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The Effect of Social Media Utilization, Campus Environment and Entrepreneurship Knowledge on Student Entrepreneurial Interest

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Abstract

This study analyzes social media utilization, campus environment, and knowledge of entrepreneurial interest among STIE Nobel Indonesia Makassar students. This study uses quantitative analysis methods; the research sample is respondents to STIE Nobel Indonesia Makassar students who use 65 respondents selected by random sampling. In contrast, the data collection method uses a questionnaire. The data analysis technique was performed by multiple linear regression analysis. The results obtained show that the use of social media variables partially does not affect. Meanwhile, the campus environment and entrepreneurial knowledge partly have a positive and significant effect on entrepreneurial interest. And the use of social media, campus environment, and entrepreneurial experience simultaneously have a positive and significant impact on entrepreneurship interest. This study's dominant factor is the campus environment variable, which affects the interest in entrepreneurship among STIE Nobel Indonesia Makassar students.

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1 Introduction

Access to media has become one of the primary needs of everyone. That's because there are needs for information, entertainment, education, and access to knowledge from different parts of the world. Advances in technology and data and increasingly sophisticated devices produced by industry seem to bring the world into their hands. Unsurprisingly, the social media presence has become phenomenal. Facebook, Twitter, YouTube, and Instagram are some types of social media in demand by many audiences (Indahingwati et al., 2019). There is the fact that social media is far more than the population of a country. Social media is used to distribute information that can be created by the account owner himself and has the basis as a portal to create virtual networks of friends and a medium for sharing data, such as audio or video (Dey et al., 2020).

Social media is a means for consumers to share text, image, audio, and video information with companies and vice versa. The role of social media is increasingly being recognized in boosting business performance. Social media allows small businesses to change how they communicate with customers, market products, and services and interact with customers to build good relationships. Another opinion expressed by Carr & Hayes

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(2015) Social media and social software are tools for enhancing users' ability to share, cooperate among users, and take collective action, all of which are outside the institutional or organizational framework. Meanwhile, according to Saravanakumar & SuganthaLakshmi, (2012), It describes social media as a collection of software that allows individuals and communities to come together, share, communicate, and in some instances, collaborate, or play with each other. Social media has the power of user-generated content (UGC), where the content is generated by users, not by editors as in mass media institutions (Kim & Johnson, 2016; Susarla et al., 2012). Based on Luca, (2015) use or utilization of social media as follows:

1. The advantage of building personal branding through social media is not knowing the tricks of false popularity because the audience will decide. Various social media can be a medium for people to communicate, discuss, and even gain social media popularity (Lestari et al., 2020).
2. Social media provides an opportunity to interact more closely with consumers. Social media offers a more personal form of communication. Through social media, marketers can find out their consumers' habits and interact personally and build deeper bonds (Firman et al., 2020).

Based on the above understanding, it can be concluded that social media is a group of media consisting of Facebook, Instagram, path, youtube, and others, which provide access to primary human needs. Which, if used correctly, can become excellent opportunities and create benefits for individuals. If a brand/product is to be launched, social media is used to spread information that makes friends or followers curious (Neti, 2011). Today many sites sell goods and services through social media, one of which is using Instagram. Instagram is a social media with lots of opportunities to do business for its users. Can be used as a marketing communication medium, through sharing photos of seller's products, and having many Instagram followers makes it easy for consumers to see the products being sold and can immediately comment under the pictures of interest (Bahtar & Muda, 2016). Instagram is a photo-sharing service application that allows users to take pictures, provide filters, and then share them on social media such as Facebook, Twitter, and others.

The campus is a formal education environment; it was formal because, like schools, a series of planned and organized activities were carried out on campus, including the class's teaching and learning process. The campus environment in question is related to lecturers' teaching methods, the curriculum, the relationship between lecturers and students, student-student relations, campus discipline, learning media during lectures, lecture standards above the size, condition of the building, learning methods with homework (Susanti et al., 2019). In a campus environment, students can interact with lecturers, classmates, and people they meet. The campus environment can strengthen and weaken the influence of entrepreneurship course knowledge on student entrepreneurial interests. The campus environment towards student entrepreneurial interest can be supported through the relationship between lecturers and students. The campus environment towards student entrepreneurial interest shows that students can interact with lecturers in the campus environment. For example, students' desire to become entrepreneurs after the lecturer shares information about examples of successful entrepreneurs. Student-student relations, where college friends also give high encouragement to their fellow students to become entrepreneurs, because it turns out that there are students who start entrepreneurship in the campus environment.

