

# The Role of Entrepreneurship Education and Social Media on Entrepreneurial Intention

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## ABSTRACT

Entrepreneurship education has been considered as one of the solutions to increase entrepreneurial intention and use social media wisely can give an education about business. The aim of this research is to find out the effect of entrepreneurship education and social media towards entrepreneurial intention. The methodology of this research is quantitative. The data collection is using questionnaire technique and data processes are using SmartPLS. The results in this research reveal that the variable of entrepreneurship education and social media influence entrepreneurial intention.

**Keywords:** *Entrepreneurship Education, Social Media, Entrepreneurial Intention.*

## 1. INTRODUCTION

Education is a medium to receive knowledge and skill which is obtained in formal and informal school. Education is a series of processes of learning which aim to increase the quality of human resources. Excellent human resource quality makes obtaining a job easier. On the other hand, the low quality of human resources makes it difficult for people to find work (Susilawaty, 2022). There are unemployment data in August 2023 which state that 7.855,08 people or 5,32% are unemployed (Badan Pusat Statistik, 2023). In an effort to reduce unemployment, educational institutions are required to create graduates who are not only oriented as job seekers but also ready to become job makers or entrepreneurs. One of the efforts made by institute education to be able to produce graduates by presenting entrepreneurship education courses (Setiawan & Sukanti, 2016).

Entrepreneurship education is guidance that was given to change people's attitudes and mindset to become an entrepreneur (Melliani & Triadi, 2024). Entrepreneurship education gives skills and motivation to encourage success in entrepreneurship and foster an entrepreneurial spirit (Kardila & Puspitowati, 2022). The entrepreneurship education method is capital in preparing students to start a business through experience, skill, and knowledge to develop and expand a business. All this time, entrepreneurship education is one of the important factors that influence the young generation in growing and developing Entrepreneurial intention (Cahayani et al., 2022).

The development of a business/enterprise can be done through social media. Social media has changed the student's mindset for entrepreneurship. Where with the use of social media can make it easier to market the market more widely without the high cost. This role of social media then can influence the intention of students in entrepreneurship. Therefore, it can be said that the presence of social media has a tendency to develop the student's entrepreneurial intention (Tangkeallo & Tangdialla, 2021). The students are using social media to get information regarding business/enterprise. Social media could facilitate fast changes because social media can be accessed anywhere. The previous research by Indraswati, et al (2021) also states that social media has a positive and significant influence on entrepreneurial intention. However, it is different from what was stated by Prasetyo (2020) which states that social media cannot significantly influence entrepreneurial intention.

According to Sumerta, et al (2020) entrepreneurial intention can be defined as an individual desire to carry out entrepreneurial actions by creating a new product, innovating through business opportunities, and taking a risk. Therefore, the student is expected to be able to take advantage of this opportunity. The student who is interested in entrepreneurship then can say that they have made the right choice so that they can survive to face the existing phenomena. In line with research conducted by Nengseh & Kurniawan (2021) state that entrepreneur education in lecturers provides a benefit for students to have entrepreneurial intention. However, there are differences from the research result by Hadyastiti, et al (2020) which state that entrepreneurship education doesn't influence entrepreneurial intention.

Therefore, further research is needed to find out whether entrepreneurship education and social media have an influence on entrepreneurial intention. Especially for students from public or private universities in Bandung, West Java. With the existence of gap theory, researchers want to test and analyze the role of entrepreneurship education and social media towards entrepreneurial intention.

### **1.1. Entrepreneurship Education**

Entrepreneurship education is an education activity regarding entrepreneurship that covers the increasing of knowledge, attitude, and personal character (Kusmintarti et al., 2017). Entrepreneurship education hopefully can foster creative and innovative thinking so that it can develop entrepreneurship with the confidence and technology that exist today (Wardhani & Nastiti, 2023). This purpose in entrepreneurship education gives an understanding of entrepreneurship as a career choice and an understanding of the process of establishing and managing a new business/enterprise (Harianti et al., 2020).

