



## **The Effect of Entrepreneurship Education and Social Media on Student's Entrepreneurial Intention : The Perspective of Theory of Planned Behaviour and Social Media Use Theory**

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**Abstract:** This study aims to investigate the effect of entrepreneurship education and social media use on students' entrepreneurial interest using the Theory of Planned Behaviour and Social Media Use Theory approaches. This study used a survey method with a quantitative research approach, involving 139 student respondents from Semarang City, Indonesia, through an online questionnaire. The data analysis techniques used were Structural Equation Modeling (SEM) and Partial Least Square (PLS). The results of this study indicated a positive and significant relationship between entrepreneurship education, social media, and students' entrepreneurial intention. Thus, based on the principles of the Theory of Planned Behaviour and Social Media Use Theory, entrepreneurship education provided understanding, skills, and support to consider self-employment as a career. In contrast, social media provides access to information, social interaction, motivation, role model influence, and norms that support entrepreneurship, creating an ecosystem that supports students' entrepreneurial intentions.

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## **Introduction**

In today's globalized world with rapid technological advancements, entrepreneurship plays a crucial role in a country's economic development (Gadzali et al., 2023). It not only creates job opportunities but also enhances a nation's competitiveness in a complex global market (Kritikos, 2014). Students, key players in social and economic transformation, have the potential to drive entrepreneurship's growth (Dhaliwal, 2016). They bring innovation, fresh ideas, and energy, making them vital for the country's progress. Moreover, social media is integral to students' lives, especially among the highly digitally active demographic of university students. Social media serves as a versatile platform for sharing information, ideas, and experiences and engaging in various social contexts (Kapoor et al., 2018). In the context of entrepreneurship, it is a powerful tool for promoting businesses, connecting with customers, and building brand awareness. Therefore, students' use of social media significantly influences their intention to embark on an entrepreneurial journey filled with challenges and opportunities.

However, when considering the steps to success as a strong entrepreneur, students need to realize that they also need in-depth and comprehensive entrepreneurship education. Entrepreneurship education is not just about providing students with knowledge but also training them with the diverse skills required to design, set up, and manage their businesses well (Block et al., 2023). Thus, highlighting how this entrepreneurship education is understood and applied by students becomes a very relevant aspect. It is also inseparable



from the vital role of social media as a tool that can influence their understanding and intentions related to self-employment. Therefore, formulating an understanding of how the interaction between adequate entrepreneurship education and judicious use of social media can synergize to shape students' intentions to embark on a successful entrepreneurial journey is a profound and vital matter to be explored further (Boldureanu et al., 2020).

Prior studies yield inconsistent findings regarding the impact of entrepreneurship education and social media on students' entrepreneurial intentions. Raza and Ramzan (2018) observed a positive effect of entrepreneurship education in Pakistan, enhancing students' interest and attitudes toward entrepreneurship. Liñán & Fayolle (2015) demonstrated its beneficial impact on both engineering and business students' aptitude and mindset. However, van der Zwan et al. (2010) highlighted the influence of contextual and methodological factors in entrepreneurship education. Kantis et al. (2004) found mixed results in Argentina, suggesting that entrepreneurship education may not universally improve students' attitudes, possibly influenced by risk perception and economic outlook. Social media exhibits varying effects on students' entrepreneurial inclinations. Kumara (2020) emphasized its role in considerably boosting entrepreneurship by providing easy access to relevant resources and networks. On the contrary, Dalimunthe & Nawawi (2022) found no significant impact of social media on entrepreneurial interest, and Hariyani & Wibowo (2020) noted that social media partially did not affect entrepreneurial interest, citing distractions that can deter students from pursuing entrepreneurship.

Prior studies yield inconsistent results, suggesting the need for innovative research in the current context. In Semarang City, East Java, a local focus reveals intriguing dynamics involving social media use and entrepreneurship education impacting students' entrepreneurial intentions. The rapid growth of entrepreneurial education, coupled with digitally literate university students, makes this an excellent research topic. Many educational institutions in Semarang City offer diverse entrepreneurship training programs, equipping students with the skills and knowledge needed for entrepreneurial success. Additionally, support through business incubators and entrepreneurship centers, including mentorship and resource access, is available. Furthermore, Semarang City's academic landscape emphasizes technology-related fields, enhancing students' entrepreneurial skills. Various events and contests in the city promote digital creativity across disciplines such as graphic design, photography, e-commerce, and m-commerce, providing students with opportunities to hone their entrepreneurial abilities and gain recognition for their achievements.

