



## Students' Entrepreneurial Interest As A Mediation Of The Influence Of Entrepreneurship Education, Digital Literacy And Social Media On Student Entrepreneur Success At Feb State University Of Yogyakarta

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**Abstract:** This study aims to analyze students' entrepreneurial interest as a mediation of the influence of entrepreneurship education, digital literacy and social media on the success of student entrepreneurs at FEB UNY. This study is a comparative causal research with a quantitative approach. The subjects of the study were PE FEB UNY students. The population was 175 and the sample was 122. The sampling technique was probability sampling. Data analysis used path analysis. Results of the study; There is a positive and significant influence of entrepreneurship education, digital literacy, social media on students' entrepreneurial interest. There is a negative and significant influence of entrepreneurship education, digital literacy, social media on the success of student entrepreneurs. There is a positive and significant influence of students' entrepreneurial interest on the success of student entrepreneurs. There is a significant influence of entrepreneurship education, digital literacy, social media on the success of student entrepreneurs through the mediation of students' entrepreneurial interest. The success of student entrepreneurs does not only depend on the resources they have, but how these resources are managed and utilized, especially through high entrepreneurial interest. Entrepreneurship education provides knowledge and skills, while digital literacy and social media provide tools to access information and reach markets. Entrepreneurial interest serves as a link that optimizes the use of these resources, enabling students to be more proactive and innovative in running their businesses.

**Keywords:** Entrepreneurship Education, Digital Literacy, Social Media, Student Entrepreneurial Interest, Student Entrepreneur Success

### 1. INTRODUCTION

After being declared graduated by the university, students hope to get a job. Job opportunities are the hope for students who have completed their education. The reality is that getting a job is very difficult at this time (Ayunin and Hapsari, 2023). Education is one of the main pillars for building an intelligent and creative society (Bratha and Ali, 2023). The level of education reflects the quality and productivity of the work that is owned. The level of education affects job opportunities (Schultheiss *et al.*, 2023). Education is a provision for gaining knowledge, experience, skills and individual abilities (Aeni and Subroto, 2023).

Unemployment in Indonesia increases every year along with graduates (Aeni and Subroto, 2023). This can also reflect the challenges in the education system that may not have fully prepared students for the real needs of the world of work. Universities are the main mediators and initiators of the development of the young generation of the country who have the responsibility to educate, teach, develop and motivate students to create an intelligent, independent, innovative and creative generation (Sumual and Maramis, 2022). Like the vision

and mission of Yogyakarta State University, namely to become a world-class university that is superior, creative, and sustainably innovative. Employers are mostly influenced by graduates from the most reputable and highly ranked universities (Kassa, 2023).

Universities have an important role in ensuring that their graduates have the competencies and skills that can attract them to the world of work (Alanazi and Benlaria, 2023). Universities help them become more efficient in finding jobs (Albert, Davia and Legazpe, 2023). Don't let students who have completed their studies not get jobs and end up becoming educated unemployed. This is a fairly serious phenomenon and needs a response from various parties, especially universities, on the grounds that it can suppress students as an increase in unemployment after graduating from college.

Entrepreneurship is one solution to anticipate limited employment opportunities (Ghazy, Ghoneim and Lang, 2022). One of the goals of universities is to make graduates become entrepreneurs (Sumual and Maramis, 2022). Entrepreneurship is the main driver in creating jobs and can significantly develop a country's economy (Atmono *et al.*, 2023). Cultivating an entrepreneurial spirit in students is very important in the context of poverty alleviation. By providing knowledge and entrepreneurial skills, after graduating, students will not only become job seekers but can be empowered to create jobs (Aputra, Sukmawati and Aziz, 2022).

