

Entrepreneurship Education and Social Media Usage in Indonesia: Cultivating Entrepreneurial Interest through Entrepreneurial Motivation among Students

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ABSTRACT

This study aims to examine the influence of entrepreneurship education, and the use of social media on entrepreneurial interest through entrepreneurial motivation in FEB UNM entrepreneurship students. This type of research is quantitative research. The research design used a survey method with questionnaires as data collection instruments. The study population is all UNM Entrepreneurship Students numbering 427 students. While the sampling technique uses the Proportional Random Sampling technique, which is calculated using from Slovin with a sample result of 84 respondents or 22% of the total population. The research method used in this research is quantitative. This research can be a source of information or reference for teaching staff or lecturers in order to be able to direct and guide students related to the development of entrepreneurial interests, Students are also expected to deepen their interest in business management so that they are not focused on the knowledge produced, but also able to conduct business ventures and develop them.

Keywords: entrepreneurship education, social media usage, entrepreneurial interest, entrepreneurial motivation

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1. INTRODUCTION

Education in Indonesia is considered a crucial foundation for developing human capacity. Although numerous graduates from various public and private universities graduate each year, this cannot address the issue of unemployment. The imbalance between the number of available job opportunities and the number of graduates entering the job market is the main cause of unemployment and poverty still haunting Indonesia. Concrete efforts are needed to address the discrepancy between job availability and the number of graduates. The government must collaborate with the private sector to create more job opportunities through policies that support economic growth and investment. Additionally, improving the quality of education that is more relevant to industry needs and labor market demands, as well as training and mentoring programs for job seekers to enhance their skills and competitiveness in the increasingly competitive job market, are also necessary (Pamungkas, 2017).

According to Atmaja & Margunani (2016) Entrepreneurial education is a weapon against unemployment and poverty and serves as a ladder towards the dream of every community to achieve financial independence, possessing the ability to build individual prosperity, and also contributing to community well-being. Entrepreneurial education teaches the planting of entrepreneurial values that will shape character and behavior to engage in entrepreneurship so that students can become independent. Entrepreneurial education is also capable of equipping students with various entrepreneurial competencies that will eventually bring great benefits to

their lives. According to Suryana (2014:15), entrepreneurship is a creative and innovative ability that serves as the foundation for creating business opportunities to achieve success in business. Creativity is the ability that an entrepreneur has to develop new ideas and find new ways. On the other hand, innovation is the ability that an entrepreneur has to apply creativity in order to solve business problems and to enhance and enrich life. Based on the definition of learning and entrepreneurship above, it can be concluded that entrepreneurial learning is an intentional effort made by teachers or lecturers to teach about entrepreneurship and create a conducive environment (Cahayani, 2022).

Merung et al. (2024) state that graduates who have completed their studies will be faced with three choices: choosing to become a company employee, a State-Owned Enterprise (SOE) employee, or a Civil Servant. The second option becomes intellectual unemployment due to the difficulty of finding a job that meets the set criteria. The third choice is to start their own business or entrepreneurship. Considering the high number of unemployed people in Indonesia, university graduates should be able to contribute to the country by entrepreneurship because an entrepreneur plays a role as a driving force in the economy of a country. The entrepreneurial community has an important role in realizing economic growth, both micro to reduce unemployment and macro to increase per capita income (Isma et al., 2023).

An entrepreneur should have various skills to become a successful entrepreneur, but the problem is not just about becoming a potential entrepreneur. Many people actually have the skills to become good entrepreneurs, but they choose to become employees in a company or institution or even prefer not to work because they feel their needs are already met, so the main issue is the lack of interest in becoming an entrepreneur (Suardi et al., 2024). This is evident even among college students who can be said to have a higher education level. To reduce unemployment rates, one way to do it is by nurturing the entrepreneurial interest of college students in higher education institutions. Therefore, it is hoped that through entrepreneurial education, college students can be motivated and directed so that after graduating from college, they can create jobs, where graduates are expected to become young, educated entrepreneurs capable of starting their own businesses (Susilawaty, 2022).

