

# Do Entrepreneurship Education and Use of Social Media among Students Affect Entrepreneurial Interest through Entrepreneurial Motivation?

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## Abstract

This study aims to determine whether the influence of entrepreneurship education and the use of social media among students affects entrepreneurial interest through entrepreneurial motivation. This type of research is quantitative research. The research design uses a survey method with a questionnaire as a data collection instrument. The study population was all Entrepreneurship Students of Universitas Negeri Makassar which amounted to 427 students. While the sampling technique uses Proportional Random Sampling technique, which is calculated using the Slovin formula with a sample size of 84 respondents or 22% of the total population. The research method used in this research is quantitative. The results showed that indirectly entrepreneurship education and the use of social media affect the interest in entrepreneurship with entrepreneurial motivation as an intervening variable. However, for the direct effect of only entrepreneurship education and the use of social media on entrepreneurial interest that has no effect, while for the effect on entrepreneurial motivation there is a significant effect. This research can be a source of information or reference for teaching staff or lecturers so that they can direct and guide students regarding the development of entrepreneurial interests, students are also expected to deepen their interest in business management so that they are not only focused on the knowledge produced, but also able to do business and develop it.

*Keywords:* Entrepreneurship education, use of social media, entrepreneurial interest, entrepreneurial motivation

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## 1. Introduction

Education is one of the important aspects to improve human resources in Indonesia. Every year many students complete their education at both public and private universities. This should improve the quality of human resources in Indonesia and have a positive impact on the Indonesian economy. However, the fact that there are still many unemployed people in Indonesia because the available job vacancies are not able to accommodate the prospective labor force which is increasing every year. Unemployment and poverty occur because the ratio between the number of job opportunity offers is not proportional to the number of graduates or new labor offers at all levels of education. (Pamungkas, 2017).

Entrepreneurship education is a weapon that destroys unemployment and poverty and becomes a ladder to the dream of every society to be financially independent, have the ability to build individual prosperity, as well as contribute to building community welfare. Entrepreneurship education teaches the cultivation of entrepreneurial values that will shape the character and behavior for entrepreneurship so that students can be independent. Entrepreneurship education is also able to equip students with various entrepreneurial competencies that will bring great benefits to their lives. While the definition of entrepreneurship is, according to Suryana (2014: 15) that entrepreneurship is a creative and innovative ability that is used as the basis for creating business opportunities in order to achieve success in business. Creative is the ability possessed by an entrepreneur to develop new ideas and find new ways. Meanwhile, innovation is the ability possessed by an entrepreneur to apply creativity in order to solve business problems and opportunities to improve and enrich life. Based on the understanding of learning and entrepreneurship above, it can be concluded that

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entrepreneurship learning is an effort made deliberately by teachers or lecturers to teach about entrepreneurship and organize a good environment (Cahayani, 2022).

Winarti (2023) state that students who have completed their studies will be faced with 3 choices, namely the choice to become employees of either private companies, State-Owned Enterprises (BUMN) or Civil Servants (PNS). The second option is to become intellectually unemployed because it is difficult to find a job that matches the criteria set. The third option is to open your own business or become an entrepreneur. Given the large number of unemployed people in Indonesia, university graduates should be able to contribute to the country through entrepreneurship because an entrepreneur acts as the driving force of the economy in a country. Entrepreneurial society has an important role in realizing economic growth both micro to reduce unemployment and macro to increase per capita income (Anah et al., 2017).

An entrepreneur must have various abilities in order to become a successful entrepreneur, but the problem is not only how to become a potentially successful entrepreneur. Many people actually have the ability to become a good entrepreneur but they prefer to become an employee in a company or agency or even choose not to work because they feel their needs have been met, so the initial problem is the lack of interest in becoming an entrepreneur even from students who are arguably highly educated. To reduce the unemployment rate, one way that can be done is to foster student entrepreneurial interest in higher education. Therefore, it is hoped that through entrepreneurship education, students can be motivated and directed so that after graduating from college they can create jobs, where graduates are expected to become educated young entrepreneurs who are able to start their own businesses (Susilawaty, 2022).

Interest is a sense of liking and a sense of connection to a thing or activity, without anyone having to tell it to do so. Thus interest can be grown by connecting a person with their needs so that the desire to fulfill them arises. Mahesa & Venkataraman (2019) describe that interest in entrepreneurship is a tendency within the subject to be interested in creating a business which then organizes, manages, bears the risk and develops the business he created himself. The increasing interest in entrepreneurship in students is expected to increase the number of young entrepreneurs in Indonesia so as to increase the country's economic growth and reduce the unemployment rate in Indonesia.

