ANALYSIS OF ENTREPRENEURSHIP EDUCATION AND THE USE OF SOCIAL MEDIA ON ENTREPRENEURSHIP INTEREST OF STUDENTS FACULTY OF ECONOMICS UKI TORAJA

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ARTICLEINFO

ABSTRACT

The purpose of this study was to determine and analyze the effect of entrepreneurship education and the use of social media on the entrepreneurial interest of students majoring in management at the UKI Toraja Faculty of Economics. This research is a quantitative descriptive study with a total population of 604 students. The number of samples is 241, namely students of the UKI Toraja Faculty of Economics who have programmed entrepreneurship courses. Determination of the sample using random sampling technique. To test the hypothesis, multiple linear regression was used. The results of the study prove that simultaneously entrepreneurship education and the use of social media have a positive and significant influence on the entrepreneurial interest of students of the UKI Toraja Faculty of Economics.

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1. INTRODUCTION

The increasing population growth and limited available job opportunities have resulted in high unemployment rates. According to BPS data (BPS, 2020) The open unemployment rate (TPT) increased by 1.84 percentage points in August 2020 by 7.07 percent, compared to August 2019. Recently the number of intellectual unemployment is increasing, college graduates are facing the problem of limitations. It is undeniable that the number of job opportunities offered is not proportional to the number of graduates or the supply of new workers at all levels of education, this has resulted in the challenge of finding work among university graduates increasingly stringent.[1], [2]. Data from the Central Statistics Agency shows a comparison of August 2014 - August 2018, where there was an increase in the unemployment rate for undergraduate graduates from 5.65% to 5.89% (bps.go.id).

To reduce the unemployment rate, one way that can be done is to foster student entrepreneurship interest in higher education. Therefore, it is hoped that through entrepreneurship education students can be motivated and directed so that after graduating from college they can create jobs, where scholars are expected to become educated young entrepreneurs who are able to start their own businesses.[3], [4]. According to Supriyono, the existence of an interest in prospective entrepreneurs is the first step to entrepreneurship.

As young intellectuals, most of the students who are already literate in Information and Technology (IT) are expected to be able to take advantage of technological developments that present social media. Social media has changed the mindset of students for entrepreneurship. Where the use of social media can make it easier to market products more broadly without high costs[5]. Social media has the potential to connect many people easily and for free, (Endowman et al., 2011) The role of social media is then perceived to affect student interest in entrepreneurship. This was also stated by Retno and Efendi in Prasetyo's writing who found that the influence of the use of social media and interest in entrepreneurship was positive and significant. The Department of Management, Faculty of Economics, Indonesian Christian University Toraja, has implemented entrepreneurship education. Entrepreneurship courses have been included in the curriculum which requires students of the Faculty of Economics to take entrepreneurship education where the materials and teaching materials support the development of entrepreneurship.
However, the distribution of knowledge is only limited to material and lack of direct practice so that it does not foster student interest in entrepreneurship.[6], [7].

Yanto in Arum argues that entrepreneurial interest is the ability and strength to have the courage to advance a business or create a new business in fulfilling life's needs and solving life's problems. In other words, entrepreneurial interest is the availability of a person to improve the quality of life through business. The purpose of this study was to determine and test both partially and simultaneously, the effect of entrepreneurship education and the use of social media on entrepreneurial interest.

2. METHOD

This research is descriptive quantitative research. The data collection technique is by giving a questionnaire to the selected research sample. The analysis of the data used in this study are as follows (1) The statistical test used is multiple linear regression analysis technique, which is used to test the hypothesis to determine whether Entrepreneurship Education (X1) and Social Media Use (X2) have an effect on Entrepreneurial Interest (Y). (2). The instrument test includes aspects of validity, and reliability[8], [9]. Where a question instrument can be said to be valid if the product moment correlation coefficient is > 0.30 (Suliyanto, 2005) and can be said to be reliable if the Cronbach alpha value is > 0.60 (Nugroho, 2005) (3). Classical assumption test consisting of normality test, heteroscedasticity test and multicollinearity test. (4) Hypothesis Testing consists of F test, T test, and Determinant Test (R2). To find out whether there is an effect of the independent variables on the dependent variable partially, the t test is used (Alghifari, 2000). Meanwhile, to find out whether there is a simultaneous influence between the independent variables on the dependent variable, the F test is used (Sugiyono, 2005). The coefficient of Multiple Determination (R2) to see the magnitude of the influence of the independent variables on the dependent variable together[10].

The population of this research is Management Study Program Students Semester VII, Faculty of Economics UKI Toraja as many as 604 students. The sample size was determined or guided by the formula from Taro Yamane quoted by Syamsu Alam and obtained a total sample of 241. The sampling technique (determining respondents) was carried out by the random sampling method, where each element of the population had the same opportunity to be selected as a sample.

3. RESULT AND DISCUSSION

3.1 Testing Research Instruments

The instrument test in this research is to use the validity test and reliability test. Validity test is used to measure the validity or validity of a questionnaire, while reliability is an index that shows the extent to which a measuring instrument can be trusted or reliable. The following are the results of the instrument test in this study.

