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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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¹⁹**Abstract:** The purpose of this study is 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. The method used in this study is Structural Equation Modelling (SEM) and Partial Least Square (PLS) analysis involving 100 student respondents from Semarang City, Indonesia, through an online questionnaire. The results of this study indicate 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, it can be concluded that entrepreneurship education provides understanding, skills, and support to consider self-employment as a career, while 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

¹⁶ In this period of globalization marked by the rapid development of information technology, the role of entrepreneurship has become more prominent and significant in a country's economic development process (Gadzali et al., 2023). Entrepreneurship is not only related to creating new job opportunities but also has a crucial role in increasing a country's competitiveness in an increasingly complex and competitive global market stage (Kritikos, 2014). Students, as one of the segments of society that plays an important role in social and economic transformation, have great potential to provide a strong impetus to the growth and development of entrepreneurship (Dhaliwal, 2016). They are a young generation brimming with innovation, fresh creative ideas, and high energy levels, thus capable of becoming the main pillar in driving the wheels of entrepreneurship for the country's progress.

On the other hand, it cannot be denied that in the landscape of daily life, especially among university students who are a highly digitally active demographic group, social media has become an inseparable entity that is closely integrated with their daily lives. Social media is not just a communication tool, but also a vast and diverse medium for sharing information, ideas, experiences, and interacting in various social contexts (Kapoor et al., 2018). In a more specific context related to entrepreneurship, it is indisputable that social media carries great potential as a highly effective platform to promote businesses, establish interactive relationships with customers, and build a strong brand image and awareness. This means that students' utilization of social media in the context of entrepreneurship not only shows great potential but also plays a very important role in shaping their intention to embark on an entrepreneurial journey full of challenges and opportunities in the future.

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. This is also inseparable from the important 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 have presented conflicting results concerning the influence of entrepreneurship education and social media utilization on students' inclination toward entrepreneurship. Several studies have reported beneficial outcomes, whilst others have documented adverse consequences. In a research conducted by Raza & Ramzan (2018) in Pakistan, it was discovered that the provision of entrepreneurship education yields a noteworthy and favorable influence on the entrepreneurial inclinations of pupils. The findings indicated a positive correlation between participation in entrepreneurship education programs and an increased inclination towards pursuing entrepreneurial endeavors, as opposed to individuals who did not obtain comparable educational opportunities. In addition, Liñán & Fayolle (2015) did comparative research to examine the effects of entrepreneurship education on entrepreneurial interest and mentality in two distinct groups of students: engineering and business. The results of this study validate that the implementation of entrepreneurship education yielded a favorable and advantageous influence on students' predisposition towards entrepreneurship and their adoption of an entrepreneurial mindset, including both groups of participants. Nevertheless, it is important to consider that the impact of entrepreneurial education can differ based on contextual and methodological aspects inherent in entrepreneurship education courses, as highlighted by van der (van der Zwan et al., 2010). Divergent outcomes were observed in a study conducted by Kantis et al. (2004) in Argentina, indicating that entrepreneurship education may provide fewer favorable effects on students' entrepreneurial inclinations. The behavior identified in the study may be theoretically explained by factors such as heightened risk perception and perception of less appealing business prospects.

It is not only entrepreneurship education that can have a positive or negative impact on students' entrepreneurial intentions. Social media factors also found mixed results when examined for their contribution to increasing students' entrepreneurial intentions. Kumara (2020) stated that social media significantly has a positive effect on entrepreneurship. Social media allows students to easily access information, resources, and guidance on entrepreneurship, such as articles, video tutorials, and specialized discussion groups. Social media can be a powerful tool to support students' entrepreneurial intentions by providing access to information, networks, and resources needed to start and grow their businesses. Meanwhile, research conducted Dalimunthe & Nawawi (2022) states that the use of social media has a very low level of influence on entrepreneurial interest. The results of the research Hariyani & Wibowo (2020) also state that the variable of social media utilization partially does not have a significant effect on entrepreneurial interest. This is because social media often distracts students from their entrepreneurial goals. They can get caught up in excessive use of social media, spending hours on less productive activities.