This helps universities in producing student entrepreneurs and reducing poverty (Mohamad, 2023). Student entrepreneurs can overcome unemployment in Indonesia (Kurnia, 2020). This paradigm ultimately produces young entrepreneurs who are able to lead this country out of poverty. A study entitled "Student Entrepreneurial Interest as a Mediator of the Influence of Entrepreneurship Education, Digital Literacy and Social Media on the Success of Student Entrepreneurs at the FEB, Yogyakarta State University" was compiled. Student entrepreneurial interest as a mediator is a key factor that can influence students to make decisions in entering the world of entrepreneurship, without a strong interest in the education and skills obtained, it cannot be applied optimally. Entrepreneurship education provides a theoretical and practical foundation, but its influence will be seen if students have a strong interest in applying it. Knowledge of digital literacy and the use of social media are important roles in conducting business trips in today's era, with the improvement of these skills, interest in entrepreneurship can increase, because students are increasingly confident in utilizing technology to start and manage businesses.

## 2. LITERATURE REVIEW

According to Cantillon, an entrepreneur is an agent who buys production factors at a certain price to combine them (Marei *et al.*, 2023). In Indonesian, this term has the same meaning as entrepreneur, where wira comes from Sanskrit which means brave (Sumual and Maramis, 2022). Interest is defined as the tendency to pay attention to and look for a particular object. Interest in becoming an entrepreneur is defined as a person's desire to operate independently in starting a business (Wardhani and Nastiti, 2023). Interest in entrepreneurship is generally recognized as the basic foundation of behavioral entrepreneurship (Lyu, Shepherd and Lee, 2024). Interest in entrepreneurship is defined as the willingness to work hard in business (Putri and Sakti, 2023). Education as a developing field of science has undergone significant evolution both at the conceptual and practical levels (Guerrero-Rodriguez *et al.*, 2023). Entrepreneurship education is an effort made by educators to teach students about entrepreneurship, with the aim of improving their creative and innovative abilities in creating business opportunities (Aputra, Sukmawati and Aziz, 2022). Digital literacy means the ability to manage technology-based information (Anarizka and Wilsa, 2023). Digital literacy as a mindset, understanding, and capacity to process or convey information and use it efficiently to learn skills or knowledge (Fahmi *et al.*, 2023). Media is defined as a tool or means to interact with each other (Putri and Sakti, 2023). Social media is a digital platform that allows individuals and organizations to interact, share information, and communicate online (Wono *et al.*, 2020).

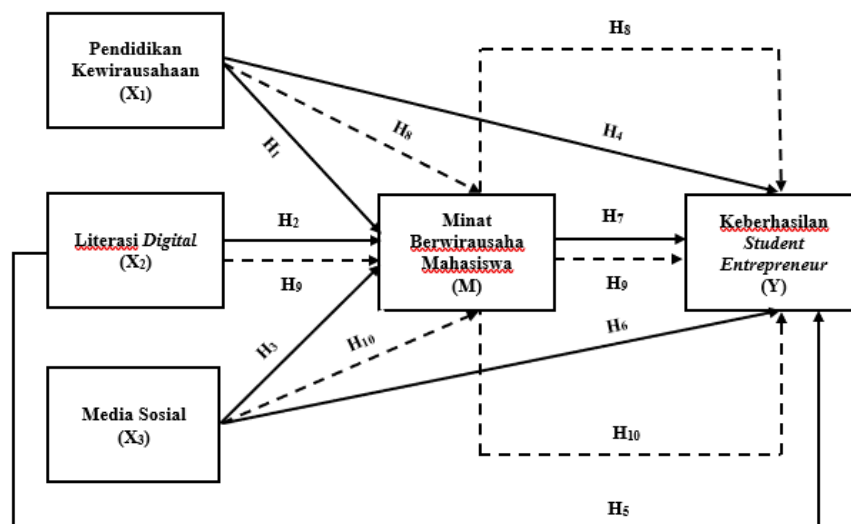


Figure 1. Conceptual Framework Model

### 3. RESEARCH METHODS

Population is the number or size of individuals who have certain characteristics to be used as respondents in research (Adil *et al.*, 2023). The population in this study were students of the Economics Education Study Program, Faculty of Economics and Business, Yogyakarta State University totaling 175 students. The sample is a group of individuals, units, or objects selected from the population. In this study, the researcher used the probability sampling technique. A sampling technique in which each individual in the population has a known probability of being selected (Rusman, 2015). Determining the number of samples, this study uses the Slovin model. Statistical testing based on the Slovin model uses an error rate of 5%. The error rate is the total error limit (Arnab, 2017), (Santoso, 2023). Research with an error rate of 5% means it has an accuracy rate of 95%. Determining the number of samples requires the Slovin formula (Altares, 2023), (Santoso, 2023).