With the increasing unemployment rate, university higher education is an institution that is expected to be able to help students to become aspiring entrepreneurs (Thompson, 1999). This is because by instilling interest in entrepreneurship through entrepreneurship courses in students (Lestari, Leon, et al., 2020). It is hoped that entrepreneurship knowledge can encourage students to be more interested in entrepreneurship and produce products or business ideas that can be created and marketed. In connection with the knowledge of entrepreneurship, one of the factors that affect entrepreneurship's interest is the campus environment itself (Zahra et al., 1999; Acs et al., 2009; Audretsch & Keilbach, 2007). Because the campus environment can moderate because the campus environment can strengthen and weaken the influence of knowledge of entrepreneurship courses on student interest in entrepreneurship, the campus environment towards students' interest in entrepreneurship shows that students can interact with lecturers, classmates, and people they meet in the campus environment when they do job training (Lynch, 1991). Students get high motivation when interacting with lecturers both in classical lectures and in informal meetings. Besides, lecturers from college also give their

fellow students high encouragement to become entrepreneurs because it turns out that many students have started entrepreneurship in the college environment. Another factor that affects an interest in entrepreneurship is the use of social media. Several social media types can be used, namely, Facebook, Twitter, path, Instagram, etc. Social media is a technology; if used, it is recognized that it can boost a business or brand's performance. Instagram is one of the social media that can be trusted to inspire a business or brand's performance and has been widely used by all groups, especially young people or millennials. Suppose students can take advantage of this opportunity. In that case, it will foster a high interest in entrepreneurship; on the other hand, if it is misused for negative things, it will not stimulate interest in entrepreneurship itself. Therefore, as information and technology (IT) literate young generation, they should take full advantage of this opportunity.

In line with research conducted by Hapsari (2018) entitled the campus environment's role in moderating the influence of entrepreneurship courses on interest in entrepreneurship. The results showed that the entrepreneurship course had a positive and significant effect on the entrepreneurial part. And research conducted by (Alfaruk, 2017) They entitled the influence of social media, motivation, and knowledge on entrepreneurship in economics students at the Muhammadiyah University of Sidoarjo. The results showed that: There was an effect of social media use on student interest in entrepreneurship at the Faculty of Economics, University of Muhammadiyah Sidoarjo. There was a motivational influence on student interest in entrepreneurship at the Faculty of Economics, University of Muhammadiyah Sidoarjo; Such as: 1) There was no significant effect on entrepreneurial knowledge on interest. Student entrepreneurship at the Faculty of Economics, University of Muhammadiyah Sidoarjo, (4) The effect of social media use, student motivation, and knowledge on entrepreneurial interest in students of the Economics Faculty, University of Muhammadiyah Sidoarjo is significant. The research results above show that there is a positive and significant effect of the campus environment on moderating entrepreneurship courses on entrepreneurial interest. There is a positive and considerable influence on social media's use on interest in entrepreneurship, and there is. There is no positive and significant influence of knowledge on interest in entrepreneurship.

Entrepreneurship as someone who performs the task of organizing, managing, and accepting business risks (Alam et al., 2019). Entrepreneurs create a business that is faced with risk and uncertainty to make a profit and experience growth by identifying opportunities and utilizing the necessary resources. Entrepreneurs are creative, dynamic, and innovative people. They are willing to take various types of risks and dare to face all challenges that cannot be predicted and predicted through their creativity and willingness to succeed (Nurhilalia et al., 2019). Yohan et al (2013) and (Eckhardt & Shane, 2003) States that a businessman's approach, entrepreneurship is a businessman who appears as a threat, an aggressive competitor. On the other hand, fellow entrepreneurs may be an ally/partner, a source of offers, a customer, or someone who creates wealth for others, finds a way to use resources, reduce waste, and generate new jobs for others who are happy to run them.