### **1.2. Social Media**

Social media is an interactive communication tool that enables interaction and two-way feedback. This is a potential strength as a marketing component and impressive dissemination of information (Saputra, 2019). The convenience of social media within information makes it a promotion tool for the business community to potential customers in the selling process (Kristiani, 2017). For entrepreneurs, social media is a business platform with a low cost and can be used for branding and developing content in the promotion to the customer which influences customer perceptions, preferences, and attitudes (Saefuloh, 2020).

### **1.3. Entrepreneurial Intention**

Entrepreneurial intention according to Yusuf & Sutanti (2020) is a feeling which appears from someone to carry out or desire in an entrepreneur without feeling afraid of the risk. The appearance of Entrepreneurial intention is based on someone's attitude to start a business. The factors that influence this are factors of individual/personal, educational degree, environment, and influence of family (Aban & Tanusi, 2020). Susanto (2017) stated that in the intention of entrepreneurship, someone can show how committed and willing to do anything to become an entrepreneur rather than an employee.

### **1.4. Hypothesis Development**

Atmaja & Margunani (2016) stated entrepreneurship education simultaneously influenced entrepreneurial intention. Hapuk, et al (2020) also stated that based on research regarding entrepreneurship education having a positive influence on entrepreneurship, it has been shown that entrepreneurship education is a concept to see an opportunity or a trend that is happening in the world business and makes somebody have interest in doing business. Moreover, supported by research conducted by Tyra & Sarjono (2020) proves that entrepreneurship education has a positive and significant impact on entrepreneurial intention.

H1 : Entrepreneurship education has an impact on entrepreneurial intention.

Social media makes it easier for students to think more creatively. Through social media, starting a business can be easier and create new ideas. So, social media can foster intention in entrepreneurship seeing the development of sophisticated and modern technology (Sahroh, 2018). Furthermore, the research by Nurhayati (2020) also proves in her research that social media is used to get entrepreneurship inspiration, look for products, and promote the business therefore social media influences entrepreneurial intention. Alfaruk (2016) also showed in his research that social media has a positive and significant impact towards entrepreneurial intention.

H2 : Social media has an impact on entrepreneurial intention.

Entrepreneurship education has been studied in various countries. Entrepreneurship education and social media have an influence on entrepreneurial intention. Strong student social networking could develop entrepreneurial intention and entrepreneurial science which establish the way of thinking and entrepreneurial intention (Handayani et al., 2020). The research by Kusumadewi (2020) also stated that entrepreneurial education that has been taken could give knowledge in managing a business and social media support in developing business skills. Furthermore, entrepreneurship education and social media have a positive and significant influence supported by research conducted by (Latifah et al., 2023).

H3 : Entrepreneurship education and social media have a impact towards entrepreneurial intention.

## **2. RESEARCH METHODS**

This researcher would like to test if entrepreneurship education and social media influence entrepreneurial intention. The research used is an explanatory quantitative method to understand the connection between two or more variables by testing the hypothesis (Sugiyono, 2023).

This research uses the methodology of non-probability sampling with purposive sampling purposes. Purposive sampling is a method of sampling by selecting samples from the population based on the wishes of the researcher (Asrulla, et al 2023). The population in this research is Bandung Students who have joined entrepreneurship education. The sample in this research was 148 students. Determination of sample size is done by using Hair, et al (2015) formula. The good sample is around 100-200 respondents and can be customized with the number of indicators that used a questionnaire with assumption 5-10 times the number of existing indicators (Hair et al., 2015). In this research, the number of indicators that were used is 25 question indicators. Data collection for this research used questionnaires with a Likert 5 scale, namely: Disagree (D), Agree (A), Strongly Disagree (SD), Neutral (N), and Strongly Agree (SA). The question items are adapted from previous research. The example of the question for the entrepreneurship education variable is "I become more aware of the business world after attending entrepreneurship education" (Suwarno et al., 2023). An example of the question for the social media variable is "I can receive a lot of information regarding business through social media" (Wibowo et al., 2023). Also, the example of the question for the entrepreneurial intention variable is "I have a strong intention to start a business one day" (Bui et al., 2020). This research uses using Partial Least Squares (PLS) application, for calculating and analyzing the collected respondent data. PLS is one of the forecasting techniques that can handle some independent variables, although there is multicollinearity between these variables (Wibisono et al., 2021).

