

## Entrepreneurship Education and Social Media as Drivers of Entrepreneurial Interest: The Role of Motivation as a Mediator Variable

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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, entrepreneurial interest, motivation

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## 1. INTRODUCTION

Education is one of the important aspects for increasing human resources in Indonesia. Every year, many students have completed their education, both in public and private universities. This should increase the quality of human resources in Indonesia and have a positive impact on the Indonesian economy. However, the fact is that there are still many unemployed people in Indonesia because the available job openings are unable to absorb the increasing number of new graduates. Unemployment and poverty occur because the ratio between the number of job opportunities and the number of graduates or new workforce at all levels of education is not balanced (Baldry, 2016; Papadakis et al., 2020; Mseleku, 2022).

Entrepreneurship education is a weapon that destroys unemployment, poverty and becomes a ladder to every community's dream of being financially independent, having the ability to build individual prosperity, and also contributing to the welfare of society. Entrepreneurship education teaches students to plant values of entrepreneurship that will form character and behavior to become entrepreneurs, allowing students to be independent. Entrepreneurship education can also equip students with various entrepreneurial competencies that will bring great benefits to their lives. According to Juliana et al. (2021), entrepreneurship is the ability to be creative and innovative, which is used as a basis to create business opportunities to achieve success in business. Creativity is the ability possessed by an entrepreneur to develop new ideas and find new ways. Meanwhile, innovation is the ability possessed by an entrepreneur to apply creativity in order to solve business problems and

find opportunities to increase and enrich their lives. Based on the understanding of learning and entrepreneurship above, it can be concluded that entrepreneurship education is an effort deliberately carried out by teachers or lecturers to teach about entrepreneurship and create a good environment (Cahayani et al., 2022).

Le et al. (2023) stated that students who have completed their studies will face three options: becoming an employee of a private company, a state-owned enterprise, or a government official. The second option is becoming an intellectual unemployed because it is difficult to find a job that meets the criteria set. The third option is to start their own business or become entrepreneurs. Considering the still high number of unemployed people in Indonesia, graduates of higher education should be able to contribute to the country by becoming entrepreneurs because entrepreneurs play a role as a driving force in the economy of a country. Entrepreneurial individuals play an important role in achieving economic growth, both micro-economically to reduce unemployment rates and macro-economically to increase per capita income (Siddiqui, 2018).

A successful entrepreneur should possess various skills, but what becomes a problem is not just how to become a successful entrepreneur. Many people who have the potential to become good entrepreneurs choose to become employees in a company or institution instead or even choose not to work because they feel their needs are already met. So, the initial problem is a lack of interest in becoming an entrepreneur, even among university students who are considered to have a higher education. To reduce unemployment rates, one way to do it is by cultivating entrepreneurship interest among university students. Therefore, through entrepreneurship education, students are expected to be motivated and directed to create their own jobs after graduating from university, where they are expected to become young entrepreneurs who can start their own businesses (Pauceanu et al., 2018; Biney, 2022).

According to Harefa, et al. (2023), interest is a feeling of liking and connection to something or activity, without anyone having to tell them. Therefore, interest can be developed by connecting someone with their needs, so that they develop a desire to fulfill them. Vodă & Florea (2019) explained that entrepreneurship interest is a tendency in the heart of the subject to be interested in creating a business that later organizes, manages, takes risks, and develops the business they created themselves. As entrepreneurship interest among students increases, it is expected to increase the number of young entrepreneurs in Indonesia, which will boost the country's economic growth and reduce unemployment rates in Indonesia.

In Indonesia, the development of technology is indeed very fast from time to time, always following various technological developments until it reaches a time when using social media becomes a daily necessity for almost all activities. With the presence of entrepreneurship education courses and utilizing social media wisely, a student can train themselves to be confident in selling online-based products, 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 use them for promoting their business, as social media is widely accessed by the general public, making students more creative in entrepreneurship and able to increase their pocket money (Susanto et al., 2021).

The rapid growth of social media is due to the fact that everyone can have their own media and produce a positive impact with the emergence of business opportunities. Social media can be used as a promotional medium, sales medium, consumer search medium, and others. With social media, rental costs or location constraints no longer become a problem in running a business. This makes choosing social media as a sales location become one of the business solutions, where the target market is very large. Advancement and development are very dependent on the quality of education.