It is important to acknowledge that within the realm of entrepreneurial education and student literacy levels in Semarang City, there are notable disparities stemming from changes in educational institutions, the adopted curriculum, and specific regional factors. Furthermore, the advancement of entrepreneurship education and the level of digital literacy among students in Semarang City may encounter obstacles arising from diverse barriers. These barriers encompass limitations in resources, insufficient industry affiliations, and disparities in the pedagogical methods employed. Hence, it is imperative to pursue additional research and consult local sources, such as scholarly literature and other pertinent references, to acquire a more comprehensive comprehension and intricate insights into the actuality of entrepreneurship education and social media utilization among university students in Semarang City. Given the pressing nature of this matter, it is imperative to underscore the scarcity of academic research dedicated to student entrepreneurship in Semarang City.

The Theory of Planned Behaviour (TPB) is a prominent framework employed in the analysis of entrepreneurship education. The aforementioned theory refers to a psychological framework that was formulated by Icek Ajzen in the year 1985. The Theory of Planned

behavior (TPB) is employed as a framework for comprehending and elucidating individual conduct across diverse circumstances, encompassing the realm of entrepreneurship education (Ajzen, 1991). Within the realm of entrepreneurship education, the Theory of Planned Behaviour (TPB) can be employed as a framework for examining the impact of certain elements on students' intents and behavior about entrepreneurship. According to Ajzen (1991), the theoretical framework delineates three primary elements that exert control over both intention and behavior:

- 1) *Attitude*: An individual's favorable or unfavorable assessment of entrepreneurship significantly influences their intention to engage in entrepreneurial activities. Students with a positive attitude toward entrepreneurship are more likely to pursue entrepreneurial endeavors.
- 2) *Subjective Norms*: This refers to how an individual perceives society, family, and peers' support for entrepreneurship. When individuals within a student's social circle support entrepreneurship, it positively impacts the student's inclination to participate in entrepreneurial activities.
- 3) *Perceived Behavioural Control*: This involves an individual's perception of their capability to engage in entrepreneurial activities. In entrepreneurship education, students who believe they have the necessary information, skills, and resources are more likely to have higher entrepreneurial ambitions.

This study will employ the Theory of Planned Behaviour (TPB) to examine the factors that impact students' inclination to participate in entrepreneurial endeavors within the context of entrepreneurship education. Through a comprehensive grasp of these elements, educational institutions and governmental bodies can devise more efficacious initiatives aimed at fostering and bolstering students' entrepreneurial aptitudes and inclinations.

The Social Media Use Theory is a relevant framework for analyzing social media's role in business (Valkenburg et al., 2016). This theory explores how individuals use social media and its implications across various aspects of their lives. It is a collective idea linked to the evolution of social media. In the context of Social Media and Student Entrepreneurial Intentions, using the Social Media Use Theory can shed light on how students' engagement with social media platforms impacts their inclination for entrepreneurship (Barrera-Verdugo & Villarroel-Villarroel, 2022). In the given setting, several fundamental elements of this theory can be identified:

- 1) *Use of Information*: Social media platforms offer students a valuable resource for accessing information on entrepreneurship, including opportunities, resources, and successful examples, making them more informed about starting a business.
- 2) *Social Interaction*: Social media enables students to connect with like-minded individuals interested in entrepreneurship, fostering virtual communities where they can discuss ideas and collaborate, providing valuable support and inspiration.
- 3) *Motivation and Support*: Exposure to entrepreneurial success stories on social media can significantly boost students' motivation to engage in entrepreneurship. They can also seek emotional and practical support from their peers and social connections.
- 4) *Influences and Role Models*: Students often view celebrities and businesses they follow on social media as role models. These influencers' success stories can inspire students to pursue similar paths in entrepreneurship.
- 5) *Normative Influence*: The prevalence of entrepreneurship in one's social media circle can influence students' perceptions of entrepreneurship as a social norm, potentially motivating them to pursue entrepreneurial activities.