### 3. RESULT AND DISCUSSIONS

#### 3.1. Respondent Characteristic

The research is conducted to find out characteristics from respondents so that the sample group studied has certain characteristics that can be seen. The respondent characteristic is categorized based on gender, age, attended entrepreneurship education, and having a business. The characteristics of respondents based on gender, are dominated by women with a percentage of 53.4% and 46.6% men,  $\geq 18$  years old. Respondents who have participated in entrepreneurship education amounted to 93.9%. The results of the respondents, the majority of students do not have a business with a business with a percentage of 77.7% and those who have a business show 22.3% of respondents have businesses such as culinary, automotive, creative industry, travel and beauty businesses.

#### 3.2. Measurement Model Testing

The measurement model in this research is using outer model analysis which contains the result of Convergent Validity, Discriminant Validity, Composite Reliability, and Cronbach's Alpha. According to Figure 1, Convergent Validity gets the factor loading score for every questionnaire item exceeding 0.500. means every item could describe the variable studied. Furthermore, the discriminant validity of entrepreneurship education has AVE amounted to 0.625, social media amounted to 0.637, and entrepreneurial intention amounted to 0.652. The result showed that the value is above 0.500. The Composite Reliability of entrepreneurship education has a value of 0.943, social media 0.898, and entrepreneurial intention amounted to 0.949 for every construct above 0,7 which means that every construct has a good reliability. Furthermore, Cronbach's Alpha is declared reliable if the value of Cronbach's Alpha  $> 0,7$ . Entrepreneurship education has a Cronbach's Alpha of 0.933, social media amounted to 0.857, and entrepreneurial intention has a Cronbach's Alpha of 0.941. This shows that the three indicators of Cronbach's Alpha are declared reliable.

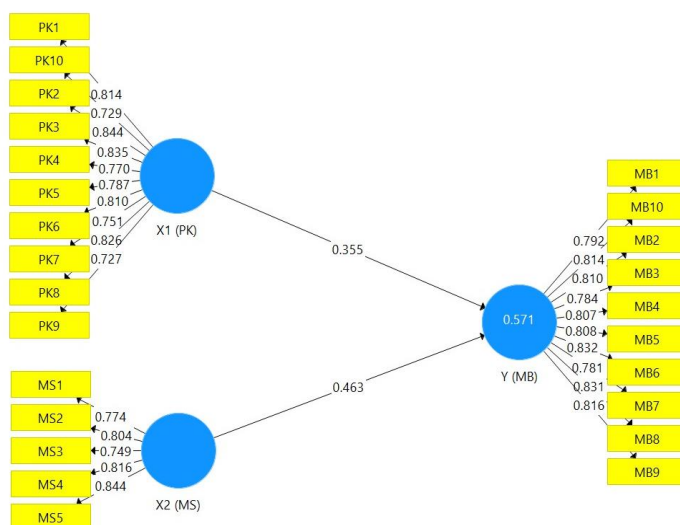


Figure 1. SEM Model Outer Testing

### 3.3. Structural Model Testing

The researcher carried out an inner model analysis of the structural model which included the results of the Goodness of Fit Test, testing R and testing T.

**Table 1.** GoF Testing

	Saturated Model	Estimated Model
SRMR	0.053	0.053
d_ULS	0.910	0.910
d_G	0.545	0.545
Chi-Square	422.583	422.583
NFI	0.849	0.849

According to Table 1, the GoF value ranges from 0 to 1. The value of standardized root means square residual (SRMR)  $< 0,10$  which means the model deemed suitable. Normal fit index (NFI) generates value from 0 to 1, If the value is close to 1, it means that the model being built is more appropriate. According to test result-R, entrepreneurship education and entrepreneurial intention could be observed on the adjusted R square value. The adjusted R square value of this research is 0.565. So, the adjusted R square value of this research shows a high level of conformity.

