

Exploring the Path from Social Media and Entrepreneurship Education to Entrepreneurial Interest: The Intervening Effect of Entrepreneurial Mentality

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ABSTRACT

This study explores the influence of social media and entrepreneurship education on students' entrepreneurial interest at Universitas Negeri Makassar, with entrepreneurial mentality serving as a mediating variable. In the context of Indonesia's economic development where the number of entrepreneurs plays a critical role the relevance of entrepreneurship education at the university level becomes increasingly important. A quantitative research approach was adopted using a survey method, involving 139 student respondents. Data were collected through a structured questionnaire measuring four key variables: entrepreneurship education, social media usage, entrepreneurial mentality, and entrepreneurial interest. The analysis results indicate that both entrepreneurship education and social media have a significant and positive impact on students' entrepreneurial interest. Moreover, entrepreneurial mentality functions as an effective mediator, strengthening the relationship between independent variables and entrepreneurial interest. These findings offer valuable insights for enhancing entrepreneurship curricula in higher education and utilizing social media as a strategic tool to foster entrepreneurial aspirations among students. This research contributes to academic discourse and offers practical implications for educators and policymakers seeking to cultivate entrepreneurial potential in the younger generation.

Keywords: *social media, entrepreneurship education, entrepreneurial interest, entrepreneurial mentality*

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1. INTRODUCTION

Entrepreneurship is one of the important aspects in economic development and job creation in Indonesia. In this context, entrepreneurship education and the use of social media are two very relevant factors to increase interest in entrepreneurship, especially among students. Students are often faced with the challenge of getting a job after graduation, so developing interest in entrepreneurship is very crucial. This study aims to explore the influence of social media and entrepreneurship education on interest in entrepreneurship through entrepreneurial mentality in students of Universitas Negeri Makassar.

Social media has become an integral part of everyday life and functions as a dynamic platform that enables users to interact, share, and create content in various forms. As stated by Hamirul et al. (2022), social media encompasses a wide range of applications and websites that facilitate communication and collaboration among individuals and groups, allowing information to flow rapidly and enabling social connections to form across diverse contexts. With its distinctive characteristics, social media provides a participatory space where

users are not merely passive recipients of information but also active contributors who generate, modify, and disseminate content based on their interests and needs. This participatory nature is further emphasized by Setiadi (2022), Radjab et al. (2023), and Isma et al. (2025), who highlight that social media empowers users to shape digital narratives, influence public perception, and engage creatively in online communities. Through these interactions, social media has evolved into an influential medium that not only supports communication but also serves as a tool for learning, self-expression, and digital participation.

According to Susilawaty (2022), entrepreneurship education in higher education not only provides theoretical knowledge, but also practical skills needed to start and manage a business. Previous research shows that entrepreneurship education has a significant positive impact on students' interest in entrepreneurship. This is in line with the statement that students who are exposed to entrepreneurship material tend to be more confident in taking risks and starting their own businesses (Cahayani et al., 2022).

One important aspect in entrepreneurship education is the character of the education itself, which serves as a fundamental component in shaping students' readiness to engage in entrepreneurial activities. Husen et al. (2022) explains that the scope of entrepreneurship education consists of three essential elements, namely character, material concepts, and skills. Character refers to the development of soft skills such as integrity, creativity, perseverance, and self-confidence, all of which form the psychological foundation needed by students to navigate entrepreneurial challenges. Material concepts involve the provision of fundamental knowledge related to entrepreneurship and business, including understanding market dynamics, business models, and basic principles of value creation. Meanwhile, the skills element focuses on equipping students with practical competencies that are relevant to their entrepreneurial potential, emphasizing that the skills taught must be aligned with the business opportunities available to students so that they can apply these competencies effectively in real entrepreneurial contexts. Together, these three elements form a comprehensive framework that supports the formation of strong entrepreneurial capabilities among students.

In today's digital era, the paradigm of entrepreneurship has undergone significant changes. Students are not only encouraged to look for jobs, but also to create jobs through their own businesses (Rusdi and Jamaludin, 2023). With the increasingly developing information and communication technology, opportunities to start a business are becoming wider and more accessible. Therefore, it is important for educational institutions to provide adequate support in the form of relevant and applicable entrepreneurship education (Suwastika et al., 2023).