The concept of Social Media Use Theory does not have a singular originator, as it has emerged in tandem with technological advancements and scholarly investigations within the realm of social media. Nonetheless, this theoretical framework can be applied across other research endeavors to provide insight into the impact of social media on diverse individual behaviors and attitudes, such as the entrepreneurial inclinations of students.

Higher education entrepreneurship has a significant impact on students' business perspectives and goals (Zen, Kusumastuti, et al., 2023). The educational program imparts entrepreneurship skills, knowledge, and values through various courses such as business planning, market analysis, and finance (Hermansyah, Salamah, Sukenti, 2023). Additionally, it exposes students to successful entrepreneurs' stories, motivating them to pursue entrepreneurship. Practical experience and networking opportunities provided by hands-on experiences encourage students to take risks and enhance their entrepreneurial abilities (Hassan et al., 2022; Ratten & Usmanij, 2021). Generally, entrepreneurship education equips students with the information, skills, motivation, practical experience, networks, and attitudes necessary for successful entrepreneurship (Hynes & Richardson, 2007).

Social media has transformed communication, sharing, and connection (Shahbaznezhad et al., 2021). What it did for student entrepreneurship is compelling. Social media is used by many students today (Wanof, 2023). Beyond social relationships, it fosters student entrepreneurship. Students may find unlimited content on mobile phones and laptops to inspire entrepreneurship. Subscribe to successful entrepreneurs' social media accounts for business inspiration (Haleem et al., 2022; Suherlan, 2023). Online content engagement may help unique ideas become viable businesses. All of these give students hope for greatness. Social media lets students express themselves. To validate company concepts, entrepreneurs might survey, promote, or launch small online businesses on Instagram or Facebook (Troise et al., 2022). Positive feedback and support from friends and followers may encourage business growth. Entrepreneurs leverage social media for local and global communication (Reuber & Fischer, 2022). Online platforms help students build essential networks (Fitri Ayuni, 2020), fostering idea-sharing, learning, mentorship, and market trend awareness. While social media inspires and provides valuable information, students need entrepreneurship and risk management knowledge to use it effectively. This study aims to explore the impact of entrepreneurship education and social media on students' entrepreneurial intentions in Semarang City. We employ the Theory of Planned Behavior (TPB) and Social Media Use Theory to provide insights and contribute to existing theories. Our focus is to guide research, facilitate empirical testing, and advance knowledge in entrepreneurship education.

## **Research Method**

This study adopted a quantitative approach because it requires data collection in the form of numbers and statistics to fulfill scientific standards known as empirical, objective, measurable, rational, and scientific method characteristics (Igwenagu, 2016). Purposive sampling was used in this study to identify samples that meet the researcher's criteria, including undergraduate students from 2019-2022, students who have taken entrepreneurship lectures, and are active in on- and off-campus entrepreneurship organizations. The author believes that people are more driven to become entrepreneurs if they have a decent understanding, literacy, and relevant networks and linkages.

This study surveyed university students in Semarang City online using a Likert scale from August to November 2022. The authors initially received 151 responses. However, 12

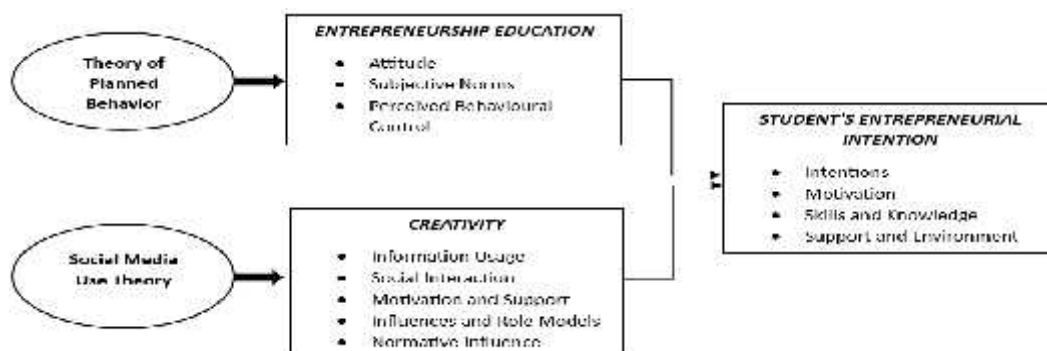


still needed to meet the research requirements. Therefore, only 139 were used. Table 1 shows a summary of survey participants' characteristics.