$$n = \frac{N}{1 + Ne^2}$$

Description:

n = Number of samples

N = Number of population

Ne<sup>2</sup> = Error rate (5%)

With the existing population, the number of samples that can be used in this study is as follows:

$$n = \frac{175}{(175)(0,05^2) + 1}$$

$$n = \frac{175}{1,437}$$

$$n = 121,781$$

Based on the calculation above, the sample size is 121,781, rounded up to 122 students.

### 4. RESEARCH RESULT

The normality test is tested to determine whether the data obtained from the sample is normally distributed or not. The normality test uses the Kolmogorov Smirnov test formula with an alpha level (0.05). The decision criteria for the normality test use the Kolmogorov Smirnov test formula (Rusman, 2015) H<sub>0</sub> is accepted if the sig. value > 0.05, which means that this study is normally distributed, and vice versa if the sig. value < 0.05, it means that this study is not normally distributed. This test uses the SPSS version 25 application.

**Table 1. Normality Test Results***One-Sample Kolmogorov-Smirnov Test*

		Unstandardized Residual
N		122
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.92977741
Most Extreme Differences	Absolute	.056
	Positive	.045
	Negative	-.056
Test Statistic		.056
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

Source: Data Processing Results 2024

It is concluded that the variables of entrepreneurship education, digital literacy, social media, and students' interest in entrepreneurship towards the success of student entrepreneurs at FEB UNY are normally distributed.

Linearity test to determine whether the relationship between two variables is linear. The linearity test looks at the Deviation from Linearity value compared to the alpha value of 0.05. This test uses the SPSS version 25 application. The decision-making criteria for the linearity test (Rusman, 2015) : H0 is accepted if the Sig. Deviation from Linearity value > alpha 0.05 means that this study is linear. And vice versa if the Sig. Deviation from Linearity value < alpha 0.05 means that this study is not linear.

**Table 2. Normality Test Results**

No.	Variables	Condition	Conclusion
1.	Entrepreneurship Education	0,621 > 0,05	Linier
2.	Digital Literacy	0,880 > 0,05	Linier
3.	Social Media	0,801 > 0,05	Linier
4.	Students' Interest in Entrepreneurship	0,360 > 0,05	Linier

Source: Data Processing Results 2024

So it can be said that the variables of entrepreneurship education, digital literacy, social media, and students' interest in entrepreneurship towards the success of student entrepreneurs at FEB UNY in this study are linear.

Multicollinearity test using Collinearity Diagnostics model using tolerance value and VIF value. This test uses SPSS version 25 application. Decision criteria with VIF value (Rusman, 2015), are as follows: if tolerance value  $<0.10$  or VIF value  $> 10$ . it means that this study has multicollinearity. And vice versa if tolerance value  $> 0.10$  and VIF value  $<10$ . it means that this study does not have multicollinearity.

**Table 3. Multicollinearity Test Results**

No.	Variables	Value condition		Conclusion
		Tolerance	VIF	
1.	Entrepreneurship Education	0,874	1,144	There is no multicollinearity
2.	Digital Literacy	0,765	1,308	
3.	Social Media	0,839	1,192	
4.	Students' Interest in Entrepreneurship	0,723	1,383	

Source: Data Processing Results 2024

It is concluded that the research variables of entrepreneurship education, digital literacy, social media, and students' interest in entrepreneurship towards the success of student entrepreneurs at FEB UNY are stated to have no multicollinearity.

