



THE EFFECT OF ENTREPRENEURSHIP EDUCATION AND THE USE OF SOCIAL MEDIA ON STUDENTS' ENTREPRENEURIAL INTENTION IN JAKARTA

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Abstract

The purpose of this study was to determine the effect of entrepreneurship education and the use of social media on student entrepreneurial intention in Jakarta. The research method used is a survey method with a quantitative approach, the population used is students with campus domicile in Jakarta and active in using social media. The data analysis technique used is multiple linear regression analysis using the IBM SPSS version 25. The first test carried out was the validity and reliability test of the instrument with the results of the validity test p-value $0.000 < 0.05$ and the reliability test results with Cronbach's alpha value of $0.985 > 0.6$. The second test is the classical assumption test, all data in this study pass the classical assumption test. The next test is multiple linear regression analysis obtained by the equation $Y = 1.024 + 0.332 X_1 + 0.495 X_2 + e$. The next test is hypothesis testing with t-test obtained a significance value of $0.000 < 0.05$ and f-test with a significance value of $0.000 < 0.05$. The results of this study are that all hypotheses are acceptable, namely entrepreneurship education will have a positive effect on entrepreneurial intention, the use of social media will have a positive effect on entrepreneurial intention, and entrepreneurship education and the use of social media will have a positive effect on entrepreneurial intention. The positive influence of entrepreneurship education and the use of social media on students' intention in entrepreneurship shows the importance of the university's role in holding entrepreneurship learning balanced with practice to advance the Indonesian economy.

Keywords:

Entrepreneurship education,
entrepreneurial intention,
Jakarta, university, social
media.

Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh pendidikan kewirausahaan dan penggunaan media sosial terhadap minat berwirausaha mahasiswa di Jakarta. Metode penelitian yang digunakan yaitu menggunakan metode survei dengan pendekatan kuantitatif, populasi yang digunakan adalah mahasiswa dengan domisili kampus di Jakarta dan aktif dalam menggunakan media sosial. Teknik analisis data yang digunakan yaitu analisis regresi linier berganda dengan menggunakan aplikasi IBM SPSS versi 25. Uji pertama yang dilakukan yaitu uji validitas dan reliabilitas instrumen dengan hasil uji validitas p-value $0,000 < 0,05$ dan hasil uji reliabilitas dengan nilai nilai cronbach's alpha sebesar $0,985 > 0,6$. Uji yang kedua yaitu uji asumsi klasik seluruh data dalam penelitian ini

lolos uji asumsi klasik. Uji selanjutnya yaitu analisis regresi linier berganda diperoleh persamaan $Y = 1.024 + 0,332 X_1 + 0,495 X_2 + e$. Uji selanjutnya yaitu uji hipotesis dengan uji t diperoleh nilai signifikansi $0,000 < 0,05$ dan uji f dengan nilai signifikansi $0,000 < 0,05$. Hasil dari penelitian ini yaitu semua hipotesis dapat diterima, yaitu pendidikan kewirausahaan akan berpengaruh positif terhadap minat berwirausaha, penggunaan media sosial akan berpengaruh positif terhadap minat berwirausaha, serta pendidikan kewirausahaan dan penggunaan media sosial akan berpengaruh positif terhadap minat berwirausaha. Pengaruh positif pendidikan kewirausahaan dan penggunaan media sosial terhadap minat berwirausaha mahasiswa menunjukkan pentingnya peran universitas untuk mengadakan pembelajaran kewirausahaan diimbangi dengan praktik guna memajukan ekonomi Indonesia.

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INTRODUCTION

According to Suhandi et al. (2020), employment and unemployment remain the fundamental issues in any nation, particularly developing nations like Indonesia. The fourth-largest labor force in the world is found in Indonesia. This indicates that as the population grows, so does the labor force in Indonesia. If the government wishes to continue developing, it must carry out the maximum amount of labor utilisation in this situation; otherwise, the number of workers who are not absorbed would gradually and steadily rise (unemployed).

According to Mutiarasari (2018), starting your own business is an excellent strategy to beat unemployment. Based on their preferences and expertise in the industry they are interested in, a person can search for jobs. The amount of education is crucial when discussing entrepreneurship, but it is not as crucial as it once was because anyone with enough experience and a low level of education can launch a company. In other words, a person without a college degree who has experience in a certain field of competence can start a business and even dare to try doing so based on his existing experience in that field of expertise.