**Table 1. Characteristics of the Respondents**

Demographic		Frequency	Percentage
Institution	Universitas Diponegoro	82	59%
	Universitas PGRI Semarang	30	22%
	Universitas Negeri Semarang	11	8%
	UIN Walisongo Semarang	10	7%
	Etc	6	4%
	Total	139	100%
Year Class	2019	2	1,43%
	2020	32	23,03%
	2021	59	42,44%
	2022	46	33,1%
	Total	139	100%
Gender	Male	77	55,40%
	Female	62	44,60%
	Total	139	100%
Age	17-23 years	111	79,86%
	24-30 years	28	20,14%
	31-37 years	0	0%
	>37 years	0	0%
	Total	139	100%
Subject	Public Administration	11	8%
	Business Administration	58	42%
	Management	58	42%
	Economics	6	4%
	Accounting	6	4%
	Total	139	100%
Location	Semarang	139	100%

The author built the form from a Google spreadsheet and used online questionnaire responses as the primary unit of analysis. As expected, all questionnaire respondents were university students. Additionally, SmartPLS 3.2 software was used to analyze this study's data and hypotheses using the SEM-PLS statistical method. In the outer model, SEM-PLS analysis evaluates convergent validity, discriminant validity, and reliability. Inner model assessment can also be done using R-square, Q-square, and hypothesis testing.



**Figure 1. Research Framework**

## Results and Discussion

### Outer Model

By employing rigorous assessment techniques such as convergent validity assessment, discriminant validity assessment, and reliability testing, this research undertakes the initial phase of SEM-PLS analysis, which involves the evaluation of the outer model.

### Convergent Validity

The concept that there should be a robust correlation among two or more measures of constructs (commonly referred to as indicators) is predicated on the assumption that when each manifest variable associated with an essential construct has a loading factor exceeding 0.70 (Hair et al., 2011), it attests to the authenticity of the reflexive indicator. In Table 2, it is apparent that all the indicators corresponding to the constructs boast loading factor values surpassing the 0.70 threshold, thus, unequivocally establishing their validity and concurrent validity, as corroborated by the findings.

### Discriminant Validity

The determination of discriminant validity entails a calculation achieved by dividing the correlation between constructs by the square root of the Average Variance Extracted (AVE). This particular evaluation follows the established criteria set forth by Hair et al. (2011), which stipulate that an instrument can be deemed valid if the square value of its AVE surpasses the correlation value between the constructs in question. In light of the findings presented in Table 3, it becomes evident that the model's validity is substantiated.

**Table 2. Measurement Model Analysis**

Variable	Item	Factor Loading	Cronbach's Alpha	Composite Reliability	AVE
<b>Entrepreneurship Education (X1)</b>	X1.1	0,799	0,811	0,829	0,667
	X1.2	0,788			
	X1.3	0,770			
<b>Social Media (X2)</b>	X2.1	0,891	0,872	0,869	0,635
	X2.2	0,862			
	X2.3	0,781			
	X2.4	0,738			
	X2.5	0,711			
<b>Student's Entrepreneurial Intention (Y1)</b>	Y1.1	0,814	0,848	0,822	0,698
	Y1.2	0,791			
	Y1.3	0,723			
	Y1.4	0,722			

**Table 3. Discriminant Validity**

Var/Ind	X1	X2	Y1
X1.1	<b>0,876</b>	0,590	0,409
X1.2	<b>0,859</b>	0,476	0,455
X1.3	<b>0,877</b>	0,432	0,469
X2.1	0,577	<b>0,714</b>	0,622
X2.2	0,581	<b>0,888</b>	0,665
X2.3	0,522	<b>0,712</b>	0,480
X2.4	0,505	<b>0,814</b>	0,633
X2.5	0,511	<b>0,796</b>	0,625
Y1.1	0,682	0,669	<b>0,782</b>
Y1.2	0,499	0,641	<b>0,818</b>
Y1.3	0,474	0,578	<b>0,739</b>
Y1.4	0,594	0,686	<b>0,847</b>

### Inner Model

In this research, the progression of SEM-PLS analysis was demonstrated through a comprehensive evaluation of the inner model, which encompasses the examination of critical parameters such as R-squared values, Q-squared values, and the rigorous testing of hypotheses.