In this era of globalization, humans are always equipped with knowledge and skills because education will help humans in facing increasingly sophisticated times. Knowledge and skills should be balanced. However, at present, there are many instances of knowledge that are not synchronized with the skills possessed by many students, including those who have high entrepreneurship values but lack skills in starting a business. The lack of skills is often influenced by the lack of interest from students themselves, as students do not have interest in entrepreneurship but only focus on earning grades. According to Suryana (2014:4), a person who is an entrepreneur will not be successful if they only have knowledge but lack the will and ability to make someone successful in entrepreneurship.

According to Santoso et al. (2021), entrepreneurial interest is a process that uses time and activity, accompanied by capital and risk, to increase skills in creating something new, innovative, and attractive, which

ultimately leads to business opportunities. Therefore, it can be concluded that entrepreneurial interest is a fascination within oneself towards entrepreneurship activities and a desire to participate in entrepreneurial activities. Entrepreneurial interest emerges because of prior knowledge and information about entrepreneurship, followed by participation in activities to gain experience, which ultimately leads to a desire to do so. Entrepreneurial interest that occurs in someone does not suddenly appear but can be cultivated and developed. The limitations of entrepreneurial interest are determined by the factors that influence it, such as feelings of pleasure, desires, attention, family environment, community environment, and experience (Ryff, 2019).

Universities as a breeding ground for skilled workers have a strategic role in addressing the problem of skilled unemployment. One of the efforts made is to prepare students to become entrepreneurs by applying entrepreneurship curriculum in each study program as preparation for students to become entrepreneurs. In addition, State Universities (PTN) are also expected to provide capital facilities for students who want to start or develop businesses through the Student Entrepreneurship Program (PMW). Based on the results of the analysis, the researcher is interested in conducting research related to the influence of entrepreneurship education on entrepreneurial interest among students of entrepreneurship study programs.

## 2. RESEARCH METHODS

### 2.1 Research Model and Hypothesis

This research uses a quantitative approach with several variables that will be tested using numerical data. Quantitative research is a research that tests objective theories by analyzing the relationship between variables. This type of research always has descriptive questions about the dependent and independent variables, as well as questions about the relationship between the dependent and independent variables. The hypothesis is tested using Path Analysis. The following is the design of the research.

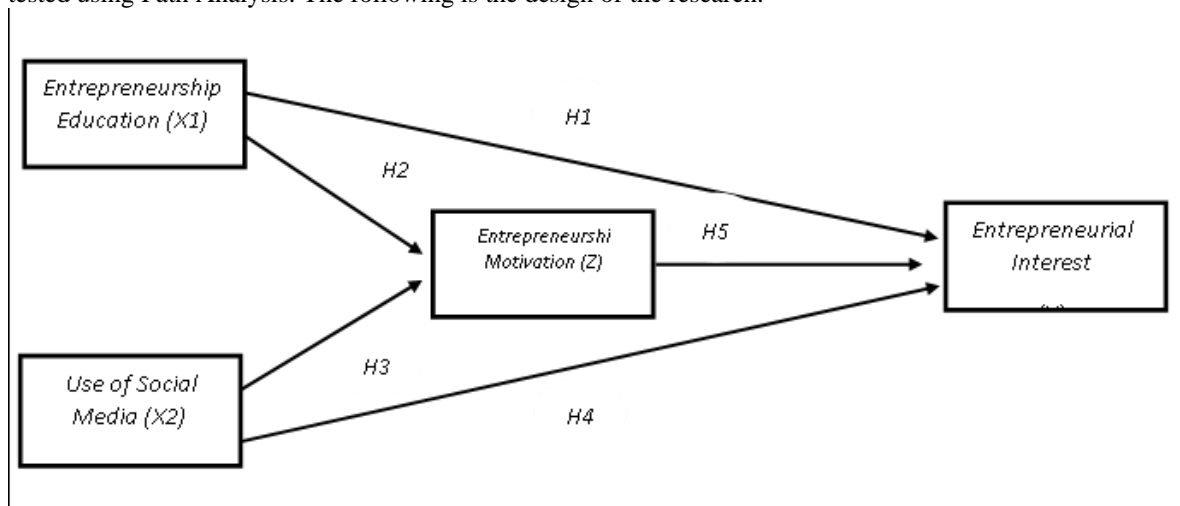


Figure 1. Research Design

Based on Figure 1 above, this research is a descriptive explanatory study, which means it describes the influence between the variables being studied. Descriptive means explaining and analyzing the research variables, namely education entrepreneurship (X1), media social use (X2), entrepreneurial interest (Y), and entrepreneurial motivation (Z). Explanatory means seeking to find causal relationships between the research variables through hypotheses. The causal relationship is the direct influence of education entrepreneurship (X1), media social use (X2) on entrepreneurial motivation (Z). Additionally, there is an indirect influence of education entrepreneurship (X1), media social use (X2) on entrepreneurial interest (Y) through entrepreneurial motivation (Z) among entrepreneurship students at Universitas Negeri Makassar.