When referring to the previous studies mentioned, there are inconsistencies in the findings that have been revealed. This indicates that there is still room available to re-explore different subjects and samples, which would result in more innovative research in the current context. Furthermore, if we focus our attention on the local situation relevant to this study, namely Semarang City, East Java, we can find more interesting arguments related to social media utilization as well as entrepreneurship education that have implications for students' intention to engage in entrepreneurship. This is mainly due to the rapid development in the

field of entrepreneurship education and the high level of digital literacy among university students in Semarang City, which can serve as a relevant research focus. It is noteworthy that numerous colleges and educational institutions in Semarang City presently offer a diverse range of entrepreneurial education programs, encompassing undergraduate, diploma, postgraduate, and digital platform-based entrepreneurship training programs. The objective of these programs is to provide students with the essential knowledge, abilities, and attitudes required to thrive as entrepreneurs. In addition to its other attributes, Semarang City is equipped with business incubators and entrepreneurship centers that offer resources and assistance to students aspiring to cultivate their entrepreneurial concepts. This form of assistance encompasses mentorship, guidance, and the provision of access to business networks and additional resources.

Furthermore, within the specific context of student literacy in Semarang City, numerous universities provide academic programs that emphasize technology-related fields, like digital business, digital marketing, and technopreneurship, among others. These programs provide students the chance to enhance their entrepreneurial skills and put them into practice across many industrial domains. In addition to this, Semarang City also hosts many events and contests that specifically emphasize digital creativity, hence providing opportunities for student participation. These competitions encompass a diverse array of disciplines, such as graphic design, photography, e-commerce, m-commerce, and similar areas. These competitions give pupils the chance to cultivate their entrepreneurial aptitudes and attain acknowledgment for their accomplishments.

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*: This encompasses an individual's subjective assessment of entrepreneurship, which can be either favorable or unfavorable. In the realm of entrepreneurship education, it has been shown that students who possess a favorable disposition towards entrepreneurship are more inclined to exhibit a heightened intention to actively participate in entrepreneurial endeavors.
2. *Subjective Norms*: This refers to the subjective understanding that an individual has of how society, their family, and their peers feel about the idea of entrepreneurship. The presence of perceived support for entrepreneurship among individuals in a student's

social environment is positively associated with their inclination to actively participate in entrepreneurial activities.

3. *Perceived Behavioural Control*: This pertains to an individual's subjective assessment of the degree to which they possess agency or capability to engage in entrepreneurial activities. In the realm of entrepreneurship education, pupils who possess a perceived adequacy of information, abilities, and resources for engaging in entrepreneurial endeavors are more likely to exhibit elevated levels of 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.

Furthermore, the Social Media Use Theory is a pertinent paradigm for analyzing the utilization of social media in the realm of business (Valkenburg et al., 2016). This theoretical framework offers an analytical perspective on how individuals employ social media platforms and explores the various implications of such usage across multiple facets of their lives. The attribution of the beginnings of this idea is not ascribed to any one individual, in contrast to certain other theories. The evolution of social media is closely connected to the advancements in research efforts in this field. Within the domain of Social Media and Student Entrepreneurial Intention, the utilization of Social Media Use Theory can provide light on how students' active involvement with social media platforms can influence their propensity 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 provide students with the means to access information about entrepreneurial possibilities, resources, and instances of successful entrepreneurship. Social media platforms have the potential to serve as a valuable and pertinent information resource for individuals who possess an interest in commencing a business venture.
2. *Social Interaction*: The utilization of social media platforms enables students to establish connections with individuals who share comparable interests in the field of entrepreneurship. Individuals have the opportunity to engage in virtual communities, where they can actively engage in discussions and collaborations with like-minded individuals who can offer valuable support and serve as sources of inspiration.
3. *Motivation and Support*: The exposure to the entrepreneurial successes and success stories of others on social media platforms has the potential to significantly enhance students' inclination towards engaging in entrepreneurial activities. Furthermore, individuals have the opportunity to obtain both emotional and practical assistance from their peers or social connections through various social media platforms.
4. *Influences and Role Models*: Students often perceive celebrities or businesses whom they follow on social media as role models or sources of inspiration. Individuals may draw inspiration from these success stories and endeavor to follow similar pathways in the field of business.
5. *Normative Influence*: The influence of students' perceptions on the degree to which entrepreneurship is seen as a social norm among their peers on social media platforms can potentially impact their goals. The presence of numerous individuals engaged in entrepreneurship within one's social media sphere may catalyze students' inclination to engage in 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.