### R-Square

The utilization of R-squared serves as a pivotal tool for the quantification of the relative significance attributed to external constructs vis-à-vis endogenous constructs. The

ensuing presentation in Table 4 furnishes a comprehensive exposition of the R-squared outcomes. In this specific context, the R-squared value emerges at a noteworthy 0.698, signifying that the variables associated with entrepreneurship education and social media jointly elucidate a substantial 69.8% of the variance characterizing students' intentions to embark on their entrepreneurial endeavors. In comparison, other contributing factors collectively account for the remaining 30.2%. This outcome aligns with the criteria delineated by Hair et al. (2011), which assert that SEM models can be categorized as moderate to strong if their R-squared (R<sup>2</sup>) value surpasses the 0.50 threshold.

### Q<sup>2</sup> Predictive Relevance

Q<sup>2</sup>, serving as a crucial metric, is harnessed not only to scrutinize the soundness of the underlying structural model but also to assess its predictive relevance. According to the widely accepted guideline stipulated by Hair et al. (2011), models are deemed adequately robust and predictive when the value of Q<sup>2</sup> exceeds the threshold of 0. To calculate Q<sup>2</sup>, the following formula is applied:

$$Q^2 = 1 - (1 - R^2)$$

$$Q^2 = 1 - (1 - 0,698)$$

$$Q^2 = 1 - 0,302$$

$$Q^2 = 0,698$$

The computation of Q<sup>2</sup> yields a notable value of 0.698, signifying its pivotal role in appraising not only the overall model's performance but also the precision of the parameter estimates. This practice, as endorsed by Hair et al. (2011), underscores the importance of scrutinizing the Q<sup>2</sup> value as an indispensable indicator for assessing the model's robustness and the accuracy of its estimated parameters.

### Hypothesis Testing

By the established criteria for hypothesis evaluation outlined by Hair et al. (2011) and the subsequent study conducted by Ausat & Peirisal (2021), it is posited that a positive correlation is indicated when the path coefficient surpasses the threshold of 0.1 and is accompanied by statistical significance, denoted by a P-value lower than 0.05 or a T-value exceeding 1.96. The findings from the hypothesis testing are comprehensively presented in Table 5 below for reference and analysis.

**Table 4. R-Square Test**

No	Variable	R-Square
1	Y1	0,698

**Table 5. Hypothesis Testing Results**

Hypothesis	Path Coefficient	T-Value	P-Value	Result
X1->Y1	0,219	2,427	0,000	Positive Significant
X2->Y1	0,642	6,813	0,005	Positive Significant

Table five above shows that entrepreneurship education has a positive and significant impact on students' entrepreneurial intentions. This means that the first hypothesis is accepted. The findings of this study correlate with the results of previous studies that found similar facts (Atrup et al., 2023). The perspective used in this explanation was the Theory of Planned Behaviour (TPB), which emphasizes how students' intentions and behaviors related to entrepreneurship are influenced by certain factors. The following is an explanation of the principles in TPB and how entrepreneurship education contributes to students' entrepreneurial intentions.

Start with Attitude (X1.1). According to the Theory of Planned Behaviour (TPB), students with a positive attitude toward entrepreneurship are more likely to participate in entrepreneurial activities actively. Entrepreneurship education helps pupils understand business and entrepreneurship (Yahya et al., 2023). Students learn business strategy, risk

management, market prospects, and other important aspects of entrepreneurship. Along with better information, students learn the importance of entrepreneurship in addressing economic and social issues. Within the Sustainable Development Goals (SDGs), entrepreneurship education helps students develop a positive attitude towards entrepreneurship, which influences their willingness to start businesses (Vod & Florea, 2019). Since students find entrepreneurship intriguing and fulfilling, their views and intentions to pursue it are positively correlated. Thus, entrepreneurship education is vital in forming students' entrepreneurial disposition by promoting a positive attitude towards entrepreneurship.

