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THE ROLE OF SOCIAL MEDIA AS AN AFFECTING MEDIATOR OF ENTREPRENEURIAL INTENTION

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Abstract: The objective of this research is to examine how entrepreneurship education and entrepreneurial plan orientation influence the entrepreneurial intentions of Universitas Negeri Jakarta students. Additionally, the study explores the relationship between entrepreneurship education, entrepreneurial orientation, and entrepreneurial intentions, considering the mediating role of social media use among students from the Faculty of Economics and the Faculty of Social Sciences (Class of 2018 and 2020) at UNJ. The research employs a quantitative approach, with a sample size of 180 undergraduate students selected through proportional random sampling techniques. Data collection involved surveys utilizing questionnaires and Likert scales, focusing on primary data. Analysis of the collected data indicates that it follows a normal and linear distribution. Based on hypothesis testing and the coefficient of determination, the findings suggest a positive and significant impact of entrepreneurship education on entrepreneurial plan orientation, as well as a significant positive effect of entrepreneurship education on entrepreneurial intention. Furthermore, the joint use of social media significantly influences student entrepreneurial intention. The study also highlights the mediating role of social media between entrepreneurship education and entrepreneurial intention, as well as between entrepreneurial orientation and entrepreneurial intention

Keywords: *Entrepreneurship education, entrepreneurial orientation, entrepreneurial intention, social media.*

Background

Education is recognized as a crucial factor in improving a nation's competitiveness and economic well-being. Developing countries prioritize investing in education as a means to prevent poverty, unemployment, and underdevelopment. However, several obstacles hinder the effective implementation of education. Social, political, economic, and cultural issues pose challenges, including the problem of educated unemployment. There is a disconnect between

the skills acquired through education and the requirements of the workplace. Additionally, limited job opportunities further complicate the situation for graduates. These barriers need to be addressed to bridge the gap between education and real-world applications and ensure that educational institutions can provide relevant skills for the job market.

Additionally, research by Krueger et al. (2000) and Fiet (2014) suggests that entrepreneurial intention, the desire to start or own a business, plays a crucial role in entrepreneurship. Previous studies have shown that intentions can be a reliable predictor of actual behavior, as outlined by Ajzen (1991) and supported by sociopsychological research conducted by Karimi & Mulder (2014). Therefore, fostering education, particularly in the field of entrepreneurship, can not only drive economic growth but also encourage individuals to pursue entrepreneurial endeavors and positively impact their behavior and actions.

Entrepreneurial success can be influenced by an individual's mindset, as is widely recognized (Belousova, 2020). In particular, (Cui et al., 2019) as a variable of entrepreneurial mentality, it should be stipulated that basic researchers claim that such thinking is related to deeper cognitive phenomena indicating some participation in entrepreneurial activities. The intention to start a business is also based on cognitive adaptability (Haynie et al., 2010), which is important for getting the desired results from doing business.

Also, Saptono, et al. (2020) asserted that entrepreneurial human capital theory can be used to explain the relationship between entrepreneurship education and its effect on entrepreneurial intention (EHC). Krueger (2003) argues that it is crucial to understand entrepreneurship, especially how to launch, run, and expand a business. An important factor in determining a person's entrepreneurial intention is their human capital (Khoshmaram et al., 2020). Prasetyo & Kistanti (2020), noted a strong relationship between entrepreneurship education and human capital effectiveness. Understanding entrepreneurship education will help you to better understand the role it plays in entrepreneurship. Students have the opportunity to expand their entrepreneurial awareness and intention to enter the workforce through entrepreneurship training (Higgins & Refai, 2017).

Through entrepreneurship education, individuals can internalize these qualities, leading to behavioral changes and the development of a proactive entrepreneurial mindset. The positive outcomes observed from such education have encouraged universities worldwide, including in Indonesia, to invest in entrepreneurship education programs. This is particularly relevant as countries face challenges of educated unemployment, where figures indicate a significant number of unemployed individuals with education backgrounds. Addressing unemployment is crucial as it can contribute to various social problems, especially during economic struggles. Therefore, the implementation of entrepreneurship education not only equips individuals with the necessary skills and attitudes for entrepreneurship but also helps to alleviate the issue of unemployment by fostering job creation and entrepreneurial opportunities.

THEORETICAL FRAMEWORK

Theory of Planned Behavior

Theory of planned behavior, Ajzen (1991) first proposed this theory, states that people act because they believe they should and have the intention to do so (Khanifah et al., 2017). Therefore, a person has the ability to control themselves to choose all their behaviors. (Ajzen, 1991). In addition, a person has the power to control themselves and make all behavioral decisions. According to this theory, human behavior is influenced by motivation (intention), skills, and control (LaMorte, 2019). According to the Theory of Planned Behaviour, when a person has a favorable personal evaluation of the problem at hand, they intend to act (Urban, 2017).

