

**PENGARUH PENDIDIKAN KEWIRAUSAHAAN DAN PENGGUNAAN MEDIA  
SOSIAL TERHADAP MINAT BERWIRAUSAHA MELALUI MOTIVASI  
BERWIRAUSAHA PADA MAHASISWA KEWIRAUSAHAAN FEB UNM**

***THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION AND THE USE OF SOCIAL  
MEDIA ON ENTREPRENEURIAL INTEREST THROUGH ENTREPRENEURIAL  
MOTIVATION IN ENTREPRENEURSHIP STUDENTS OF FEB UNM***

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**Abstract**

This study aims to examine the influence of entrepreneurship education and the use of social media on entrepreneurial interest through entrepreneurial motivation in entrepreneurship students of FEB UNM. This type of research is quantitative research. The research design uses a survey method with questionnaires as a data collection instrument. The research population is all UNM Entrepreneurship students totaling 427 students. Meanwhile, the sampling technique uses the Proportional Random Sampling technique, which is calculated using Slovin with a sample of 84 respondents or 22% of the total population. The research method used in this research is quantitative. This research can be a source of information or reference for teaching staff or lecturers so that they can direct and guide students related to 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 science produced, but also able to do business ventures and develop them.

Keywords: Entrepreneurship education, Social media use, Entrepreneurial motivation, Entrepreneurial interest

**INTRODUCTION**

Education is one of the important aspects to improve human resources in Indonesia. Every year many students have completed their education at both public and private universities. This should be able to improve the quality of human resources in Indonesia and can have a positive impact on the Indonesian economy. However, the fact is that there are still many unemployed 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 comparison between the number of job offers is not proportional to the number of graduates or new job offers at all levels of education. (Scott, 2017).

Entrepreneurship education is a weapon to destroy unemployment and poverty, and is a ladder to the dream of every community to be financially independent, have the ability to build individual prosperity, and at the same time participate in building community welfare. Entrepreneurship education teaches the cultivation of entrepreneurial values that will shape 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 later bring great benefits to their lives. Meanwhile, the definition of entrepreneurship is, according to Suryana (2014:15), that entrepreneurship is a creative and innovative ability that is used as a basis for creating business opportunities in order to achieve success in business. Creative is the ability of an entrepreneur to develop new ideas and find new ways. Meanwhile, innovative is the ability possessed by an entrepreneur to apply creativity in order to solve business problems and opportunities to improve and enrich lives. Based on the above definitions of learning and entrepreneurship, it can be concluded that entrepreneurial learning is an effort made deliberately by teachers or lecturers to learn about entrepreneurship and organize a good environment (Cahayani, 2022). Susanto & Burhanuddin (2019) stated that students who have completed their studies will be faced with 3 choices, namely the choice to become employees, either employees of private companies, State-Owned Enterprises (SOEs) or Civil Servants (PNS). The second option is intellectual unemployment because of the difficulty of getting a job that meets the set criteria. The third option is to open your own business or become an entrepreneur. Given the large number of unemployed in Indonesia, university graduates should be able to contribute to the country by doing entrepreneurship because an entrepreneur plays a role as the driving force of the economy in a country. Entrepreneurial communities have an important role in realizing economic growth both micro to reduce the unemployment rate and macro to increase per capita income (Kristiadi, et al., 2016).

An entrepreneur must have various abilities to become a successful entrepreneur, but the problem is not only how to become an entrepreneur who has the potential to be successful. Many people actually have the ability to be a good entrepreneur but they prefer to be an employee in a company or agency or even choose not to work because they feel that their needs have been met, so the initial problem is that the interest to become an entrepreneur is lacking, even from students who are arguably highly educated. To reduce the unemployment rate, one way that can be done is to foster students' interest in entrepreneurship in universities. 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 scholars are expected to become educated young entrepreneurs who are able to start their own businesses (Susilawaty, 2022).

According to Kartika, et al. (2019) interest is a sense of liking and a sense of connection to something or activity, without anyone having to tell you. Thus, interest can be grown by connecting a person with his needs so that the desire to fulfill them arises. Mahesa & Rahardja (2012) explained that entrepreneurial interest is the tendency of the heart in the subject to be interested in creating a business which then organizes, regulates, bears risks and develops the business that he or she creates himself. The increasing interest in entrepreneurship among students is expected to increase the number of young entrepreneurs in Indonesia so that it can increase the country's economic growth and reduce the unemployment rate in Indonesia.