Furthermore, Subjective Norms (X1.2). Friends, family, and social circle thoughts and attitudes influence an individual's subjective assessment of entrepreneurship's societal perception. Entrepreneurship education helps pupils understand business and entrepreneurship (Cao, 2022). Students learn about entrepreneurship's benefits and ability to improve society. Students' views of entrepreneurship as a promising job are shaped by education (Wardana et al., 2020). In an entrepreneurship education program, students may interact with peers and teachers who have entrepreneurship interests. It promotes entrepreneurship-friendly social norms. Students may think entrepreneurship is encouraged in their community. Subjective norms in the Theory of Planned Behaviour (TPB) refer to people's opinions about how many families, friends, and mentors support or oppose various behaviors like entrepreneurship. Entrepreneurship education can foster subjective norms that encourage entrepreneurship, increasing students' entrepreneurial activity (Sutrisno et al., 2023). Thus, entrepreneurship education in academic curriculum positively affects students' entrepreneurship interest by creating excellent subjective standards.

Third, X1.3 Perceived Behavioral Control. An individual's subjective estimate of their entrepreneurial agency or skill. Entrepreneurship education helps students learn about all aspects of business and entrepreneurship (Prastyaningtyas et al., 2023). Students learn corporate planning, financial management, marketing, and other important topics. Practical skills for managing a company are also learned. Information and skills give pupils confidence while facing entrepreneurship's many challenges (Harahap et al., 2023). Entrepreneurship is often hindered by uncertainty. Students may doubt their entrepreneurial skills or ideas. Entrepreneurship education can reduce entrepreneurial uncertainty by providing a well-defined framework and tools and processes (Bae et al., 2014). The Theory of Planned Behaviour (TPB) measures how much people think they can control their intended behavior. Entrepreneurship education empowers students by giving them the knowledge, skills, and assistance they need to run their businesses (Sutrisno et al., 2022; Zen, Rahayu et al., 2023). Thus, entrepreneurship education improves students' behavioral control and entrepreneurship interest.

As a side note, the logical reason for this first hypothesis study result is that entrepreneurship education, in addition to being an essential source of knowledge and practical skills, also has a broader impact in shaping positive entrepreneurial attitudes, reducing the level of uncertainty often associated with entrepreneurship, and creating a supportive social environment and norms. All these aspects together play a significant role in shaping solid entrepreneurial intentions among students.

Furthermore, Table five above also shows that social media has a positive and significant impact on students' entrepreneurial intentions. It means that the second hypothesis is accepted. The findings of this study correlate with the results of previous studies that found similar facts (Gustina et al., 2021). In this context, the explanation will be based on the Social Media Use Theory perspective that can be used to explain how the active use of social media by university students can influence their entrepreneurial intention. The following is an



explanation of the five principles that are included in Social Media Use Theory, as well as how students' use of social media can contribute to their intent to start their businesses.

Information Use (X2.1) is first. It is well known that social media platforms provide quick and easy access to entrepreneurship information. Students can connect with business accounts, participate in discussion groups, and use entrepreneurship-specific knowledge-sharing platforms. Its practice allows participants to gain current information, insights into business trends, in-depth analyses of real-world scenarios, and pragmatic resources that can improve their understanding of entrepreneurship (Dwivedi et al., 2023). Social media allows students to connect with business professionals, entrepreneurs, and the entrepreneurial community. Students have this chance because of social media. People can ask questions, talk, and share stories. These connections expand students' understanding and build business networks. Social Media Use Theory states that using social media to learn about entrepreneurship strongly influences people's inclination to become entrepreneurs. Students' understanding, involvement, and perspective on entrepreneurship are significantly impacted by social media learning. Social media facilitates information use, which influences students' entrepreneurial intentions. It boosts their readiness and enthusiasm to pursue entrepreneurship.