In connection with the explanation above, STIE NOBEL Indonesia Makassar has the vision to become a business college that excels in producing human resources in management and accounting with entrepreneurial and global insight. Besides that, STIE Nobel also has advantages, one of which is a curriculum that instills an entrepreneurial spirit by combining theory and practice. The word entrepreneurship here means that graduate students majoring in management or accounting are focused on knowledge in their field and can master the understanding of entrepreneurship. So with this conclusion, it is hoped that the interest in entrepreneurship in students will gradually grow. In this connection, this study addresses the focus of research, including:

1. Does the use of social media, campus environment, and entrepreneurial knowledge partially have a positive and significant effect on entrepreneurial interest in STIE Nobel Makassar students?
2. Does the simultaneous use of social media, campus environment, and entrepreneurial knowledge positively and significantly affect entrepreneurial interest in STIE Nobel Makassar students?
3. Which variable has the most dominant influence on the interest in entrepreneurship in STIE Nobel Makassar students?

2 Research Method

The location of this research was carried out at the STIE Nobel Indonesia Makassar campus. The time of this research was conducted for approximately one month from October to November 2019. Data collection used a questionnaire, which was distributed to 65 respondents who were students. This study uses multiple linear regression analysis as a test analysis tool with several testing stages (e.g., testing classical assumptions, normality, validity, reliability, and hypothesis testing)—the measurement of variables and questionnaires as shown in Appendix 1.

3 Result and Discussion

3.1. Respondent Characteristics

In this study, researchers distributed questionnaires containing 23 statements, namely, six statements for social media utilization variables, six statements for campus environment variables, five statements for entrepreneurial knowledge variables, and six statements for variables of interest in entrepreneurship among STIE Nobel Indonesia Makassar students. For illustration, the students of STIE Nobel Indonesia Makassar will be the object of this research; the respondents' grouping based on gender, age, and the department will be described. The number of female respondents is more than the number of male respondents, namely 38 people (58.5%) female respondents than 27 people (41.5%) male respondents. This shows that most of the respondents are women because the number of STIE Nobel Indonesia Makassar students is more than that of men.

3.2. Statistical Result

The variable description describes respondents' responses regarding indicators and the calculation of scores for all variables, including social media utilization variables, campus environment, entrepreneurial knowledge, and entrepreneurial interest to test the effect of variables using a sample of 65 STIE Nobel Indonesia Makassar students.

a. Utilization of Social Media

The social media utilization variable (X1) has six statements that are included in the questionnaire. The following is a description of the social media utilization variables:

Table 1. Description of Social Media Utilization Variables

Question	5		4		3		2		1		Total
	F	%	F	%	F	%	F	%	F	%	
X1.1	35	53,8	14	21,5	16	24,6	0	0	0	0	279
X1.2	34	52,3	15	23,1	16	24,6	0	0	0	0	278
X1.3	31	47,7	20	30,8	14	21,5	0	0	0	0	277
X1.4	33	50,8	19	29,2	12	18,5	0	0	1	1,5	278
X1.5	32	49,2	22	33,8	10	15,4	0	0	1	1,5	279
X1.6	32	49,2	16	24,6	17	26,2	0	0	0	0	275
Mean											277,6667

Based on respondents' responses regarding the use of social media in Appendix 2. Regarding the statement (X1), I am looking for new friends who have the same interests as me, 35 respondents strongly agree. Fourteen respondents agreed, 16 respondents were neutral. Regarding the statement (X2), I am looking for new trends discussed on Instagram; 34 respondents strongly agree, 15 respondents agree, and 16 respondents are neutral. Regarding the statement (X3) with the presence of Instagram, I have the opportunity to work in groups of 31 respondents who strongly agree, 20 respondents agree, and 14 respondents are neutral.