According to Kartika, et al. (2019), interest is a feeling of liking and a sense of connection towards a certain thing or activity without anything having to direct it. Therefore, interest can be nurtured by connecting a person with their needs so that the desire to fulfill them emerges. Mahesa & Rahardja (2012) explained that entrepreneurial interest is the inclination in an individual's heart to be attracted to creating a business that will then organize, arrange, bear risks, and develop the business themselves. As entrepreneurial interest in students increases, it is hoped that it will increase the number of young entrepreneurs in Indonesia, thus enhancing the country's economic growth and reducing unemployment in Indonesia.

In Indonesia, the development of technology is indeed very fast from time to time, always following various technological advancements until it reaches the point where social media usage becomes a daily necessity for almost all activities. With the introduction of Entrepreneurship Education and the wise use of social media. A student can train themselves to believe in their ability to sell in online shops, which can be promoted through Instagram, Facebook, WhatsApp, and other social media platforms. Social media can make it easier for users who have online businesses to take advantage of it for business promotion because it is widely accessed by the general public, thus making students more creative in entrepreneurship and able to increase their pocket money (Jumadi, 2022).

The rapid growth of social media nowadays is due to everyone being able to have their own media and creating positive impacts with the emergence of business opportunities. Social media can be used as a promotional medium, sales medium, consumer search medium, and so on. With social media, the costs of renting a place or location and the limitations of distance or store shape are no longer a problem in promoting businesses (Radjab et al., 2023). This makes the

choice of social media as a sales place becomes one of the business solutions with a huge target market. Development and progress are highly dependent on the quality of education.

In this globalization, people are constantly equipped with knowledge and skills due to education that will help them face increasingly advanced times. Knowledge and skills should be balanced. However, currently, there is a lot of knowledge that is not synchronized with the skills possessed. Many students have high grades in entrepreneurship courses, but they lack skills in starting a business. This lack of skills is generally influenced by students' lack of interest in themselves because fundamentally, students are not interested in entrepreneurship just to achieve grades. According to Suryana (2014:4), an entrepreneur will not succeed if they have knowledge but lack passion and ability. This will not make someone successful in entrepreneurship.

According to Budi & Fensi (2018), entrepreneurial interest is a process that uses time and activities accompanied by capital and risk to potentially improve skills in creating something new, innovative, and attractive, thus generating business opportunities. Therefore, it can be concluded that entrepreneurial interest is a personal attraction to entrepreneurial activities and a desire to be involved in entrepreneurial activities. Entrepreneurial interest arises after being preceded by knowledge and information about entrepreneurship, followed by participatory activities to gain experience that eventually leads to a desire to perform that activity. The entrepreneurial interest that occurs in a person does not appear suddenly but can be nurtured and developed. The boundaries of entrepreneurial interest are limited by factors that influence it, such as feelings of happiness, desire, attention, family environment, community environment, and experience (Suryadi, 2024).

Higher Education institutions serve as a platform for the educated workforce in addressing the issue of graduate unemployment. One of the efforts made is preparing students to become entrepreneurs by implementing an entrepreneurial curriculum in each study program as a tool for students to venture into entrepreneurship. In addition to this, State Universities (PTN) are also expected to provide funding facilities for students who want to start or develop their businesses through the Student Entrepreneur Nurturing Program (P2MW). Based on the analysis, researchers are interested in conducting research related to the impact of entrepreneurship education on students' interest in entrepreneurship in the entrepreneurship study program.

As a means to reduce high qualified unemployment rate, higher education institutions play a crucial role in preparing workforce ready to contribute to the economy. One of the steps taken is aligning the curriculum with market needs, by incorporating entrepreneurship elements into study programs. This equips students with the skills and knowledge required to start and manage their own businesses in the future. Additionally, governments and educational institutions should collaborate in providing financial support to students interested in starting their own ventures through various specialized funding programs.