## 5. CONCLUSIONS

Based on the analysis and hypothesis testing conducted in this study, the following conclusions can be drawn: (1) There is a positive and significant influence of the entrepreneurship education variable on the entrepreneurial interest of students at FEB UNY. The result is a Tcount value of  $2.121 > T_{table} 1.657$  with a sig. value of  $0.036 < 0.05$  and a coefficient value of  $0.174$ . (2) There is a positive and significant influence of the digital literacy variable on the entrepreneurial interest of students at FEB UNY. The result is a Tcount value of  $5.247 > T_{table} 1.657$  with a sig. value of  $0.000 < 0.05$  and a coefficient value of  $0.423$ . (3) There is a positive and significant influence of the social media variable on the entrepreneurial interest of students at FEB UNY. The result is a Tcount value of  $3.742 > T_{table} 1.657$  with a sig. value of  $0.000 < 0.05$  and a coefficient value of  $0.302$ . (4) There is a negative and significant influence of the entrepreneurship education variable on the success of student entrepreneurs at FEB UNY. The result is a Tcount value of  $-3.687 > T_{table} 1.657$  with a sig. value of  $0.000 < 0.05$  and a coefficient value of  $-0.264$ . (5) There is a negative and significant influence of the digital literacy variable on the success of student entrepreneurs at FEB UNY. The result is a

Tcount value of  $-6.033 > T_{table} 1.657$  with a sig. value of  $0.000 < 0.05$  and a coefficient value of  $-0.470$ . (6) There is a negative and significant influence of the social media variable on the success of student entrepreneurs at FEB UNY. The result is a Tcount value of  $-5.971 > T_{table} 1.657$  with a sig. value of  $0.000 < 0.05$  and a coefficient value of  $-0.450$ . (7) There is a positive and significant influence of the student entrepreneurial interest variable on the success of student entrepreneurs at FEB UNY. The result is a Tcount value of  $4.027 > T_{table} 1.657$  with a sig. value of  $0.000 < 0.05$  and a coefficient value of  $0.306$ . (8) There is a significant influence of entrepreneurship education on the success of student entrepreneurs through the mediation of student entrepreneurial interest at FEB UNY. The result is a Tcount value of  $1.844 > T_{table} 1.657$  with an indirect effect of  $0.053$ . (9) There is a significant influence of digital literacy on the success of student entrepreneurs through the mediation of student entrepreneurial interest at FEB UNY. The result is a Tcount value of  $3.152 > T_{table} 1.657$  with an indirect effect of  $0.129$ . (10) There is a significant influence of social media on the success of student entrepreneurs through the mediation of student entrepreneurial interest at FEB UNY. The result is a Tcount value of  $2.696 > T_{table} 1.657$  with an indirect effect of  $0.092$ .

Based on the conclusions outlined above, the researcher's suggestions are as follows: (1) Further researchers should be able to expand the research population by using other universities. Further research other factors that may influence the success of student entrepreneurs by adding broader variables. (2) Further research can also deepen the development of students' interest in entrepreneurship over time so that it can later be seen in the impact of student entrepreneur success at university. (3) Universities need to improve the entrepreneurship education curriculum by deepening motivation and encouragement for students in terms of entrepreneurship. Because this is a factor that helps students in creating successful student entrepreneurs. (4) The importance of universities monitoring student activities or activities in running their businesses. With this, universities can prevent or reduce the failure of student entrepreneurs at universities. So that universities can also find ways to increase the success of student entrepreneurs. (5) The importance of universities strengthening digital literacy programs for students, with a focus on utilizing social media as a business marketing tool. Organizing seminars, workshops, or training involving entrepreneurship practitioners in order to provide direct insight to students about the challenges and opportunities in the business world. University support in entrepreneurship facilities is also very important to create an environment that supports students' interest in student entrepreneur success.

This study uses the variables of Entrepreneurship Education, Digital Literacy, Social Media, Student Entrepreneurial Interest and Student Entrepreneur Success at the FEB, Yogyakarta State University. The study was conducted in accordance with scientific procedures, and data collection was carried out using a questionnaire in the form of a G-form. Thus, this study has several limitations, namely: (1) The sample is limited to only students of Yogyakarta State University, specifically students of Economic Education, Faculty of Economics and Business, Class of 2022-2024. So that it does not describe all the information from respondents to find out the success factors of student entrepreneurs. (2) This study uses variables that are limited to only entrepreneurship education, digital literacy, social media, and student entrepreneurial interest in the success of student entrepreneurs. So there are still many other factors that can be explored in depth to find out the success of student entrepreneurs.

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