Regarding the statement (X4), Instagram helps me get information related to entrepreneurship; 33 respondents strongly agree, 19 respondents agree, 12 respondents are neutral, and one respondent strongly disagrees. Regarding the statement (X5), Instagram helps me the foster interest in entrepreneurship with posts shared by followers about business and business, 32 respondents strongly agree, 22 respondents agree, ten respondents are neutral, and one respondent strongly disagrees. Regarding the statement (X6), I get responses to ideas from fellow Instagram users; 32 respondents strongly agree, 16 respondents agree, and 17 respondents are neutral. From these results, the respondent's response to the social media utilization variable (X1) is in the range of 5 (very good). This means that the respondent agrees with the statements contained in the questionnaire.

b. Campus Environment

The campus environment variable (X2) has six statements included in the questionnaire. The following is a description of the campus environment variables:

Table 2. Description of Campus Environment Variables

Question	5		4		3		2		1		Total
	F	%	F	%	F	%	F	%	F	%	
X2.1	50	76,9	10	15,4	4	6,2	0	0	1	1,5	303
X2.2	49	75,4	11	16,9	4	6,2	0	0	1	1,5	302
X2.3	51	78,5	11	16,9	2	3,1	0	0	1	1,5	306
X2.4	50	76,9	12	18,5	2	3,1	0	0	1	1,5	305
X2.5	52	80	9	13,8	3	4,6	0	0	1	1,5	306
X2.6	48	73,8	12	18,5	5	7,7	0	0	0	0	303
Mean											304,1667

Based on respondents' responses regarding the campus environment in table 2, regarding the statement (X1), the campus environment makes me motivated to be entrepreneurial, 50 respondents strongly agree, ten respondents agree, four respondents are neutral, and one respondent strongly disagrees. Regarding the statement (X2), I met college friends around the campus who have a business; 49 respondents strongly agree, 11 respondents agree, four respondents are neutral, and one respondent strongly disagrees. Regarding the statement (X3), the campus environment helps me understand entrepreneurship; 51 respondents strongly agree, 11 respondents agree, and one respondent strongly disagrees. Regarding the statement (X4), in the campus environment, students can interact with lecturers and classmates; 50 respondents strongly agree, nine respondents agree, three respondents are neutral, and one respondent strongly disagrees. Regarding the statement (X5), entrepreneurship lecturers gave high motivation when interacting with students in classical and informal discussions; 52 respondents strongly agreed, nine respondents agreed, three respondents were neutral, and one respondent strongly disagreed. Regarding the statement (X6) that the campus environment can strengthen and weaken student interest in entrepreneurship, 48 respondents strongly agree, 12 respondents agree, and five respondents are neutral.

c. Entrepreneurial Knowledge

The entrepreneurial knowledge variable (X3) has five statements that are included in the questionnaire. The following is a description of the entrepreneurial knowledge variable in Table 4. Based on respondents' responses regarding entrepreneurial knowledge in table 3, the statement (X1) that the experience given in entrepreneurship courses helps open business opportunities, 40 respondents strongly agree, 17 respondents agree, seven respondents are neutral, and one respondent strongly disagrees. Regarding the statement (X2), I can make product innovations in demand by consumers; 39 respondents strongly agree, 18 respondents agree, seven respondents are neutral, and one respondent strongly disagrees. Regarding the statement (X3), knowledge of entrepreneurship teaches responsibility and confidence in starting a business, 41 respondents strongly agree, 17 respondents agree, six respondents are neutral, and one respondent strongly disagrees. Regarding the statement (X4), entrepreneurship knowledge taught me to consider making decisions in managing

a business; 40 respondents strongly agreed, 20 respondents agreed, four respondents were neutral, and one respondent strongly disagreed. And regarding the statement (X5), I am more careful in risk management in the business that I run; 40 respondents strongly agree, 17 respondents agree, seven respondents are neutral, and one respondent strongly disagrees.

Table 3. Description of Entrepreneurial Knowledge Variables

Question	5		4		3		2		1		Total
	F	%	F	%	F	%	F	%	F	%	
X3.1	40	61,5	17	26,2	7	10,8	0	0	1	1,5	290
X3.2	39	60	18	27,7	7	10,8	0	0	1	1,5	289
X3.3	41	63,1	17	26,2	6	9,2	0	0	1	1,5	292
X3.4	40	61,5	20	30,8	4	6,2	0	0	1	1,5	293
X3.5	40	61,5	17	26,2	7	10,8	0	0	1	1,5	290
Mean											290,8

d. Entrepreneurial Interests

The interest in entrepreneurship variable (X4) has six statements that are included in the questionnaire. The following is a description of the variable interest in entrepreneurship:

Table 4. Descriptions of Entrepreneurial Interest Variables

Question	5		4		3		2		1		Total
	F	%	F	%	F	%	F	%	F	%	
X1	51	78,5	11	16,9	2	3,1	0	0	1	1,5	306
X2	49	75,4	13	20	2	3,1	0	0	1	1,5	304
X3	49	75,4	12	18,5	3	4,6	0	0	1	1,5	303
X4	49	75,4	12	18,5	3	4,6	0	0	1	1,5	303
X5	49	75,4	12	18,5	3	4,6	0	0	1	1,5	303
X6	49	75,4	11	16,9	4	6,2	0	0	1	1,5	302
Mean											303,5

Based on respondents' responses in entrepreneurship in table 4, regarding the statement (X1), I am interested in entrepreneurship because I want to have my income. Fifty-one respondents answered strongly agree, 11 respondents answered they agreed, two respondents were neutral, and one strongly disagreed. Regarding the statement (X2) with entrepreneurship, I want to be free to manage my business finances, 49 respondents answered strongly agree, 13 respondents agreed, two respondents were neutral, and one respondent strongly disagreed. Regarding the statement (X3), I feel proud if I become a successful young entrepreneur, 49 respondents answered strongly agree, 12 respondents agreed, three respondents were neutral, and one respondent strongly disagreed. Regarding the statement (X4), I want to be entrepreneurial because I want to open jobs that help the social environment, 49 respondents answered strongly agree, 12 answered agree, three answered neutral, and one answered strongly disagreed. Regarding the statement (X5), the key to success is persistence and persistence; 49 respondents answered strongly agree, 12 respondents answered agree, three answered neutral, and one respondent answered firmly disagreed. And regarding the statement (X6) with entrepreneurship, I want to be an example for college friends in the campus environment to be more motivated to increase interest in entrepreneurship. Forty-nine respondents answered strongly agree, 11 respondents answered agree, four respondents, answered neutral, and one respondent answered firmly disagreed.

3.3. Validity and Reliability Testing

a. Validity test

Validity analysis functions to show the validity level of an instrument. Valid instruments have high validity. The instrument is said to be valid if it can measure what is required, reveal data from the variables under study accurately, the height and the level of the instrument show the extent to which the data collected does not deviate from the intended picture. Where the variable $df = n-2$ with a significant 5% if the r -estimated $< r$ -calculated is valid. Using the number of respondents as much as 65, $df = 65-2$, the r -estimated at 63 Sig 0.05 is 0.244. Statement items are valid if r -estimated $< r$ -calculated. The output analysis can be seen below:

Table 5. Validity Test Results

Variables	R-Calculated	Value Limit	Status
Utilization of Social Media	0.911	0.2441	Valid
	0.886	0.2441	Valid
	0.902	0.2441	Valid
	0.907	0.2441	Valid
	0.924	0.2441	Valid
	0.945	0.2441	Valid
Campus environment	0.93	0.2441	Valid
	0.918	0.2441	Valid
	0.951	0.2441	Valid
	0.969	0.2441	Valid
	0.961	0.2441	Valid
	0.802	0.2441	Valid
Entrepreneurial Knowledge	0.92	0.2441	Valid
	0.953	0.2441	Valid
	0.979	0.2441	Valid
	0.976	0.2441	Valid
	0.981	0.2441	Valid
Entrepreneurial Interests	0.961	0.2441	Valid
	0.961	0.2441	Valid
	0.99	0.2441	Valid
	0.99	0.2441	Valid
	0.974	0.2441	Valid
	0.977	0.2441	Valid

Based on table 5, the validity test for the independent variable items shows that all 23 items were tested, showing valid (valid) results. Meanwhile, the proof of the statement which failed for each factor is not available.

b. Reliability Test

Furthermore, the reliability analysis is used to show how an instrument can provide consistent measurement results if the measurement is two or more times. The method used in the reliability analysis is the alpha (α) method. Entrepreneurial interest, the reliability of a variable is determined by comparing the value of r with a value of 0.6. If r alpha > 0.6 , then the variable understudy will be reliable. The result of the analysis of the variable reliability test in this study can be seen in the following table 6. The results of the reliability test in the table show that the alpha value of the dimensions of individual characteristics on Entrepreneurial Interest in STIE Nobel Indonesia Makassar Students is overall reliable (reliable) because it is more significant than the r -estimated. From the analysis of the validity and reliability mentioned above, each variable's comprehensive question items can be used. They can be distributed to all respondents because each item shows valid and reliable results.