Entrepreneurial mentality is widely recognized as a crucial component in determining the success of an entrepreneur, because it encompasses essential attributes such as a proactive attitude, resilience in facing risks, and the ability to adapt to dynamic changes in the business environment, all of which are characteristics that must be possessed by entrepreneurs in order to sustain their ventures and respond effectively to challenges (Purwanti et al., 2020). Existing research indicates that entrepreneurship education plays an important role in shaping this mentality through various interactive learning methods, experiential activities, and practical exposure that allow students to develop problem-solving skills, creativity, and decision-making abilities in real contexts. These educational interventions help strengthen students' confidence and readiness to engage in entrepreneurial activities. Since entrepreneurial mentality is influenced not only by formal education but also by external stimuli, social media becomes another relevant factor because it provides access to entrepreneurial information, role models, networking opportunities, and digital learning experiences that can further reinforce mindset development. Therefore, understanding how entrepreneurship education and social media can influence students' entrepreneurial mentality becomes the central focus of this study, as highlighted by Maulida et al. (2016), who emphasized the importance of examining how various learning sources contribute to the formation of entrepreneurial character and motivation among young people.

Firmsansyah and Roosmawarni (2019) emphasized that entrepreneurial mentality is a very important foundation in shaping the character and resilience of an entrepreneur. Individuals who possess a strong entrepreneurial mentality tend to have a higher degree of psychological readiness when facing various uncertainties and failures that commonly occur in the entrepreneurial process. A good entrepreneurial mentality enables individuals to recover more quickly from setbacks, evaluate their mistakes objectively, and transform those experiences into valuable learning for future improvement. This ability to reflect and adapt is what ultimately increases their potential for long-term success in entrepreneurship. A strong mentality also supports

persistence, opportunity recognition, and confidence, which are essential components for sustaining entrepreneurial interest and commitment over time.

On the other hand, social media has increasingly become a highly effective platform for disseminating information, building professional and entrepreneurial networks, and promoting products or services to a broader audience, as noted by Adhiah et al. (2024). In the context of entrepreneurship, the accessibility of social media allows students to explore various sources of inspiration, identify market opportunities, observe consumer behavior, and learn from the entrepreneurial experiences of others. Nirwana (2022) highlights that social media also provides students with opportunities to reach potential consumers more widely, develop a digital presence, and strengthen brand awareness, which are crucial aspects in today's digital business landscape. However, despite its many advantages, Putri and Wahyuni (2023) point out that there is still considerable debate regarding the magnitude of social media's influence on entrepreneurial interest. Some studies suggest strong positive effects, while others argue that its impact varies depending on individual characteristics, digital skills, and environmental factors, making it necessary to investigate this relationship more comprehensively.

With this background, the present study aims to examine the relationship between entrepreneurship education and social media on the entrepreneurial interest of Universitas Negeri Makassar students, while also analyzing the role of entrepreneurial mentality as a mediating variable within this relationship. This study is expected to offer deeper insights into how educational exposure, digital engagement, and psychological readiness together shape students' intentions to engage in entrepreneurial activities. By understanding these relationships, the study hopes to contribute to the broader discussion on developing effective strategies for strengthening entrepreneurial interest among university students in Indonesia. Through this analysis, the findings may provide meaningful implications for educators, policymakers, and institutions, particularly regarding the importance of integrating entrepreneurship education with digital literacy and efforts to cultivate a strong entrepreneurial mentality as part of preparing young generations to participate actively in the country's entrepreneurial ecosystem.

2. RESEARCH METHODS

2.1 Research Model and Hypotheses

This study uses a quantitative approach, which involves testing the influence between variables with numerical data results. The quantitative approach aims to test the theory objectively through analysis of the relationship between variables. In this study, the quantitative approach includes descriptive questions related to independent and dependent variables, as well as analysis of the relationship between the two types of variables (Creswell in Mas'ud et al., 2023). Hypothesis testing was carried out using the Path Analysis method. The design of this study was designed according to a predetermined model.