This research design is also based on the COR theory and JD-R theory, as well as relevant previous research. Therefore, the researcher can formulate hypotheses about direct and indirect effects in this research. More details can be seen in the following table of summary hypotheses.

**Table 1.** Summary of Hypotheses

Hipotesis	Keterangan
H1	Education Entrepreneurship has a positive and direct influence on entrepreneurial interest
H2	Education Entrepreneurship has a positive and direct influence on entrepreneurial motivation
H3	Media Social Use has a positive and direct influence on entrepreneurial interest
H4	Media Social Use has a positive and direct influence on entrepreneurial motivation
H5	Entrepreneurial Motivation has a direct influence on entrepreneurial interest
H6	Education Entrepreneurship has a positive and indirect influence on entrepreneurial interest through entrepreneurial motivation
H7	Media Social Use has a positive and indirect influence on entrepreneurial interest through entrepreneurial motivation

Sources: Data Primary, 2024.

Based on Table 1 above, this study has 7 hypotheses. The hypotheses will test the direct influence of Education Entrepreneurship (X1) on entrepreneurial interest (Y), the direct influence of Education Entrepreneurship (X1) on entrepreneurial motivation (Z), the influence of Media Social Use (X2) on entrepreneurial motivation (Z), the influence of Media Social Use on entrepreneurial interest (Y), the indirect influence of Education Entrepreneurship (X1) on entrepreneurial interest (Y) through entrepreneurial motivation, and the indirect influence of Media Social Use (X2) on entrepreneurial interest (Y) through entrepreneurial motivation.

## 2.2 Population and Sample

The population of this study is the entire student population of the Entrepreneurship Study Program at the Faculty of Economics and Business, Universitas Negeri Makassar, which consists of 427 students from 2019 to 2023. The sample size is determined using the Proportional Random Sampling technique, which is calculated using the Slovin formula with a result of 84 respondents, which is approximately 22% of the total population. The formula used is:

$$n = \frac{N}{1 + Ne^2} \quad n = \frac{427}{1 + 427(0,1)^2} \quad n = 81,024$$

where:

n : Sample size  
N : Population size  
e : Level of error (10% or 0.1)

From the formula, the minimum sample size that can be used is 81 respondents. However, the researcher obtained a sample size of 84 respondents.

## 2.3 Data Collection

Data collection was conducted by selecting the research subjects, which are all students from the Entrepreneurship Study Program at the Faculty of Economics and Business, Universitas Negeri Makassar, using questionnaires. The questionnaire used is a closed-ended questionnaire using digital media, also known as Google Forms, while the scale used is the Likert scale. The scoring system uses a 5-point Likert scale with the following options: Very Unagreeable (1), Unagreeable (2), Neutral (3), Agreeable (4), and Very Agreeable (5). The data was then analyzed using Statistical Package for The Social Science (SPSS) version 27. The data analysis used in this study includes descriptive statistical analysis, classical assumption testing, and path analysis.

### 3. RESULTS AND DISCUSSION

#### 3.1 Research Results

##### a. Hypothesis Testing

Hypothesis testing is used to test the direct and indirect effect of exogenous variables on endogenous variables. The hypothesis is accepted or rejected based on the criteria that if the p-value < 0.05, then H0 is accepted, or it is stated that the regression coefficient obtained is significant. The results of the direct and indirect effect testing can be seen in the following tables:

**Table 2.** Results of Indirect Effect Testing

Model	R	R Square	Adjusted RSquare	Std. Error of theEstimate
1	.762 <sup>a</sup>	.580	.564	2.40795

a. Predictors: (Constant), Motivational Entrepreneurship, Social Media Use, Entrepreneurship Education