The inclusion of entrepreneurship education inside higher education institutions serves a significant purpose beyond being a mere supplementary subject. It has a significant role in shaping the students' worldviews and goals about the field of business, which is an extremely important function (Zen, Kusumastuti, et al., 2023). Students will have the opportunity to gain the information, abilities, and attitudes essential to achieve success in the field of entrepreneurship by participating in the educational program that is being offered. The accumulation of new information and capabilities is one of the most obvious factors that play a role in the occurrence of this phenomenon. Classes on entrepreneurship cover a wide variety of topics, some of which are firm planning, market analysis, and financial management (Hermansyah, 2023; Salamah, 2023; Sukenti, 2023). However, these subjects are not the only ones covered in these classes. The goal of these classes is to provide students with a comprehensive understanding of the aforementioned topics. Students are provided with a broad foundation from which they can design plans and efficiently manage their entrepreneurial endeavors by reading the material that has been provided to them. As a result, individuals undergo an increased level of self-confidence, which in turn empowers them to initiate entrepreneurial pursuits. Entrepreneurship education, apart from its various advantages, also has a motivational influence (Alif Fianto et al., 2020). This curriculum provides pupils the chance to acquire exposure to the triumphs of entrepreneurs and experienced educators in the field of business. Individuals are presented with narratives that chronicle the ascent of successful entrepreneurs who commenced their journeys with restricted means and ultimately accomplished noteworthy feats. This has the potential to significantly enhance student motivation and foster a resolute inclination toward pursuing entrepreneurial endeavors.

Furthermore, the inclusion of practical experience is a crucial component within the realm of entrepreneurship education. Students frequently have the chance to engage in the development of small company ventures or partake in practicum experiences. This provides individuals with direct exposure to addressing practical obstacles, hence enhancing their inclination toward entrepreneurship. Entrepreneurship education further provides opportunities for useful networking (Hassan et al., 2022). Students have the opportunity to engage in interactions with established entrepreneurs, mentors, and peers who possess similar interests. This network can offer essential emotional and practical assistance throughout the process of embarking on an entrepreneurial endeavor. Entrepreneurship education ultimately facilitates the cultivation of a favorable disposition among students towards embracing risk (Ratten & Usmanij, 2021). The individuals possess an awareness that risk is an inherent component of the corporate realm and acquire the knowledge and skills necessary to effectively mitigate and control it. This phenomenon mitigates the apprehension associated with risk and fosters the inclination toward entrepreneurial pursuits. In general, the provision of entrepreneurship education serves as a potent mechanism for augmenting pupils' proclivity for engaging in entrepreneurial activities (Hynes & Richardson, 2007). Throughout their foray into the realm of commerce, the acquisition of knowledge, skills, motivation, practical experience, networks, and attitudes via educational pursuits can significantly contribute to the fulfillment of their aspiration to attain success as an entrepreneur.

The advent of social media platforms has significantly transformed how individuals engage, disseminate information, and connect (Shahbaznezhad et al., 2021). The noteworthy impact it has on the entrepreneurial intents of students is a captivating narrative. In the contemporary era characterized by extensive digital connectivity, social media has assumed a prominent role among several pupils (Wanof, 2023). Nevertheless, its influence extends beyond social ties and also yields a favorable effect on the entrepreneurial inclinations of students. In the realm of digital devices such as mobile phones and computers, students are afforded boundless opportunities to explore diverse forms of content that possess the potential to inspire and instigate entrepreneurial endeavors (Haleem et al., 2022; Suherlan, 2023). Individuals have the option to subscribe to the social media accounts of accomplished entrepreneurs who disseminate motivational narratives about their experiences within the realm

of commerce. Individuals can see the development of creative ideas into successful businesses when they actively engage with a variety of forms of material that is available online. The cumulative effect of all of these elements is to instill in pupils the belief that they, too, are capable of achieving great things in their lives. Students can communicate their ideas and perspectives through the use of various social media platforms. Entrepreneurs have the opportunity to validate their business ideas by employing various methods such as utilizing social media platforms like Instagram or Facebook to conduct polls, create posts, or even establish small online businesses (Troise et al., 2022). A big source of inspiration to continue working towards the establishment of the business can come from the favorable comments and support one receives from one's friends and followers.