In Indonesia, the development of technology is indeed so fast from time to time, always tracing various kinds of technological developments until it reaches a time when social media users have become daily needs in almost all activities. With the existence of entrepreneurship education courses and using social media wisely. A student can train himself to be confident in online shop-based sales, 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 use 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 their pocket money (Friday, 2022).

The rapid growth of social media now, because everyone can have their own media and generate a positive impact with the emergence of business opportunities. Social media can be used as a promotional medium, a media for selling, a media for looking for consumers and others. With social media, the cost of renting a place or location and the distance or the shape of the store is not a problem in charging businesses. This makes the selection of social media as a place to sell one of the solutions for doing business which is a very big 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 in facing increasingly sophisticated times. Knowledge and skills should be balanced. But at this time, there is a lot of knowledge that is not in sync with the skills they have, there are many students who have high entrepreneurship course scores but lack skills in opening a business. Skills that are lacking are generally influenced by a lack of interest from students because basically students have no interest from themselves to entrepreneurship only limited to pursuing grades. According to Suryana (2014:4), an entrepreneur will not succeed if he has knowledge, but not having the will and ability will not make him successful in entrepreneurship.

According to Suryana and Bayu (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 as to create business opportunities. So it can be concluded that Interest in entrepreneurship is an interest in a person in entrepreneurial activities and a desire to be involved in entrepreneurial activities. Interest in entrepreneurship arises because it is preceded by knowledge and information about entrepreneurship and then continued with a

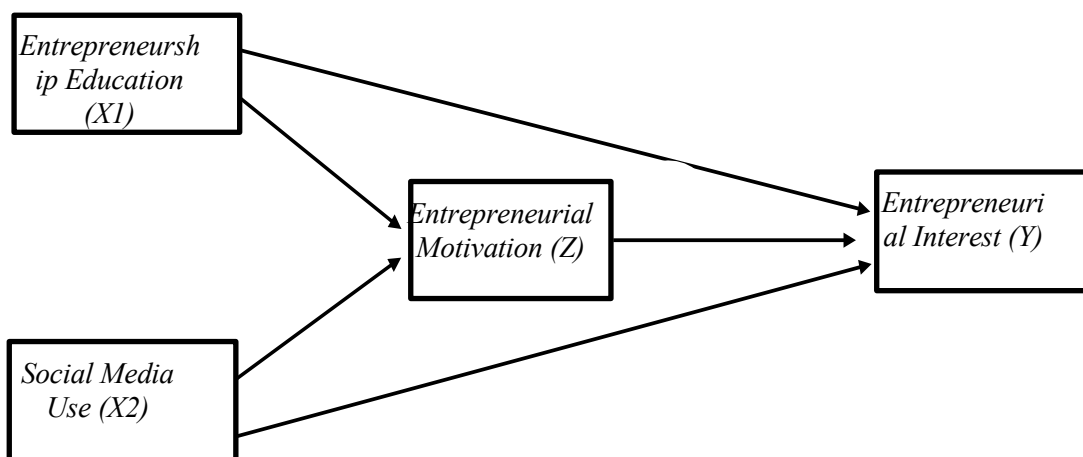
participating activity to gain experience which ultimately arises the desire to do these activities. The entrepreneurial interest that occurs in a person does not appear suddenly, but can be nurtured and developed. The limits of entrepreneurial interest are limited by factors that affect it, namely feelings 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 be 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 Entrepreneurial Student Program (PMW). From the results of the analysis, the researcher is interested in conducting research related to the influence of entrepreneurship education on entrepreneurial interest in entrepreneurship study program students.

## METHODS

### Research Models and Hypotheses

This study uses a quantitative approach with several variables that will be tested for their influence with data results in the form of numbers (Arnata, 2015). Quantitative research is research by testing objective theories by analyzing the relationships between variables (Creswell, 2013). This type of quantitative research always has descriptive questions about dependent and independent variables and questions about how the relationship between dependent and independent variables is. The hypothesis was tested using the Path Analysis method (Sarwono, 2006). The following is the design of the research.