**Table 3.** Coefisient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.914	1.355		1.413	.162
Entrepreneurship Education (X1)	.142	.088	.222	1.616	.110
Use of Social Media (X2)	.086	.095	.109	.903	.369
Entrepreneurshi Motivation (Z)	.375	.105	.478	3.552	.001

a. Dependent Variable: Entrepreneurial Interest (Y)

The error term (e2) is calculated using the formula:

$$e1 = 1 - R^2 = \sqrt{1 - 0,580} = 0,648 \quad Y = \beta_3 X1 + \beta_4 X2 + e2$$

$$Y = 0,222 X1 + 0,109 X2 + 0,478 Z + 0,648$$

The coefficient of determination of 0.648 indicates that the direct effect of education entrepreneurship, media social use, and motivational entrepreneurship on entrepreneurial interest is 64.8%, while 35.2% is influenced by other variables outside the model or this study.

**Table 4.** Results of Direct Effect Testing

#### Model Summary

Model	R	R Square	Adjusted RSquare	Std. Error of the Estimate
1	.843 <sup>a</sup>	.710	.703	2.53638

a. Predictors: (Constant), Social Media Use, Entrepreneurship Education

**Table 5.** Results of Indirect Effect Testing

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.284	1.427		.199	.843
Entrepreneurship Education (X1)	.473	.076	.579	6.186	.000
Use of Social Media (X2)	.315	.094	.312	3.338	.001
a. Dependent Variable: Entrepreneurshi Motivation (Z)					

The error term (e2) is calculated using the formula:

$$e2 = 1 - R^2 = \sqrt{1 - 0,710} = 0,538$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e2$$

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

The coefficient of determination of 0.538 indicates that the direct effect of education entrepreneurship and media social use on motivational entrepreneurship is 53.8%, while 46.2% is influenced by other variables outside the model or this study.

Education entrepreneurship has a positive and significant influence on entrepreneurial interest through motivational entrepreneurship.

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

The use of social media has a positive and significant effect on entrepreneurial interest through motivational entrepreneurship.

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

H1: The influence of education entrepreneurship on entrepreneurial interest is significant, with a p-value of  $0.110 > 0.05$  and a beta coefficient of 0.222. Based on the results, it can be concluded that H1 is rejected.

H2: The influence of education entrepreneurship on motivational entrepreneurship is significant, with a p-value of  $0.000 < 0.05$  and a beta coefficient of 0.579. Based on the results, it can be concluded that H2 is accepted.

H3: The influence of social media use on entrepreneurial interest is not significant, with a p-value of  $0.369 > 0.05$  and a beta coefficient of 0.109. Based on the results, it can be concluded that H3 is rejected.

H4: The influence of social media use on motivational entrepreneurship is significant, with a p-value of  $0.001 < 0.05$  and a beta coefficient of 0.312. Based on the results, it can be concluded that H4 is accepted.

H5: The influence of motivational entrepreneurship on entrepreneurial interest is significant, with a p-value of  $0.001 < 0.05$  and a beta coefficient of 0.478. Based on the results, it can be concluded that H5 is accepted.

H6: The influence of education entrepreneurship on entrepreneurial interest through motivational entrepreneurship has a beta coefficient of 0.386. Based on the results, it can be concluded that H6 is accepted.

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

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

H7: The influence of social media use on entrepreneurial interest through motivational entrepreneurship has a beta coefficient of 0.15. Based on the results, it can be concluded that H7 is accepted.

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

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

b. Path Analysis

The following is the interpretation of the results from the path analysis, which can be seen in Table 4 below:

**Table 6.** Path Analysis Results

Pengaruh Antar Variabel	Pengaruh		Total
	Langsung	Tidak langsung	
Pengaruh X1 → Y	0,222	-	0,222
Pengaruh X1 → Z	0,579	-	0,579
Pengaruh X2 → Y	0,109	-	0,109
Pengaruh X2 → Z	0,312	-	0,312
Pengaruh dari Z → Y	0,478	-	0,478
Pengaruh dari X1 → Y → Z	0,222	0,386	0,608
Pengaruh dari X2 → Y → Z	0,579	0,15	0,729

Sources: Data Processed, 2024.