Furthermore, social media platforms provide a means to establish and foster connections with fellow entrepreneurs, both within one's local community and on a global scale (Reuber & Fischer, 2022). By actively participating in online organizations and communities, students have the opportunity to establish and cultivate vital networks (Fitri Ayuni, 2020). Individuals have the opportunity to engage in the sharing of ideas, gain insights from the experiences of others, and potentially secure mentorship from knowledgeable individuals to facilitate the initiation of their entrepreneurial endeavors. Social media platforms also facilitate students in comprehending market trends and client preferences. Through the surveillance of conversations and patterns on social media platforms such as Twitter, Instagram, and TikTok, individuals might discern potential commercial prospects that were before unconsidered. The aforementioned factors can contribute to the stimulation of entrepreneurial aspirations by enhancing comprehension of the demands within an expanding market (Su et al., 2021). Nevertheless, it is crucial to bear in mind that although social media exerts a notable positive impact, the attainment of entrepreneurial success is contingent upon factors such as knowledge, skills, and determination. To harness the advantageous capabilities of social media, students must integrate them with a complete entrepreneurship curriculum and a proficient comprehension of business hazards. Therefore, social media serves not only as a means for individuals to engage and socialize, but also as a valuable resource for inspiration, information, and connectedness. Consequently, it can aid students in cultivating robust entrepreneurial aspirations and achieving their ambitions within the realm of business.

So, on this occasion, the author tries to further examine whether the factors of entrepreneurship education and social media have a significant influence on the entrepreneurial intention of students in Semarang City. To answer these questions and curiosities, we distributed questionnaires to students who have been selected according to the criteria to gain understanding to find consistent and valid results. In addition, we try to introduce the Theory of Planned Behaviour (TPB) and Social Media Use Theory to contribute if there are unique findings in the field so that pre-existing theories can continue to exist and be developed. In essence, our main rationale is to provide focus, direction, and framework for research, enable empirical testing, and contribute to the advancement of knowledge in a particular field, in this case, entrepreneurship education.

Research Method

This study adopts 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). In this study, entrepreneurship education and social media usage are considered as external factors, while students' entrepreneurial interest is considered as the variable influenced by these external factors. The decision to include entrepreneurship education and social media as external variables in this study is based on specific reasons. The reason is very simple, namely within the framework of the Theory of Planned Behaviour and Social Media Use Theory, the entrepreneurial perspective is considered to have the potential to provide valuable insights into the development of entrepreneurship education and social media utilization, focusing on

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enhancing entrepreneurial thinking skills, flexibility, cooperation, digital literacy, and decision-making in uncertain situations. In addition, Social Media Use Theory also plays a role in stimulating students' innovation and ability to overcome complex challenges in learning and daily business practice. The author believes that these two concepts can help students in Semarang City develop an interest in entrepreneurship and achieve success as entrepreneurs.

Thus, students are increasingly aware of a very important aspect of running a business today, namely the ability to adapt to developments in business concepts and how to deal with them, such as actively engaging in electronic commerce to improve performance and competitive advantage. This information can be obtained through understanding two key concepts as predictors. Furthermore, in the sampling process, a purposive sampling method was applied with specific criteria, such as gender, class year, and study program, as shown in Table 1. The next criterion was the location of the student's education, namely Semarang City. This decision was taken because previous research shows that there are still few studies that have explored the topic of entrepreneurship education and social media utilization by university students. The key question is whether the unavailability of such research affects students' interest in becoming entrepreneurs and starting a business as soon as possible. Therefore, to avoid bias and contribute to expanding knowledge in the field of entrepreneurship as well as proving that through education, one can develop the critical thinking skills necessary to capture modern business opportunities and become an entrepreneur, as introduced in the introductory chapter, this research was deemed necessary.

On the contrary, this study aims to show that an increased understanding of business through experience and interaction, such as through access to social media, can change students' way of thinking to be more progressive as they can accumulate a wealth of experience and knowledge. As a result, they become more flexible in dealing with the conceptualization process and modern business practices, especially in identifying and exploiting business opportunities. Therefore, the application of purposive sampling in this study is closely related to the fact that the main objective is to identify samples that fit the researcher's predetermined criteria, including undergraduate students from 2019-2022, students who have received lectures on entrepreneurship, as well as active in entrepreneurship organizations both on and off campus. This is in line with the author's view that people tend to be more motivated to pursue a career as an entrepreneur if they already have a good understanding, literacy, and relevant networks and relations.

This study conducted an online survey using a Likert scale with its unit of analysis, of university students in Semarang City, during the period August to November 2022. Initially, the authors obtained responses from 151 participants, however, 12 participants did not fulfill the research requirements and only 139 participants were used as the research sample. Table 1 illustrates a brief overview of the attributes of the participants who participated in this survey. Please note that the author constructed the form based on a Google spreadsheet and identified respondents who participated in the online questionnaire as the primary unit of analysis. As expected, all respondents who completed this questionnaire fulfilled the research criteria as university students. Furthermore, the data and hypotheses of this study were analyzed using the SEM-PLS (Structural Equation Model-Partial Least Squares) statistical method using SmartPLS 3.2 software. SEM-PLS analysis involves two different categories of relationships, especially in the outer model which includes evaluation of convergent validity, discriminant validity, and reliability. In addition, the inner model assessment can be done by analyzing R-square, and Q-square, and conducting hypothesis testing.