**Figure 1 : Research Design**

Based on figure 1 above, this study is a descriptive explanatory research which means describing the influence between the variables studied. Descriptive means explaining and analyzing the research variables, namely the variables of entrepreneurship education (X1), Social Media Use (X2), Entrepreneurial Interest

(Y) and Entrepreneurial Motivation (Z). Meanwhile, explanation means looking for causal influences between research variables through hypotheses. The causal influence is the direct influence between entrepreneurship education (X1) and social media use (X2) on entrepreneurial motivation (Z). As well as the indirect influence of entrepreneurship education (X1), the use of social media (X2) on entrepreneurial interest (Y) through entrepreneurial motivation (Z) of entrepreneurship students of the State University of Makassar.

The design of this study is also based on COR theory and JD-R theory as well as relevant previous research. So that researchers can hypothesize direct and indirect influences in this study. More details can be seen through the following hypothesis summary table.

**Table 1. Hypothesis Summary**

Hipotesis	Keterangan
H1	Pendidikan Kewirausahaan berpengaruh positif dan langsung terhadap minat wirausaha
H2	Pendidikan Kewirausahaan berpengaruh positif dan langsung terhadap motivasi berwirausaha
H3	Penggunaan media sosial berpengaruh positif dan langsung terhadap minat berwirausaha
H4	Penggunaan media sosial berpengaruh positif dan langsung terhadap motivasi berwirausaha
H5	Motivasi berwirausaha berpengaruh langsung terhadap minat berwirausaha
H6	Pendidikan kewirausahaan berpengaruh positif dan tidak langsung terhadap minat wirausaha melalui motivasi berwirausaha
H7	Penggunaan media sosial berpengaruh positif dan tidak langsung terhadap minat berwirausaha melalui motivasi berwirausaha

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

### Population and Sample

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

$$n = \frac{N}{1 + Ne^2} \qquad n = \frac{427}{1 + 427(0,1)^2} \qquad n = 81.024$$

Description :

n : Number of Samples

N : Total Population

e : Error Rate of 10% or 0.1

From this formula, it can be known the minimum number of samples that can be used, namely; n = 81 respondents. However, researchers obtained a sample of 84 people.

Data Collection

Data collection was carried out by determining the research subject, namely all students of the entrepreneurship study program of the Faculty of Economics and Business, State University of Makassar using questionnaires. The questionnaire used is a closed questionnaire using digital media or often called a google form while the scale used is the Likert scale. The score was given using a likert scale with 5 alternative answers, namely: Strongly Disagree: 1, Disagree: 2, Strongly Agree: 3, Agree: 4, and Strongly Agree: 5. Furthermore, the data was analyzed using the Statistical Package for The Social Science application or now better known as Statistical Product And Service Solutions (SPSS) version 27. The data analysis used in this study consisted of descriptive statistical data analysis, classical assumption test, and path analysis.

## RESULTS AND DISCUSSION

### Hypothesis Testing

Hypothesis testing is used to test the influence of exogenous variables directly and indirectly on endogenous variables. The hypothesis is accepted or rejected based on the criterion if the p-value < 0.05, H0 is accepted, or it is stated that the regression coefficient obtained is significant. The results of testing the hypothesis of direct and indirect influence can be known through the following table:

**Table 2. Indirect Hypothesis Testing Results**

<b>Model Summary</b>				
Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762a	.580	.564	2.40795

a. Predictors: (Constant), ENTREPRENEURIAL MOTIVATION, SOCIAL MEDIA USE, ENTREPRENEURSHIP EDUCATION

<b>Coefficient</b>					
Models	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	1.914	1.355		1.413	.162
	EDUCATION	.142	.088	.222	1.616	.110
	ENTREPRENEURS HIP					
	MEDIA USE	.086	.095	.109	.903	.369
	SOCIAL					
	ENTREPRENEURIAL MOTIVATION	.375	.105	.478	3.552	.001

a. Dependent Variable: ENTREPRENEURIAL INTEREST

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

$$e1 = 1 - R^2 = \sqrt{1 - 0.580} = 0.648$$

$$Y = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Y = 0.222 X_1 + 0.109 X_2 + 0.478 Z + 0.648$$

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

**Table 3. Direct Hypothesis Testing Results**

Model Summary				
Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843a	.710	.703	2.53638

a. Predictors: (Constant), SOCIAL MEDIA USE, ENTREPRENEURSHIP EDUCATION

Coefficient						
Models	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
(Constant)	.284	1.427		.199	.843	
1	EDUCATION	.473	.076	.579	6.186	.000
	ENTREPRENEURSHIP					
	MEDIA USE	.315	.094	.312	3.338	.001
	SOCIAL					

a. Dependent Variable: ENTREPRENEURIAL MOTIVATION

As for obtaining the effect of error (e2), the formula is used:  $e_2 = 1 - R^2 = \sqrt{1 - 0.710} = 0.538$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0.579 X_1 + 0.312 X_2 + 0.538$$

The determination coefficient of 0.538 showed the direct influence of entrepreneurial education and social media use on the Z variable Entrepreneurial motivation of 53.8% while 46.2% was influenced by other variables outside this model or study.