According to data from the Global Entrepreneurship Monitor (GEM) (2015), Indonesia had the biggest disparity of 46.9% between perceived skills and total early stages of entrepreneurial activity (TEA) for those between the ages of 18 and 24 among ASEAN nations and China. In fact, the gap value climbed in 2018 to 50.4%, and it increased again in 2020, reaching 72.2 %. This circumstance demonstrates that early-stage entrepreneurial activities among educated young people in Indonesia are not developing as they ought to, despite their high levels of education and competence. This is a reflection of Indonesia's educated youth's weak entrepreneurship culture.

According to Wu and Wu in Kania (2021), the main goal of entrepreneurship education is to provide students with the skills and values that will encourage them to start their own businesses. According to Kalla in Kurnia et al. (2018), knowledge is a crucial component in training entrepreneurs for the future, but there are additional aspects that can influence someone's motivation in starting their own business. There are other factors that have been found to influence entrepreneurial interest besides entrepreneurial knowledge. The role of social media is considered to be able to facilitate business development because of the ease in facilitating business. Students who use social media are often the target market share for local brands, or targets to be sold to their friends online, because those who know this can certainly provide motivation and interest to gain entrepreneurial benefits through social media, not just being consumers (Indraswati et al., 2021).

According to Listiawati et al. (2020), social media is now widely accepted for its advantages in the corporate world because it is incredibly user-friendly and accessible to anybody with an internet connection. How the owner uses it will determine how well it works. The usage of social media has become a daily need for practically all activities as a result of the exploration of various technical breakthroughs and the fact that technology development in Indonesia can be very quick at times. Students can prepare themselves to be confident in online shop-based sales, which can be marketed through Instagram, Facebook, Whatsapp, and other social media, by taking entrepreneurial classes and using social media responsibly.

Stephanie's research (2021) shows that internet users in Indonesia in 2021 have increased by 15.5% from 2020 or there were around 27 million new users in just one year. According to estimates from the BPS (Badan Pusat Statistik), Jakarta will have the greatest percentage of households accessing the internet in 2020, at 93.24%, compared to other Indonesian provinces. This suggests that DKI Jakarta has a significant amount of internet usage.

Yohana (2021) did a study on the factors influencing students' entrepreneurial inclinations from the viewpoint of Indonesian universities. According to this study, entrepreneurial education is crucial in predicting students' entrepreneurial inclinations. The guiding index, specifically, has the highest contribution value to the entrepreneurial education variable, with cognitive learning

scores as a sub-index. These findings suggest that entrepreneurship education is the best predictor of acquiring cognitive values and that the value of consistently excellent entrepreneurship courses can persuade students to launch a business.

A study conducted by Kumara (2020) on the factors that influence the interest in entrepreneurship by using social media. The results of this study found that social media had a significant positive effect on entrepreneurial interest. So the higher the level of use of social media, the higher the interest in entrepreneurship, conversely if the lower the level of use of social media, the lower the interest in entrepreneurship.

Nurul et al. (2020) conducted research on the effect of the use of social media and entrepreneurial knowledge on interest in entrepreneurship. These three researchers found that the use of social media and entrepreneurial knowledge had a significant effect on interest in entrepreneurship. This means that the positive correlation relationship is that high use of social media causes high entrepreneurial interest, and vice versa. So, students who can use social media well, the interest in entrepreneurship will be greater. So social media itself has a considerable influence in changing the mindset of the younger generation for entrepreneurship, because it can minimize the risk of failure itself. Likewise with entrepreneurial knowledge, the higher a person's knowledge of entrepreneurship, the greater the interest in entrepreneurship. On the other hand, students with a wealth of entrepreneurial knowledge will be able to develop a business plan and become more interested in entrepreneurship. Based on these research findings, the researcher aims to conduct this research to determine the effect of entrepreneurship education and the use of social media on students' entrepreneurial intention in Jakarta.

LITERATURE REVIEW

Entrepreneurial Intention

According to Joseph Schumpeter in Alma (2019), entrepreneurs are those who have the ability to recognize business opportunities and are able to address economic issues by producing new products or services, developing new systems or organizations, and processing new raw materials. From the foregoing understanding, it can be inferred that someone with an interest in entrepreneurship is someone who has an inner desire to launch a new business and is able to recognize existing business opportunities where these endeavors have the potential to address economic issues by establishing new organizations or by producing new products or services.

Entrepreneurial intention is an interest that comes from the heart or a person's tendency to build, manage, advance a business and dare to accept the risk of the business he creates. Which means that the creation of a business can start from the desire of an individual to become an entrepreneur and become an entrepreneur (Trihudyatmanto, 2019).

