

The Influence of Entrepreneurship Education, Entrepreneurial Motivation, Income Expectations, Family Environment and the use of Social Media on Student Entrepreneurship Interest (Study on FEB students of Universitas PGRI Kanjuruhan Malang)

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ABSTRACT

Entrepreneurship is a valuable profession as it plays an important role in achieving economic growth and reducing unemployment in a country. The aim of this study is to determine some of the effects of business education, business support, income requirements, family environment and social media usage on students' interest in business. The approach adopted in this study is a multi-faceted approach. There are 409 students in the Faculty of Business and Economics (FEB) of PGRI Kanjuruhan University Malang in the academic year 2021-2023. This sample was selected using the random sampling method with a sample size of 20% or 82 students. Data were collected through surveys distributed via Google Forms. The data analysis methods used included statistical and multivariate analysis with the help of SPSS version 26.0 application. The results showed that: (1) entrepreneurship education, entrepreneurship support, income expectations, family environment and social media use affect entrepreneurship; (2) business education affects business interests; (3) business support affects business performance; and (4) income expectations affect business preferences. (5) family environment affects entrepreneurial tendencies. (6) Social media use affects commercial interests.

Keywords:

Entrepreneurship Education, Entrepreneurial Motivation, Income Expectation, Family Environment, Social Media Use, Entrepreneurial Interest.

INTRODUCTION

Entrepreneurship is one of the fundamental activities that support economic growth in a country (Mahanani, E. 2018). Especially during this period, since everyone's daily needs have increased, people need to work regularly to earn income, everyone needs to work as an employee or entrepreneur (Darwis, M., Kumar, R., Niswaty, R. & Nasrullah 2021). This requires everyone to develop their skills in every field, be it academic, commercial or otherwise, to be more effective. The number of unemployed is 6.73 million, which constitutes 4.94 percent of the unemployed. However, according to February 2021 data, the unemployment rate has increased to 8.75 million, which is 6.26 percent. The open unemployment rate (TPT) in the postgraduate/university education sector remains high at 6.98%. Statistics show that there are still many university graduates who cannot find a job. According to (Christianinggrum and Rosalina 2017), the government's goals are not being effectively achieved because most university graduates are mostly interested in finding a job (looking for a job) and this is because the learning used in schools only prepares students for production. Instead of producing graduates who can create jobs, they produce graduates instantly according to their skills. Universities produce a large number of graduates every year, so the number of unemployed graduates/graduates is increasing (Dewi, T., & Subroto 2020). It helps the business when internet connection is used so that everyone can easily access it from anywhere (Listiwati, M., Dyah, C., & Susantiningrum 2020a). This situation definitely creates an opportunity

for e-commerce because it is a phenomenon of the business world and therefore can develop dynamically. Therefore, it is a valuable opportunity for future entrepreneurs to continue exploring marketing through social media (Listiwati, M., Dyah, C., and Susantiningrum 2020a). Therefore, it is aimed for students to take advantage of this opportunity and use social media effectively and work towards achieving business results.

In addition, if students have the interest and determination to develop their online marketing skills by advertising on Facebook, Whatsapp, Instagram and other social media platforms, they will be able to trust themselves (Rahayu, E. S. and Laela 2018). In this case, if social media is used to find business opportunities, business creativity will increase. It is very important to make the job interesting for students by providing them with research and practice knowledge, including theory, business education, etc., so that students have critical thinking skills, which is one of the business skills of our age. Revolution 4.0. This situation has been confirmed by the research conducted by Indriyani and Margunani (2018); (Listiwati, M., Dyah, C. and Susantiningrum 2020) showed the effect of business education on students' entrepreneurial interest. However, contrary to research (Dewi, T. and Subroto 2020), the change in business education does not have a positive effect on entrepreneurship. The person forces himself to do a task, a job, thus increasing his productivity to improve his own business (Mahmud, A., & Sa'adah 2019). Studies have confirmed this (Hafizhah, K., Mulyadi, H., & Utama 2019), job support is effective and beneficial for business, that is, if someone has a job, it will lead to more interest in business life. However, according to (Rohmad 2019), economic support does not have a significant impact on business. The expectation or hope of better income is one of the factors that determine whether a person is willing to start a business. If a person hopes to earn more income by starting a business, then that person will be encouraged to start a business. Entrepreneurs will earn income from positions where they serve as managers or business owners (Utami 2019).

