



The Influence of Entrepreneurial Education on Entrepreneurial Interest Among Students Mediated by Social Media

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ABSTRACT

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Phenomenon/Issue: *Indonesia will face new challenges as its population grows.*

Purpose: *The purpose of this study is to ascertain how entrepreneurial education, through social media, affects student's interest in entrepreneurship.*

Novelty: *social media as a mediating variable between entrepreneurial education and entrepreneurial interest*

Research Methods: *Purposive sampling combined with a quantitative approach is used in this study. With a research sample of 232 respondents, the study's population is made up of students from Surabaya State University's Faculty of Economics and Business, specifically those enrolled in the Study Programs of Accounting Education, Business Education, Office Administration Education, and Economic Education. data analysis methods with the Smart-PLS4 program that use Partial Least Squares Structural Equation Modeling (PLS-SEM). This study's testing model consists of hypothesis testing, inner model testing, and outer model testing.*

Results: *The research results indicate that: (1) entrepreneurial education has a positive and significant effect on entrepreneurial interest, (2) entrepreneurial education has a positive and significant effect on social media, (3) social media has an insignificant effect in mediating the relationship between entrepreneurial education and entrepreneurial interest, this the third hypothesis is rejected.*

Research Contributions: *The research results are expected to serve as a reference for future studies and can be developed on a broader scale.*

INTRODUCTION

Among the nations with the biggest populations worldwide is Indonesia. After the US, China, and India, Indonesia comes in at number four in the globe. The World Population Review estimates that there are 278.276 million people living in Indonesia. In Indonesia, this may result in joblessness. East

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Java had a population of 41,149,974 in 2022 and 41,416,407 in 2023, according to figures from the Central Statistics Agency (BPS). This demonstrates that there was a 266,433 rise in the population of East Java. Indonesia will face new challenges as its population grows. There are 57,262 open positions in East Java, according to data from the Ministry of Manpower (Kemenaker) in 2023, while the number of university graduates rises by 1.4 million annually. Many university graduates are now unemployed as a result of this problem. The state of not having a job, known as unemployment, can be brought on by a number of things, including a lack of skills in the workforce, a shortage of jobs, or a lack of funds to launch a business (Kiha, 2021).

The Open Unemployment Rate (TPT) in East Java was 3.74 million in February 2024, according to data from the Central Statistics Agency (BPS). This number is 1.14 percentage points less than the 4.88 million individuals recorded in August 2023. Increasing entrepreneurial interest is one strategy to combat unemployment and strengthen Indonesia's economy. That phrase clarifies how having the guts to start your own business can lower unemployment and poverty rates. A nation's growth and economic development are significantly influenced by entrepreneurship (Katz & Davey, 2022). In actuality, though, very few people have the courage to choose to start their own business. In order to lower unemployment and raise per capita income, the entrepreneurial community is crucial to attaining economic growth at both the macro and local levels (Sumerta, 2020). The idea of entrepreneurship is the capacity of imaginative and creative people to produce something novel and distinctive by means of imaginative ideas and inventive deeds, which serves as the basis for generating economic prospects. People who want to establish a firm should be interested in entrepreneurship so they can make the best and most rational decisions (Latifah, Khusnaini, & Wahab, 2023). Interest is the attraction to something, the patient pursuit of it, the experience gained from one's efforts, the development of that experience, and the eventual achievement of positive outcome (Moskow, 2019). To inspire someone to pursue entrepreneurship, however, appropriate interest development is required because entrepreneurial interest does not develop naturally in people. (Sulistiyowati R. , Rahayu, Lestari, & Sinta, 2024)

The drive, connection, and readiness to put in a lot of effort or try to satisfy demands without worrying about potential dangers are characteristics of entrepreneurial interest (Nengseh & Kurniawan, 2021). Through entrepreneurship education acquired in entrepreneurship courses and entrepreneurial activities, students' interest in entrepreneurship can be increased. According to (Perkasa, 2020), entrepreneurship education is a crucial tool for reducing unemployment and poverty as well as a step toward realizing everyone's or every community's aspirations to become financially capable and improve both individual and societal welfare. The goal of entrepreneurial education is to prepare students to become self-sufficient, imaginative, and creative people by supplying them with knowledge and an entrepreneurial attitude (Nengseh & Kurniawan, 2021). Students who receive entrepreneurial education can develop the abilities and inventiveness necessary to launch a firm (Reffandi & Sulistiyowati, 2023)

