicating directly with customers, developing brands, and broadly promoting products or services. Through social media, students can respond rapidly to customer feedback and adjust their business strategies to become more effective. This is consistent with research indicating that the integration of e-commerce and social media can create an ecosystem that supports business development. By utilizing the strengths of both platforms, university students in Makassar City can more easily develop their entrepreneurial intention and abilities and improve their chances of business success.

3.2.8. The Effect of Motivation on Entrepreneurial Intention through Social Media Use among University Students in Makassar City

The results indicate that motivation had a significant positive effect on entrepreneurial intention among university students in Makassar City through social media use. Based on the hypothesis-testing results, the beta value of 0.273 indicates that students' motivation to engage in entrepreneurship can increase significantly when they use social media as a tool to support their business activities. Social media enables students to promote their products, interact with customers, and establish business networks effectively. Strong motivation encourages them to use social media more actively to achieve their entrepreneurial objectives. Dewi (2019) found that social media can serve as a bridge for translating motivation into concrete entrepreneurial action. Furthermore, social media provides various resources and communities that can strengthen students' motivation. By joining online entrepreneurial communities, students can exchange ideas, obtain support, and learn from the experiences of others. These interactions not only improve their skills and knowledge but also provide additional encouragement to continue pursuing their businesses despite challenges. Therefore, social media functions not only as a marketing tool but also as a strong source of inspiration and motivation, helping university students in Makassar City become more enthusiastic about entrepreneurship.

3.2.9. The Effect of Self-Belief on Entrepreneurial Intention through Social Media Use among University Students in Makassar City

The results reveal that self-belief had a significant effect on entrepreneurial intention among university students in Makassar City through social media use. Based on the hypothesis-testing results, the beta value of 0.145 indicates that self-belief can mediate the effect of social media use on entrepreneurial intention. Students with strong self-belief are more likely to use social media as a means of expressing business ideas and promoting their businesses. Strong self-belief enables them to interact more confidently with broader audiences on social media and confront challenges that may arise during their entrepreneurial journeys.

Furthermore, social media provides a supportive platform through which students can establish professional networks and entrepreneurial communities. Strong self-belief enables students to become more actively involved in these communities, share experiences, and obtain insights from

other entrepreneurs. By using social media effectively, students can increase their business visibility and strengthen their personal brands. This, in turn, increases their intention and commitment to entrepreneurship. Therefore, strong self-belief and strategic social media use can jointly encourage entrepreneurial intention among university students in Makassar City.

4. CONCLUSION AND SUGGESTION

The findings of this study reveal the complexity of the factors influencing entrepreneurial intention among university students in Makassar City. The key findings indicate that e-commerce has a positive and significant effect on entrepreneurial intention, whereby greater understanding and use of e-commerce contribute to stronger entrepreneurial intention among students. Social media use serves as a significant mediating variable that strengthens the effects of e-commerce, motivation, and self-belief on entrepreneurial intention. Interestingly, self-belief shows a negative relationship with entrepreneurial intention, indicating that excessive self-belief may reduce the willingness to take risks. Entrepreneurial motivation remains an important driving factor for students in establishing a business. The research model explains 92.6% of the variation in entrepreneurial intention, providing an in-depth understanding of entrepreneurial dynamics among young people, with particular emphasis on the strategic roles of e-commerce and social media in fostering entrepreneurial enthusiasm in Makassar City.

Based on the findings of this study, higher education institutions and relevant organizations in Makassar City are encouraged to develop entrepreneurship training programs integrated with digital platforms, with a particular focus on e-commerce training and the optimization of social media as a supporting tool for young entrepreneurs. Curricula should also be developed to equip students with digital skills, risk management capabilities, and online marketing strategies, while encouraging them to use technological information more critically.

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