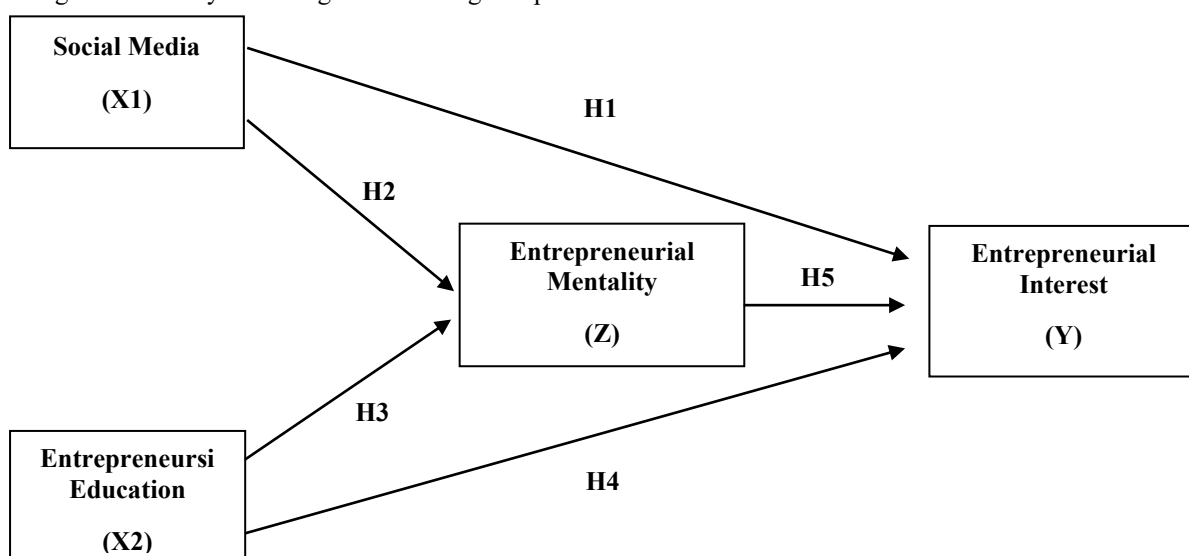


Figure 1. Research Design

To describe the influence between the variables studied. A descriptive approach is used to explain and analyze the research variables, namely social media (X1), Entrepreneurship Education (X2), Entrepreneurial Interest (Y), and Entrepreneurial Mentality (Z). Meanwhile, the explanatory approach aims to identify causal relationships between variables through hypothesis testing.

The causal relationships studied include the direct influence of social media (X1) and Entrepreneurship Education (X2) on Entrepreneurial Mentality (Z). In addition, there is an indirect influence of Social Media (X1) and Entrepreneurship Education (X2) on Entrepreneurial Interest (Y) through Entrepreneurial Mentality (Z) in students of Universitas Negeri Makassar.

This research design is also based on the Conservation of Resources (COR) theory and the Job Demands-Resources (JD-R) theory and is supported by relevant previous studies. Thus, researchers can formulate hypotheses related to the direct and indirect influences between variables in this study. For more complete details, the proposed hypotheses can be seen in the following summary table.

Table 1. Summary of Hypotheses

Hypothesis	Information
H1	Social Media has a positive and direct effect on entrepreneurial interest
H2	Social media has a positive and direct effect on entrepreneurial mentality
H3	Entrepreneurship education has a positive and direct effect on entrepreneurial mentality
H4	Entrepreneurship education has a positive and direct effect on entrepreneurial interest
H5	Entrepreneurial mentality has a direct effect on entrepreneurial interest
H6	Social Media has a positive and indirect effect on entrepreneurial interest through entrepreneurial mentality
H7	Entrepreneurship education has a positive and indirect effect on entrepreneurial interest through entrepreneurial mentality

Based on table 1 above, this study has 7 hypotheses. The hypothesis will test the direct influence of Social Media (X1) on entrepreneurial interest (Y), the direct influence of Social Media (X1) on entrepreneurial mentality (Z), the influence of entrepreneurship education (X2) on entrepreneurial mentality (Z), the influence of entrepreneurship education (X2) on entrepreneurial interest (Y), the indirect influence of social media (X1) on entrepreneurial interest (Y), through entrepreneurial mentality (Z), and the indirect influence of entrepreneurship education (X2) on entrepreneurial interest (Y), through entrepreneurial mentality (Z).

2.2 Population and Sample

The population in this study were all active students of Universitas Negeri Makassar (UNM). While the sampling technique used the Proportional Random Sampling technique, which was calculated using Slovin with a sample result of 139 respondents or at least one representative in each Faculty from the total population.