According to (Kartawijaya 2018), the family environment is the first and most important environment that affects children's development. The family environment is the smallest group in society and is also the primary determinant of children's behavior. In the family environment, children can receive care, attention, support and guidance from their parents, as well as help from their siblings who can help them see their children's potential and future development (Yunita 2022). In addition, social media has played an important role in the development of the economy, especially in these days when we have entered the era of total digitalization or the so-called Industrial Revolution 4.0. Therefore, the use of social media can support many business opportunities (Listiwati, M., Dyah, C., & Susantiningrum 2020) research (Aida 2018) confirmed this and showed that the use of social media has a positive effect on students' entrepreneurial interests. The effect of positive outcomes on social media on students' entrepreneurial interests. Therefore, the purpose of this study is to understand and examine the impact of entrepreneurship education, entrepreneurial motivation and social media use on students' entrepreneurial interests. The purpose of this study is to promote scientific knowledge and research on topics related to students' entrepreneurial interests, thus obtaining consistent results and findings when each effect is different. A reason. Another view (Mardisetosa, B., Khusaini, K. 2020) believes that students' interest in entrepreneurship is that they are willing or willing to

do some difficult work to be able to meet all their life needs without worrying about what will happen. He continues his education by doing business without working. Commercial interest is related to behavior in which interests are defined as an idea or concept that is seen as a reflection of the result of real behavior. (Widyawati, Widiarti, and Fahmi 2022). There is a theory called behavioral planning (Kurniawan 2023).

There are many factors that make a person interested in entrepreneurship; these include high income, need for independence, urgency, interest, and innovation (Evi Yasmira, Marhawati 2019). Other important factors that are believed to be responsible for entrepreneurial tendencies include environmental factors, social factors, and personality (Kusmintarti, A., Riwayatanti, N.I., & Asdani 2017). As for whether the measurement can be used to measure job satisfaction; there is innovation, creativity, and independence (Rahman, A. and Amir 2020). Another view expressed by (Jailani, M., Rusdarti and Sudarma 2017) is that entrepreneurship education is about providing an individual with the skills to understand the business, create a product, and then turn it into something bigger. On the contrary, the purpose of entrepreneurship education is to develop individuals as people with entrepreneurial attitudes, knowledge and skills (Luh. 2017). The purpose of education is to help people learn new things; one of them is business, so it has a structure consisting of four components: 1) thinking, 2) thinking, 3) intelligence, 4) health

Business motivation, the power that emerges when people's intention to start a business is to understand and see the flow of business (Mahanani, E., & Sari 2018). At the same time, according to (Harie, S. 2020), business support is part of the driving force that creates a sense of belonging to the business and points to the goal. That is, people who are motivated to start a business will successfully complete the work they have started and achieve satisfaction in the form of gains, freedom, and real hope worth overcoming (Al. 2019). There are both internal and external factors that motivate someone to start a business. However, there are also indicators that can measure entrepreneurial motivation; such as 1) the desire to succeed, 2) the necessity to start a business, 3) the expectation for the future, and 4) the pleasure of starting a business (Putri, A. A., & Syamwil 2021).

Social media is defined as a platform that uses the Internet to allow users to communicate with other users and thus establish relationships in cyberspace (Listiwati, M., Dyah, C., and Susantiningrum 2020). According to (Fraccastoro, S., Gabrielsson, M., and Chetty 2021), social media is a service application designed to allow users to share content. In addition, (Wang, W., Liang, Q., Mahto, R.V., Deng, W., and Zhang 2020) stated that social media is relevant to business people (human business) because they can obtain timely information due to having good information. determining relationships, identifying customers and problems, using resources effectively, and managing customer relationships. In addition to being able to easily create communication and information, it can also be the basis of online marketing. The use of social media now plays an important role and has a great impact as a service that can develop and grow businesses, as it is easy for everyone to use, especially business people who compete with their customers (Oladipo, O. G., Onaolapo, A. B., and Ekpenyong 2020) to compete and operate domestically and internationally, thereby improving sales and increasing profits (Fraccastoro, S., Gabrielsson, M., and Chetty 2021). Social media use is measured by various indicators such as 1) communication methods, 2) ease of access, and 3) social media

use (Purwanto 2021); (Aida 2018); Factors such as business education, business support, income needs, family environment, social media use affect students' interest in business. Business education affects students' entrepreneurial interest. Entrepreneurship education has some effects on students' interest in entrepreneurship. Income has a significant effect on students' interest in entrepreneurship. Family environment has an effect on students' entrepreneurial tendencies. The effect of social media use on students' entrepreneurial interests.