In Indonesia, the development of technology is so fast from time to time, always exploring various kinds of technological developments until stepping on the time that Use of Social Media become a daily necessity for almost all activities. With the existence of entrepreneurship education courses and utilizing social media wisely. A student can train himself to be confident in selling based on an online shop, which can be promoted through Instagram, Facebook, Whatsaap and other social media. Social media can make it easier for users who have an online business to utilize it in conducting business promotions because social media is widely accessed by the general public, so that students will be more creative in entrepreneurship and can increase pocket money (Jumadi & Mustofa, 2022).

The rapid growth of social media now, because everyone can have their own media and produce a positive impact with the emergence of business opportunities. Social media can be used as a promotional media, selling media, media looking for consumers and others. With social media, the cost of renting a place or location and limiting the distance and shape of the store is not a problem in charging business. This makes the selection of social media as a place to sell one of the solutions to doing business which is a very large business target. Progress and development are largely determined by the quality of education.

In this era of globalization, humans always equip themselves with knowledge and skills because education will help humans face increasingly sophisticated times. Knowledge and skills should be balanced. But at this time, there is a lot of knowledge that is not synchronized with the skills possessed, many students have high entrepreneurship course grades but lack the skills to open a business. Lack of skills is generally influenced by lack of interest from students because basically students have no interest from themselves to be entrepreneurs, only to pursue value. According to Suryana (2014: 4) an entrepreneur will not succeed if he has knowledge, but not having the will and ability will not make someone successful in entrepreneurship.

According to Mason & Brown (2013) that, entrepreneurial interest is a process that uses time and activities accompanied by capital and risk to be able to improve skills in creating something new, innovative and interesting so that business opportunities arise. So, it can be concluded that entrepreneurial interest is an interest in a person towards entrepreneurial activities and the desire to engage in entrepreneurial activities. Entrepreneurial interest arises because it is preceded by knowledge and information about entrepreneurship then proceeds to a participating activity to gain experience which in turn arises the desire to carry out these activities. Entrepreneurial interest that occurs in a person does not appear suddenly but can be nurtured and developed. The limitations of entrepreneurial interest are limited to

the factors that influence it, namely feelings of pleasure, desire, attention, family environment, community environment and experience (Erwanda, 2021).

Higher Education as a forum for the educated workforce has a strategic role in overcoming the problem of educated unemployment. One of the efforts made is to prepare students to become entrepreneurs by implementing an entrepreneurship curriculum in each study program as a provision for students to become entrepreneurs. In addition, State Universities (PTN) are also expected to provide capital facilities for students who want to start or develop a business through the Student Entrepreneurship Program (PMW). From the results of this analysis, researchers are interested in conducting research related to the effect of entrepreneurship education on entrepreneurial interest in entrepreneurship study program students.

## **2. Literature Review**

### *2.1. Entrepreneurship Education*

Entrepreneurship education has gained significant attention in recent years due to its potential to foster entrepreneurial mindsets and skills among students. The literature on entrepreneurship education highlights several dimensions for its success, emphasizing the importance of teaching students about and through starting a new venture. This approach is seen as essential for meeting economic and social goals, as it contributes to the development of entrepreneurs and enterprises. However, challenges exist in implementing entrepreneurship education, particularly in the context of teacher training and classroom practices, as it is not yet an established part of teachers' education. Additionally, the impact of entrepreneurship education on employability and entrepreneurial interest has been a subject of interest, with studies showing a significant positive influence on students' employability and motivation towards entrepreneurship.

While entrepreneurship education holds promise, it also faces limitations and challenges. The lack of specialized resources and the large number of students have been cited as challenges affecting the facilitation of entrepreneurship education. Moreover, the COVID-19 pandemic has presented significant challenges for entrepreneurship education, particularly in terms of technology tools and online delivery. Furthermore, the effectiveness of entrepreneurship education in influencing students' perceived feasibility and expectations has been a subject of debate, with findings suggesting a complex relationship between education and entrepreneurial mindset (Neck & Corbett, 2018). Additionally, the need for a balance between theory and practice in entrepreneurship education has been emphasized, highlighting the importance of integrating practical experience with theoretical knowledge (Ma et al., 2020). Entrepreneurship education has the potential to cultivate entrepreneurial skills and mindsets, contributing to economic development and individual empowerment. However, challenges such as resource limitations, the complex relationship between education and mindset, and the impact of external factors like the COVID-19 pandemic need to be addressed to enhance the effectiveness of entrepreneurship education.

### *2.2. Use of Social Media*

The use of social media has garnered significant attention in literature, with a focus on its potential benefits and challenges. Several research streams have emerged, including social media for entrepreneurial learning and self-employment, entrepreneurial marketing, entrepreneurial opportunities, and networking within entrepreneurial ecosystems (Secundo et al., 2020). However, the existing literature has not fully addressed the reasons behind small business owners' adoption of social media for business purposes (He et al., 2015). This gap highlights the need for a deeper understanding of the motivations and mechanisms driving social media adoption in the entrepreneurial context.