Data collection was carried out by determining the research subjects, namely all students of Universitas Negeri Makassar using a questionnaire. The questionnaire used was a closed questionnaire using digital media or often referred to as a google form while the scale used was the Likert scale. Scoring used a Likert scale with 5 alternative answers, namely: Strongly Disagree: 1, Disagree: 2, Quite Agree: 3, Agree: 4, and Strongly Agree: 5. Furthermore, the data was analyzed using the Statistical Package for The Social Science application or what is now better known as Statistical Product And Service Solutions (SPSS) version 27. The data analysis used in this study consisted of descriptive statistical data analysis, classical assumption tests, and path analysis.

3. RESULTS AND DISCUSSION

3.1 Testing Hypotheses

Hypothesis testing is used to test the influence of exogenous variables directly and indirectly on endogenous variables. The hypothesis is accepted or rejected based on the criteria if the p-value < 0.05 then H_0 is accepted, or it is stated that the regression coefficient obtained is significant. The results of the direct and indirect influence hypothesis testing can be seen through the following table:

Table 2. Results of Testing Indirect Hypotheses

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.796 ^a	.633	.625	2.12057

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

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7.080	1.315		5.383	.000
1 Media Social	.131	.081	.129	1.610	.110
Entrepreneurship Education	.021	.066	.025	.313	.755
Entrepreneurial Mentality	.447	.059	.676	7.557	.000

a. Dependent Variable: Entrepreneurial Interest

The error term (e1) is used in the formula.

$$e1 = 1 - R^2 = \sqrt{1 - 0,633} = 0,605$$

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

$$Y = 0,129 X_1 + 0,025 X_2 + 0,676 Z + 0,605$$

The determination coefficient of 0.605 shows the direct influence of social media, entrepreneurship education, entrepreneurial mentality on the Y variable of entrepreneurial interest of 60.5%, while 39.5% is influenced by other variables outside this model or research.

Table 3. Results of Testing Direct Hypotheses

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.813 ^a	.661	.656	3.07193

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

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.451	1.901		.763	.447
1 Media Social	.717	.100	.469	7.141	.000
Entrepreneurship Education	.541	.083	.426	6.482	.000

a. Dependent Variable: Entrepreneurial Mentality

The error term (e2) is used in the formula.

$$e2 = 1 - R^2 = \sqrt{1 - 0,661} = 0,582$$

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

$$Z = 0,469 X_1 + 0,426 X_2 + 0,582$$

The determination coefficient of 0.582 shows the direct influence of social media, and entrepreneurship education on the variable Z of entrepreneurial mentality of 58.2% influenced by other variables outside the model or this study.

Social Media has a positive and significant influence on the variable of entrepreneurial interest through the variable of entrepreneurial mentality.

Indirect Effect = $X_1 \rightarrow Z \rightarrow Y$

$$\begin{aligned} &= \beta_3 \times \beta_5 \\ &= 0,469 \times 0,676 \\ &= 0,317 \end{aligned}$$

Entrepreneurship education has a positive and significant influence on the variable of interest in entrepreneurship through the variable of entrepreneurial mentality.

The indirect effect is $X_2 \rightarrow Z \rightarrow Y$

$$\begin{aligned} &= \beta_4 \times \beta_5 \\ &= 0,426 \times 0,676 \\ &= 0,287 \end{aligned}$$

H1: The influence of social media on entrepreneurial interest has a significance value of $0.110 > 0.05$ and a Beta value of 0.131. Based on these results, it can be concluded that H1 is rejected.

H2: The influence of social media on entrepreneurial mentality has a significance value of $0.000 < 0.05$ and a Beta value of 0.469. Based on these results, it can be concluded that H2 is accepted.

H3: The influence of entrepreneurship education on entrepreneurial interest has a significance value of $0.755 > 0.05$ and a Beta value of 0.025. Based on these results, it can be concluded that H3 is rejected.

H4: The influence of entrepreneurship education on entrepreneurial mentality has a significance value of $0.000 < 0.05$ and a Beta value of 0.426. Based on these results, it can be concluded that H4 is accepted.

H5: The influence of entrepreneurial mentality on entrepreneurial interest has a significance value of $0.000 < 0.05$ and a Beta value of 0.676. Based on these results, it can be concluded that H5 is accepted.