The favorable outcomes of that instruction have prompted academic institutions worldwide, including those in Indonesia, to fund entrepreneurship education initiatives. This is especially pertinent in nations dealing with the problem of educated unemployment, as statistics show that a sizable portion of the unemployed have educational backgrounds (Marintan, Nikensari, & Wibowo, 2023). Therefore, by promoting the creation of jobs and business chances, entrepreneurship education not only gives people the abilities and mindsets needed for entrepreneurship, but it also helps reduce unemployment.

Social media is another resource for entrepreneurial education. An entrepreneurial mentality can be effectively fostered through social media. Entrepreneurs can boost exposure and credibility, develop networks and alliances, broaden their market reach, and look for new business prospects by using social media strategically (Wahyuni, Wardana, & Dhewi, 2023). Entrepreneurial interest can be boosted by the entrepreneurial material that is shared on social media. Information can be shared via social media in the form of text, photos, videos, and audio (Syifa, 2019). According to (Kotler & Keller, 2016), social media is a marketing communication tool that can improve a product's image, boost sales, and improve consumer understanding of the product. Moreover, social media can facilitate the process

of starting a business by offering convenience in terms of more effective and efficient promotion, as well as the ability to view an entrepreneur as an inspiration for someone wishing to launch a business (Sulistyowati & Chabib, 2021). Today's students learn about entrepreneurship from social media content as well as lectures.

Social media acts as a mediating factor in this study between entrepreneurial interest and entrepreneurial education. The researchers are in favor of social media being included as a mediating variable because of the present amount of social media users and the entrepreneurial content that is accessible on social media platforms. The researchers want to know how social media's entrepreneurial content might encourage students' interest in entrepreneurship. For this research, this gap has the potential to become original or innovative.

Given the above context, the researcher is interested in studying current students enrolled in the 2020 and 2021 batches of the Faculty of Economics and Business at Universitas Negeri Surabaya who are enrolled in study programs in Accounting Education, Business Education, Office Administration Education, and Economic Education. To ascertain the level of entrepreneurial curiosity among students in the Education study programs, the researcher selected students from these programs. Students at the Faculty of Economics and Business are expected to have a higher possibility of becoming entrepreneurs by developing their entrepreneurial skills. In light of this, the researchers carried out a study called "The Influence of Entrepreneurial Education on Entrepreneurial Interest among Students Mediated by Social Media". Through its entrepreneurial content, social media influences students' growing interest in entrepreneurship. For this research, this gap has the potential to become original or innovative.

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LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

a. Entrepreneurial Education (X)

The idea of entrepreneurship is theoretically supported by entrepreneurial education, which also molds a person's mindset, conduct, and attitude toward business (Sulistyowati, 2021). According to some experts, education is a good way to get pupils ready to start their own business (Bazkiaei, et al., 2022). Gaining knowledge, comprehension, and skills related to entrepreneurship is the primary goal of entrepreneurship education. Unfortunately, students have not yet fully embraced the culture of entrepreneurship. Instead of using their academic education to create their own work possibilities, students typically apply for open positions (Arifah, 2021). Each graduate should possess entrepreneurial competencies since they are expected to be self-sufficient and not dependent on the labor market (Arifah, 2021).

b. Entrepreneurial Interest (Y)

An individual's activity is characterized by their entrepreneurial desire and willingness to take chances in their business (Ramlan & Nikmat, 2019). To plant new seeds of entrepreneurs, it is necessary to take into account students' entrepreneurial interest (Abror & Mustapita, 2020). An individual's willingness to put in a lot of effort to advance their firm and their capacity to take on all risks are indicators of entrepreneurial interest (Syarif, 2020). Information and knowledge about entrepreneurship spark interest in the field, which is followed by a desire to get firsthand experience and pay attention to what is learned (Aulia & Saino, 2024). Someone is interested in

entrepreneurship because they are confident in their skills and abilities and have a strong desire to meet their needs and reach their goals.

c. Social Media (Z)

A business can use social media as an online promotional tool to reach a large audience and advertise its goods at a reasonable price. Social media can lower the chance of failure and offer innovations to shift students' perspectives toward entrepreneurship (Prasetio, 2020). An internet platform called social media makes it easier to communicate, participate, and share information (Liedfray, 2022). According to (Sulistryowati & Ishomi, 2024), the social media application feature's content, which produces product information, quality, and price packed in the form of adverts and live streaming, is its main advantage. Social media is a platform where individuals or groups can communicate online (Handayani et al, 2020).

