

The Influence of Entrepreneurship Education and Social Media on Student's Entrepreneurial Intentions

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Abstract

Entrepreneurship is one of the alternative ways to overcome unemployment. For this reason, it is necessary to have entrepreneurship education and the use of social media in order to increase entrepreneurial intentions in the younger generation. This study aims to examine entrepreneurship education, social media and entrepreneurial intentions, as well as to determine the direct and indirect influence between entrepreneurship education and social media on entrepreneurial intentions. The research method used in this study is a quantitative method. The data is sourced primary data. Data collection is carried out by survey. Questionnaire items are distributed online through Google Forms with a scoring scale using a likert scale. The affordable population in this study was 143 students. The sampling technique used is purposive sampling. The number of samples collected was 100 students determined by the Isaac & Michael table. The data was processed using SPSS software version 23 by conducting correlation tests and multiple regression analysis. The results of this study show that entrepreneurship education and social media have a positive impact on entrepreneurial intentions both partially and simultaneously.

Abstrak

Kewirausahaan menjadi salah satu alternatif cara dalam mengatasi pengangguran. Untuk itu perlu adanya pendidikan kewirausahaan dan pemanfaatan media sosial dalam rangka meningkatkan intensi berwirausaha pada generasi muda. Penelitian ini bertujuan untuk mengkaji tentang pendidikan kewirausahaan, media sosial dan intensi berwirausaha, serta untuk mengetahui pengaruh langsung dan tidak langsung antara pendidikan kewirausahaan dan media sosial terhadap intensi berwirausaha. Metode penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif. Data bersumber data primer. Pengumpulan data dilakukan dengan survey. Item kuesioner didistribusikan secara online melalui Google Form dengan skala penilaian menggunakan skala likert. Populasi terjangkau pada penelitian ini berjumlah 143 siswa. Teknik pengambilan sampel yang digunakan adalah purposive sampling. Jumlah sampel yang dikumpulkan sebanyak 100 orang siswa yang ditentukan dengan tabel Isaac & Michael. Data tersebut diolah menggunakan software SPSS versi 23 dengan melakukan uji korelasi dan analisis regresi berganda. Hasil penelitian ini menunjukkan bahwa pendidikan kewirausahaan dan media sosial berdampak positif terhadap intensi berwirausaha baik secara parsial maupun simultan.

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INTRODUCTION

Unemployed are people in productive age and qualify as job seekers but are not in working status at all or are looking for work. The limited job vacancies available to the Indonesian people result in a high unemployment rate in Indonesia when compared to other countries. Global economic data shows that Indonesia ranks in the top 15 countries with the highest unemployment rate in the world. The data also claims that Indonesia is the only country in Southeast Asia that is included in the order of the highest unemployment rate in the world with a percentage of 6.49% in 2021.

Especially with the COVID-19 pandemic which has caused problems in various aspects, ranging from health to the world economy, causing many companies to be threatened with going out of business and employees who are starting to "slam stir" by starting a business. Entrepreneurial factors can come from internal as well as external. Internal factors originating from within the human being include personality, mindset, motivation, behavior, commitment, and abilities in the self. Meanwhile, external factors of interest in entrepreneurship can be in the form of education, environment and support obtained from family and the surrounding environment as well as policies set by the government (Wardani & Nugraha, 2021).

Mobile work to the process of buying and selling online are the current trend. This condition finally opens up new entrepreneurial opportunities. Where we can do business without the need to open or rent a "stall" as before. In fact, many department stores eventually closed their outlets and turned into online stores and even penetrated social media. Entrepreneurship becomes one of the professions when graduating from college and makes it easier to market products more widely without very high costs. To become a successful entrepreneur, students must be able to expand an extensive network to better communicate with others using the internet (Prasetio & Hariyani, 2020).

Entrepreneurial Intentions

Intention is a form of sincerity of a person's intention to do an act or give rise to a certain behavior (Dewi Karyaningsih, 2017). The intention of entrepreneurship according to Aryaningtyas in (Naiborhu & Susanti, 2021) is defined as the intention that individuals have in pioneering or realizing new business plans that do not yet exist among the community.

Entrepreneurial intention is the tendency of an individual's desire to carry out entrepreneurial actions by creating new products through business opportunities and risk-taking (Dilla Oktaviana & Umami, 2018). There are five dimensions of entrepreneurial intention according to Filho, et.al in (Mulyono, 2022), these five dimensions include:

1. Personal background
2. Business knowledge
3. Entrepreneurial motivation
4. The effectiveness of automated entrepreneurship
5. Educational environment.

According to Ajzen, intention can be expressed through the Theory of Planned of Behavior (TPB), namely beliefs or attitudes of behavior, subjective norms, and control of behavior or self-efficacy. The formation of intention can be explained by the theory of planned behavior that assumes humans always have a purpose in behaving (Santi et al., 2017).