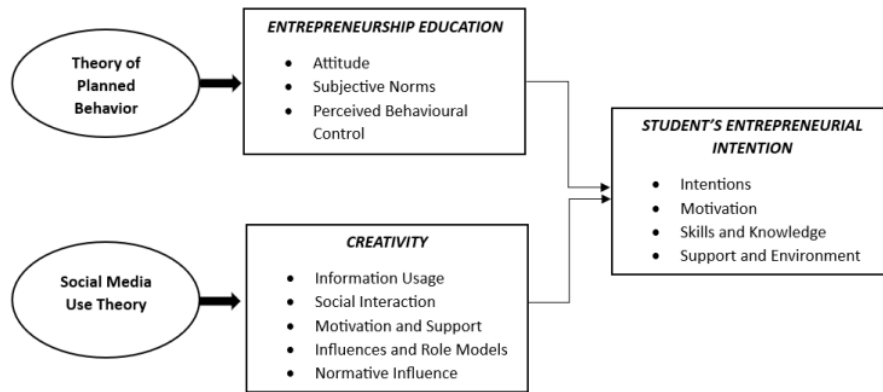


Figure 1. Research Framework

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% |
| Location | Semarang | 139 | 100% |

Table 1 presents an overview of the attributes of the 139 participants that were chosen for this study. Out of the total sample, 77 individuals were identified as male, while 62 individuals were identified as female. Regarding the year of university enrollment, the data indicates that two participants commenced their studies in 2019, while 32 individuals entered in 2020, 59 in 2021, and 46 in 2022. The participants in this study were drawn from a diverse range of academic disciplines. Specifically, there were 58 individuals from the business administration program, 6 individuals from the economics program, 58 individuals from the management program, 11 individuals from the public administration program, 6 individuals from the accounting program, and 6 individuals from the accounting program. The findings of this study indicate that students enrolled in business study programs exhibit higher levels of entrepreneurial inclinations compared to their counterparts in entrepreneurship education and

digital literacy. The study sample aligns with the research criteria as it includes 139 respondents from campuses situated in Semarang City, concerning their campus location.

Result 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 |
|--|------|----------------|------------------|-----------------------|-------|
| Entrepreneurship Education (X1) | X1.1 | 0,799 | 0,811 | 0,829 | 0,667 |
| | X1.2 | 0,788 | | | |
| | X1.3 | 0,770 | | | |
| Social Media (X2) | 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 | | | |
| Student's Entrepreneurial Intention (Y1) | 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 | 0,876 | 0,590 | 0,409 |
| X1.2 | 0,859 | 0,476 | 0,455 |
| X1.3 | 0,877 | 0,432 | 0,469 |
| X2.1 | 0,577 | 0,714 | 0,622 |
| X2.2 | 0,581 | 0,888 | 0,665 |
| X2.3 | 0,522 | 0,712 | 0,480 |
| X2.4 | 0,505 | 0,814 | 0,633 |
| X2.5 | 0,511 | 0,796 | 0,625 |
| Y1.1 | 0,682 | 0,669 | 0,782 |
| Y1.2 | 0,499 | 0,641 | 0,818 |
| Y1.3 | 0,474 | 0,578 | 0,739 |
| Y1.4 | 0,594 | 0,686 | 0,847 |

Inner Model

In this research, the progression of SEM-PLS analysis is 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, while 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 (R²) value surpasses the 0.50 threshold.

Q² Predictive Relevance

Q², 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 Q² exceeds the threshold of 0. To calculate Q², 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 Q² 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 Q² 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 & Peirisa (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 is 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.