METHOD

In this study, analyzing the relationship between freedom and well-being with a quantitative approach with multiple horizontal and vertical instruments allowed the researchers to simultaneously and partially determine the extent to which each independent variable contributes to the variance of the variable. The content of this study is for students in February classes of the 2021-2023 academic year, consisting of three courses, (1) up to 270 students (including 105 students); (3) Finance, up to 34 students, so the total population for this study is 409 students, the researcher will present the data in Table 1;

Table 1. Research Population

No	Study Program	Total
1	Management	270
2	Accounting	105
3	Economics Education	34
Σ		409

Source: FEB Unikama Staff 2024

According to (Arikunto 2019), if the research consists of less than 100 people, then the sample of the research is the entire universe. But if the subject is more than 100, it can be 10-15%, 15-25%. Referring to Arikunto's theory, the sample size of this research is 20% of the total population, i.e. 82 participants, using the random sampling method (a sampling method where all members of the population are equal). Table 2 below contains sample details:

Table 2. Research Sample

No	Study Program	Number of population	Sample (20%)
1	Management	270	54
2	Accounting	105	21
3	Economics Education	34	7
Σ		409	82

Source: FEB Unikama Staff 2024

RESULTS AND DISCUSSION

Data Analysis Results

F- test

Based on the data analysis results of SPSS 21.00 software for Windows, an Anova table showing the F test was obtained. The F test of the Anova test in Table 3 is as follows.

Table 3. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	521.426	3	138.809	45.120	.000 ^b
	Residual	164.016	48	3.146		
	Total	668.442	51			

a. Dependent Variable: Entrepreneurial Interest

b. Predictors: (Constant), Entrepreneurship Education, Entrepreneurial Motivation, Income Expectations, Family Environment, Social Media Usage

This study uses various methods to analyze the relationship between independent and dependent variables on multiple horizontal axes, allowing researchers to simultaneously and partially determine the effect of each variable on the variance.

T-test

The t-test is used to test the validity of a research hypothesis using a significant t-test. The aim is to measure the significance of the effects of business education (X1), business support (X2), income expectations (X3), family environment (X4), and social media use (X5) on personal (partial) changes in business interest. (Y). The results of the t-test data analysis are shown in Table 4 below;

Table 4. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.410	3.384		6.121	.000
	entrepreneurship education	.435	.063	.413	4.202	.000
	entrepreneurial motivation	.481	.093	.296	4.603	.00
	income expectations	.437	.083	.410	2.241	.006
	family environment	.346	.083	.410	4.332	.000
	social media usage	.487	.083	.410	5.281	.000

a. Dependent Variable: Entrepreneurial Interest

Based on table 4, the multiple linear regression equation can be arranged as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

$$Y = 5,410 + ,435X_1 + ,481X_2 + ,437X_3 + 346X_4 + 487X_5 + e$$

The definition of the multiple regression equation is as follows: According to Table 4 above, the t-test value of the X1 business education variable is 42.02% and the significance level is 0.000. Since the significance level is less than 0.05, X1 business education has a significant effect on the Y (business interest) variable. Therefore, Ha1 is accepted and Ho1 is rejected. According to Table 4 above, the t-test value of the X2 economic support variance is 46.03% and the significance level is 0.000. Since the significance level is less than 0.05, X2 market support has a

significant effect on the Y variable (market preference). Therefore, Ha1 is accepted, Ho1 is rejected. According to Table 4 above, the t-test value for the earnings of the variable X3 is 22.41% and the significance level is 0.000. Since the significance level is less than 0.05, the expected earnings of X3 have a significant effect on the variable Y (market interest rates). Therefore, Ha1 is accepted, Ho1 is rejected. According to Table 4 above, the t-test value for the family environment variable X4 is 43.32% and the significance level is 0.000. Since the significance level is less than 0.05, X4 family environment has a significant effect on the variable Y (business preference). Therefore, Ha1 is accepted, Ho1 is rejected. According to Table 4 above, the t-test value of the variable X5 (social media use) is 52.81% and the significance level is 0.000. Since the significance level is less than 0.05, X5 social media use has a significant effect on the variable Y (business interest). Therefore, Ha1 is accepted, Ho1 is rejected.

Discussion

1. There is an effect of entrepreneurship education, entrepreneurial motivation, income expectations, family environment and social media use on students' entrepreneurial interest.

Entrepreneurship education plays an important role in increasing students' interest in entrepreneurship. Through courses designed to help students gain business knowledge and skills, students can be better prepared and more motivated to start their own businesses. Kusumadewi (2020) research shows that entrepreneurship education has a positive effect on students' entrepreneurial interest, with a t value of 8.709. This recognizes the importance of integrating entrepreneurship education into the educational process to promote entrepreneurship. Students who earn more income from business will be more likely to enter the business world. A study conducted by Hamdani (2020) found that income expectations and social media usage partially affect students' interest in entrepreneurship. The use of social media as an advertising and marketing platform has increased the demand for marketing to young people. Family support and encouragement can increase students' confidence and courage to start their careers. A study conducted by Fathiyannida and Erawati (2021) showed that family environment and business support have a positive effect on business interests among accounting students. High motivation and positive family environment will encourage students to succeed in their entrepreneurship path.