Entrepreneurship Education

Sugihartono in (Sari et al., 2021) defines education as a conscious effort in changing the realm of knowledge, attitudes, and skills both individually and in groups towards maturity through the learning process so as to give birth to a generation that has a sense of responsibility for everything they do. Lo Choi Tung states that Entrepreneurship education is the process of transmitting entrepreneurial knowledge and skills to students to assist them in taking advantage of business opportunities (Vernia, 2018).

Education often focuses on developing knowledge and intellectuality, while entrepreneurship education focuses on the human being as a whole (including his feelings, values adopted and interests) including creative and innovative ways of thinking (Agus Wibowo, 2018).

According to Adnyana and Purnami in (Rimadani & Murniawaty, 2018), entrepreneurship education indicators to measure entrepreneurship education variables based on the following indicators:

1. Creating an entrepreneurial desire
Entrepreneurship education program grows the desire for entrepreneurship is when students have taken entrepreneurship courses it is felt that the desire for entrepreneurship begins to grow
2. Add insight
Entrepreneurship Education Program adds knowledge and insight in the field of entrepreneurship is After taking entrepreneurship education students feel more knowledge in the field of entrepreneurship
3. Sensitive to business opportunities
The entrepreneurship education program grows awareness of business opportunities is that after taking entrepreneurship education, students are aware of the business opportunities that exist.

Social Media

Media social is an internet platform that allows individuals to share immediately and communicate continuously with their community (Arsanti & Setiana, 2020).

Media sosial is an internet-based media that allows users the opportunity to interact and present themselves, either instantly or delayed, with a wide audience or not that drives the value of user-generated content and the perception of interaction with others (Pratiwi, 2021).

Kurniawan and Harti in (Sahroh, 2018) explained that the level of social media use is measured by the following indicators, namely:

1. Means of communication, from the results of research proves that a person is easier to communicate through social media accounts and easier to socialize with many friends on social media
2. Access, explains that accessing social media doesn't cost much and can take advantage of Wi-Fi for free
3. Utilization, explaining that many people use social media for entertainment facilities and find out the latest news.

Variables in the use of social media consist of several indicators, including: participation, openness, conversation, community, and interconnectedness (Indraswati et al., 2021).

METHOD

Based on the problems that have been mentioned, the description of this research will be compiled in the following research model:

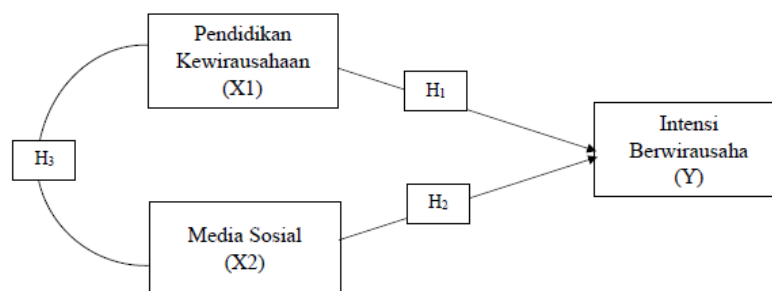


Figure 1 Research Model
Source : Data processed by Researcher (2022)

Then it can be formulated hypotheses in the study as follows:

- a) H1: Entrepreneurship Education has a direct influence on Entrepreneurial Intentions
- b) H2: Social Media has a direct influence on Entrepreneurial Intentions
- c) H3: Entrepreneurship Education and Social Media have a direct and simultaneous influence on Entrepreneurial Intentions.

The research method used in this study is a quantitative method. The method of data collection in this study used a survey. Data management in this study used the SPSS program version 23.0. Data collection was carried out by distributing a questionnaire on a likert scale that had 5 alternative answers consisting of Strongly Agree (SS), Agree (S), Doubt (RR), Disagree (TS) and Strongly Disagree (STS). The sample in this study was 100 students. The technique used to determine the sample is purposive sampling.

RESULTS AND DISCUSSION

Normality Test
Tabel 1 Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	1,94291981
Most Extreme Differences	Absolute	,048
	Positive	,048
	Negative	-,046
Test Statistic		,048
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 (2022)

Based on the calculation of the Kolmogorov-Smirnov normality test above, it is known that the significance value of entrepreneurship education, social media and entrepreneurial intentions is 0.200. The value of $0.200 > 0.05$ so that it can be stated that the data of the three variables are normally distributed.