The first is Attitude (X1.1). The aforementioned principle under the Theory of Planned Behaviour (TPB) posits that students who exhibit a favorable disposition toward entrepreneurship are more inclined to express a heightened intention to actively participate in entrepreneurial endeavors. The provision of entrepreneurship education equips students with an enhanced comprehension of the realm of business and entrepreneurship (Yahya et al., 2023). Students are educated on several components of entrepreneurship, including business strategy, risk management, market prospects, and other significant features. In conjunction with the acquisition of more excellent information, students develop an awareness of the significance of entrepreneurship in addressing prevailing economic and social obstacles. Within the context of the Sustainable Development Goals (SDGs), the cultivation of a favorable disposition towards entrepreneurship, as facilitated by entrepreneurship education, exerts an impact on students' inclination to participate in entrepreneurial activities (Vodă & Florea, 2019). There is a favorable correlation between students' attitudes and their intention to pursue entrepreneurship since they perceive it to be an appealing and fulfilling career choice. Hence, it can be concluded that the provision of entrepreneurship education plays a crucial role in shaping students' inclination towards engaging in entrepreneurial activities by fostering a favorable attitude towards entrepreneurship.

Furthermore, Subjective Norms (X1.2). This pertains to an individual's subjective interpretation of the societal perception of entrepreneurship, as influenced by the opinions and attitudes of friends, family, and broader social circles. Entrepreneurship education facilitates the cultivation of a more comprehensive comprehension of the realm of business and entrepreneurship among students (Cao, 2022). Students acquire knowledge regarding the significance and advantages of entrepreneurship, along with its potential for fostering great societal outcomes. Education has a key role in influencing students' attitudes toward the significance of entrepreneurship as a viable and advantageous career option (Wardana et al., 2020). It is quite probable that, within the context of an entrepreneurship education program, students frequently engage in interactions with both their peers and instructors who possess shared interests in the field of entrepreneurship. This fosters a conducive atmosphere wherein favorable social norms about entrepreneurship can grow. Students can hold the perception that entrepreneurship is a practice that is both welcomed and promoted within their immediate context. Subjective norms in the Theory of Planned Behaviour (TPB) pertain to individuals' beliefs regarding the level of support or opposition from those they hold close relationships with, such as family members, friends, or mentors, towards specific conduct, such as engaging in entrepreneurial activities. Entrepreneurship education has the potential to cultivate subjective norms that are inclined toward entrepreneurship, hence augmenting students' inclination to participate in entrepreneurial activities (Sutrisno et al., 2023). Hence, it can be concluded that the inclusion of entrepreneurship education in academic curricula has a notable and constructive impact on students' inclination towards entrepreneurship, mostly by fostering the development of good subjective norms.

Third, Perceived Behavioural Control (X1.3). This pertains to an individual's subjective assessment of the degree to which they possess agency or capability to engage in entrepreneurial activities. Entrepreneurship education facilitates the acquisition of comprehensive knowledge about all facets of business and entrepreneurship among students (Prastyaningtyas et al., 2023). Students are educated on various essential components such as company planning, financial management, marketing, and other pertinent facets. Furthermore, individuals also acquire the requisite practical competencies essential for managing a corporation. The acquisition of information and abilities instills students with increased self-assurance when approaching the diverse tasks and problems inherent in the realm of entrepreneurship (Harahap et al., 2023). Uncertainty frequently acts as a hindrance to entrepreneurial goals. Many students may experience a sense of uncertainty over their aptitude

for success in the realm of business or the viability of their business concept. The provision of a well-defined framework, together with the necessary tools and techniques, through entrepreneurship education can effectively mitigate the inherent uncertainty associated with the entrepreneurial process (Bae et al., 2014). Perceived behavioral control in the Theory of Planned Behaviour (TPB) pertains to the degree to which individuals perceive their ability to exert control over the intended behavior. The provision of entrepreneurship education empowers students by granting them enhanced agency in acquiring the requisite knowledge, skills, and support necessary for the successful operation of their business ventures (Sutrisno et al., 2022; Zen, Rahayu, et al., 2023). Therefore, it can be concluded that the inclusion of entrepreneurship education in the curriculum has a notable and favorable impact on students' inclination toward entrepreneurship by enhancing their perception of behavioral control.

As a side note, the logical reason for this first hypothesis study result is that entrepreneurship education, in addition to being an important 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, and all these aspects together play a significant role in shaping strong entrepreneurial intentions among students.

Furthermore, Table five above also shows that social media has a positive and significant impact on students' entrepreneurial intentions. This 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.