According to Douglas and Shepherd in Kurniati (2015) found that the factors that have an impact on a person's interest in entrepreneurship include attitudes towards income, freedom, risk, and business. According to David C. McClland in Suryana (2013) states that the factors that cause a person's decision to become an entrepreneur come from internal factors or from within a person such as achievement motivation (achievement) and optimism (optimism). In addition, Linan and Chen in Kurniati (2015) found that interest in entrepreneurship is caused by attraction, perceived social, norm self-efficacy, while demographic factors affect personal attraction, perceived social, norm self-efficacy.

Entrepreneurship Education

According to Ambarriyah and Fachrurrozie (2019), entrepreneurship education is a type of educational program that a person uses to gain a deeper understanding of entrepreneurship. It comprises instructions and descriptions of entrepreneurial activities including how to start, run, and maintain a business.

Klein and Bullock in Rusmana (2020) explain that the purpose of the entrepreneurship program is not only to train students in accounting, project management and marketing, but also to cultivate students' imaginative traits such as courage, innovation and creativity which are not easy to measure. The desired output or outcome of the learning process of entrepreneurship education is the ability of a person to see and evaluate business opportunities, pool the resources needed to gain profits, and take appropriate steps to ensure success in entrepreneurial activities.

Alma (2019) explained that entrepreneurship courses are delivered in the form of general lectures or in the form of a concentration of study program courses. The objectives of the entrepreneurship course include understanding the role of corporations in the economic system; understanding the advantages and disadvantages of various forms of companies; understanding entrepreneurial characteristics and procedures; recognizing product development as well as planning methods; having the capacity to recognize commercial opportunities, inspiring creativity, and form cooperative groups; have the ability to find and explore potential resources; understand the introduction of marketing, finance, agencies and manufacturing; and have the ability to lead corporations and fight the challenges in the future.

The Use of Social Media

The use of social media comes from two words, namely use and social media. According to the Big Indonesian Dictionary (2002) the meaning of use is the process, method, activity of utilizing something or using something. While the definition of social media according to Romadhona and Anistiyasari (2020) explains that social media is an online media that makes it easy for users to communicate, share, and create or upload content on social media. From the above understanding it can be concluded that the meaning of the use of social media is an activity to utilize an online media that can make it easier for users to communicate with each other and create and upload content.

According to Hertati in Chaniago and Sayuti (2019) social media is a network of sites operated using the internet. Someone who uses social media will make it easier for him to interact specifically and generally with other parties, communicate with many people at the same time, not be limited by time and distance, create content to communicate, learn about some activities that are being carried out by other people or entrepreneurs. and expose his personal or business profile to the public. Social media has different functions for its users. In general, social media strengthens the social relations of its users through the use of internet technology. This allows social media users to interact with other people from all over the world (Cania & Heryani, 2020).

Social media has long been seen and described as a platform that allows companies to find new business possibilities or potential partners, develop new relationships, maintain those relationships through continuous contact, and build trust (Drummond et al., 2018). Social media platforms are used by entrepreneurs for various reasons (expecting different results). Marketing, information seeking, business networking, and fundraising are some of the social media applications (Olanrewaju et al., 2020).

RESEARCH METHODS

The research method used in this study is a quantitative research method with a descriptive and correlational approach. In this study the tool used to collect data is a survey. The researcher used a questionnaire as a research instrument and then distributed the questionnaire to the respondents.

The population in this study are active students from various universities in Jakarta who have studied entrepreneurship education and are active in using social media. The type of population to be studied is an infinite population, which means the number of its population is unknown (unlimited). The sampling technique in this study used non-probability sampling. Based on the technique chosen by the researcher, namely non-probability sampling, the researcher used

a purposive sampling technique. Based on the number of indicators multiplied by 10, the study's sample size was calculated to be $35 \times 10 = 350$ samples.