Linearity Test
Tabel 2 Linearity Test Results X1 to Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Intensi_Berwirausaha * Pendidikan_Kewirausahaan	Between Groups	(Combined)	739,350	15	49,290	7,535	,000
		Linearity	632,732	1	632,732	96,725	,000
		Deviation from Linearity	106,618	14	7,616	1,164	,318
	Within Groups		549,490	84	6,542		
Total			1288,840	99			

Source: Processed Data (2022)

Based on the table above, it is known that the Linearity value is $0.000 < 0.05$ and the Deviation from Linearity value is $0.318 > 0.05$. Thus it can be concluded that the variables of entrepreneurship education and entrepreneurial intentions have a linear relationship. Furthermore, the results of the linearity test of social media variables and entrepreneurial intentions can be seen from the output of the following table:

Linearity Test
Tabel 3 Linearity Test Results X2 to Y

			Sum of Squares	df	Mean Square	F	Sig.
Intensi_Berwirausaha * Media_Sosial	Between Groups	(Combined)	948,796	15	63,253	15,625	,000
		Linearity	858,190	1	858,190	211,996	,000
		Deviation from Linearity	90,605	14	6,472	1,599	,096
Within Groups			340,044	84	4,048		
Total			1288,840	99			

Source: Data processed (2022)

Based on the table above, it is known that the Linearity value is $0.000 < 0.05$ and the Deviation from Linearity value is $0.676 > 0.05$. Thus it can be concluded that the variables of social media and entrepreneurial intentions have a linear relationship.

Multicholinerity Test
Table 4 Multicholinerity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	8,921	2,020		4,416	,000		
Pendidikan_Kewirausahaan	,269	,070	,282	3,844	,000	,556	1,800
Media_Sosial	,600	,070	,628	8,561	,000	,556	1,800

a. Dependent Variable: Intensi_Berwirausaha

Source: Data processed (2022)

Based on the table above, it can be seen that the Tolerance value of the entrepreneurship education variable and the same social media variable is $0.556 > 0.1$ and the VIF value is $1,800 < 10$. So it can be concluded that the regression model in this study does not have a multicholinerity problem.

Heteroskedasticity test
Tabel 5 Heteroskedasticity Test Results

			Pendidikan_Kewirausahaan	Media_Sosial	Unstandardized Residual
Spearman's rho	Pendidikan_Kewirausahaan	Correlation Coefficient	1,000	,679**	-,005
		Sig. (2-tailed)		,000	,958
		N	100	100	100
	Media_Sosial	Correlation Coefficient	,679**	1,000	-,005
		Sig. (2-tailed)	,000		,962
		N	100	100	100
	Unstandardized Residual	Correlation Coefficient	-,005	-,005	1,000
		Sig. (2-tailed)	,958	,962	
		N	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Data processed (2022)

Based on the table above, it can be seen that the value of the significance of entrepreneurship education is $0.958 > 0.05$ and the significance of social media is $0.962 > 0.05$. So it can be concluded that the regression model in this study does not have a heteroskedasticity problem. In addition, researchers also conducted a heteroskedasticity test with a scatterplot test, symptoms of heteroskedasticity can be seen when the distribution of dots on the graph forms a certain pattern. Conversely, if the dots spread and do not form a certain pattern then there are no symptoms of heteroskedasticity. The following are the results of the heteroskedasticity test using SPSS 23.0:

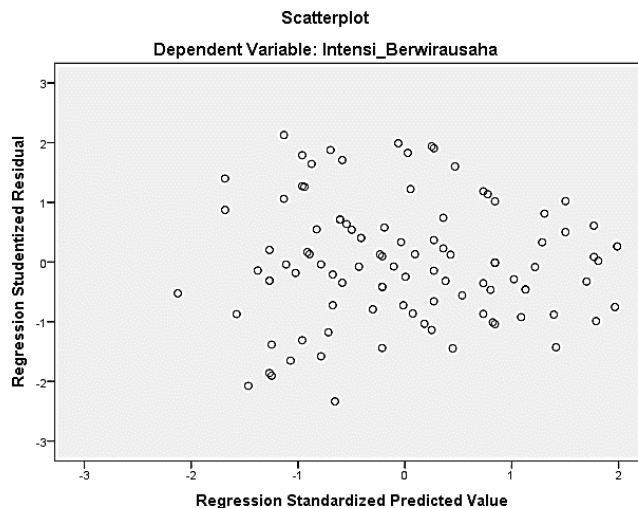


Figure 2 Scatterplot Test Results
Source: Processed data (2022)

From the image above, it can be seen that the points spread out and do not form a certain pattern. Thus, it can be concluded that the regression model in this study does not have symptoms of heteroskedasticity.