X2.2 covers social interaction. The second aspect is entrepreneurial engagement. Social media helps students build a diverse entrepreneurial network. Students can actively participate in dialogues, exchange personal experiences, and share new ideas in entrepreneurship discussion groups, forums, or interest-sharing groups (Onyema et al., 2019). This relationship increases ownership of business ideas and motivates proactive action. Social media platforms also allow users to connect with successful entrepreneurs and businesspeople who can advise them (Ferine et al., 2023; Subagja, 2022). Students can talk to or ask them. It allows entrepreneurs to gain valuable knowledge, viewpoints, and guidance. Social media platforms facilitate social contacts, which boosts students' entrepreneurial aspirations, according to Social Media Use Theory. These linkages expand social support networks, share knowledge, and motivate entrepreneurs. Social interaction metrics suggest that social media positively affects students' entrepreneurial tendencies.

Third is motivation and support (X2.3). It shows that students can use social media to be inspired by businesspeople. One can learn from successful entrepreneurs by following their paths. These success stories motivate students to emulate these entrepreneurs' strategies and paths to reach similar success. Social media platforms enable large social networks (Ausat, 2023; Azzaakiyyah, 2023). Students can ask friends, family, or community members who love entrepreneurship for help (Said Ahmad et al., 2023). Social support might come in the form of moral support, advice, or financial assistance to start a business (Sutrisno, 2023). According to Social Media Use Theory, social media's incentives and support affect students' entrepreneurial intentions. Social media inspires, motivates, and provides networks and resources to help people become entrepreneurs (Park et al., 2017). Thus, social media boosts student entrepreneurship by providing incentives and assistance.

About Influence and Role Models (X2.4). Social media makes entrepreneurship knowledge accessible quickly. Students can follow entrepreneurship accounts, pages, and groups. It contains company trends, planning advice, marketing techniques, and industry news (Sudirjo, 2023). This readily available material enhances students' entrepreneurship knowledge and purpose. We know that social media entrepreneurs can mentor students. Students can contact them for advice and questions. Student-mentor relationships provide essential insights and support for starting and growing enterprises. Social media influence and role models shape students' entrepreneurial inclinations, according to Social Media Use



Theory. Social media delivers information, motivation, and interactions that allow users to become learners, followers, mentors, collaborators, and entrepreneurs (Kumar & Nanda, 2022). These collectively foster high entrepreneurial intentions in pupils—lastly, normative influence (X2.5). Social media influences students to be interested in entrepreneurship through the positive normative influence of their peers. They can be inspired by classmates who discuss entrepreneurial ambitions, share experiences, or take steps toward entrepreneurship. Positive norms on social media from peers, family, influential figures, and the entrepreneurial community can promote a positive view of entrepreneurship in students' social environments. Social media also provides information, inspiration, networks, and support for students' entrepreneurial development.

### Conclusion

Entrepreneurship education positively influences students' entrepreneurial aspirations by fostering a favorable attitude, subjective standards, and perceived behavioral control. It equips them with knowledge, competencies, and resources, boosting their self-assurance for self-employment. Social media also plays a significant role, as per the Social Media Use Theory, in offering information, social interaction, motivation, role models, and normative influence. It forms an ecosystem that reinforces entrepreneurial intentions. In summary, this study confirms a strong connection between entrepreneurship education, social media, and students' entrepreneurial intentions, aligning with the Theory of Planned Behavior and Social Media Use Theory, where education imparts understanding, skills, and support, while social media provides information, interaction, motivation, role models, and norms to nurture entrepreneurial ambitions.

### Recommendation

Entrepreneurship education must be increased in higher education and integrated across fields. Through social media and virtual mentorship programs, successful entrepreneurs may inspire and guide pupils. Students should also participate in social media discussion groups to connect with the entrepreneurial community. Educational institutions and governments must work together to encourage entrepreneurship. Implementing regulations that encourage and aid aspiring businesses can do this. Additionally, pupils need more Internet access to entrepreneurial resources. These measures can boost student entrepreneurship, boosting economic growth, and social innovation. Campus leaders should include entrepreneurship in diverse academic fields as policymakers. This ensures that all students, regardless of major, learn entrepreneurship mentality and skills. Thus, they would be better prepared to start businesses in many areas and promote innovation and business.

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