RESULTS AND DISCUSSION

Instrument Test

Validity Test

The validity test is a research tool that can be declared valid if each question in the questionnaire can be used to reveal what the questionnaire will measure (Dewi & Sudaryanto, 2020). The criteria for testing item scores on the overall score can be declared valid if the significance level of the p-value is less than the significance level (p-value <0.05), and can be declared very valid if the p-value is much smaller than (Hair et al., 2014). The following are the results of the validity of the research instrument using the IBM SPSS version 25 application:

Table 1. Validity Test

Variable	Item Question	Coefficient Pearson	P - Value	Description
Entrepreneurial Intention	Y.1	0,795**	0,000	Valid
	Y.2	0,743**	0,000	Valid
	Y.3	0,779**	0,000	Valid
	Y.4	0,747**	0,000	Valid
	Y.5	0,844**	0,000	Valid
	Y.6	0,783**	0,000	Valid
	Y.7	0,837**	0,000	Valid
	Y.8	0,797**	0,000	Valid
	Y.9	0,815**	0,000	Valid
	Y.10	0,811**	0,000	Valid
	Y.11	0,827**	0,000	Valid
	Y.12	0,831**	0,000	Valid
	Y.13	0,803**	0,000	Valid
	Y.14	0,809**	0,000	Valid
Entrepreneurship Education	X1.1	0,724**	0,000	Valid
	X1.2	0,696**	0,000	Valid
	X1.3	0,754**	0,000	Valid
	X1.4	0,786**	0,000	Valid
	X1.5	0,783**	0,000	Valid
	X1.6	0,774**	0,000	Valid
The Use of Social Media	X2.1	0,795**	0,000	Valid
	X2.2	0,792**	0,000	Valid
	X2.3	0,814**	0,000	Valid
	X2.4	0,802**	0,000	Valid
	X2.5	0,745**	0,000	Valid
	X2.6	0,744**	0,000	Valid
	X2.7	0,734**	0,000	Valid
	X2.8	0,771**	0,000	Valid
	X2.9	0,740**	0,000	Valid
	X2.10	0,784**	0,000	Valid
	X2.11	0,804**	0,000	Valid
	X2.12	0,828**	0,000	Valid
	X2.13	0,641**	0,000	Valid
	X2.14	0,708**	0,000	Valid
	X2.15	0,794**	0,000	Valid

Source: Data Processed by Researchers (2022)

The questionnaire instrument consisted of 35 Likert scale questions which included three variables, namely interest in entrepreneurship, entrepreneurship education, and use of social media. The questions in the questionnaire were adapted from research indicators by Vamvaka et al. (2020) for the interest in entrepreneurship variable, Puni et al. (2018) for the entrepreneurship education variable, and Turan and Kara (2018) for the social media use variable. This questionnaire has been filled in by 350 respondents. Based on the results of the validity test above, the p value for each statement instrument is 0.000, which means $0.000 < 0.05$, it can be concluded that all statement instruments in this study are valid.

Reliability Test

Reliability testing is a statistical test procedure that is considered related to the consistency of the data measured based on the results of the study. The questionnaire is considered reliable if the respondents' responses to the statements are consistent or stable over time (Hair et al., 2014). A data is considered reliable if the value of Cronbach's alpha > 0.6 or 6% (Hair et al., 2014).

The following is the result of the data processing of the research instrument reliability of entrepreneurship education and the use of social media on the interest in entrepreneurship using IBM SPSS version 25:

Table 2. Reliability Test

Variable	Cronbach's Alpha	N of Items	Description
Entrepreneurship Education (X1)	0.847	6	Reliabel
The Use of Social Media (X2)	0.947	15	Reliabel
Entrepreneurial Intention (Y)	0.956	14	Reliabel

Source: Data Processed by Researchers (2022)

Based on the results of the reliability test above, the Cronbach's alpha value for the X1 variable is 0.847, which means $0.847 > 0.6$, the Cronbach's alpha value for the X2 variable is 0.947, which means $0.947 > 0.6$ and the Cronbach's alpha value for the Y variable is 0.956, which means $0.956 > 0.6$ it can be concluded that all statements in this questionnaire are reliable.

Classic Assumption Test

Normality Test

The purpose of the normality test is to detect whether the confounding variables or residuals are normally distributed in the regression model. Statistical analysis was carried out by looking at the value of Kolmogorov Smirnov. If the significance value in Kolmogorov Smirnov exceeds 0.05 (> 0.05), the data is normally distributed, otherwise if it is less than 0.05 (< 0.05), the data is not normally distributed (Ghozali, 2018). In this study, the normality test was carried out using the IBM SPSS version 25 application.