While social media presents opportunities for entrepreneurship, it is essential to consider the holistic impact, taking into account technological and social aspects (Secundo et al., 2020). The literature emphasizes the role of social media in entrepreneurial marketing, brand performance, and stakeholder engagement, highlighting its potential to enhance business performance and competitiveness (Aguilar et al., 2022; Olugbodi, 2022; Soelaiman, 2022). Moreover, social media has been recognized as a tool for building brand awareness, improving relationships with consumers, and facilitating the overall growth of small and medium enterprises (Jummani & Shaikh, 2021; Novianti & Erdiana, 2021).

Despite the potential benefits, challenges exist in leveraging social media for entrepreneurship. The literature underscores the need for more comprehensive studies that consider both the technological and social aspects of Use of Social Media in entrepreneurship (Secundo et al., 2020). Additionally, the complexity associated with using social media, the influence on stakeholder engagement and corporate social responsibility, and the impact of external factors

such as the COVID-19 pandemic have been subjects of interest and concern (Khanal et al., 2021; Sendawula et al., 2022). Furthermore, the literature highlights the need for a balance between theory and practice in utilizing social media for entrepreneurship, emphasizing the importance of integrating practical experience with theoretical knowledge. The use of social media in entrepreneurship underscores its potential to enhance marketing, brand performance, and stakeholder engagement. However, it also emphasizes the need for a deeper understanding of the motivations behind social media adoption by small business owners and the challenges associated with its use. Addressing these gaps and challenges can contribute to a more comprehensive and effective integration of social media in entrepreneurship.

### *2.3. Entrepreneurial Interest*

Entrepreneurial interest is a crucial aspect of the entrepreneurial process and has been extensively researched across various disciplines. Studies have emphasized the impact of perceptions of entrepreneurial feasibility and desirability on potential entrepreneurs' motivations (Davis et al., 2016). Additionally, the mediating effects of individual entrepreneurial orientation on the relationship between environmental factors and entrepreneurial intention have been explored, offering valuable insights for entrepreneurship education and behavior (Marjerison et al., 2021). Furthermore, the influence of family support and economic institutions on sustaining entrepreneurial intentions has been examined, shedding light on the multifaceted nature of entrepreneurial interest.

Highlighting the significance of internal factors such as achievement motivation and curiosity for knowledge in shaping entrepreneurial interest. Moreover, the nexus of social cause interest and entrepreneurial mindset has been explored, indicating the complex relationship between social cause interest and entrepreneurial activity (Lim et al., 2021). In addition, the development of a new measure of entrepreneurial mindset has been addressed, emphasizing the importance of understanding the personality traits, motivations, attitudes, and behaviors that contribute to entrepreneurial success (Pham & Le, 2023). The literature on entrepreneurial interest encompasses a wide range of factors and influences, including psychological, environmental, familial, and educational aspects. The multifaceted nature of entrepreneurial interest underscores the need for a comprehensive understanding of the motivations, attitudes, and behaviors that contribute to entrepreneurial engagement and success.

### *2.4. Entrepreneurial Motivation*

Entrepreneurial motivation is a critical factor in driving individuals to engage in entrepreneurial activities. The literature on entrepreneurial motivation encompasses a wide range of factors and influences, including psychological, educational, cultural, and environmental aspects. Comprehensive review of the current state of entrepreneurial motivation research and its nomological network, offering suggestions to guide future research in extending our understanding of motivation in the entrepreneurship domain (Murnieks et al., 2019). Farhangmehr et al. (2016) reveal that entrepreneurship competencies are predictors of entrepreneurship motivation, emphasizing the role of competencies in driving entrepreneurial aspirations among university students.