Table 6. Reliability Test Results

Variables	Nilai R-estimated	Nilai Batas	Status
Utilization of Social Media	0,960	0,6	Reliabel
Campus environment	0,965	0,6	Reliabel
Entrepreneurial Knowledge	0,979	0,6	Reliabel
Entrepreneurial Interests	0,989	0,6	Reliabel

3.4. Data analysis

To find out the independent variables (e.g., social media utilization, the campus environment, and entrepreneurial knowledge) on the interest in entrepreneurship in STIE Nobel Indonesia Makassar students, it can be seen through the multiple regression analysis equations as illustrated in table 7.

Table 7. Coefficients Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0,914	1,529		0,598	0,552
	Social_Media_Usage (X1)	-0,055	0,057	-0,062	-0,962	0,340
	Campus_Environment (X2)	0,723	0,084	0,671	8,563	0,000
	Knowledge_Entrepreneurship (X3)	0,368	0,086	0,346	4,266	0,000

a. Dependent Variable: Interests_Berwirausaha (Y)

Table 7 shows that b0 or a constant of 0.914 means that the two variables of Social Media Utilization (X1), Campus Environment (X2) and Entrepreneurial Knowledge (X3) have a correlation or linear relationship with the slope (slop) Positive towards Entrepreneurial Interest in STIE Nobel Indonesia Students Makassar. The regression coefficient for the social media utilization variable (X1) was -0.055, the regression coefficient for the campus environment variable (X2) was 0.723, and the regression coefficient for the entrepreneurial knowledge variable (X3) was 0.365.

3.5. Determination Coefficient (R2)

Table 8. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.923 ^a	0,853	0,846	1,598

a. Predictors: (Constant), Knowledge_Kewirausaha (X3), Utilization_Social_Media (X1), Environment_Campus(X2)

The coefficient of determination states the magnitude of the model's depth, namely measuring the independent variables' size; it affects the variables from the regression equation obtained. The statistical test results on the regression model obtained a correlation coefficient (R) of 0.923. This shows that the degree of correlation between the independent variables and the dependent variable is 92.3%. R Square value of 0.853 shows the coefficient of determination (R2). This means that the success of Entrepreneurial Interest can be explained by using social media, campus environment, and entrepreneurial knowledge through a model of 92.3%, and the remaining 7.7% comes from other variables not included in this study, self-efficacy or family environment variables.

3.6. Hypothesis testing

A statistical t-test was used to partially determine the effect of each independent variable on the dependent variable. The criteria used:

- a. If the t value < t- estimated 0.05, then the variable does not affect the dependent variable so that Ho is accepted and Ha is rejected.

- b. If t count $>$ t -estimated 0.05, then there is an effect of the independent variable on the dependent influence so that H_0 is rejected and H_a is accepted. The following are the results of statistical tests and one-way hypothesis testing in the regression model.

Table 9. Partial Hypothesis Testing

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	0,914	1,529		0,598	0,552
Social_Media_Usage (X1)	-0,055	0,057	-0,062	-0,962	0,340
Campus_Environment (X2)	0,723	0,084	0,671	8,563	0,000
Knowledge_Entrepreneurship (X3)	0,368	0,086	0,346	4,266	0,000

a. Dependent Variable: Interests_Berwirausaha (Y)

- a. The results of testing the one-way hypothesis that connects the social media utilization variable (X1) to the interest in entrepreneurship (Y), the t value is -0.9622, and the t -estimated is 1.999. because $-0.962 < 1.999$, then H_0 is accepted and H_a is rejected, which means that there is no significant effect of social media use on the interest in entrepreneurship among STIE Nobel Indonesia Makassar students.
- b. The results of testing the one-way hypothesis that connects the campus environment variable (X2) to the interest in entrepreneurship (Y), the t value is 8,563, and the t table is 1,999. Because $8,563 > 1,999$, H_0 was rejected and H_a was accepted, which significantly influenced the campus environment on STIE Nobel Indonesia Makassar Students.
- c. The results of one-way hypothesis testing that connects the entrepreneurial knowledge variable (X3) to the interest in entrepreneurship (Y) obtained the t count value of 4.266 and t -estimated of 1.999. Based on $4,266 > 1,999$, then H_0 was rejected and H_a was accepted, which significantly influenced entrepreneurial knowledge on STIE Nobel Indonesia Makassar Students.