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

Indirect influence =  $X1 \rightarrow Z \rightarrow Y$

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

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

Indirect influence =  $X2 \rightarrow Z \rightarrow Y$

$$\begin{aligned} &= \beta_4 \times \beta_5 \\ &= 0.312 \times 0.478 \\ &= 0.149 \end{aligned}$$

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 was declared 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 declared accepted.

H3: The effect of social media use 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 was rejected.

H4: The effect of social media use 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 was declared 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 was declared accepted.

H:6 The influence 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 was declared accepted.

$$0.579 \times 0.478 = 0.276$$

$$0.110 + 0.276 = 0.386$$

H7: The effect of social media use on entrepreneurial interest through entrepreneurial motivation has a Beta value of 0.15. Based on these results, it can be concluded that H9 was declared accepted.

$$0.312 \times 0.478 = 0.149$$

$$0.001 + 0.149 = 0.15$$

**Path Analysis**

The following is the result of the interpretation of the path analysis which can be seen in table 4 below:

**Table 4 : Track Analysis Results**

Influence Between Variables	Influence		Total
	Live	Indirect	
Influence of X1 → Y	0,222	-	0,222
Influence of X1 → Z	0,579	-	0,579
Influence of X2 → Y	0,109	-	0,109
Influence of X2 → Z	0,312	-	0,312
Influence of Z → Y	0,478	-	0,478
Influence of X1 →Y →Z	0,222	0,386	0,608
Influence of X2 →Y → Z	0,579	0,15	0,729

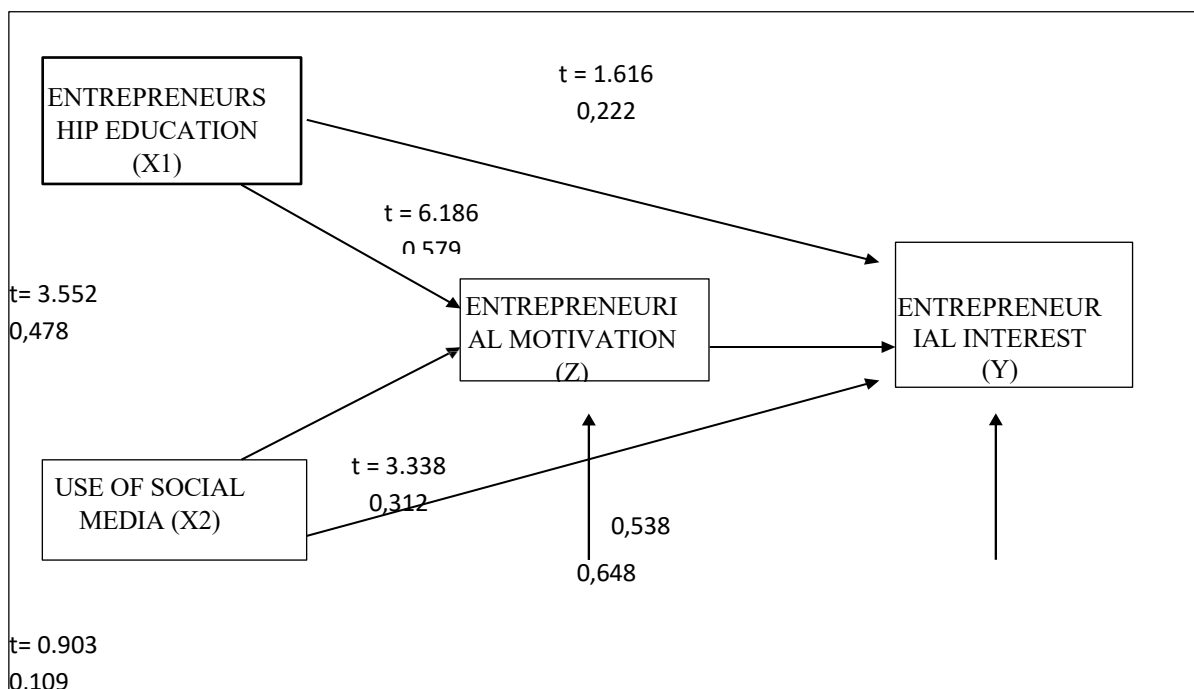
Based on the structure of this research model, the following empirical equations can be made.  $Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$

$$Y = 0.222X_1 + 0.579X_2 + 0.478 Z + 0.648$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0.579 X_1 + 0.312 X_2 + 0.538$$