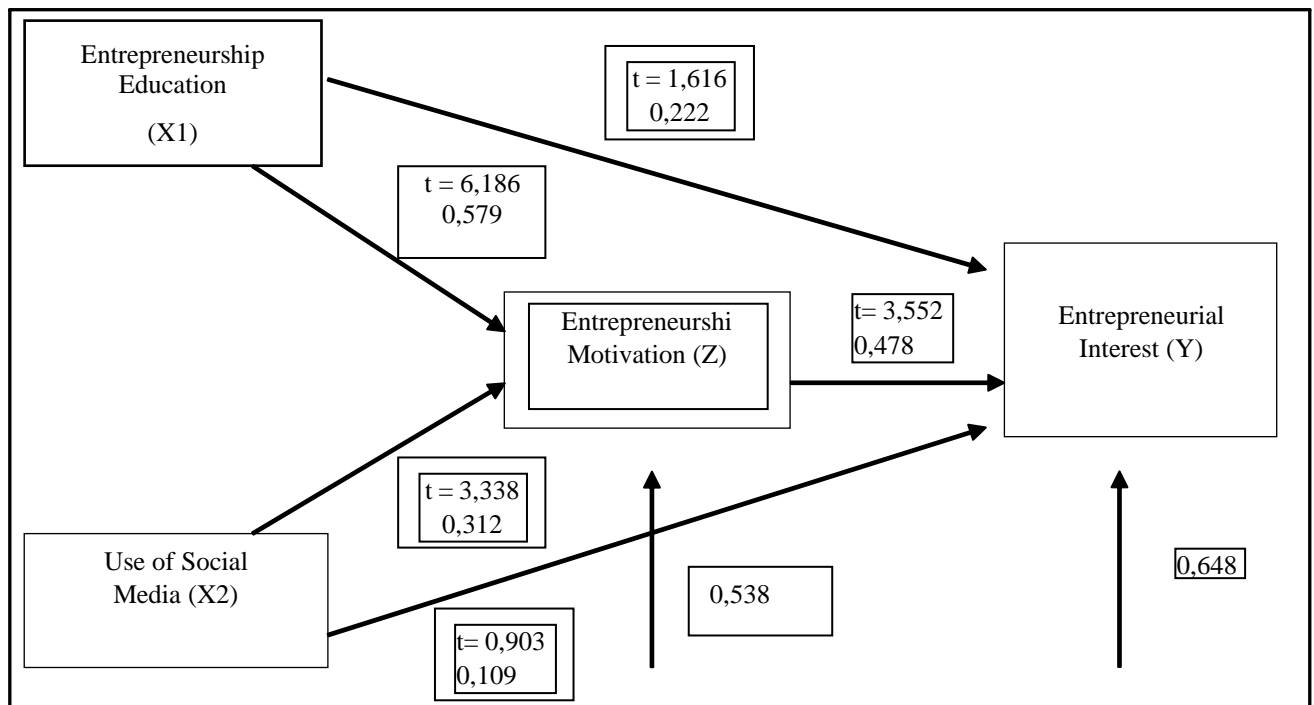
Based on the research model structure, the empirical equation can be made as follows.

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

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

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

The following is the result of the path analysis (path analysis) in the form of a diagram.



**Figure 2.** Path Analysis Model Results

The figure above explains the standardized beta coefficients and the magnitude of each variable's direct and indirect influence.

Coefficient of Determination:  $R^2 = 1 - P_{e12} * P_{e22}$        $P_{ex2}$ .

Interpretation ( $R^2$ ) of determination as follows:



$$Rm2 = 1 - (0,6482) (0,5382) = 1 - 0,121 = 0,879$$

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

Based on the coefficient of determination above, it shows a direct and indirect influence of 0.879 or 87.9%, which means that the information contained in the data (87.9%) is explained by the model. Meanwhile, (12.1%) is explained by variables outside the model

### **3.2 Discussion**

#### **a. The Influence of Entrepreneurial Education on Entrepreneurial Interest among FEB UNM Entrepreneurship Students**

Entrepreneurial education is an effort made by educational institutions to instill entrepreneurial knowledge, values, spirit, and attitudes in students and participants in order to equip them to become independent, creative, and innovative individuals. This is in line with Ryff 's opinion (2019) that the factors that influence entrepreneurial interest consist of two aspects: intrinsic aspects (income, self-esteem, and pleasure) and extrinsic aspects (family environment, social environment, and education).