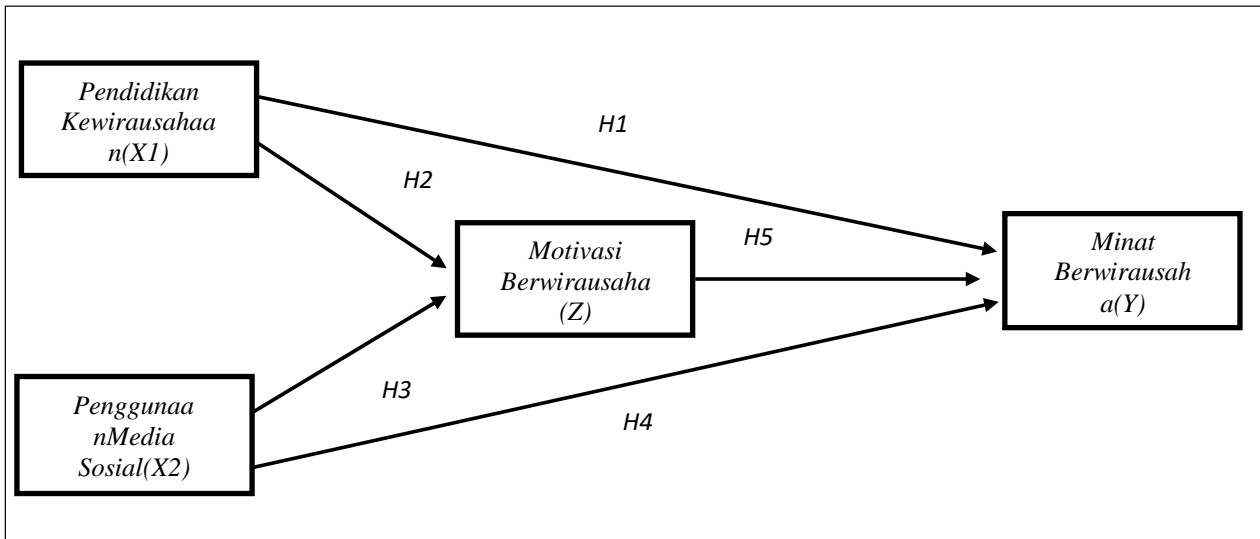
Şeşen & Pruett, (2014) and Hasan et al., (2017) demonstrate the positive influences of motivational entrepreneurship education on entrepreneurship development, underscoring the role of education in shaping entrepreneurial motivation and intentions. Additionally, Hytti et al. (2010) make an original contribution by distinguishing between extrinsic and intrinsic motivation to study entrepreneurship, highlighting the effect on learning outcomes of resources acquired through team behavior. The literature on entrepreneurial motivation provides valuable insights into the multifaceted nature of motivation in driving entrepreneurial aspirations and actions. The diverse range of factors and influences underscores the need for a comprehensive understanding of the motivations, attitudes, and behaviors that contribute to entrepreneurial engagement and success.

## **3. Research Method and Materials**

### *3.1. Research Model and Hypothesis*

This research uses a quantitative approach with several variables that will be tested for influence with the results of data in the form of numbers. Quantitative research is research by testing objective theories by analyzing the relationship between variables (Creswell, 2014). This type of quantitative research always has descriptive questions about the dependent and independent variables and questions about how the relationship between the dependent and

independent variables. Hypotheses are tested using Path Analysis (Sarwono, 2006). The figure 1 show the research design.



**Figure 1.** Research Design

Based on Figure 1, this research is a descriptive explanatory study which means describing the influence between the variables studied. Descriptive means explaining and analyzing research variables, namely entrepreneurship education variables (X1), Use of Social Media (X2), Entrepreneurial Interest (Y) and Entrepreneurial Motivation (Z). While exploratory means looking for causal influences between research variables through hypotheses. The causal effect is the direct effect between entrepreneurship education (X1), the use of social media (X2) on entrepreneurial motivation (Z). As well as the indirect effect of entrepreneurship education (X1), the use of social media (X2) on entrepreneurial interest (Y) through entrepreneurial motivation (Z) entrepreneurship students of Universitas Negeri Makassar.

This research design is also based on COR theory and JD-R theory as well as relevant previous research. So that researchers can hypothesize direct and indirect effects in this study. More details can be seen through the hypothesis summary on Table 1.

**Table 1.** Hypothesis Summary

Hipotesis	Keterangan
H1	Entrepreneurship education has a positive and direct effect on entrepreneurial interest
H2	Entrepreneurship education has a positive and direct effect on entrepreneurial motivation
H3	The use of social media has a positive and direct effect on entrepreneurial interest
H4	The use of social media has a positive and direct effect on entrepreneurial motivation
H5	Entrepreneurial motivation has a direct effect on entrepreneurial interest
H6	Entrepreneurship education has a positive and indirect effect on entrepreneurial interest through entrepreneurial motivation.
H7	The use of social media has a positive and indirect effect on entrepreneurial interest through entrepreneurial motivation.

Based on table 1, this research has 7 hypotheses. The hypothesis will test the direct effect of entrepreneurship education (X1) on entrepreneurial interest (Y), the direct effect of entrepreneurship education (X1) on entrepreneurial motivation (Z), the effect of Use of Social Media (X2) on entrepreneurial motivation (Z), the use of social media on entrepreneurial interest (Y), the indirect effect of entrepreneurship education (X1) on entrepreneurial interest (Y), through entrepreneurial motivation (Z), and the indirect effect of Use of Social Media (X2) on entrepreneurial interest (Y) through entrepreneurial motivation (Z).

### 3.2. Population and Sample

The population in this study were all female students from the entrepreneurship study program of the Faculty of Economics and Business, Universitas Negeri Makassar, where the 2019 batch of students totaled 35 people, the 2020 batch was 70 people, the 2021 batch was 76 people, the 2022 batch was 100 people and the 2023 batch was 146 people, so the total number of students was 427 people. While the sampling technique uses Proportional Random Sampling technique, which is calculated using Slovin with a sample size of 84 respondents or 22% of the total population. The number of samples used is taken from the Slovin formula as follows.