H6: The influence of social media on entrepreneurial interest through entrepreneurial mentality has a Beta value of 0.427. Based on these results, it can be concluded that H6 is accepted.

$$0.469 \times 0.676 = 0.317$$

$$0.110 + 0.317 = 0.427$$

H7: The influence of entrepreneurship education on entrepreneurial interest through entrepreneurial mentality has a Beta value of 0.287. Based on these results, it can be concluded that H7 is rejected.

$$0.426 \times 0.676 = 0.287$$

$$0.000 + 0.287 = 0.287$$

3.2 Path Analysis

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

Table 4. Path Analysis Results

Influence Between Variables	Influence		Total
	Direct	Indirect	
Influence of $X_1 \rightarrow Y$	0,131	-	0,131
Influence of $X_1 \rightarrow Z$	0,469	-	0,469
Influence of $X_2 \rightarrow Y$	0,025	-	0,025
Influence of $X_2 \rightarrow Z$	0,426	-	0,426
Influence of $Z \rightarrow Y$	0,676	-	0,676
Influence of $X_1 \rightarrow Y \rightarrow Z$	0.129	0,427	0,556
Influence of $X_2 \rightarrow Y \rightarrow Z$	0,025	0,287	0,312

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

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

$$Y = 0,131X_1 + 0,025X_2 + 0,676Z + 0,605$$

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

$$Z = 0,469 X_1 + 0,426 X_2 + 0,582$$

Here is the result of the path analysis in diagram form:

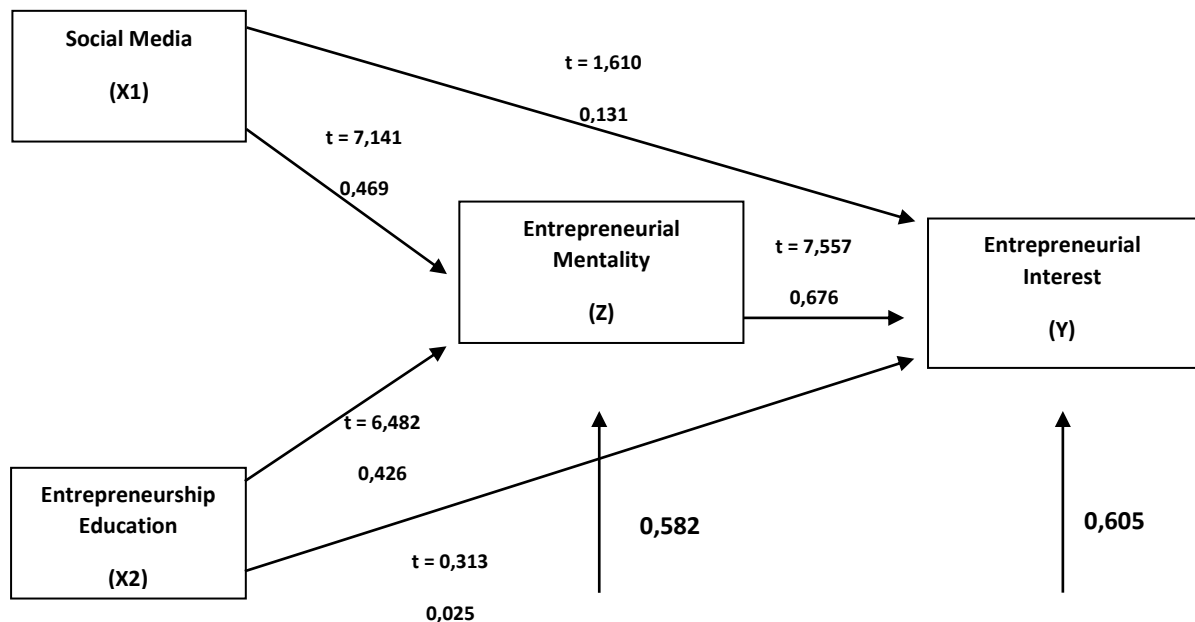


Figure 2. Path Analysis Model

Figure 2 above explains the beta standardization and the magnitude of the indirect and direct influence of each variable.

Coefficient of determination: $Rm^2 = 1 - P e 1^2 * P e 2^2 \dots \dots \dots P e x^2$.

Interpretation (Rm^2) determination as follows:

$$Rm^2 = 1 - (0,605^2) (0,582^2) = 1 - 0,002 = 0,998$$

Based on the determination coefficient above, it shows a direct and indirect influence of 0.998 or 99.8% in other words the information contained in the data (99.8%) is explained by the model. While (0.2%) is explained by variables outside the model.