The following are the results of the Kolmogorov Smirnov normality test:

Table 3. Normality Test Kolmogorov-Smirnov

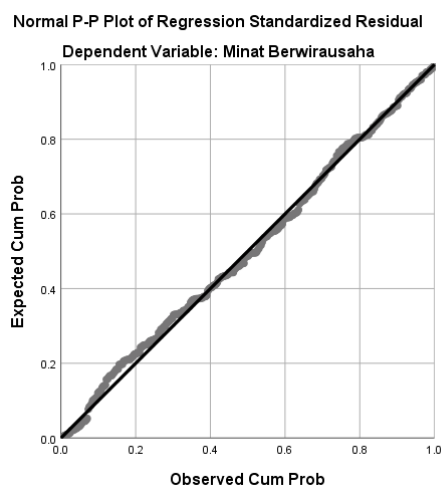
One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		350
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	1.37237566
	Most Extreme Differences	
	Absolute	0.042
	Positive	0.029
	Negative	-0.042

Test Statistic	0.042
Asymp. Sig. (2-tailed)	.200 ^{c,d}
a. Test distribution is Normal.	
b. Calculated from data.	
c. Lilliefors Significance Correction.	
d. This is a lower bound of the true significance.	

Source: Data Processed by Researchers (2022)

Based on the data above, it can be seen that the Asymp value Sig (2-tailed) of the three variables of entrepreneurship education (X1), social media (X2) and interest in entrepreneurship (Y) is 0.200 which means $0.200 > 0.05$ and it can be concluded that the data in this study is normally distributed.

In addition, to find out whether the data is normally distributed or not, it can be seen from the probability plot. If the data lies around the line then the data is normally distributed. The following are the results of the probability plot normality test:



Picture 1. Normality Test Probability Plot

Source: Data Processed by Researchers (2022)

Based on the data above, it can be seen that the data lies around the line and follows the direction of the line, it can be concluded that the data in this study are normally distributed. **Linearity Test.** The purpose of the linearity test is to find out and prove whether the relationship between the variables being studied has a linear relationship. The relationship between variables is said to be linear if the value of Sig. from linearity is less than or equal to 0.05 (Bungsu et al., 2019).

The following are the results of the linearity test using the IBM SPSS version 25 application:

Table 4. Linearity Test X1 With Y

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
Minat Berwirausaha * Pendidikan Kewirausahaan	Between Groups	(Combined)	120.951	14	8.639	3.656	0.000
		Linearity	82.963	1	82.963	35.111	0.000
		Deviation from Linearity	37.989	13	2.922	1.237	0.251
	Within Groups		791.561	335	2.363		
Total			912.512	349			

Source: Data Processed by Researchers (2022)

Based on the data above, the results of the linearity test on the entrepreneurship education variable (X1) and the interest in entrepreneurship (Y) show the results of the significance value on the linearity of 0.000 which means $0.000 < 0.05$, it can be concluded that there is a linear relationship between the entrepreneurial education variable (X1) and interest in entrepreneurship (Y).

The following are the results of the linearity test using the IBM SPSS version 25 application:

Table 5. Linearity Test X2 With Y

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
Minat Berwirausaha * Media Sosial	Between Groups	(Combined) Linearity Deviation from Linearity	311.095	31	10.035	5.306	0.000
		Linearity	223.026	1	223.026	117.925	0.000
		Deviation from Linearity	88.068	30	2.936	1.552	0.036
	Within Groups		601.417	318	1.891		
	Total		912.512	349			

Source: Data Processed by Researchers (2022)

Based on the data above, the results of the linearity test on the variables of social media use (X2) and interest in entrepreneurship (Y) show the results of a significance value on linearity of 0.000 which means $0.000 < 0.05$, it can be concluded that there is a linear relationship between social media variables (X2) and interest in entrepreneurship (Y).

Multicollinearity Test

The multicollinearity test is designed to test whether there is a correlation between independent variables in a regression model (Kambono & Marpaung, 2020). According to Hair et al. (2010) the recommended VIF value must be < 10 and the tolerance value must be > 0.10 . If it meets the criteria, it indicates that there is no problem with multicollinearity. Below are the results of the multicollinearity test using the IBM SPSS 25 application:

Table 6. Multicollinearity Test

Model	Coefficients ^a						
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
1 (Constant)	1.024	0.222		4.614	0.000		
Pendidikan Kewirausahaan	0.332	0.081	0.193	4.121	0.000	0.942	1.062
Media Sosial	0.495	0.052	0.448	9.535	0.000	0.942	1.062

a. Dependent Variable: Minat Berwirausaha
Source: Data Processed by Researchers (2022)

Based on the data above, the tolerance value is 0.942, which means $0.942 > 0.10$ while the VIF value is 1.062 which means $1.062 < 10.00$, so it can be stated that there is no multicollinearity in the variable data on entrepreneurship education, social media and interest in becoming an entrepreneur.