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{427}{1 + 427(0.1)^2}$$

$$n = 81,024$$

Description:

n : Number of Samples

N : Total Population

E : Error Rate of 10% or 0.1

From this formula, it can be seen that the minimum sample size that can be used is; n = 81 respondents. However, the researcher got a sample of 84 people.

### 3.3. Data collection

Data collection was carried out by determining the research subjects, namely all students of the entrepreneurship study program at the Faculty of Economics and Business, Universitas Negeri Makassar using a questionnaire. The questionnaire used is a closed questionnaire using digital media or often called google form while the scale used is a Likert scale. Scoring using a Likert scale with 5 alternative answers, namely: Strongly Disagree: 1, Disagree: 2, Moderately Agree: 3, Agree: 4, and Strongly Agree: 5. Furthermore, the data were 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 consists of descriptive statistical data analysis, classical assumption tests, and path analysis.

## 4. Results and Discussion

### 4.1. Hypothesis Testing Results

The results of hypothesis testing are used to test the effect 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 H0 is accepted, or it is stated that the regression coefficient obtained is significant. The results of hypothesis testing of direct and indirect effects can be seen through the Table 2.

As for obtaining the effect of error (e2), the formula is used:

$$e1 = 1 - R^2 = \sqrt{1 - 0,580} =$$

$$0,648Y = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Y = 0,222 X_1 + 0,109 X_2 + 0,478 Z + 0,648$$

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

**Table 2.** Indirect Hypothesis Testing Results

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

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

<b>Coefficients<sup>a</sup></b>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.914	1.355		1.413	.162
Entrepreneurship Education	.142	.088	.222	1.616	.110
Use of Social Media	.086	.095	.109	.903	.369
Entrepreneurial Motivation	.375	.105	.478	3.552	.001

a. Dependent Variable: Entrepreneurial Interest

**Table 3.** Direct Hypothesis Testing Results

<b>Model Summary</b>				
Model	R	R Square	Adjusted RSquare	Std. Error of theEstimate
1	.8432 <sup>a</sup>	.710	.703	2.53638

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

<b>Coefficients<sup>a</sup></b>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.284	1.427		.199	.843
Entrepreneurship Education	.473	.076	.579	6.186	.000
Use of Social Media	.315	.094	.312	3.338	.001

a. Dependent Variable: Entrepreneurial Interest

As for obtaining the effect of error (e2), the formula is used:

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

$$Z = \beta3 X1 + \beta4 X2 + e2$$

$$Z = 0,579 X1 + 0,312 X2 + 0,538$$

The coefficient of determination of 0.538 shows the direct effect of entrepreneurship education and the use of social media on variable Z Entrepreneurial motivation by 53.8% while 46.2% is influenced by other variables outside the model or this study.

Entrepreneurship education has a positive and significant effect on entrepreneurial interest through entrepreneurial motivation variables.

Indirect influence = X1 → Z → Y

$$\begin{aligned}
 &= \beta_3 \times \beta_5 \\
 &= 0.579 \times 0.478 \\
 &= 0.276
 \end{aligned}$$

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

$$\begin{aligned}
 \text{Indirect influence} &= X_2 \rightarrow Z \rightarrow Y \\
 &= \beta_4 \times \beta_5 \\
 &= 0.312 \times 0.478 \\
 &= 0.149
 \end{aligned}$$

H1: The effect of entrepreneurship education on entrepreneurial interest, has a significance value of  $0.110 > 0.05$  and a Beta value of 0.222. Based on these results it can be concluded that H1 is rejected.

H2: The effect of entrepreneurship education on entrepreneurial motivation, has a significance value of  $0.000 < 0.05$  and a Beta value of 0.579. Based on these results it can be concluded that H2 is accepted.

H3: The effect of Use of Social Media on entrepreneurial interest, has a significance value of  $0.369 > 0.05$  and a Beta value of 0.109. Based on these results it can be concluded that H3 is rejected.

H4: The effect of Use of Social Media on entrepreneurial motivation, has a significance value of  $0.001 < 0.05$  and a Beta value of 0.312. Based on these results it can be concluded that H4 is accepted.

H5: The effect of entrepreneurial motivation on entrepreneurial interest, has a significance value of  $0.001 < 0.05$  and a Beta value of 0.478. Based on these results it can be concluded that H5 is accepted.