Hypothesis development is used when scientific articles use quantitative research

Hypotheses are written in each discussion of the influence between variables as in the example below.

H1 : there is an influence of Entrepreneurial Education (X) on Entrepreneurial Interest (Y)

H2 : there is an influence of Entrepreneurial Education (X) on Social Media (Z)

H3 : there is an influence of Social Media (Z) in mediating Entrepreneurial Education (X) on Entrepreneurial Interest (Y)

METHOD

The type of research used in this study is the quantitative research method to obtain information from the variables being studied. Quantitative research methods are research processes that heavily utilize numbers from data collection, interpretation, to the results. In its presentation, quantitative research more often displays and interprets numbers accompanied by images, tables, graphs, or other visuals. (Machali, 2021).

This research is located at the Faculty of Economics and Business, State University of Surabaya, with a total population of 552 from the study programs of Economic Education, Accounting Education, Office Administration Education, and Business Education from the 2020 and 2021 cohorts.

The sample for this research uses the purposive sampling approach with the following criteria:

- a. The respondents are active students of the Faculty of Economics and Business, State University of Surabaya, majoring in Economic Education, Accounting Education, Office Administration Education, and Business Education from the 2020 and 2021 cohorts.
- b. The respondents are students who have completed the entrepreneurship course and entrepreneurship practice.

Using the Taro Yamane or Slovin formula, the number of study samples was calculated, yielding a sample size of 232 respondents. methods and tools for gathering data through questionnaires and observation. The validity and reliability tests, which include the SEM-PLS application's Outer Model Evaluation, Inner Model Evaluation, and Hypothesis Testing, are necessary for the data analysis technique, which use a 5-point Likert scale.

RESULTS AND DISCUSSIONS

The respondents in this study amounted to 232 respondents, with a total of 65 male respondents and 167 female respondents, consisting of the study programs of Economic Education, Accounting Education, Office Administration Education, and Business Education from the 2020 and 2021 cohorts. 48.9% of respondents have an interest in entrepreneurship in the culinary field.

Evaluation of the Measurement Model (Outer Model)

1) Convergent Validity

Table 1.

Outer Loading Measurement Results		
Variabel	Indikator	Outer Loading
EE (X)	EE 1	0,794
	EE 2	0,813
	EE 3	0,848
	EE 4	0,875
	EE 5	0,887
	EE 6	0,883
EI (Y)	EI 1	0,773
	EI 2	0,784
	EI 3	0,758
	EI 4	0,783
	EI 5	0,728
	EI 6	0,793
	EI 7	0,756
	EI 8	0,775
	EI 9	0,730
	EI 10	0,707
SM (Z)	SM 1	0,708
	SM 2	0,728
	SM 3	0,756
	SM 4	0,753
	SM 5	0,823
	SM 6	0,814
	SM 7	0,822

Source : Output SmartPLS4 *Outer Model* 2024

From the data processing results in Table 1, it can be concluded that the indicators of each variable have loading factor values of more than 0.70 or >0.70 , thus it can be stated that they have met the validity or are valid.

Table 2.

AVE Measurement Results	
Variabel	AVE
EE (X1)	0,724
EI (Y)	0,540
SM (Z)	0,598

Source : Output SmartPLS4 *Outer Model* 2024

From the data processing results in Table 2, it can be concluded that the Average Variance Extracted (AVE) value for each variable is more than 0.50, thus the instruments used meet the convergent validity.