Heteroscedasticity Test

The purpose of the heteroscedasticity test is to determine whether there is a constant inequality of variance on the residuals from one observation to another in the model (Kambono & Marpaung, 2020). One way to test the occurrence of heteroscedasticity is to look at the scatterplot of the spread of points between the value of the dependent variable on the y-axis and the residual value on the x-axis. The basis for analyzing the presence or absence of heteroscedasticity is to look at the pattern of the distribution of dots. If there is no certain pattern at the points and the points spread above and below the number 0 on the y-axis, it can be concluded that there is no heteroscedasticity (Ghozali, 2018). Another way that can be done to see the presence or absence of heteroscedasticity is to perform the Spearman rank test. With the criteria if the significance value is > 0.05 , it can be concluded that there is no heteroscedasticity (Gujarati, 2012).

Below are the results of the heteroscedasticity test with rank spearman :

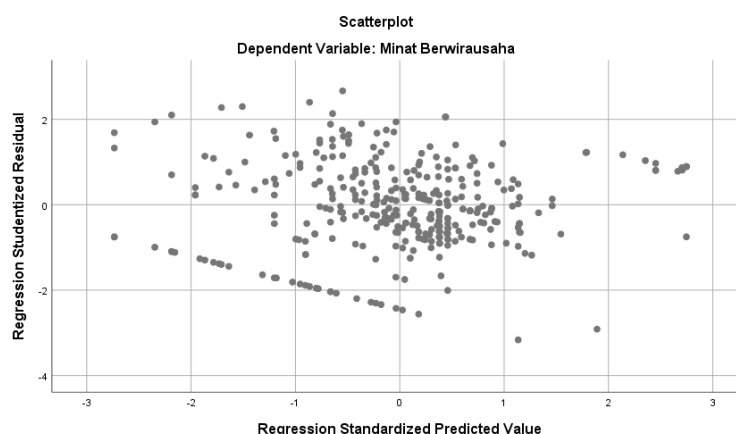
Table 7. Rank Spearman Test

Correlations		
	Sig. (2-tailed)	Description
Entrepreneurship Education (X1)	.756	No Heterocedastisity.
The Use of Social Media (X2)	.530	No Heterocedastisity.

Source: Data Processed by Researchers (2022)

If viewed from the data that has been obtained above, it can be seen that the significance value of the X1 variable is also $X2 > 0.05$ which can be concluded that there is no heteroscedasticity.

Below is a scatterplot image by testing using the IBM SPSS 25 application :



Picture 2. Heteroscedasticity Test

Source: Data Processed by Researchers (2022)

Based on the picture above, it can be seen that the points spread above and below the number 0 on the y-axis and the points above do not form a certain pattern so that it can be concluded that there is no heteroscedasticity in the data of this study.

Autocorrelation Test

The autocorrelation test is used to test whether there is a correlation between the confounding error in period t and the error in period $t-1$ (previous) in a linear regression model

(Hayati & Fitria, 2018). Autocorrelation testing can be done by running a run test. The decision is made by looking at the asymp value. sig (2-tailed) test run test. If the asymp value. sig (2-tailed) is greater than the 0.05 significance level, so it can be concluded that there is no autocorrelation (Ghozali, 2006). Below are the results of the run test using the IBM SPSS 25 application:

Table 8. Autocorrelation Test

Runs Test	
	Unstandardized Residual
Test Value^a	-0.04379
Cases < Test Value	175
Cases >= Test Value	175
Total Cases	350
Number of Runs	167
Z	-0.964
Asymp. Sig. (2-tailed)	0.335
a. Median	

Source: Data Processed by Researchers (2022)

Based on the data above the asymp value. Sig (2-tailed) is 0.335, which means $0.335 > 0.05$. It can be concluded that there is no autocorrelation problem in the data of this study.

Multiple Linear Regression Analysis

Multiple linear regression analysis is a statistical technique that can be used to analyze the relationship between a single dependent variable (criteria) and multiple independent variables (predictors). The purpose of multiple regression analysis is to use independent variables whose values are known to predict a single dependent chosen by the researcher (Hair et al., 2014). The following is the result of the calculation of multiple linear regression analysis using the IBM SPSS 25 application:

Table 9. Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.024	0.222		4.614	0.000
Pendidikan	0.332	0.081	0.193	4.121	0.000
Kewirausahaan					
Media Sosial	0.495	0.052	0.448	9.535	0.000

Source: Data Processed by Researchers (2022)

Based on these data, the following regression equation can be made:

$$Y = +b_1X_1 + b_2X_2 + e$$

$$Y = 1.024 + 0.332 X_1 + 0.495 X_2 + e$$

From the regression model it can be concluded that:

- The constant value of 1,024 means that the interest of students in Jakarta to become entrepreneurs if it is not influenced by entrepreneurship education and social media is worth 0 or has no interest in entrepreneurship at all. If students are given the influence of

entrepreneurship education and social media, their interest in entrepreneurship increases to 1,024.