H6: The effect of entrepreneurship education on entrepreneurial interest through entrepreneurial motivation has a Beta value of 0.386. Based on these results it can be concluded that H8 is accepted.

$$\begin{aligned}
 0.579 \times 0.478 &= 0.276 \\
 0.110 + 0.276 &= 0.386
 \end{aligned}$$

H7: The effect of Use of Social Media on entrepreneurial interest through entrepreneurial motivation has a Beta value of 0.15. Based on these results it can be concluded that H9 is accepted.

$$\begin{aligned}
 0.312 \times 0.478 &= 0.149 \\
 0.001 + 0.149 &= 0.15
 \end{aligned}$$

#### 4.2. Path Analysis Results

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

**Table 4.** Path Analysis Results

Pengaruh Antar Variabel	Influence		Total
	Direct	Indirect	
Influence X1 → Y	0,222	-	0,222
Influence X1 → Z	0,579	-	0,579
Influence X2 → Y	0,109	-	0,109
Influence X2 → Z	0,312	-	0,312
Influence Z → Y	0,478	-	0,478
Influence X1 → Y → Z	0,222	0,386	0,608
Influence X2 → Y → Z	0,579	0,15	0,729

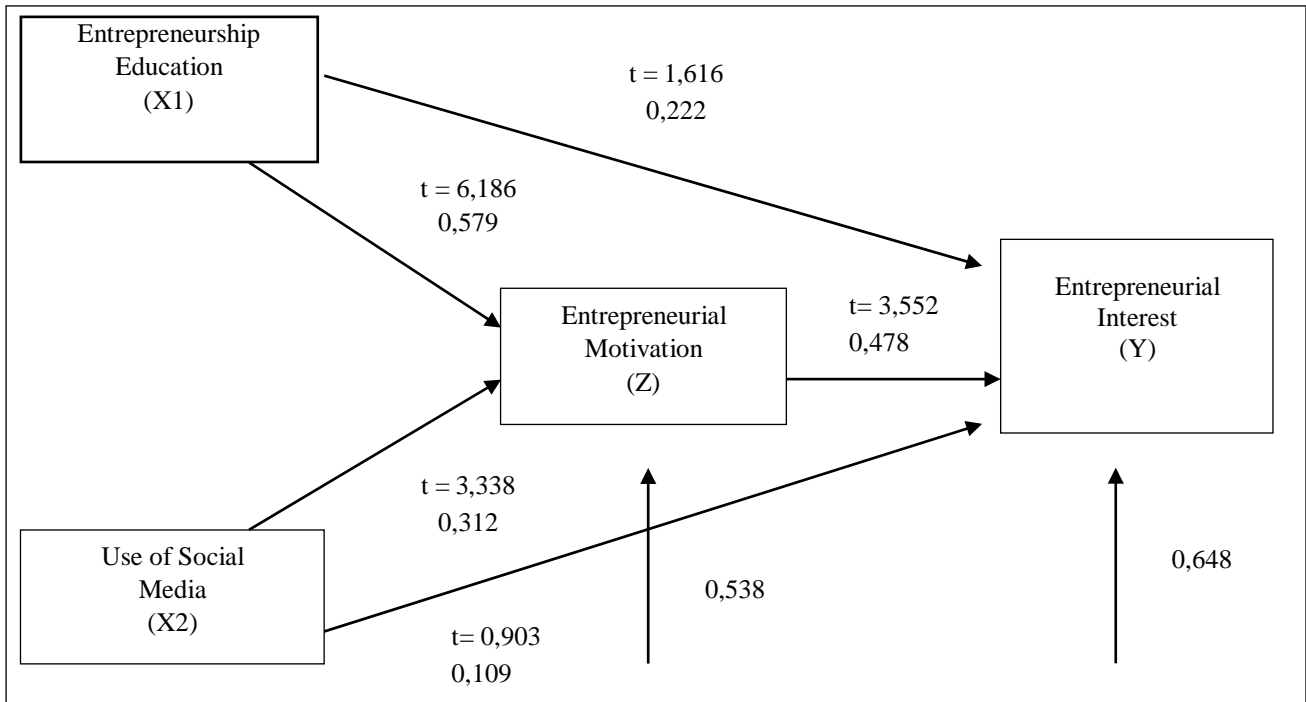
Based on the structure of this research model, the empirical equation can be made as follows.

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

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

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

The results of path analysis in the form can be seen on Figure 2.



**Figure 2.** Final Model of Path Analysis Results

Figure 2 explains the standardized beta and the magnitude of the indirect and direct effects of each variable.

Coefficient of determination:  $Rm^2 = 1 - Pe_1^2 * Pe_2^2 Pex^2$ .

Interpretation ( $Rm^2$ ) determination as follows:

$$Rm_2 = 1 - (0,648^2) (0,538^2) = 1 - 0,121 = 0,879$$

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

Based on the coefficient of determination, it shows that the direct and indirect effects are 0.879 or 87.9%, in other words, the information contained in the data (87.9%) is explained by the model. While (12.1%) is explained by variables outside the model.