The following is the result of path analysis in the form of a diagram



**Figure 2 : Path Analysis Results Model**

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

Coefficient of determination:  $R^2 = 1 - P_e / 12 * P_e / 22P_{ex2}$ .

The interpretation ( $R^2$ ) of the determination is as follows:

$$R^2 = 1 - (0.6482) (0.5382) = 1 - 0.121 = 0.879$$

$$0.419 \times 0.289 = 0.121$$

Based on the determination coefficient above, it shows a direct and indirect influence of 0.879 or 87.9%, in other words, the information contained in the data (87.9%) is explained by the model. Meanwhile (12.1%) was explained by variables outside the model.

## **DISCUSSION**

### **1. The Influence of Entrepreneurship Education on Entrepreneurial Interest in FEB UNM Entrepreneurship Students**

Entrepreneurship education is an effort made by educational institutions to instill knowledge, values, soul and entrepreneurial attitudes to students and students in order to equip themselves to become independent, creative and innovative human beings. This is in line with the opinion of Kurnianti (2015) who states that the factors that affect entrepreneurial interest consist of two aspects, namely intrinsic aspects (income, self-esteem, and feelings of happiness) and extrinsic aspects (family environment, community environment and education).

The results of this study stated that there is a positive and significant relationship between entrepreneurship education and entrepreneurial interest in entrepreneurship students of FEB UNM. A person who has a high entrepreneurial education will have a high interest in entrepreneurship as well (Oktaviana, 2018). This means that the higher the level of a person's entrepreneurial education, the higher his interest in entrepreneurship. In this case, students' entrepreneurial 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 FEB UNM entrepreneurship study program have high knowledge about entrepreneurship that they get through entrepreneurship education learning on campus. With the knowledge they have gained, they are able to realize their entrepreneurial interests well. Therefore, they will not hesitate to become an entrepreneur in the future because they already have a scientific basis about entrepreneurship education.

### **2. The Influence of Entrepreneurship Education on Entrepreneurial Motivation in FEB UNM Entrepreneurship Students**

Motivation is originally divided into two, namely, from within oneself (intrinsic) and from outside oneself (extrinsic). Intrinsic motivation includes belief, soul and entrepreneurial mentality. Entrepreneurship education is an effort to internalize the spirit and mentality of entrepreneurship 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 FEB UNM. By studying entrepreneurship education, a person is able or able to motivate himself regarding how to be an entrepreneur. With the awakening of motivation, it will be easy for a person to start a business with the provisions and motivation they have.

Research conducted by Warnadi, et al (2019) states that entrepreneurship education has a positive effect on entrepreneurial motivation. This statement is in line with research conducted by Lubis (2018) which states that entrepreneurship education has an effect on entrepreneurial motivation.

### **3. The effect of social media use on entrepreneurial interest in FEB UNM entrepreneurship students**

Social media today is not only to meet information needs, but also widely used as a media to drive the economy for entrepreneurs. When a person is able to use social media for entrepreneurial purposes, then a person will have an interest in entrepreneurship.

Social media that is often used as a support tool in entrepreneurship is social media that has a wide reach and is widely used by the public or potential consumers, such as Facebook, Twitter, Instagram, etc. Social media users such as Facebook, Twitter and Instagram in Indonesia are quite large. This can encourage a person's interest in maximizing social media as a tool for entrepreneurship. Social media used for a person's entrepreneurship contains interesting content about their business.

The results of the study stated that there was a positive and significant relationship between the use of social media and entrepreneurial interest in entrepreneurship students of FEB UNM. A person 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 to communicate with others to discuss their business or business and also as a marketing/advertising medium about their business.

Research conducted by Afriani (2016) found that the use of social media has a positive and significant effect on entrepreneurial interest. These findings are strengthened by research conducted by Sahroh, (2018) which states that the level of social media use has a positive and significant effect on entrepreneurial interest.