However, to achieve success in preparing students to become entrepreneurs, broader support from various parties is needed. In addition to developing relevant curricula, practical training and mentorship in entrepreneurship should not be overlooked. Universities can collaborate with industries and local business communities to provide opportunities for students to interact with experienced business practitioners and gain hands-on experience in running a business. In this way, students not only acquire theoretical knowledge about entrepreneurship, but also practical skills and a strong network to support their future business success.

2. METHOD

2.1. Research Model and Hypothesis

This research uses a quantitative approach with several variables that will test the impact of these variables on the results, which are in numerical form. Quantitative research is conducting objective theory testing by analyzing the relationship between variables. This type of quantitative research always has descriptive questions about the dependent and independent variables and questions about how the relationship between the dependent and independent variables is. The hypothesis is tested using Path Analysis. The following is the research design.

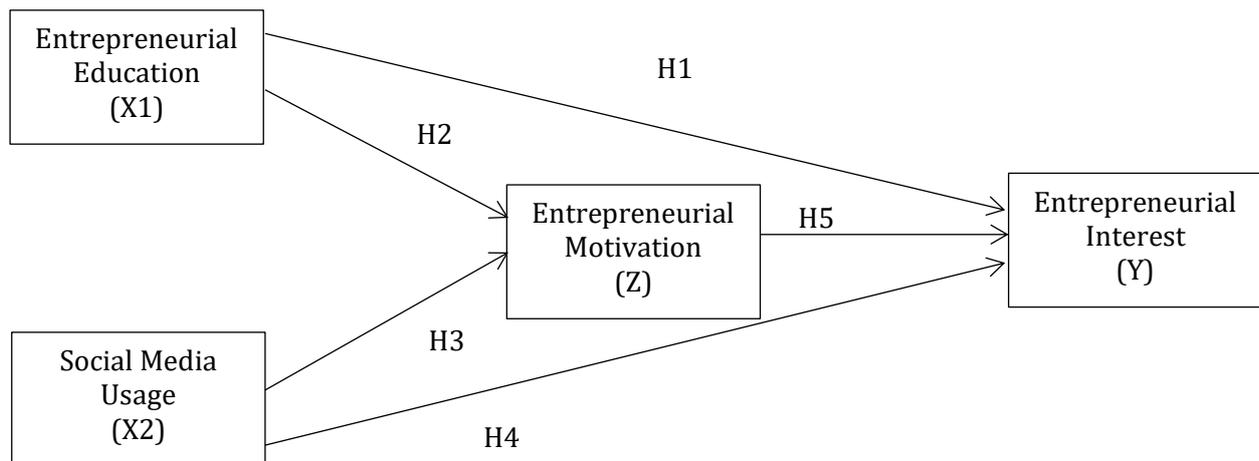


Figure 1. Research Design

Based on Figure 1 above, this research is a descriptive explanatory study, which means describing the influence between the variables being investigated. Descriptive means explaining and analyzing the research variables, such as Entrepreneurial Education (X1), Social Media Usage (X2), Entrepreneurial Interest (Y), and Entrepreneurial Motivation (Z). On the other hand, explanatory means finding the causal relationship between the research variables through a hypothesis. The causal relationship is the direct influence between Entrepreneurial Education (X1), Social Media Usage (X2) on Entrepreneurial Motivation (Z). Additionally, there is an indirect influence of Entrepreneurial Education (X1), Social Media Usage (X2) on Entrepreneurial Interest (Y) through Entrepreneurial Motivation (Z) among student entrepreneurs at Universitas Negeri Makassar.

The research design is also based on the COR theory and JD-R theory, as well as previous relevant research. Therefore, the researchers can create direct and indirect hypotheses for this study. A clearer explanation can be seen in the following hypothesis summary table.

Table 1. Hypothesis Summary

Hypothesis	Description
H1	Business Education has a positive and direct impact on entrepreneurial interest.
H2	Business Education has a positive and direct impact on entrepreneurial motivation.
H3	Social media usage has a positive and direct impact on entrepreneurial interest.
H4	Social media usage has a positive and direct impact on entrepreneurial motivation.