The first is about Information Use (X2.1). It is widely recognized that social media platforms offer expedient and extensive access to many sources of knowledge about entrepreneurship. Students have the opportunity to engage with business accounts, participate in discussion groups, and access knowledge-sharing platforms that specifically cater to various areas of entrepreneurship. By engaging in this practice, individuals gain the opportunity to acquire up-to-date information, insights into prevailing business patterns, in-depth analyses of real-world scenarios, and pragmatic resources that can significantly influence their comprehension of the field of entrepreneurship (Dwivedi et al., 2023). Furthermore, the use of social media provides students with the opportunity to engage in interactions with individuals from the business sector, including business professionals, entrepreneurs, and the broader entrepreneurial community. Individuals can inquire, engage in dialogue, and exchange personal anecdotes with one another. These contacts not only serve to augment students' knowledge but also establish valuable networks that can assist in their business endeavors. From the standpoint of Social Media Use Theory, the use of social media platforms to acquire knowledge about entrepreneurship assumes a pivotal role in influencing and shaping individuals' intentions toward engaging in entrepreneurial activities. The acquisition of knowledge via social media platforms has a significant impact on students' comprehension, engagement, and perspective on the field of entrepreneurship (Azzaakiyyah et al., 2023; Sivakumar et al., 2023). Therefore, it can be said that social media plays a crucial role in influencing students' entrepreneurial intention by facilitating the utilization of information. This, in turn, contributes to their enhanced sense of preparedness and motivation to actively participate in entrepreneurial activities.

The second is about Social Interaction (X2.2). The second factor pertains to engagement within the entrepreneurial community. Social media platforms facilitate the establishment of a wide-ranging and inclusive entrepreneurial network among students. Using participation in discussion groups, forums, or interest-sharing groups centered around entrepreneurship, students are afforded the chance to actively partake in dialogues, exchange

personal experiences, and share innovative concepts with other members of the community (Onyema et al., 2019). This form of connection enhances the perception of ownership over entrepreneurial concepts and augments the drive to engage in proactive measures. Undoubtedly, social media platforms also offer avenues for engaging with accomplished entrepreneurs or business professionals who can serve as virtual mentors (Ferine et al., 2023; Subagja et al., 2022). Students can engage with, establish communication with, or seek clarification from them. This provides an opportunity for individuals to acquire essential information, perspectives, and direction that can contribute to their growth as entrepreneurs. According to the framework of Social Media Use Theory, the utilization of social media platforms has a substantial role in fostering students' entrepreneurial aspirations through facilitating social interactions. These connections foster the development of social support networks, enable the flow of information and expertise, and enhance individuals' drive to engage in entrepreneurial activities. Hence, it can be argued that social media has a notable and constructive impact on the development of students' entrepreneurial inclination, as evidenced by the presence of social interaction indicators.

The third is about Motivation and Support (X2.3). The reasoning behind this observation suggests that students can draw motivation from the achievements of businesspeople through the use of social media as a platform. One can track the trajectory of successful entrepreneurs and derive advantages from their entrepreneurial endeavors. These success stories serve as a potent source of motivation for students, inspiring them to aspire to comparable achievements by emulating the strategies and paths taken by these entrepreneurs. Social media platforms facilitate the establishment of an extensive social network (Ausat, 2023; Azzaakiyyah, 2023). Students have the option to seek assistance from individuals inside their social network, such as friends, family, or members of their community who possess a similar passion for entrepreneurship (Said Ahmad et al., 2023). Social support can manifest itself in several means, such as providing moral encouragement, offering counsel, or even extending financial assistance to facilitate the initiation of a business venture (Sutrisno, 2023). From the standpoint of Social Media Use Theory, the influence of social media in changing students' entrepreneurial intents is contingent upon the incentive and support they receive from these platforms. Social media catalyzes inspiration and motivation, while also offering valuable social networks and tools that contribute to the development and preparedness of individuals for entrepreneurial endeavors (Park et al., 2017). Hence, it can be said that social media exerts a notable and constructive impact on the entrepreneurial inclination of students, mostly through the facilitation of motivation and support indicators.

Furthermore, regarding Influence and Role Models (X2.4). Social media provides easy and quick access to various types of information related to entrepreneurship. Students can follow accounts, pages, or groups that focus on entrepreneurial topics. This information includes business trends, planning tips, marketing strategies, and the latest developments in a particular industry (Sudirjo, 2023). This easily accessible information influences students' understanding and knowledge of entrepreneurship, which in turn strengthens their intention. Another logical reason we are well aware of when talking about the role model contribution is that entrepreneurs who are active on social media can act as virtual mentors for students. Students can contact them, ask questions, and seek advice or guidance. This kind of mentor-mentee relationship allows students to gain valuable insights and guidance needed to start and grow their businesses. From the perspective of Social Media Use Theory, the influence and role models offered by social media play a key role in shaping students' entrepreneurial intentions. Social media not only provides information and inspiration but also creates interactions that allow users to adopt roles as learners, followers, mentors, collaborators, and members of the entrepreneurial community (Kumar & Nanda, 2022). All of these together contribute positively to shaping strong entrepreneurial intentions among students.