The results of this study indicate that there is a positive and significant relationship between entrepreneurial education and entrepreneurial interest among FEB UNM entrepreneurship students. Someone with high entrepreneurial education will have high entrepreneurial interest as well (Boldureanu et al., 2020). This means that the higher the level of entrepreneurial education someone has, the higher their entrepreneurial interest will be. In this case, entrepreneurial education can make students have high entrepreneurial interest.

The research conducted by Isma et al. (2023) states that entrepreneurial education has a significant impact on entrepreneurial interest. Students in the entrepreneurship program at FEB UNM have a high level of knowledge about entrepreneurship that they gained through educational learning in campus. With the knowledge they acquired, they are able to realize their entrepreneurial interest well. Therefore, they will not hesitate to become entrepreneurs in the future because they already have a solid foundation of knowledge about entrepreneurial education.

#### **b. The Influence of Entrepreneurial Education on Entrepreneurial Motivation among FEB UNM Entrepreneurship Students**

Motivation is divided into two types: intrinsic motivation, which comes from within oneself, and extrinsic motivation, which comes from external factors. Intrinsic motivation includes entrepreneurial spirit, mental attitude, and self-confidence. Entrepreneurial education is an effort to internalize entrepreneurial spirit and mental attitude through institutions such as educational institutions, training centers, and the like.

The results of this study show that there is a positive and significant relationship between entrepreneurial education and entrepreneurial motivation among FEB UNM entrepreneurship students. By studying entrepreneurial education, someone can motivate themselves to become an entrepreneur. With the built-up motivation, someone can easily start a business with the skills and motivation they possess.

Research conducted by Yahya et al. (2023) states that entrepreneurial education has a positive impact on entrepreneurial motivation. This statement is in line with research conducted by Azis & Isma (2024) that states that entrepreneurial education has an impact on entrepreneurial motivation.

#### **c. The Influence of Social Media Use on Entrepreneurial Interest among FEB UNM Entrepreneurship Students**

Social media is not only used to meet information needs, but also as a medium for economic growth for entrepreneurs. When someone is able to use social media for entrepreneurial purposes, they will have an entrepreneurial interest.

Social media that is often used as a tool for entrepreneurship is social media that has a wide reach and is widely used by the public or potential customers, such as Facebook, Twitter, Instagram, and the like. The use of social media such as Facebook, Twitter, and Instagram in Indonesia is quite high. This can encourage someone to maximize their use of social media as a tool for entrepreneurship. Social media used for entrepreneurship contains interesting content about their business.



The results of this study show that there is a positive and significant relationship between social media use and entrepreneurial interest among FEB UNM entrepreneurship students. Someone uses social media not only for communication or self-entertainment, but also social media for entrepreneurship, which becomes a means of communication with others to discuss their business or business, and also as a medium for marketing/advertising about their business.

Research conducted by Alisyahbana & Isma (2023) found that social media use has a positive and significant impact on entrepreneurial interest. The finding was supported by research conducted by Isma et al. (2024) that states that the level of social media use has a positive and significant impact on entrepreneurial interest.

**d. The Influence of Social Media Use on Entrepreneurial Motivation among FEB UNM Entrepreneurship Students**

Someone who has confidence that a behavior can be done easily will be more motivated to do that behavior. The development of technology in the form of social media makes it easier for individuals to do something. In social media, every individual certainly wants to feel safe, so they can explore what is available on social media according to their interests, whether it's just for communication or for business.

This study finds that there is a positive and significant relationship between social media use and entrepreneurial motivation among FEB UNM entrepreneurship students. As technology advances, social media is no longer just a means of communication or updating status, but also a medium used by individuals to upload content that motivates other users. This shows that the use of social media has an impact on entrepreneurial motivation for individuals or entrepreneurship students at FEB UNM, because with the social media they have or use, they receive entrepreneurial motivation through content uploaded by other users.

Research conducted by Farhangmehr et al. (2016) found that social media has a positive and significant impact on entrepreneurial motivation among students. This shows that if teachers want to increase entrepreneurial motivation among students through social media, it can be increased by participating in social media, openness, conversation, communication, connecting, and students' skills in using social media.

**e. The Influence of Entrepreneurial Motivation on Entrepreneurial Interest among FEB UNM Entrepreneurship Students**

Motivation is one of the important factors that must be possessed by aspiring entrepreneurs. Motivation is a drive from within oneself that drives someone to do something, including becoming a young entrepreneur. Motivation can come from within oneself or from external sources (others, environment, etc.).