H5	Entrepreneurial motivation has a direct impact on entrepreneurial interest.
H6	Business Education has a positive and indirect impact on entrepreneurial interest through entrepreneurial motivation.
H7	Social media usage has a positive and indirect impact on entrepreneurial interest through entrepreneurial motivation.

According to Table 1 above, this research has 7 hypotheses. These hypotheses will test the direct effect of Entrepreneurial Education (X1) on entrepreneurial interest (Y), the direct effect of Entrepreneurial Education (X1) on entrepreneurial motivation (Z), the effect of social media use (X2) on motivation to be an entrepreneur (Z), the effect of social media on entrepreneurial interest (Y), the indirect effect of Entrepreneurial Education (X1) on entrepreneurial interest (Y) through entrepreneurial motivation (Z), and the indirect effect of social media use (X2) on entrepreneurial interest (Y) through entrepreneurial motivation (Z).

2.2. Population and Sample

Population in this research consists of all students from the entrepreneurship program at the Faculty of Economics and Business, Universitas Negeri Makassar, where there are 35 students from the class of 2019, 70 from the class of 2020, 76 from the class of 2021, 100 from the class of 2022, and 146 from the class of 2023, making a total of 427 students. The sampling technique used is Proportional Random Sampling, calculated using Slovin's formula, resulting in a sample of 84 respondents or 22% of the population size. The sample size used is taken from the Slovin formula as follows.

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{427}{1 + 427(0,1)^2}$$

$$n = 81,024$$

Description:

n = Total Sample
N = Total Population
e = Error Rate of 10% or 0.1

From the given formula, it can be known that the minimum number of samples that can be used is; n = 81 respondents. However, the researcher obtained a sample of 84 people.

2.3. Data Collection

Data collection is carried out by determining the research subject, which is all entrepreneurship program students at the Faculty of Economics and Business, Universitas Negeri Makassar, using a questionnaire. The questionnaire used is a closed-ended questionnaire using digital media or commonly known as Google Forms, while the scale used is the Likert scale. Scoring is done using the Likert scale with 5 response options: Very Disagree: 1, Disagree: 2, Rather Agree: 3, Agree: 4, and Very Agree: 5. Subsequently, the data is analyzed using the Statistical Package for the Social Sciences (SPSS) or now more commonly known as Statistical Product and Service Solutions (SPSS) version 27. The data analysis used in this research includes descriptive statistical analysis, classical assumption tests, and path analysis.

3. RESULTS AND DISCUSSION

3.1. Research Results

3.1.1. Hypothesis Testing

The hypothesis testing is used to test the effect of exogenous variables directly and indirectly on endogenous variables. The hypothesis is accepted or rejected based on criteria when $p\text{-value} < 0.05$, then H_0 is accepted, or stated that the obtained regression coefficient is significant. The results of the hypothesis testing on direct and indirect effects can be known through the following table:

Table 2. Indirect Hypothesis Testing Results

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.762 ^a	.580	.564	2.40795		
a. Predictors: (Constant), Entrepreneurial Motivation, Social Media Usage, Entrepreneurial Education						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	1.914	1.355		1.413	.162
	Entrepreneurial Education	.142	.088	.222	1.616	.110
	Social Media Usage	.086	.095	.109	.903	.369
	Entrepreneurial Motivation	.375	.105	.478	3.552	.001

a. Dependent Variable: Entrepreneurial Motivation

As for obtaining the effect of error (e_2), the formula is used:

$$e_1 = \sqrt{1 - R^2} = \sqrt{1 - 0,580} = 0,648$$

$$Y = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Y = 0,222 X_1 + 0,109X_2 + 0,478 Z + 0,648$$

The determination coefficient of 0.648 indicates that Entrepreneurial Education, Social Media usage, and Entrepreneurial Motivation have a direct impact on the dependent variable, Entrepreneurial Interest, accounting for 64.8% of its influence, while the remaining 35.2% is affected by other variables outside this model or study.