Finally, regarding Normative Influence (X2.5). A possible condition to explain this finding is that social media creates an environment where students can connect with their peers

who also have an interest in entrepreneurship. When they see their peers actively talking about entrepreneurial plans, sharing experiences, or following the steps towards entrepreneurship, this can provide positive pressure to join in. Students tend to follow emerging trends among their peer group, so the normative influence of their peers can increase entrepreneurial intention (Satriadi et al., 2022). From the perspective of Social Media Use Theory, normative influence influenced by social media can make a significant contribution to students' entrepreneurial intentions. Positive norms obtained from peers, family, authoritative figures, and entrepreneurial communities on social media can shape the perception that entrepreneurship is a choice that is valued and recognized by their social environment (Schmutzler et al., 2019). As a result, students are more likely to have positive intentions to pursue an entrepreneurial career and strive to achieve success in the business world.

Students' aspirations to start their businesses can be significantly shaped and strengthened through the use of social media. Students' motivation to pursue a career in entrepreneurship might be influenced by the ecosystem that is created by social media, which contains good tools and influencers. There are a variety of social media platforms that can be utilized as a platform for the dissemination of knowledge concerning various areas of entrepreneurship. This can include the sharing of success stories, information regarding current business trends, as well as thorough advice in a practical setting. Students have access to a wellspring of inspiration in the form of successful businesses that are highlighted on these online platforms. As a direct consequence of this, students are more likely to consider entrepreneurship as a career path that is both possible and exciting. Platforms for social media can also serve as tools for supporting the building of social networks, facilitating contact with those who share similar interests, and facilitating the search for potential business partners and mentors. Individuals' perceptions and attitudes regarding self-employment can be significantly influenced by positive normative impacts on social media, which may ultimately cause individuals to consider self-employment as a desired and esteemed professional option. Moreover, social media serves as an educational platform that provides users with access to a wide range of resources, including publications, online courses, and advice on entrepreneurship. This program facilitates the acquisition of knowledge and skills necessary for students to initiate their entrepreneurial ventures. Social media serves as a multifaceted tool that not only facilitates communication but also fosters a supportive environment for aspiring student entrepreneurs. It offers a range of resources including information, inspiration, networking opportunities, normative influence, and avenues for learning.

Conclusion

Based on the aforementioned exposition, one may deduce that the provision of entrepreneurship education yields a favorable and noteworthy influence on the entrepreneurial aspirations of students. This phenomenon is manifested by the cultivation of a favorable disposition towards entrepreneurship (Attitude), the establishment of encouraging subjective standards (Subjective standards), and the augmentation of perceived behavioral control (Perceived Behavioural Control). Entrepreneurship education equips students with the knowledge, competencies, and resources necessary to contemplate self-employment as a viable career path, fostering their self-assurance in managing their enterprises. In addition, it is worth noting that social media platforms have a noteworthy and constructive influence on the entrepreneurial aspirations of students. This phenomenon is manifested through five key ideas within the framework of Social Media Use Theory, specifically information utilization, social interaction, motivation and support, influence and role modeling, and normative influence. Social media platforms allow individuals the opportunity to acquire knowledge about entrepreneurship, foster engagement with the entrepreneurial community, provide encouragement and assistance, and present aspirational figures to emulate and shape societal attitudes in favor of entrepreneurial endeavors. Therefore, social media functions as an

ecosystem that facilitates the development and reinforcement of students' entrepreneurial intentions.

Recommendation

There is a pressing need to augment entrepreneurship education within higher education curricula and expand its integration across various disciplines. Additionally, students would greatly benefit from the guidance and motivation provided by accomplished entrepreneurs, facilitated through social media platforms and virtual mentorship programs. Furthermore, fostering opportunities for students to engage with the entrepreneurial community through active participation in discussion groups on social media platforms is crucial. Collaboration between educational institutions and governments is crucial in fostering a conducive atmosphere for entrepreneurial endeavors. This can be achieved through the implementation of laws that incentivize and provide assistance to aspiring entrepreneurs. Furthermore, students must be provided with increased access to Internet materials about the field of entrepreneurship. By implementing these strategies, it is possible to enhance the entrepreneurial intentions of students, making a significant contribution to both economic growth and societal innovation.

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