3.3 Discussion

The Influence of Social Media on Entrepreneurial Interests of Universitas Negeri Makassar Students

The results of this study indicate that social media does not have a positive and direct effect on students' interest in entrepreneurship. This is indicated by a significant value of $0.110 > 0.05$ and a Beta value of 0.131. These results are in line with research conducted by Afriani (in Mas'ud et al., 2023) which found that the use of social media has a positive and significant effect on interest in entrepreneurship.

According to Rahmawati et al, (2022) social media offers a variety of content that can trigger interest in entrepreneurship. Many young entrepreneurs share their journeys, the challenges they face, and the strategies they use to achieve success. This content is often presented in the form of short videos, infographics, or interesting writing. Through these posts, students can see that entrepreneurship is not impossible. They get a real picture of what it takes to start a business.

In addition to being a source of inspiration, social media also serves as a very effective marketing tool for students who want to start a business. With low costs and wide reach, these platforms allow students to promote their products or services to a wider audience. This provides them with the opportunity to learn about digital marketing strategies and build a personal brand early on (Widiati and Warganegara, 2022).

Social media also facilitates the formation of networks and communities among students. They can join groups or forums that discuss entrepreneurship, share ideas, and support each other. These interactions create a conducive environment for the growth of entrepreneurial interest. With the support of peers and online communities, students feel more confident in taking steps towards entrepreneurship (Sahban, 2024).

The influence of social media on entrepreneurial interest among students of Universitas Negeri Makassar is very significant. Research shows that those who actively use social media tend to be more motivated to explore business opportunities. With easy access to information and support from online communities, students feel more prepared to face the challenges of the business world.

The Influence of Social Media on Entrepreneurial Mentality of Universitas Negeri Makassar Students

The results of this study indicate that social media has a positive and direct effect on the entrepreneurial mentality of students. This is indicated by a significant value of $0.000 < 0.05$ and a Beta value of 0.469. These results are in line with research conducted by Widiati & Warganegara (2022) to succeed as an entrepreneur, a wide network is needed to communicate with other individuals via social media and have a strong entrepreneurial mentality so that they are able to compete with other entrepreneurs.

Social media has a significant influence in building the entrepreneurial mentality of students. Through accessibility, inspiration, and networking opportunities, social media plays an important role in increasing the independence, creativity, and professionalism of students as prospective entrepreneurs. The more strategic its use, the greater the positive impact on the formation of a strong entrepreneurial mentality (Giri & Sujana, 2023; Nurhayani et al., 2025).

The Influence of Entrepreneurship Education on Entrepreneurial Interest in Universitas Negeri Makassar Students

The results of this study indicate that entrepreneurship education does not have a positive and direct effect on students' interest in entrepreneurship. This is indicated by a significant value of $0.755 > 0.05$ and a Beta value of 0.025. This is in line with research conducted by Irwin, (2024) entrepreneurship education at this university has been shown to have a significant influence on students' interest in entrepreneurship. Research shows that the better the education received, the higher the students' interest in entering the world of entrepreneurship. This can be seen from the results of the analysis which shows a very low significance value, indicating a strong relationship between entrepreneurship education and interest in entrepreneurship.

One of the key factors in entrepreneurship education is the existence of field practice and practical assignments given by lecturers. Students do not only learn from books, but are also directly involved in activities that encourage them to think creatively and innovatively. Through this experience, they can develop a proactive and business-oriented attitude, which are important characteristics of an entrepreneur (Layoo, 2021).

The Influence of Entrepreneurship Education on Entrepreneurial Mentality in Universitas Negeri Makassar Students

The results of this study indicate that entrepreneurship education has a positive and direct effect on the entrepreneurial mentality of students. This is indicated by a significant value of $0.000 < 0.05$ and a Beta value of 0.426. This is in line with research conducted by Kasmir (in Gita Maharani et al., 2022) that entrepreneurship education is an aid to teach Indonesian people so that they have dynamic and creative personal strengths to run their businesses in accordance with the personality of the Indonesian nation based on Pancasila. In entrepreneurship education, it is necessary to emphasize courage and a mature mindset to start a business. Efforts to change the human mindset, both mental and entrepreneurial motivation, must be gradual. Thus, more or less it will change and create the mindset, mentality and motivation of an entrepreneur. Entrepreneurship education also functions as a driving factor for entrepreneurial motivation. When students get a good education, they are more motivated to start their own business. This is in line with the finding that entrepreneurship education can increase students' overall entrepreneurial motivation.