### 4.3. Discussion

#### 4.3.1. Effect of Entrepreneurship Education on entrepreneurial interest

Entrepreneurship education as an effort made by educational institutions to instill knowledge, values, spirit and entrepreneurial attitude to students and learners in order to equip themselves to become independent, creative and innovative human beings. This is in line with the opinion of Santoso & Oetomo (2018) which states that the factors that influence entrepreneurial interest consist of two aspects, namely intrinsic aspects (income, self-esteem, and feeling good) and extrinsic aspects (family environment, community environment and education).

The results of this study state that there is a positive and significant relationship between entrepreneurship education and entrepreneurial interest in Universitas Negeri Makassar entrepreneurship students. Someone who has a high entrepreneurship education will have a high interest in entrepreneurship as well (Zhang et al., 2014). That is, the

higher a person's level of entrepreneurship education, the higher his entrepreneurial interest. In this case, students' entrepreneurship education in knowledge can make them have a high interest in entrepreneurship.

Research conducted by Putri (2017) states that entrepreneurship education has a significant effect on entrepreneurial interest. Students in the Universitas Negeri Makassar entrepreneurship study program have a high knowledge of entrepreneurship that they get through entrepreneurship education learning in campus. With the knowledge they get, they are able to realize their entrepreneurial interest well. Therefore, they will not hesitate to become an entrepreneur in the future because they already have a knowledge base about entrepreneurship education.

#### *4.3.2. Effect of entrepreneurship education on entrepreneurial motivation*

Motivation according to its origin is divided into two, namely, from within oneself (intrinsic) and from outside oneself (extrinsic). Intrinsic motivation includes confidence, entrepreneurial spirit and mentality. Entrepreneurship education is an effort to internalize the entrepreneurial spirit and mentality both through educational institutions and other institutions such as training institutions, training and so on.

The results of this study state that there is a positive and significant relationship between entrepreneurship education and entrepreneurial motivation in entrepreneurship students of Universitas Negeri Makassar. By studying entrepreneurship education, a person is able or can motivate himself regarding how to become an entrepreneur. With the awakening of motivation, someone will easily start a business with the provisions and motivation they have.

Research conducted by Piperopoulos & Dimov (2015) states that entrepreneurship education has a positive effect on entrepreneurial motivation. This statement is in line with research conducted by Barba & Atienza (2018) which states that entrepreneurship education affects entrepreneurial motivation.

#### *4.3.3. Effect of Use of Social Media on entrepreneurial interest*

Social media today is not only to fulfill information needs, but is also widely used as a medium for driving the economy for entrepreneurs. When someone can use social media for entrepreneurial purposes, that person will have an interest in entrepreneurship.

Social media that is often used as a supporting tool in entrepreneurship is social media that has a wide range and is widely used by the public or potential customers, such as Facebook, Twitter, Instagram, etc. Users of social media such as Facebook, Twitter and Instagram in Indonesia are classified as many. This can encourage someone's interest to maximize social media as a tool for entrepreneurship. Use of Social Media for entrepreneurship contains interesting content about the business.

The results stated that there is a positive and significant relationship between the use of social media on entrepreneurial interest in entrepreneurship students Universitas Negeri Makassar. Someone uses social media not only for communication or self-entertainment, but not a few people use social media for entrepreneurship where social media is a means of communicating with others to discuss business or business and also as a marketing / advertising medium about the business they have.

Research conducted by Olanrewaju et al. (2020) found that the use of social media has a positive and significant effect on entrepreneurial interest. These findings are reinforced by research conducted by Ainin, (2015) which states that the level of use of social media has a positive and significant effect on entrepreneurial interest.

#### *4.3.4. Effect of Use of Social Media on entrepreneurial motivation*

Someone who has the belief that a behavior can be done easily, then that person will be more motivated to do the behavior. The existence of technological developments in the form of social media makes it easier for individuals to perform a behavior. In using social media, every individual certainly wants a sense of security so that he is able to explore what is on social media according to his wishes, be it just for communication or for doing business.

This study states that there is a positive and significant relationship between the use of social media on entrepreneurial motivation in entrepreneurship students of Universitas Negeri Makassar. As technology develops, social media is now not only a means of communication or status updates, but social media has also become a medium used by someone to upload content that motivates other users. This proves that the use of social media has an influence on entrepreneurial motivation for someone or Universitas Negeri Makassar entrepreneurship students, because with the social media they have or use, they get entrepreneurial motivations through content uploaded by other users.