Table 3. Direct Hypothesis Testing Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843 ^a	.710	.703	2.53638

a. Predictors: (Constant) Social Media Usage, Entrepreneurial Education

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	.284	1.427		.199	.843
	Entrepreneurial Education	.473	.076	.579	6.186	.000
	Social Media Usage	.315	.094	.312	3.338	.001

a. Dependent Variable: Self-Efficacy

As for obtaining the effect of error (e_2), the formula is used:

$$e_2 = \sqrt{1 - R^2} = \sqrt{1 - 0,710} = 0,538$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,579 X_1 + 0,312 X_2 + 0,538$$

The determination coefficient of 0.538 indicates that Entrepreneurial Education and Social Media Usage have a direct effect on the variable Z, Motivation to be an Entrepreneur, with an impact of 53.8%, while the remaining 46.2% is influenced by other variables outside of this model or study.

Entrepreneurial education has a positive and significant impact on entrepreneurial interest through the motivational variable of entrepreneurship.

$$\begin{aligned} \text{Indirect Effect} &= X_1 \rightarrow Y \rightarrow Z \\ &= \beta_3 \times \beta_5 \\ &= 0,579 \times 0,478 \\ &= 0,276 \end{aligned}$$

The use of social media has a significant and positive impact on the entrepreneurial interest variable through the entrepreneurial motivation variable.

$$\begin{aligned} \text{Indirect influence} &= X_2 \rightarrow Y \rightarrow Z \\ &= \beta_4 \times \beta_5 \\ &= 0,312 \times 0,478 \\ &= 0,149 \end{aligned}$$

H1: The impact of entrepreneurial education on entrepreneurial interest has a significant value of 0.110 greater than 0.05, and a Beta value of 0.222. Based on this result, it can be concluded that H1 is rejected.

H2: The impact of entrepreneurial education on motivation to become an entrepreneur has a significance value of 0.000 less than 0.05 and a Beta value of 0.579. Based on this result, it can be concluded that H2 is accepted.

H3: The impact of social media usage on entrepreneurial interest has a significant value of 0.369 greater than 0.05, and a Beta value of 0.109. Based on this result, it can be concluded that H3 is rejected.

H4: The impact of social media usage on motivation to become an entrepreneur has a significant value of 0.001 less than 0.05, and a Beta value of 0.312. Based on this result, it can be concluded that H4 is accepted.

H5: The impact of motivation to become an entrepreneur on entrepreneurial interest has a significant value of 0.001 less than 0.05, and a Beta value of 0.478. Based on this result, it can be concluded that H5 is accepted.

H6: The impact of entrepreneurial education on entrepreneurial interest through motivation to become an entrepreneur has a Beta value of 0.386. Based on this result, it can be concluded that H6 is accepted.

$$0,579 \times 0,478 = 0,276$$

$$0,110 + 0,276 = 0,386$$

H7: The effect of social media usage on entrepreneurial interest through entrepreneurial motivation has a Beta value of 0.15. Based on this result, it can be concluded that H9 is accepted.

$$0,312 \times 0,478 = 0,149$$

$$0,001 + 0,149 = 0,15$$

3.1.2. Path Analysis

Below is the interpretation result from the path analysis that can be seen in Table 4:

Table 4. Path Analysis Results

Influence between Variables	Influence		
	Direct	Indirect	Total
Influence X1 → Y	0,222	-	0,222
Influence X1 → Z	0,579	-	0,579
Influence X2 → Y	0,109	-	0,109
Influence X2 → Z	0,312	-	0,312
Influence Z → Y	0,478	-	0,478
Influence X1 → Y → Z	0,222	0,386	0,608
Influence X2 → Y → Z	0,579	0,150	0,729

Based on the structure of this research model, the empirical equation can be made as follows.

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = 0,222X_1 + 0,579X_2 + 0,478 Z + 0,648 Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,579 X_1 + 0,312 X_2 + 0,538$$

The following are the results of path analysis in diagram form.