2) Validez Discriminante

Table 3.
 Cross Loading Measurement Results

	EE	EI	SM
EE 1	0.794	0.331	0.268
EE 2	0.813	0.268	0.226
EE 3	0.848	0.339	0.317
EE 4	0.875	0.365	0.289
EE 5	0.887	0.442	0.335
EE 6	0.883	0.404	0.328
EI 1	0.270	0.773	0.485
EI 2	0.357	0.784	0.497
EI 3	0.318	0.758	0.447
EI 4	0.336	0.783	0.403
EI 5	0.256	0.728	0.417
EI 6	0.363	0.793	0.528
EI 7	0.278	0.756	0.500
EI 8	0.380	0.775	0.462
EI 9	0.352	0.730	0.463
EI 10	0.332	0.707	0.518
SM 1	0.190	0.381	0.708
SM 2	0.195	0.488	0.728
SM 3	0.209	0.381	0.756
SM 4	0.157	0.407	0.753
SM 5	0.340	0.592	0.823
SM 6	0.343	0.535	0.814
SM 7	0.383	0.525	0.822

Source : Output SmartPLS4 *Outer Model* 2024

The results of the analysis in this study indicate that all indicators for each variable can be stated to have met discriminant validity.

Table 4.
 $\sqrt{\text{AVE}}$ Measurement Results

	EE	EI	SM
EE	0.851		
EI	0.428	0.759	
SM	0.350	0.624	0.773

Source : Output SmartPLS4 *Outer Model* 2024

In table 4, it is noted that the square root of AVE or $\sqrt{\text{AVE}}$ for each construct has a value greater than its correlation value. The results indicate that this research model has good discriminant validity.

3) Cronbach's Alpha & Composite Reliability

Table 5.
Measurement Results CA & CR

	Cronbach's Alpha	Composite Reliability
EE (X)	0.924	0.934
EI (Y)	0.918	0.882
SM (Z)	0.889	0.900

Source : Output SmartPLS4 *Outer Model* 2024

Table 5 shows that the Cronbach's Alpha (CA) and Composite Reliability (CR) values for each variable of all constructs are greater than 0.70. These results indicate that all constructs have good reliability and are considered reliable.

Evaluation of the Structural Model (Inner Model)

1) Collinearity

Table 6.
VIF Measurement Results

	EI (Y)	SM (Z)
EE (X)	1,255	1,230
SM (Z)	1,513	

Source : Output SmartPLS4 *Inner Model* 2024

Based on Table 6, the VIF results show that all research variables have values < 5.00 , thus the research model is acceptable.

2) R-Square (R^2)

Table 7.
R-Square (R^2) Measurement Result

	R-square	R-square adjusted
EI (Y)	0.629	0.624
SM (Z)	0.339	0.333

Source : Output SmartPLS4 *Inner Model* 2024

Based on Table 7, it can be concluded that R^2 is 62.9% for the Entrepreneurial Interest (Y) variable. This means that the Entrepreneurial Education (X) variable through Social Media (Z) affects Entrepreneurial Interest (Y) by 62.9% or moderately. Meanwhile, R^2 is 33.9% for the Social Media (Z) variable. This means that the Entrepreneurial Education (X1) variable affects Social Media (Z) by 33.9% or moderately.

3) Effect Size (f^2)

Table 8.
 Effect Size (f^2) Measurement Result

	EE	SM
EE	0.018	0.020
SM	0.134	

Source : Output SmartPLS4 *Inner Model* 2024

In Table 8, it shows that the f^2 test results for the Entrepreneurial Education (X) variable have a value of 0.018 towards Entrepreneurial Interest (Y), which means weak, and a value of 0.020 towards Social Media (Z), which also means weak. The f^2 test results for the Social Media (Z) variable have a value of 0.134 towards Entrepreneurial Interest (Y), which means weak.