So, testing the first hypothesis which states, that it is suspected that the use of social media, campus environment, and entrepreneurial knowledge is only the campus environment and entrepreneurial experience partially affects the interest in entrepreneurship in Makassar, can be accepted.

3.7. F-Test

The statistical F test is used to determine the independent variables together with the dependent variable. The criteria used are:

- a. If probability (significance) $>$ 0.05 (α) or f -calculated $<$ F -estimated means that the hypothesis is not proven, then H_0 is accepted H_a is rejected if it is done simultaneously.
- b. If the probability (significance) $<$ 0.05 (α) or F -calculated $>$ F -estimated means that the hypothesis is proven, then H_0 is rejected, H_a is accepted if done simultaneously. Following are the results of statistical tests and hypothesis testing simultaneously in the regression model.

Table 10. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	902,212	3	300,737	117,802	.000 ^b
Residual	155,727	61	2,553		
Total	1057,938	64			

a. Dependent Variable: Interests_Berwirausaha (Y)

b. Predictors: (Constant), Knowledge_Kewirausaha (X3), Utilization_Social_Media (X1), Campus_Environment (X2)

Based on table 10, it is known that the F value is 117,80 and the magnitude is sig. is 0.000. hence the sig value. 0.001 more than 0.05, then the decision taken is H_0 is rejected, and H_a is accepted, which means that there is a positive and significant influence on the use of social media, campus environment, and

entrepreneurial knowledge on entrepreneurial interest in STIE Nobel Indonesia Makassar students.

Discussion

The results of the statistical calculations show the correlation coefficient (R) of 0.923. This implies that the degree of correlation between the independent variables and the dependent variable is 92.3%. The R Square value of 0.853 shows the coefficient of determination (R²). This means that the variance in the success of entrepreneurial interest in STIE Nobel Indonesia Makassar students can be explained by the use of social media, campus environment, and entrepreneurial knowledge through a model of 92.3% and the remaining 7.7% comes from other variables such as family environment variables or self-efficacy.

1. Utilization of Social Media, Campus Environment, and Entrepreneurship Knowledge partially positively and significantly affects STIE Nobel Indonesia Makassar Students' Entrepreneurial Interests.

The statistical calculations show that there is a regression coefficient of social media utilization of 0.055 with sig. 0.340, the campus environment regression coefficient is 0.723 with sig. 0.000 and the regression coefficient of entrepreneurial knowledge of 0.368 with sig. 0.000, showing a unidirectional relationship with the variables of social media utilization, campus environment, and entrepreneurial expertise on STIE Nobel Indonesia Makassar students' entrepreneurial interest. These results prove that the higher the use of social media, campus environment, and entrepreneurial knowledge, the higher the interest in entrepreneurship among STIE Nobel Indonesia Makassar students. Thus, the hypothesis which states that "It is suspected that the use of social media, campus environment, and entrepreneurial knowledge partially has a positive and significant effect on the entrepreneurial interest of STIE Nobel Indonesia Makassar students" is rejected because only campus environment and entrepreneurial knowledge have a partial effect. In contrast, the use of social media has an r-calculated greater than r-estimated. The use of social media had an adequate contribution of 3.41%, the campus environment had a practical gift of 60.3%, and entrepreneurial knowledge had practical assistance of 28.4%.

2. The simultaneous use of Social Media, Campus Environment, and Entrepreneurship Knowledge has a positive and significant effect on Entrepreneurial Interest in STIE Nobel Indonesia Makassar Students.