The results of this study show that there is a positive and significant relationship between entrepreneurial motivation and entrepreneurial interest among FEB UNM entrepreneurship students. The motivation possessed or obtained by an individual will certainly be used as a reference or perspective in doing something. They know well what motivates them and maintain that motivation in every action. The motivation to develop a new business is not only needed by self-confidence in their ability to succeed, but also by their ability to access information about entrepreneurship opportunities. This means that the higher the motivation of an individual to become an entrepreneur, the higher their interest in entrepreneurship will be.

Research conducted by Farhangmehr et al. (2016) states that entrepreneurial motivation has a positive and significant impact on entrepreneurial interest among students. This explains that if teachers want to increase entrepreneurial interest among students through entrepreneurial motivation, it can be increased by psychological encouragement from within oneself or external sources for them to be able to become entrepreneurs.

**f. The Influence of Entrepreneurial Education on Entrepreneurial Interest through Entrepreneurial Motivation among FEB UNM Entrepreneurship Students**

Entrepreneurial education is the main supporter of business success in creating individuals who are creative and able to run their own businesses. Entrepreneurial education should be taught as a separate discipline that is independent. The reasons for this are as follows: 1) Entrepreneurship contains a comprehensive and real body of knowledge, including theories, concepts, and scientific methods; 2) Entrepreneurship has two concepts: starting position and general management education that separates between management and business ownership; 3) Entrepreneurship is a discipline with its own object, namely the ability to create something new and different; 4) Entrepreneurship is an instrument for creating business equality and income, or people's welfare that is just and prosperous.

The results of this study show that there is a positive and significant influence of entrepreneurial education on entrepreneurial interest through entrepreneurial motivation. The presence of entrepreneurial education is expected to inspire entrepreneurial motivation among students, which can increase their interest in starting a business.

Previous research conducted by Liu et al. (2019) states that institutional encouragement and support from entrepreneurship courses or entrepreneurial education have a significant impact on students' interest in entrepreneurship through the entrepreneurial motivation they receive. This needs to be followed up by creating a business incubator in a university so that the knowledge gained can be applied directly in the real world.

**g. The Influence of Social Media Use on Entrepreneurial Interest through Entrepreneurial Motivation among FEB UNM Entrepreneurship Students**

Social media owned by someone can be more beneficial than just communicating to share information alone. Therefore, with the social media available today, someone can use it to benefit and play a crucial role in entrepreneurship through social media like Facebook, Twitter, and LinkedIn can easily promote products and services through social media, making it easy to start a new business or venture.

The results of this study show that there is a positive and significant influence of social media use on entrepreneurial interest through entrepreneurial motivation. Students as academics are expected to utilize technological advancements in this case, social media as a means of entrepreneurship. For example, with social media, students can easily find new friends or relations to facilitate promotion.

Social media makes it easier for someone to find information about entrepreneurship. This can increase the motivation from within oneself, such as confidence in entrepreneurship. Someone who has entrepreneurial motivation and uses social media for entrepreneurship purposes will have an entrepreneurial interest.

Previous research conducted by Wendi Usino (2020) states that there is a positive correlation between social media use and entrepreneurial interest. This means that if social media use is high, it will be followed by high entrepreneurial interest, and vice versa, if social media use is low, it will be followed by low entrepreneurial interest.

## **4. CONCLUSIONS AND SUGGESTION**

Based on the theory and data analysis above, it can be concluded that there is a significant influence of entrepreneurial education and social media use on entrepreneurial interest among FEB UNM entrepreneurship students. From the variables mentioned above, there are still many other variables that can affect entrepreneurial interest, such as family environment, PKL training, entrepreneurship practice, and many others. The results of the data also state that the higher the entrepreneurial education possessed by students and the use of social media, the greater the influence on entrepreneurial interest as a dependent variable among FEB UNM entrepreneurship students.

As for the recommendations related to this research, entrepreneurial education is very important to be given to all students in universities, not just within the scope of entrepreneurship programs, considering that with entrepreneurial education, students can be motivated to become entrepreneurs. Therefore, every student

needs to learn about entrepreneurial education. Besides, the author hopes that the results of this research can become a source of information or reference for lecturers or instructors who will guide and mentor their students in developing their entrepreneurship skills. Additionally, for future researchers, it is hoped that they will strive to deepen and expand this research in terms of variables and research methods.

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