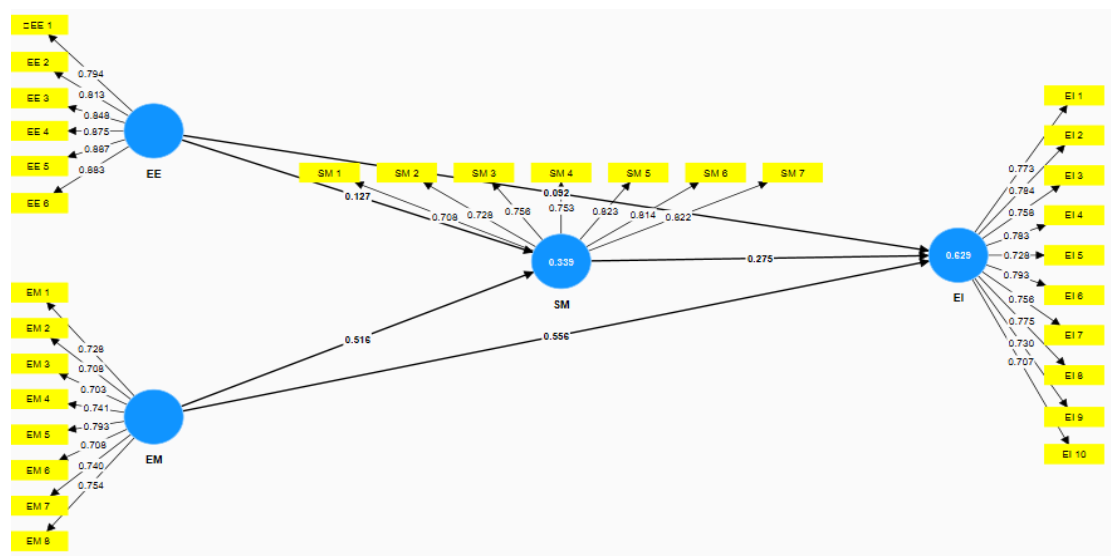


Figure 1. Path Diagram Results of Structural Model Testing
 Source: SmartPLS 4 Output 2024

Hypothesis Testing Results

Table 9.
 Hypothesis Testing Results

	OS	T statistics	P values	Kesimpulan
EE -> EI	0.127	2.648	0.008	Hypothesis Accepted
EE -> SM	0.127	2.049	0.040	Hypothesis Accepted
EE -> SM -> EI	0.035	1.839	0.066	Hypothesis Rejected

Source : Output SmartPLS4 *Hypothesis Testing* 2024

The findings of the variable influence test indicate that there is a substantial relationship between the Entrepreneurial Education (X) and Entrepreneurial Interest (Y). declared significant since the p-value is less than 0.05, or 0.008, and the t-statistic value of X1 versus Y is 2.648, which is more than 1.96. The hypothesis testing results indicate that hypothesis 1 (H1) is accepted.

The Entrepreneurial Education variable (X) on Social Media (Z) is significant, according to the results of the variable influence test. Because the p-value is less than 0.05,

which is 0.040, and the t-statistic value on X1 to Z is 2.049, which is larger than 1.96, it is deemed significant. According on the findings of this hypothesis test, hypothesis 2 (H2) is accepted.

The Social Media variable's (Z) mediation influence test results between the Entrepreneurial Education and Entrepreneurial Interest (Y) variables are not statistically significant. Because the t-statistic on X to Y through Z is 1.839, bigger than the t-table (1.96), and the p-value is greater than 0.05, which is 0.066, it is deemed not significant. This hypothesis test's findings show that hypothesis 3 (H3) is disproved.

CONCLUSION

1. Entrepreneurial Education has a significant influence on Entrepreneurial Interest, thus the first hypothesis can be accepted. 1. The better the Entrepreneurial Education, the higher the Entrepreneurial Interest of students at Universitas Negeri Surabaya, Faculty of Economics and Business, majoring in Economic Education, Accounting Education, Office Administration Education, and Business Education from the 2020 and 2021 cohorts.
2. Entrepreneurial Education significantly affects Social Media, thus the second hypothesis can be accepted. Entrepreneurial Education can effectively increase the use of Social Media among students at Universitas Negeri Surabaya, Faculty of Economics and Business, majoring in Economic Education, Accounting Education, Office Administration Education, and Business Education from the 2020 and 2021 cohorts.
3. Social Media has an insignificant effect in mediating the Entrepreneurial Education variable on the Entrepreneurial Interest variable, thus the fifth hypothesis is rejected. In subsequent research, it is recommended that institutions play a role in increasing students' interest in entrepreneurship. For students, it is hoped that they can develop their potential in the field of entrepreneurship, and for future researchers, it is expected that they can expand this research to a broader scope.

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