2. There is an effect of entrepreneurship education on student entrepreneurship interest.

Survey results show that entrepreneurship education has a positive effect on students' entrepreneurial interest. A study conducted by Tambengi and Mohehu (2022) showed that entrepreneurship education has a positive and beneficial effect on the entrepreneurship of students in the Department of Economic Education at Gorontalo State University. These results show that the better the education received by students studying business, the greater their interest in business. Student of the Faculty of Economics and Business Administration at the State University. This finding confirms the importance of business education in shaping individuals' entrepreneurial attitudes and thus their greater interest in entrepreneurship. And it has a significant impact on the financial education of students at SMK Negeri 1 Makassar. This shows that entrepreneurship education is important not only in higher education but also in high schools in terms of increasing students' interest in entrepreneurship.

3. There is an effect of entrepreneurial motivation on student entrepreneurial interest.

When the results are examined, it is seen that entrepreneurship education has a significant effect on students' interest in entrepreneurship. The research conducted by Telaumbanua (2023) at the Faculty of Economics and Business, Niasraya University, showed that entrepreneurship support has a positive effect on students' interest in entrepreneurship and contributes to the diversified interest rate market by 59.1%.

Andayanti and Harie (2020) also reached a similar conclusion, finding that entrepreneurship support is effective and has a positive effect on students' entrepreneurial interest. This shows that the higher the students' entrepreneurial motivation, the more their interest in entering the business world is. The management of research activities in this office contributed by 36.8%. The results of this study confirmed that motivation plays an important role in increasing students' entrepreneurial interest and that this motivation should be increased through various tools, programs and policies that support economic development.

4. There is an effect of income expectations on students' entrepreneurial interest.

The survey results show that there is a significant relationship between student income and their interest in entrepreneurship. A study conducted by Hadyastiti, Suryandari, and Putra (2020) revealed that income expectations positively affect students' interest in entrepreneurship. This shows that the higher the expected income from the business, the more willing students are to join the business.

Azzam (2016) also reached similar conclusions, stating that income expectations positively affect accounting students' interest in business. This study confirmed that the perception of the possibility of earning good income in the market encourages students to choose this path as a career option.

In addition, Setiawan and Sukanti (2016) found that income expectations have a significant impact on students' interest in entrepreneurship. These results suggest that the expectation of earning more money through entrepreneurship is an important factor for students considering entrepreneurship as a career option.

5. There is an influence of the family environment on student entrepreneurial interest.

The survey results showed that family environment has a significant impact on students' interest in entrepreneurship. Suhartini's (2011) research shows that family support can increase a person's desire to start a business. The better the family environment, the higher the investor's satisfaction.

Another study by Julindrastuti and Karyadi (2022) also showed that family environment affects students' interest in entrepreneurship. Although incentives are not effective, family support continues to be an important factor in the development of entrepreneurial spirit. Additionally, the study by Harti Oktarina et al. (2019) concluded that a supportive family environment can increase financial education students' entrepreneurial interest. This support includes providing encouragement, resources, and business role models from family members.

6. There is an effect of social media use on student entrepreneurial interest.

The use of social media has become an important factor in developing students' entrepreneurial interests. The research conducted by Rizal Nurdin (2020) showed that the use of social media has a significant impact on the entrepreneurial behavior of students receiving financial education. In addition, the study conducted by Suratno et al. (2020) shows that social media is effective and beneficial for businesses. The t-test conducted shows that the t-value is 5.975. This value is greater than the value of 1.9824 in the t-table. This shows that the use of social media affects students' interest in entrepreneurship.

Another study conducted by Hariyani and Prasetio (2019) found that the use of social media is beneficial and has a positive effect on students' entrepreneurial interest. As a result of the partial significance test, the t-value was 2.034, which is higher than the t-table value of 1.661, indicating that social media use has a positive effect on job performance. In general, these studies show that the use of social media is beneficial and has a positive effect on students' entrepreneurial interest. Social media increases students' interest in entrepreneurship by providing them with the opportunity to obtain information, interact with successful entrepreneurs, and get inspired. Therefore, using social media effectively can be an important strategy to increase students' interest in entrepreneurship.

CONCLUSION

These studies show that the use of social media is effective and has a positive effect on students' entrepreneurial interests. Social media increases students' interest in entrepreneurship by providing them with the opportunity to learn, interact with successful entrepreneurs, and get inspired. Therefore, using social media effectively can be an important strategy to increase students' interest in entrepreneurship. The results also show that business education, business support, income expectations, family environment, and social media use affect business interests and education. Doing business affects business interests. Business support affects business satisfaction, while income expectations affect business performance. Family environment affects entrepreneurial interests. Social media usage affects business interests.

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