**Table 2.** Partial Effect Testing

Influence Between Variables	Origin al Sample	Sample Mean	Standard Deviation	T Statistics	P Value
Entrepreneurship Education -- > Entrepreneurial intention	0.355	0.387	0.128	2.782	0.006
Social Media -- > Entrepreneurial intention	0.463	0.430	0.124	3.750	0.000

According to the result of Table 2, the significance value of the influence of entrepreneurship education to entrepreneurial intention and significance value from the influence of social media on entrepreneurial intention as much as 0,000 ( $< 0,05$ ). This indicates the presence of a corresponding influence.

**Table 3.** Summary of Hypothesis Result

Hipotesis	Result	Information
There is an influence of Entrepreneurship Education on Entrepreneurial Intention.	Koef.Beta=0.355 T-Statistics=2.782 P-Value=0.006	Accepted
There is an influence of social media on Entrepreneurial Intention .	Koef.Beta=0.463 T-Statistics=3.750 P-Value=0.000	Accepted
There is an influence of Entrepreneurship Education and social media on Entrepreneurial Intention.	R Square Adjusted=0.565 Fulfill Goodness Of Fit	Accepted

Based on data processing results, it shows that entrepreneurship education and social media influence entrepreneurial intention, and there are positive and significant results. Based on the characteristics of respondents, 93,9% ever followed entrepreneurship education but the majority didn't have a business with a percentage of 77.7%, this can be an incentive for students to develop their knowledge through entrepreneurship education in order to open a business appropriately. Entrepreneurship education can develop creativity, cognition, collaboration, competence, and integration in running a business.

The aim of this research is to understand the role of entrepreneurship education and social media in solving the problem of increasing unemployment. Cultivating entrepreneurship can create your own job opportunities without depending on other people. The result of the research by Syaifudin & Sagoro (2017) stated that entrepreneurship education is the right training for students to be able to develop in the future. The result of this research also supports research by Fahrurrozi, et al (2020) on the magnitude of the influence of entrepreneurship education on entrepreneurial intention among the students. The majority of the respondents in this research are women. Devi (2017) in her research stated that there is always a difference between men and women in a tendency, desire, and intention. Women will have more desires for entrepreneurship than men. This research is also supported by Widyawati, et al (2022) which shows that there is an influence of media social on student entrepreneurial intention, if social media is used usefully such as looking for business inspiration, business information, and business promotion it can be a right alternative for students who doesn't have income. This is consistent with research by Rahayu & Hastuti (2023) which shows that social media

has a good impact on entrepreneurial intention and students hope that social media can create business opportunities. This result is also supported by Satrionugroho & Tomo (2020) who explain that students can easily adopt social media because students quickly adapt to developments in information technology. The result of this research is also supported by research conducted by Putri & Wahyuni (2023) which proves that entrepreneurship education and social media have a significant influence on entrepreneurial intention among students. That is consistent with the research by Harisandi, et al (2023) that showed the importance of entrepreneurship education will develop student entrepreneurial intention in doing innovation and social media which can share content to make it easier to find entrepreneurial information.

#### 4. CONCLUSION

The entrepreneurship intention among the students has a positive impact on the university. It is hoped that this research will enable campuses or universities to prioritize entrepreneurial practices in student learning. The lecturers take part in creating creative and innovative learning processes so that the students would understand the material. This research has a limitation, specifically regarding samples. Even though the researcher has involved more than required, the sample size of 148 is still small. Therefore, the next researcher is expected to involve a larger sample. The research was only conducted on students in the city of Bandung who had taken part in entrepreneurship education. The result of this research shows that entrepreneurship education and social media can develop entrepreneurial intentions among students.

As a result, the next researcher is expected to be able to expand the population and increase other variables such as entrepreneurship orientation and entrepreneurial decision-making, and increase the types of questions asked to respondents so that they can continue to develop appropriate entrepreneurial concepts. The researcher has a recommendation to the campus or university to design a curriculum that prioritizes students' experience and doing new innovation such as opening a business booth and students can introduce the product or a design that has been created by prioritizing technology. Other things, the campus can give an internship program in a successful entrepreneurial place. Lastly, universities can organize seminars and workshops about entrepreneurship with interesting topics which allows students to continue to gain insight and strengthen entrepreneurial intention.

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