The Influence of Entrepreneurial Interest on Entrepreneurial Mentality in Universitas Negeri Makassar Students

The results of this study indicate that entrepreneurial interest has a positive and direct effect on the entrepreneurial mentality of students. This is indicated by a significant value of $0.000 < 0.05$ and a Beta value of 0.676. This is in line with research conducted by Ariyanti, (2018) entrepreneurial interest functions as the main driver for students to develop an entrepreneurial mentality. When students have a high interest in

entrepreneurship, they tend to be more prepared to face the challenges and risks associated with starting their own business. This is in line with research showing that entrepreneurial interest can increase an individual's mental readiness to innovate and take initiatives in business.

The results of the study by Lutfiyah et al., (2024) showed that the higher a student's interest in entrepreneurship, the stronger their entrepreneurial mentality. Students with high interest tend to have an optimistic attitude, self-confidence, and resilience in the face of failure, which are important characteristics of a successful entrepreneur.

The Influence of Social Media on Entrepreneurial Interest through Entrepreneurial Mentality in Universitas Negeri Makassar Students

The results of this study indicate that social media has a positive and significant effect on entrepreneurial interest through entrepreneurial mentality. This is indicated by a Beta value of 0.427, with a significant value of $0.000 < 0.05$ respectively.

Social media is a significant source of inspiration for students. Through this platform, students can access various information about entrepreneurship, including business ideas, marketing strategies, and success stories of other entrepreneurs. This helps them to build a stronger interest in entrepreneurship (Sahban, 2024).

Social media also facilitates the formation of entrepreneurial community networks. Students can connect with fellow entrepreneurs, mentors, and professionals who can provide support and guidance. Involvement in this kind of community can increase students' self-confidence and motivation to start their own businesses (Dinaloni et al., 2024).

Social media can increase students' internal motivation to become entrepreneurs. By seeing real examples of successful entrepreneurs on the platform, students feel motivated to pursue their dreams in the business world (Cahayani et al., 2022).

The Influence of Entrepreneurship Education on Entrepreneurial Interest through Entrepreneurial Mentality in Universitas Negeri Makassar Students

This value shows an indirect influence between entrepreneurship education and entrepreneurial interest through entrepreneurial mentality. By multiplying the effect of entrepreneurship education on mentality (0.426) by the effect of mentality on entrepreneurial interest (0.676), a Beta value of 0.287 is obtained. This shows that although there is an indirect influence, the results of this study indicate that the H7 hypothesis is rejected. that entrepreneurship education, in addition to having a direct effect, also affects entrepreneurial interest through improving the mentality of Universitas Negeri Makassar Students.

The results of this study are in contrast to the findings of Tambengi & Mohehu's (2024) study which showed that entrepreneurship education has a positive and significant influence on students' interest in entrepreneurship. This is influenced by the quality of the material taught and the teaching methods used. Good entrepreneurship education can improve students' knowledge, skills, and positive attitudes towards entrepreneurship. One of the main indicators of effective entrepreneurship education is the existence of field practice and practical assignments given to students. These activities not only enrich the learning experience but also build students' self-confidence and readiness to start their own businesses.

According to Rembulan and Fensi (2018) there is a close relationship between entrepreneurial interest and entrepreneurial mentality. Students who have a good entrepreneurial mentality tend to show a high interest in starting a business. This shows that entrepreneurship education not only affects interest directly but also through increasing entrepreneurial mentality.

4. CONCLUSIONS AND SUGGESTION

Based on the results of the study and data analysis, it can be concluded that social media does not have a positive and direct effect on students' interest in entrepreneurship, but has a positive and direct effect on students' entrepreneurial mentality. Entrepreneurship education does not have a positive and direct effect on students' interest in entrepreneurship, but has a positive and direct effect on students' entrepreneurial mentality. Interest in entrepreneurship has a positive and direct effect on students' entrepreneurial mentality. Social media has a positive and significant effect on interest in entrepreneurship through entrepreneurial mentality. There is an indirect effect between entrepreneurship education and interest in entrepreneurship through entrepreneurial

mentality. The suggestion that can be conveyed is that Universitas Negeri Makassar (UNM) should pay more attention to factors that can increase interest in entrepreneurship through entrepreneurship education and students' entrepreneurial mentality.

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