The results of the regression calculation show the F value of 0.117 with sig. Is 0.000 because of the importance of sig levels 0.001 is more significant than 0.05, so the hypothesis which states that it is suspected that the use of social media, campus environment, and entrepreneurial knowledge simultaneously has a positive and significant effect on the entrepreneurial interest of STIE Nobel Indonesia Makassar. The social media utilization variable has a coefficient value of 0.055, meaning that every change in the campus environment variable and entrepreneurial knowledge by 1% will increase the interest in STIE Nobel Indonesia Makassar students' interest by 0.055%. Also, the campus environment variable has a correlation coefficient of 0.723, meaning that every change in the variable use of social media and entrepreneurial knowledge by 1% will increase the entrepreneurial interest of STIE Nobel Indonesia Makassar students by 0.723%. The entrepreneurial knowledge variable has a correlation coefficient of 0.368, meaning that every change in the use of social media and campus environment variables by 1% will increase the interest in entrepreneurship in STIE Nobel Indonesia Makassar students by 0.368%. The coefficient of determination (R²) is 0.923 or 92.3%, so it can be concluded that 92.3% of the entrepreneurial interest in STIE Nobel Indonesia Makassar students is influenced by social media, campus environment, and entrepreneurial knowledge. Meanwhile, the rest is influenced by other variables.

3. Campus environment is the variable that most influences the entrepreneurial interest of STIE Nobel Indonesia Makassar students.

In the operational definition, it has been explained that a campus environment is a place where students undergo the learning process and carry out various activities to pursue higher education. Where there is a relationship between students and lecturers and students and students, this has been proven in this study. Based on research environment variables (X2) on interest in entrepreneurship (Y), the t-calculated value is 8,563, and the t-estimated value is 1,999. Because $8,563 > 1,999$ thus the hypothesis which says that "It is suspected that the campus environment is the most dominant variable influencing the interest in entrepreneurship among STIE Nobel Indonesia Makassar students, can be accepted. The campus environment has a useful contribution of 60.3%.

4. Conclusions

5

Based on the results of research and discussion, several conclusions can be drawn as follows:

1. The partial use of social media does not affect the interest in entrepreneurship in STIE Nobel Indonesia Makassar students; statistical calculations show that the r-estimated is more significant than r table 0.005. Campus environment and entrepreneurial knowledge partially affect interest in entrepreneurship. This is indicated by statistical analyses showing a positive and considerable influence on the interest in entrepreneurship in STIE Nobel Indonesia Makassar students.
2. The simultaneous use of social media, campus environment, and entrepreneurial knowledge has a positive and significant impact on entrepreneurship's interest among STIE Nobel Indonesia Makassar students. The results obtained show that 92.3% of the stake in entrepreneurship is in STIE Nobel Indonesia Makassar students. In comparison, the rest is influenced by other variables that were not examined in this study.
3. The campus environment is the variable that most influences STIE Nobel Indonesia Makassar students' entrepreneurial interest. This is shown
4. The statistical calculations show that the campus environment regression coefficient is 0.723 with sig. 0.000 and made a useful contribution to entrepreneurship in STIE Nobel Indonesia Makassar students by 60.3%.

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Appendix 1. List of Question

No.	Question List
1	I'm looking for new friends who have the same interests as me
2	I want to find the latest trends that are being discussed on Instagram
3	With Instagram, I have the opportunity to work in groups
4	Instagram helps me to get information related to entrepreneurship.
5	Instagram helps me grow my interest in entrepreneurship with posts shared by followers about business and business.
6	I get responses to ideas or ideas from fellow Instagram users.
7	The campus environment motivated me to become entrepreneurial.
8	I met college friends who were around the campus who had businesses.
9	The campus environment helps me understand entrepreneurship courses.
10	In the campus environment, students can interact with lecturers and classmates.
11	Entrepreneurial lecturers provide high motivation when interacting with students in both classical and informal meetings.
12	The campus environment can strengthen and weaken student interest in entrepreneurship.
13	The knowledge provided in entrepreneurship courses helps to open up business opportunities.
14	With entrepreneurial knowledge, I can make product innovations that are of interest to consumers.
15	Entrepreneurial knowledge teaches responsibility and confidence in starting a business.
16	Entrepreneurial knowledge teaches me about consideration in making decisions in managing a business.
17	I am more careful about managing the risks that will occur in the business that I run.
18	I am interested in entrepreneurship because I want to have my income.
19	With entrepreneurship, I want to be free to manage my business finances.
20	I feel proud when I become a successful, easy entrepreneur.
21	I want to be entrepreneurial because I want to open jobs that help the social environment.
22	The keys to success are persistence and tenacity.
23	With entrepreneurship, I want to be an example for my college friends on campus to be more motivated to increase their interest in entrepreneurship.

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