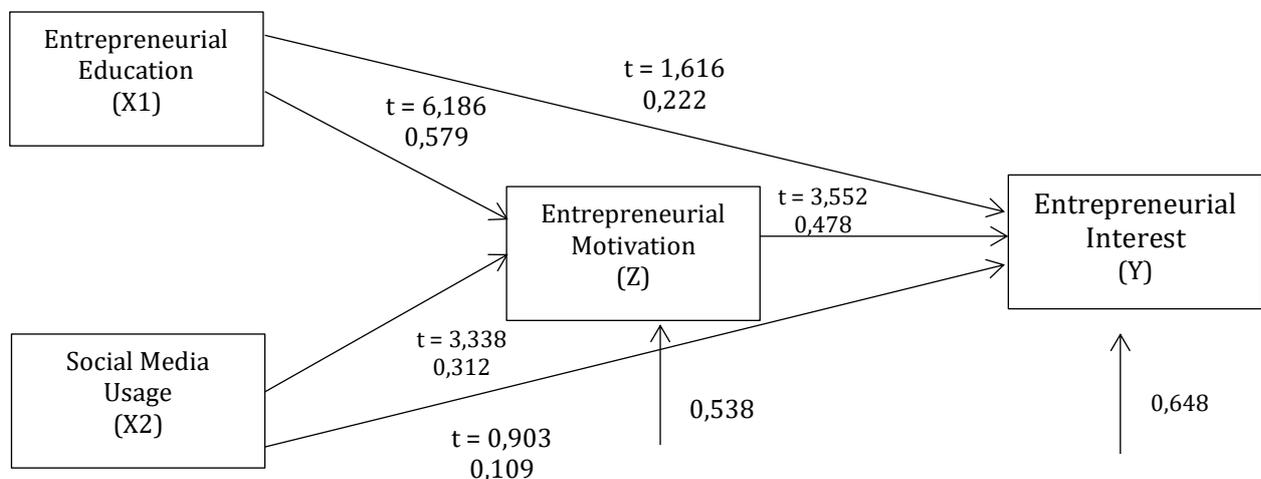


Figure 2. Path Analysis Result Model

Figure 2 above explains the standardized beta and the magnitude of the indirect and direct effects of each variable.

Coefficient of determination: $Rm^2 = 1 - Pe1^2 \times Pe2^2 \dots\dots\dots Pex^2$

Interpretation of (Rm^2) determination as follows:

$$Rm^2 = 1 - (0.648)^2 - (0.538)^2 = 1 - 0.121 = 0.879$$

$$0,419 \times 0,289 = 0,121$$

Based on the coefficient of determination above, it shows that the direct and indirect effects are 0.897 or 89.7%, in other words, the information contained in the data (89.7%) is explained by the model. While (12.1%) is explained by variables outside the model.

3.2. Discussion

3.2.1 The Effect of entrepreneurship education on interest in entrepreneurship among FEB UNM entrepreneurship students

Entrepreneurial education as an effort carried out by educational institutions to instill knowledge, values, spirit, and entrepreneurial attitudes in students and learners to become independent, creative, and innovative individuals. This is in line with Aji et al. (2015) which states that the factors affecting the interest in entrepreneurship consist of two aspects, namely intrinsic aspects (income, self-esteem, and job satisfaction) and extrinsic aspects (family environment, community environment, and education).

This research states that there is a positive and significant correlation between entrepreneurial education and entrepreneurial interest among UNM School of Business students. Someone who has a high level of entrepreneurial education will also have a high level of entrepreneurial interest (Widodo et al., 2022). In other words, the higher the level of entrepreneurial education someone has, the higher their entrepreneurial interest will be. In this case, entrepreneurial education for students can make them have a high level of entrepreneurial interest.

The research conducted by Putri (2017) states that entrepreneurial education significantly affects entrepreneurial interest. Students in the entrepreneurship program of the Faculty of Economics and Management (FEB) at UNM have high knowledge about entrepreneurship that they acquire through campus-based entrepreneurial education. With the knowledge they obtain, they are able to effectively realize their entrepreneurial interests. Therefore, they will not hesitate to become entrepreneurs in the future, as they already have a foundation of knowledge and understanding about entrepreneurial education.