<table>
<thead>
<tr>
<th>No</th>
<th>Variable</th>
<th>Cronbach’Alpha</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Entrepreneurship Education (X1)</td>
<td>.730</td>
<td>Reliable</td>
</tr>
<tr>
<td>2</td>
<td>Use of Social Media (X2)</td>
<td>.907</td>
<td>Reliable</td>
</tr>
<tr>
<td>3</td>
<td>Interest in Entrepreneurship (Y)</td>
<td>.787</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

Based on the results of the validity test, it was found that the X2.16 item showed a total item correlation value of 0.002 < 0.30 (invalid) so it was excluded from the instrument. In addition, all items from the 3 variables were declared valid. Meanwhile, based on the table above, the value of Cronbach’s alpha both entrepreneurship education, use of social media and interest in entrepreneurship shows a value of > 0.60 which indicates that all instruments are reliable so that they can be used as research instruments.

3.2 Classical Assumption Test Results

Classical assumption test in this study consisted of normality test, heteroscedasticity test and multicollinearity test. According to Ghozali, the normality test is used to test a regression model, whether the independent variable and the dependent variable or both have a normal or abnormal distribution. Statistical test results will decrease, if the variables used are not normally distributed. The heteroscedasticity test itself is used to see whether the regression model used has an uncomfortable variance from the residual in one observation to another. It is said to be heteroscedasticity if different variants are found. A good research model should not have heteroscedasticity. Meanwhile, the multicollinearity test was used to see if there was a correlation between the independent variables in the model used.
Table 2. Classical Assumption Test Results

<table>
<thead>
<tr>
<th>No</th>
<th>Variable</th>
<th>Normality</th>
<th>Heteroscedasticity</th>
<th>Multicollinearity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tolerance</td>
</tr>
<tr>
<td>1</td>
<td>Entrepreneurship Education</td>
<td>0.200</td>
<td>0.485</td>
<td>0.942</td>
</tr>
<tr>
<td>2</td>
<td>Use of Social Media</td>
<td>0.063</td>
<td>0.538</td>
<td>0.942</td>
</tr>
<tr>
<td>3</td>
<td>Entrepreneurial Interest</td>
<td>0.068</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of the normality test show that all variables are normally distributed because the sig. value of alpha is 0.05, where the education variable is sig. 0.200 > 0.05; variable use of social media sig0.063 > 0.05; and variable interest in entrepreneurship sig. 0.068>0.05. Based on the results of the heteroscedasticity test, it also shows that there is no heteroscedasticity problem in the regression model, which means that between the independent variables there is no effect on the absolute residual. This can be seen from the value of sig > 0.05. Furthermore, based on the value of VIF and tolerance, it can be seen that there is no multicollinearity problem in the regression model with a VIF value of < 10.

3.3 Multiple Linear Regression Test Results and Hypothesis Testing

Multiple linear regression testing was used to test the hypothesis to determine whether Entrepreneurship Education (X1) and Social Media Use (X2) had an effect on Entrepreneurial Interest (Y). Table 3, shows the results of multiple linear regression tests.

Table 3. Results of Multiple Linear Regression Test and Hypothesis Testing

<table>
<thead>
<tr>
<th>No</th>
<th>Variable</th>
<th>Regression coefficient</th>
<th>F test</th>
<th>t-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Entrepreneurship Education</td>
<td>0.382</td>
<td>83,245</td>
<td>6.509</td>
</tr>
<tr>
<td>2</td>
<td>Use of Social Media</td>
<td>0.090</td>
<td></td>
<td>9.247</td>
</tr>
</tbody>
</table>

The results of the statistical test f, the results obtained are f count 83,245 > f table 3.04 with a significance value of 0.000 < 0.05, which means that entrepreneurship education and the use of social media simultaneously have a significant influence on the entrepreneurial interest of students of the economics faculty of UKI Toraja. Furthermore, the results of the t-test showed the results of t-count 6.509 > t-table 1.970 on entrepreneurship education with a significance value of 0.000 <0.05, which means that entrepreneurship education has a significant influence on interest in entrepreneurship. The use of social media has a t value of 9.247 with a significance value of 0.000 < 0.05, which means that there is a significant influence between the use of social media on interest in entrepreneurship.

The results of the study indicate that there is a positive and significant influence between entrepreneurship education and the interest in entrepreneurship of students of the UKI Toraja Faculty of Economics. This supports Supeni’s research and also finds that there is a positive and significant effect of entrepreneurship education on interest in entrepreneurship. Entrepreneurship education is the most important factor in establishing and developing the desire, spirit and entrepreneurial behavior among the younger generation because education is a source of overall attitudes and intentions to become entrepreneurs. So if students get education about entrepreneurship, they will be more interested in becoming entrepreneurs. Therefore, students must be increasingly motivated to become entrepreneurs through entrepreneurship education,

4. CONCLUSION

The results of this study indicate that there is a significant effect of the variables of entrepreneurship education and the use of social media on the entrepreneurial interest of students of the UKI Toraja economics faculty, either simultaneously or partially. The results of the coefficient of determination show that the value of the influence of the dependent variable on the independent variable is 0.416 or 41.6% and the remaining 58.4% is influenced by other variables not examined in this study, such as motivation and skills variables.

REFERENCES


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