- b) The coefficient value of entrepreneurship education (X1) is 0.332, which means that entrepreneurship education has an effect of 33.2% on students' interest in entrepreneurship, which means that if the factor in entrepreneurship education increases by 1 point and social media has a fixed coefficient value, it will affect students' interest in entrepreneurship in Jakarta by 33.2%, on the other hand, if the entrepreneurship education factor decreases by 1 point, the student's interest in entrepreneurship will decrease by 33.2%.
- c) The value of the social media coefficient (X2) is 0.495, which means that the use of social media has an effect of 49.5% on student entrepreneurship interest, which means that if the factor in the use of social media increases by 1 point and entrepreneurship education has a fixed coefficient value, it will affect the increase in interest Student entrepreneurship in Jakarta is 49.5%. On the other hand, if the social media usage factor decreases by 1 point, the student's interest in entrepreneurship will decrease by 49.5%.
- d) "e" is another factor that affects the interest in entrepreneurship but is not examined in this study.

Hypothesis Test

Partial Test (t Test)

The t-test was used to partially test each variable. The t-test criterion is that the independent variable itself has a significant effect on the dependent variable if the significance value is <0.05 (Hair et al., 2014).

The following is the result of the t-test calculation on the entrepreneurial education variable (X1) on the interest in entrepreneurship (Y) using the IBM SPSS 25 application:

Table 10. t Test X1 With Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.024	0.222		4.614	0.000
Pendidikan	0.332	0.081	0.193	4.121	0.000
Kewirausahaan					

Source: Data Processed by Researchers (2022)

Based on the data above, it can be seen that the significance value is 0.000, which means $0.000 < 0.05$, so it can be concluded that there is a positive and significant partial influence between the entrepreneurial education variable (X1) on the interest in entrepreneurship (Y). So it can be concluded that H1 is accepted, namely entrepreneurship education has a positive and significant effect on interest in entrepreneurship.

The following is the result of the calculation of the t-test on the social media variable (X2) on the interest in entrepreneurship (Y) using the IBM SPSS 25 application:

Table 11. t Test X2 With Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.024	0.222		4.614	0.000
Media Sosial	0.495	0.052	0.448	9.535	0.000

Source: Data Processed by Researchers (2022)

Based on the data above, it can be seen that the significance value is 0.000, which means $0.000 < 0.05$, so it can be concluded that there is a positive and significant partial influence between the variables of social media use (X2) on entrepreneurial interest (Y). So it can be concluded that H2 is accepted, namely the use of social media has a positive and significant effect on interest in entrepreneurship.

Simultaneous Test (f Test)

The f test aims to determine the hypothesis simultaneously or jointly between variables X1 and X2 against Y (Setiawan, 2018). The basis of the analysis of the statistical f test is to be able to compare the calculated f value with the f table, H0 is rejected and the alternative hypothesis is accepted if $f_{\text{arithmetical}} > f_{\text{table}}$. In addition, it can compare the significance value in the ANOVA table with a significance value set at 0.05, if a significant value < 0.05 will reject H0, which means that the independent variable affects the dependent variable simultaneously (Ghozali, 2018).

The following is the result of the f test calculation using the IBM SPSS 25 application:

Table 12. f Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	255.200	2	127.600	67.361	.000 ^b
	Residual	657.312	347	1.894		
	Total	912.512	349			

a. Dependent Variable: Minat Berwirausaha
b. Predictors: (Constant), Media Sosial, Pendidikan Kewirausahaan

Source: Data Processed by Researchers (2022)

Based on the data above, it can be seen that the significance value is 0.000, which means $0.000 < 0.05$. It can be concluded that the entrepreneurship education variable (X1) and the social media variable (X2) together have a significant influence on the entrepreneurial interest variable (Y) H3 is accepted, namely entrepreneurship education and the use of social media has an effect on entrepreneurial interest.