3.2.2. The Effect of entrepreneurship education on entrepreneurial motivation among FEB UNM entrepreneurship students

Motivation originally consists of two parts, one from within oneself (intrinsic) and the other from outside oneself (extrinsic). Intrinsic motivation includes beliefs, spirit, and entrepreneurial mental aspects. Entrepreneurial education is an effort to internalize the spirit and entrepreneurial mental aspects, both through educational institutions or other institutions such as training institutions and the like.

This research states that there is a positive and significant correlation between entrepreneurial education and entrepreneurial motivation among UNM FEB students. By learning entrepreneurial education, someone can motivate themselves on how to start a business. The rise in motivation makes it easier for someone to start a business with the tools and motivation they possess.

The research conducted by Hasan, et al. (2019) states that entrepreneurial education has a positive effect on the motivation to become an entrepreneur. This statement is consistent with

the research conducted by Oosterbeek et al. (2018), which states that entrepreneurial education has an impact on the motivation to become an entrepreneur.

3.2.3. The Effect of the use of social media on interest in entrepreneurship among FEB UNM entrepreneurship students

Social media nowadays is not only for fulfilling information needs, but also widely used as a driver of the economy for entrepreneurs. When someone can use social media for entrepreneurial purposes, that person will have an interest in entrepreneurship.

Social media, which is often used as a supportive tool in entrepreneurship, is social media with a wide reach and frequently used by the public or potential consumers, such as Facebook, Twitter, Instagram, and so on. Social media users like Facebook, Twitter, and Instagram in Indonesia are quite numerous. This can encourage someone's interest to maximize these social media platforms as a tool for entrepreneurship. The social media used for entrepreneurship includes content related to their business.

The research results indicate that there is a positive and significant relationship between social media usage and entrepreneurial interest among UNM FEB students. A person uses social media not only for communication or personal entertainment, but many people also use social media for entrepreneurship. In this case, social media serves as a platform for communication with others to discuss businesses and also as a marketing/advertising medium for their owned businesses.

The research conducted by Rohman (2019) found that the use of social media has a positive and significant impact on entrepreneurial interest. This finding is supported by the research done by Purwanto(2021), which states that the level of social media usage has a positive and significant impact on entrepreneurial interest.

3.2.4. The Effect of social media use on entrepreneurial motivation among FEB UNM entrepreneurship students

A person who believes that a certain behavior can be easily carried out will be more motivated to perform that behavior. The development of technology, such as social media, makes it easier for individuals to perform actions. In social media, each individual certainly wants to feel safe so they can explore what is available on social media according to their desires, whether it's just for communication or for business.

This research states that there is a positive and significant correlation between social media usage and entrepreneurship motivation among UNM School of Business students. As technology advances, social media is no longer just a communication tool or status update platform, but has also become a medium used by individuals to upload motivational content for other users. This proves that social media has an impact on entrepreneurship motivation for individuals or UNM School of Business students, as they receive motivational inspiration for entrepreneurship through content uploaded by other users via the social media they possess.

The research conducted by Suharto et al. (2022) found that social media has a significant and positive impact on the entrepreneurial motivation of vocational high school students. This shows that if teachers want to increase the entrepreneurial motivation of students through social media, they can do so by actively participating in social media, openness, conversation, communication, mutual connection, and students' skills in using social media.

3.2.5. The Effect of entrepreneurial motivation on entrepreneurial interest in FEB UNM entrepreneurial students

Motivation is an important factor that aspiring entrepreneurs must possess. Motivation is an inner drive that encourages a person to do something, including becoming a young entrepreneur. Motivation can come from within oneself or from external sources (such as other people, environment, etc.).