Multiple Regression Equation
Table 6 Multiple Regression Test Results

Model	Coefficients ^a						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	8,921	2,020		4,416	,000		
Pendidikan_Kewirausahaan	,269	,070	,282	3,844	,000	,556	1,800
Media_Sosial	,600	,070	,628	8,561	,000	,556	1,800

a. Dependent Variable: Intensi_Berwirausaha

Source: Processed data (2022)

Based on the table above, a multiple regression equation can be obtained as follows:

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 8,921 + 0.269*Entrepreneurship\ Education + 0.600*Social\ Media$$

It can be seen from the regression equation that the constant value is 8.921 meaning that if entrepreneurship education (X_1) and social media (X_2) in students have a value of 0, then the value of entrepreneurial intention (Y) is 8.921.

The value of the social media regression coefficient (X_2) of 0.600 means that every 1 unit increase in the social media variable will give a score increase of 0.600 on entrepreneurial intentions. The coefficient of social media is positive, meaning that there is a positive relationship between social media and entrepreneurial intentions.

The value of the social media regression coefficient (X2) of 0.600 means that each addition of one value to the social media variable will give a score increase of 0.600 on entrepreneurial intentions. The coefficient of social media is positive, meaning that there is a positive relationship between social media and entrepreneurial intentions.

Test F
Tabel 7 F Test Results

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	915,121	2	457,561	118,761	.000 ^b
Residual	373,719	97	3,853		
Total	1288,840	99			

a. Dependent Variable: Intensi_Berwirausaha

b. Predictors: (Constant), Media_Sosial, Pendidikan_Kewirausahaan

Source: Processed data (2022)

Based on the F test table above, it can be seen that the significant value is $0.000 < 0.05$ and the count is 118.761. F_{table} values can be searched in statistical tables with a significance level of 0.05 df 1 or $3-1 = 2$ and $df 2 = n - k - 1$ or $100 - 2 - 1 = 97$.

The F_{table} value was 3.09. So it can be concluded that entrepreneurship education and social media have a simultaneous effect on entrepreneurial intentions because $F_{counts} 118,761 > F_{table}$ value of 3.09.

T-test
Table 8 T Test Results

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	8,921	2,020		4,416	,000		
Pendidikan_Kewirausahaan	,269	,070	,282	3,844	,000	,556	1,800
Media_Sosial	,600	,070	,628	8,561	,000	,556	1,800

a. Dependent Variable: Intensi_Berwirausaha

Source: Processed data (2022)

Based on the T test table above, it can be seen that the significant value of entrepreneurship education is $0.000 < 0.05$ and the t_{count} value is 3.844. The table t value can be searched in the statistical table with a significance level of 0.05 df 1 or $3-1 = 2$ and $df 2 = n - k - 1$ or $100 - 2 - 1 = 97$. Obtained t_{table} 1,984. So it can be concluded that entrepreneurship education (X1) partially has a significant effect on entrepreneurial intentions because the t_{count} is $3,844 >$ the table t value of 1,984.

Then it can be seen in the social media table (X2) that the significant value of social media is $0.000 < 0.05$ and the t_{count} value is $8.561 > t_{table}$ 1.984. So it can be concluded that social media partially affects the intention of entrepreneurship.

Coefficient of Determination Analysis
Tabel 9 Coefficient of Determination
Analysis Test Results

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843 ^a	.710	.704	1,963

a. Predictors: (Constant), Media_Sosial, Pendidikan_Kewirausahaan

b. Dependent Variable: Intensi_Berwirausaha

Source: Processed data (2022)

Based on the output of the table above, it can be seen that the value of R Square (R²) or the influence between entrepreneurship education and social media with entrepreneurial intentions is 0.710. The percentage of contributions of entrepreneurship education variables and social media to explain the variables of entrepreneurial intention simultaneously or together is 71% while the remaining 29% is influenced by other variables that are not studied.

CONCLUSIONS AND SUGGESTION

Conclusion

Based on the research that has been carried out, empirical conclusions can be drawn through descriptions, statistical data processing, interpretation and analysis of data that have been described in the previous chapter, then researchers can conclude as follows:

1. Entrepreneurship education has a positive and significant effect on entrepreneurial intentions. The better entrepreneurship education is applied in schools, the higher the entrepreneurial intentions of the students.
2. Social media has a positive and significant effect on entrepreneurial intentions. The higher the use of social media for students, the higher the intention of entrepreneurship.
3. Entrepreneurship education and social media have a positive and significant effect on entrepreneurial intentions. If entrepreneurship education is well implemented by schools and accompanied by high use of student social media, then students' entrepreneurial intentions will also increase.

Suggestion

Based on the conclusions that have been presented, the researcher will provide several recommendations for the next researcher in the hope that it can become useful reference and reference material later, namely as follows.

1. We recommend that the school be more able to encourage students to create and run businesses directly both in groups and individually.
2. We recommend that students can expand their network, one of which is by learning how to brand products and businesses that are run.
3. We recommend that the school can provide motivation and fully support what students want to achieve. What can be done is to set an example in business, give tips and compliments, or it can also be by helping to buy and promote the business of the students.

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