Coefficient of Determination (R-Square)

The coefficient of determination (R2) is used to measure the proportion of changes in the dependent variable, which means what is explained by the independent variable or predictor variable. Researchers can assume that the higher the value of R2, the greater the explanatory power of the regression equation and the better the prediction of dependencies (Hair et al., 2014). The following is the result of calculating R2 using the IBM SPSS 25 application:

Table 13. R-Square

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.529 ^a	0.280	0.276	1.37632

a. Predictors: (Constant), Media Sosial, Pendidikan Kewirausahaan

Source: Data Processed by Researchers (2022)

Based on the data above shows that the R Square value of 0.280 can be concluded that entrepreneurship education and the use of social media affect the interest in entrepreneurship by 28% while the rest is influenced by other factors not examined.

The Influence of Entrepreneurship Education on Entrepreneurial Intention

Based on the results of the research above, it is found that entrepreneurship education has a positive and significant effect on students' interest in entrepreneurship in Jakarta.

It can be seen that based on the results of the t-test research, it has a significance value of 0.000, which means $0.000 < 0.05$, so it can be concluded that entrepreneurship education has a significant influence on students' interest in entrepreneurship in Jakarta. Based on the results of the multiple linear regression equation, the result is 0.332 which is positive, so it can be concluded that entrepreneurship education has a positive effect on students' interest in entrepreneurship in Jakarta.

The Influence of the Use of Social Media on Interest in Entrepreneurship

Based on the results of the research described previously, it was found that the use of social media had a positive and significant effect on student entrepreneurship interest in Jakarta.

It can be seen that based on the results of the t-test research, it has a significance value of 0.000, which means $0.000 < 0.05$, so it can be concluded that the use of social media has a significant influence on student entrepreneurship interest in Jakarta. Based on the results of the multiple linear regression equation, the result is 0.495 which is positive, so it can be concluded that the use of social media has a positive effect on students' interest in entrepreneurship in Jakarta.

The Effect of Entrepreneurship Education and the Use of Social Media on Interest in Entrepreneurship

Based on the results of the research described previously, the results showed that entrepreneurship education and the use of social media simultaneously or together had a positive and significant effect on students' interest in entrepreneurship in Jakarta.

It can be seen that based on the results of the research, the f test has a significance value of 0.000 which means $0.000 < 0.05$ so it can be concluded that entrepreneurship education and the simultaneous use of social media have a significant influence on student entrepreneurship interest in Jakarta. Based on the results of the coefficient of determination test, the result is 0.280, which means that entrepreneurship education and the use of social media have an effect of 28% on students' interest in entrepreneurship in Jakarta.

Based on the multiple linear regression equation, it is known that $Y = 1.024 + 0.332 X_1 + 0.495 X_2$ with a constant value of 1.024, meaning that the interest of students in Jakarta to become entrepreneurs if not influenced by entrepreneurship education and social media is worth 0 or has no interest in entrepreneurship at all. If students are given the influence of entrepreneurship education and social media, the students' interest in entrepreneurship increases to 1,024. A positive coefficient value indicates that there is a positive influence between entrepreneurship education and the use of social media on student interest in entrepreneurship in Jakarta.

CONCLUSIONS AND SUGGESTION

Conclusions

Based on the research results that have been described previously, it can be concluded as follows:

1. There is a positive and significant influence between entrepreneurship education on students' interest in entrepreneurship in Jakarta. This means that learning entrepreneurship courses in universities can affect the entrepreneurial value of students and can increase students' interest in entrepreneurship.
2. There is a positive and significant influence between the use of social media on student entrepreneurship interest in Jakarta. This means that the use of social media can provide information about entrepreneurship to students so as to increase student entrepreneurship interest.

3. There is a positive and significant influence between entrepreneurship education and the use of social media on students' interest in entrepreneurship in Jakarta. This means that the learning of entrepreneurship courses that have been studied in universities and supported by the ease of obtaining information about entrepreneurship by using social media can increase students' interest in entrepreneurship.
4. The positive influence of entrepreneurship education and the use of social media on students' interest in entrepreneurship shows the importance of the university's role in holding entrepreneurship learning balanced with practice to advance the Indonesian economy.

Suggestion

Some recommendations that might be used for further research are:

1. In this study, only three variables were used, so that further research can add other variables that influence interest in entrepreneurship so as to provide a broader picture of factors that influence interest in entrepreneurship.
2. The total population in this study only covers the DKI Jakarta area so that further research can expand the research population.
3. Further research is expected to be able to reproduce references to be used in research so that the research results will be better.

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