This research indicates that there is a significant and positive effect between entrepreneurial motivation and entrepreneurial interest among UNM FEB students. The motivation that someone has or has obtained will certainly be used as a benchmark or perspective in doing something. They know what motivates them and preserve that motivation in every action they take. Motivation to develop a new business is not only required by self-confidence in their ability to succeed, but also by their ability to access information about entrepreneurial opportunities. This means that the higher someone's motivation to be an entrepreneur can increase their interest in entrepreneurship.

The research conducted by Suharto (2022) states that entrepreneurial motivation has a positive and significant impact on the vocational interest of junior high school students at Sungai Penuh State High School. This explains that if teachers want to increase students' vocational interest through entrepreneurial motivation, it can be improved by providing psychological encouragement from within or outside the students to be able to engage in entrepreneurship.

3.2.6. The Effect of entrepreneurship education on interest in entrepreneurship through entrepreneurial motivation in FEB UNM entrepreneurship students

Entrepreneurial education is a primary support in business success for creating a creative personality to run their business. Entrepreneurial education must be taught as an independent discipline of its own. The reasons are as follows: 1) Entrepreneurship contains a complete and realistic field of knowledge, which includes theories, concepts, and scientific methods; 2) Entrepreneurship has two concepts, namely the starting position and general management education that separates management from business ownership; 3) Entrepreneurship is a discipline that has its own objective, which is the ability to create something new and different; 4) Entrepreneurship serves as a tool to create a balance of business and income, or fair and prosperous public welfare.

This research states that there is a positive and significant effect of entrepreneurial education on entrepreneurial interest through entrepreneurial motivation. The presence of entrepreneurial education is expected to generate entrepreneurial motivation among students, thus increasing students' interest in starting entrepreneurship.

Previous research conducted by Mei et al. (2020) states that the drive from higher education institutions and support for entrepreneurship courses or entrepreneurial education significantly affects students' interest in entrepreneurship through the entrepreneurial motivation they receive. This should be addressed by establishing a business incubator within a higher education institution so that the knowledge acquired can be directly applied in the real world.

3.2.7. The Effect of the use of social media on interest in entrepreneurship through entrepreneurial motivation in FEB UNM entrepreneurship students

A person's social media can be beneficial for more than just communication to share information. Therefore, with the existence of today's social media that someone has uploaded, it can play an important role by entrepreneurship through social networks such as Facebook, Twitter, and LinkedIn, easily promoting goods and services through social media, making it easy to start a business or a new venture.

This research states that there is a significant and positive effect between the use of social media on entrepreneurial interest through entrepreneurial motivation. As an academic community, students are expected to take advantage of technological progress in this case, social media, as a platform for entrepreneurship. For example, with the existence of social media, students can easily find new friends or relationships to accelerate promotion.

Social media makes it easier for someone to find information about the world of entrepreneurship. This can increase the internal motivation, which is the belief in entrepreneurship. Someone who has an entrepreneurial motivation and uses social media for

entrepreneurial purposes will have an interest in entrepreneurship.

Previous research conducted by Fan et al. (2021) states that there is a positive correlation if high social media usage is followed by high entrepreneurial interest, and vice versa. Similarly, low social media usage is followed by low entrepreneurial interest.

4. CONCLUSIONS AND SUGGESTION

Based on the theory and analysis of the data above, it can be concluded that there is a significantly influential effect of entrepreneurial education, social media usage on the entrepreneurial interest of UNM FEB students. Among the variables mentioned, there are still many other variables that can affect entrepreneurial interest, such as the influence of family environment, internship training, entrepreneurial practice, and many more examples. The data also states that as entrepreneurial education increases for students and there is social media usage, it will have an impact on entrepreneurial interest as a tied variable for UNM FEB students.

The related suggestion for this research is that Entrepreneurship Education is very important to be provided to all university students, not just within the business major, as having Entrepreneurship Education can motivate students to become entrepreneurs. Therefore, each student needs to learn about the education of entrepreneurship. Furthermore, the author hopes that the results of this research can serve as a source of information or reference for teachers or lecturers who will later guide and advise their students on self-development in entrepreneurship. Additionally, for future researchers to strive to deepen and expand this research in terms of variables or the development of their research methods.

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