Penelitian yang dilakukan oleh Suratno dan Farida (2020) menemukan bahwa media sosial memiliki pengaruh yang positif dan signifikan terhadap motivasi berwirausaha siswa/I SMK Negeri 1 Kota Sungai Penuh. Hal ini menunjukkan

bahwa, jika guru ingin meningkatkan motivasi berwirausaha siswa/I melalui media sosial, maka dapat ditingkatkan melalui partisipasinya menggunakan media social, keterbukaan, percakapan, komunikasi, saling terhubung, serta keterampilan siswa menggunakan media sosial.

#### *4.3.5. Effect of entrepreneurial motivation on entrepreneurial interest*

Motivation is one of the important factors that aspiring entrepreneurs must have. Motivation is a drive from within a person that encourages that person to do something, including becoming a young entrepreneur. Motivation can come from within or from outside (other people, the environment, and so on).

The results of this study state that there is a positive and significant influence between entrepreneurial motivation and entrepreneurial interest in entrepreneurship students of Universitas Negeri Makassar. Motivation that is owned or that has been obtained by someone will certainly be used as a benchmark or view in doing something. They know well what motivates them and maintain that motivation in every action. Motivation to develop a new business is required not only by self-confidence in terms of its ability to succeed, but also by its ability to access information about entrepreneurial opportunities (Locke & Baum, 2014). This means that the higher a person's motivation in entrepreneurship can increase that person's interest in entrepreneurship.

#### *4.3.6. Effect of entrepreneurship education on entrepreneurial interest through entrepreneurial motivation*

Entrepreneurship education is a key support in business success to create creative individuals to run their businesses. Entrepreneurship education should be taught as an independent discipline. The reasons are as follows: 1) Entrepreneurship contains a complete and real field of knowledge, in which there are complete theories, concepts and scientific methods; 2) Entrepreneurship has two concepts, namely the starting position and general management education that separates management and business ownership; 3) Entrepreneurship is a discipline that has its own object, namely the ability to create something new and different; 4) Entrepreneurship is a tool to create business and income equity, or fair and prosperous people's welfare.

The results of this study state that there is a positive and significant influence between the effect of entrepreneurship education on entrepreneurial interest through entrepreneurial motivation. The existence of entrepreneurship education is expected to generate student entrepreneurial motivation to increase student interest in starting entrepreneurship.

Previous research conducted by Susilawaty (2022) and Isma et al. (2022) states that the encouragement of higher education institutions and the support of entrepreneurship courses or entrepreneurship education have a significant effect on student interest in entrepreneurship through the entrepreneurial motivation they get as well. This needs to be followed up by creating a business incubator in a college so that the knowledge that has been received can be directly applied in the real world.

#### *4.3.7. Effect of Use of Social Media on entrepreneurial interest through entrepreneurial motivation*

Social media that a person has can be useful for more than just communicating to share information. So that with the current social media that has been uploaded a person can take advantage and have an important role by way of entrepreneurship through social networks such as Facebook, Twitter, and LinkedIn can easily promote goods and services through social media so that it can easily start a business or a new business.

The results of this study state that there is a positive and significant influence between the use of social media on entrepreneurial interest through entrepreneurial motivation. Students as academics are expected to be able to take advantage of technological advances in this case social media as a means of entrepreneurship. For example, with the existence of social media students can easily find new friends or relationships to facilitate promotion.

Social media makes it easy for someone to find information about the world of entrepreneurship. This can increase motivation from within in the form of belief in entrepreneurship. Someone who has entrepreneurial motivation and uses social media for entrepreneurial purposes will have an interest in entrepreneurship.

Previous research conducted by Rembulan & Fensi (2020) says that there is a positive correlation relationship has an analysis that means if the use of social media is high it will be followed by a high interest in entrepreneurship and vice versa for the use of low social media will be followed by a low interest in entrepreneurship.

## **5. Conclusion**

Based on the theory and the results of data analysis above, it can be concluded that there is indirectly entrepreneurship education and the use of social media affect the interest in entrepreneurship with entrepreneurial motivation as an

intervening variable. However, for the direct effect of only entrepreneurship education and the use of social media on entrepreneurial interest that has no effect, while for the effect on entrepreneurial motivation there is a significant effect. From some of the above variables there are still many other variables that can affect entrepreneurial interest such as the influence of family environment, training, entrepreneurial practice and many other examples. The results of the data above also state that the higher the entrepreneurship education possessed by students and the use of social media will affect the interest in entrepreneurship as the dependent variable on entrepreneurship students of Universitas Negeri Makassar.

As for the suggestions related to this research, namely, entrepreneurship education is very important to be given to all students in higher education, not only within the scope of the entrepreneurship study program, considering that entrepreneurship education can motivate students to become entrepreneurs, therefore every student needs to learn knowledge about entrepreneurship education. In addition, the authors hope that the results of this study can be a source of information or reference for teaching staff or lecturers who will later direct and provide guidance to their students regarding self-development in entrepreneurship. As well as for further researchers to try to deepen and expand this research both in terms of variables and the development of research methods.

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