### **4. The Effect of Social Media Use on Entrepreneurial Motivation in FEB UNM Entrepreneurship Students**

A person who has the belief that a behavior can be done easily, then that person will be more motivated to do that behavior. The development of technology in the form of social media makes it easier for individuals to carry out a behavior. In 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, whether it is just for communication or for business.

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

Research conducted by Suratno and Farida (2020) found that social media has a positive and significant influence on the entrepreneurial motivation of students of SMK Negeri 1 Kota Sungai TFull in entrepreneurship. This shows that, if teachers want to increase students' entrepreneurial motivation through social media, it can be improved through

Their participation is using social media, openness, conversation, communication, interconnection, and students' skills in using social media.

#### **5. The Effect of Entrepreneurial Motivation on Entrepreneurial Interest in FEB UNM Entrepreneurship Students**

Motivation is one of the important factors that must be possessed by prospective entrepreneurs. Motivation is an encouragement 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, environment, and so on).

The results of this study stated that there was a positive and significant influence between entrepreneurial motivation and entrepreneurial interest in entrepreneurship students of FEB UNM. The motivation that someone has or has obtained will certainly be used as a benchmark or outlook in doing something. They know well what their motivations are and maintain that motivation in their every action. Motivation to develop a new business is needed not only by confidence in its ability to succeed, but also by its ability to access information about entrepreneurial opportunities. This means that the higher a person's motivation in entrepreneurship can increase that person's interest in entrepreneurship.

Research conducted by Suratno and Farida (2020) states that entrepreneurial motivation has a positive and significant influence on the entrepreneurial interest of students of SMK Negeri 1 Kota Sungai TFull in entrepreneurship. This explains that, if teachers want to increase students' interest in entrepreneurship through entrepreneurial motivation, it can be improved through psychological encouragement from inside and outside the student to be able to do entrepreneurship.

#### **6. The Influence of Entrepreneurship Education on Entrepreneurial Interest through Entrepreneurial Motivation in FEB UNM Entrepreneurship Students**

Entrepreneurship education is the main support in business success to create creative individuals to run their business. Entrepreneurship education must be taught as a separate independent discipline. The reasons are the following: 1) Entrepreneurship contains a complete and real field of knowledge, where 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 an equitable distribution of business and income, or the welfare of the people that is just and prosperous.

The results of this study state that there is a positive and significant influence between the influence of entrepreneurship education on entrepreneurial interest through entrepreneurial motivation. The existence of entrepreneurship education is expected to arouse motivation

student entrepreneurship so that it can increase students' interest in starting entrepreneurship.

Previous research conducted by Glisina Niwor (2018) stated that the encouragement of higher education institutions and the support of entrepreneurship courses or entrepreneurship education have a significant effect on students' interest in entrepreneurship through the entrepreneurial motivation they get. This needs to be followed up by creating a business incubator in a university so that the knowledge that has been received can be directly applied in the real world.

### **7. The Effect of Social Media Use on Entrepreneurial Interest through Entrepreneurial Motivation in FEB UNM Entrepreneurship Students**

Social media that a person has can be useful for more than just communicating to share information. So that with the existence of social media now that has been uploaded, a person can take advantage and have an important role by doing business through social networks such as Facebook, Twitter, and LinkedIn can easily promote goods and services through social media so that they 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 to entrepreneurship. For example, with social media, students can easily find new friends or relationships to facilitate promotion.

Social media makes it easier for a person to find information about the world of entrepreneurship. This can increase motivation from within in the form of confidence to be entrepreneurial. A person who has entrepreneurial motivation and uses social media for entrepreneurial purposes, then someone will have an interest in entrepreneurship.

Previous research conducted by Wendi Usino (2020) said that there is a positive correlation relationship with an analysis that means that if the use of social media is high, it will be followed by high entrepreneurial interest and vice versa for low social media use will be followed by low entrepreneurial interest.

### **CONCLUSION**

Based on the theory and results of the data analysis above, it can be concluded that there is a significant influence of entrepreneurship education, the use of social media on entrepreneurial interest in entrepreneurship students of FEB UNM. From some of the variables above, there are many other variables that can affect entrepreneurial interest, such as the influence of the family environment, street vendor training, entrepreneurial practices and many other examples. The results of the data above also state that the higher the entrepreneurship education

that students have and the use of social media, it will affect entrepreneurial interest as a variable bound to FEB UNM entrepreneurship students.

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

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