The best way to predict intentional behavior is to focus on intentions rather than attitudes, beliefs, personality traits, or demographic characteristics (Krueger et al., 2000). For entrepreneurs to embark on their idea for a new business, intentions are critical (Dutta et al., 2018). Individual perceptions determine whether entrepreneurial intentions are nurtured or discouraged (Bhaskar, 2017). Bird's (1988) study examined various factors that influence intention, such as social, political, and economic factors, as well as the entrepreneur's personal history, personality, and current skills, and the entrepreneur's causal, intuitive, holistic, and contextual logical and analytical thinking. Early studies also concentrated on creativity and risk-taking as personal traits that influence the decision to launch a new business (Bhaskar and Garimella, 2017). Hoang et al., (2021), showed how entrepreneurial intention can be enhanced by entrepreneurial plan orientation.

Unified Theory of Acceptance and Use of Technology (UTAUT)

The Unified Theory of Acceptance and Use of Technology (UTAUT) is a framework developed to understand the factors that influence the acceptance and use of technology by individuals (Venkatesh et al., 2003). Although the theory was originally developed to study the acceptance of information and communication technologies, the main principles of UTAUT can also be applied in the context of social media usage.

In the context of social media, UTAUT can be used to analyze the factors that influence the acceptance and use of social media by individuals. Some of the factors taken into account in UTAUT include:

1. Perceived Usefulness: Individuals will be more likely to use social media if they believe that using social media will provide benefits or usefulness in their lives. For example, if someone believes that social media can help them build a social network or promote their business, they will be more likely to use it (Kim, 2001).
2. Perceived Ease of Use: Individuals will be more likely to use social media if they feel that social media is easy to use and does not require great effort. For example, if someone feels that social media has an intuitive and simple interface, they will be more likely to use it (King et al., 2006).
3. Social Influence: Social norms are influences from people around individuals that can affect the decision to use social media. If individuals see people around them using social media actively, they may feel the urge to use it too.
4. Perceived Behavioral Control: Perceived self-control refers to individuals' beliefs that they have the ability and control to use social media effectively. If individuals feel confident that they can master social media use and manage online interactions well, they will tend to use social media actively (Melville et al., 2004).

5. Motivation: An individual's motivation for using social media can also influence its acceptance and use. For example, individuals who are motivated to build a strong social network or promote their business may be more active in using social media.

Entrepreneurship education: an introduction to entrepreneurship

An educational path in the environment and its surroundings is called informal education. The values, abilities, and behavior of a person when faced with life's challenges are studied in entrepreneurship science, along with how to take advantage of opportunities in the various risks he faces (Suryana, 2013). Therefore, entrepreneurship education plays an important role in influencing people's career decisions and encouraging the growth of new businesses and economies (Wedayanti & Giantara, 2016).

Presidential Instruction Number 4 of 1995 dated June 30, 1995, concerning All Indonesian citizens and their countries are required to create entrepreneurship programs through the National Movement for Socialization and Cultivation of Entrepreneurship. Through this movement, it is hoped that over time, the society and work ethic of the Indonesian people will be fused with business culture, so as to facilitate the growth of fresh, reliable, and resilient business actors. Based on the concept of national education above, the Ministry of National Education aims to encourage the entrepreneurial spirit of the Indonesian people in the field of education. Sending aspiring entrepreneurs to college is just one step in a long process that includes improving community-based curricula, middle and high school education practices, and more. Education in entrepreneurship is teaching that explains the theory and techniques of life skill construction to students through the curriculum created by the school (Ciputra, 2012). The pursuit and creation of opportunities that benefit society is driven by education. It has evolved into a creative problem solver for society. The concept proposed by Ciputra (2012) for universities is the establishment and growth of entrepreneurship centers. Students who receive entrepreneurship education are guided to choose entrepreneurship as their career and develop a way of thinking, attitude, and behavior that is truly entrepreneurial.

According to Abu & Uhbiyati (2001), Entrepreneurship education indicators can be achieved through formal education, as well as regular education, by sticking to the established provisions. At school, this education is provided. Consider informal education, or education that a person receives, such as entrepreneurship courses offered to students or entrepreneurship courses offered in schools, Through routine daily activities, consciously or unconsciously. This education can happen at home, in daily life, at work, in the community, in the family, and in organizations. For example, entrepreneurial skills learned at home, non-formal education, which is teaching that is done deliberately and practically but does not follow established standards. For example, students may attend seminars and other business development programs.

Entrepreneurial orientation and intention

Fishbein & Ajzen (1975) as a distinct part of the desire to perform a particular action, define intention. According to this definition, intention is what drives behavior by determining how much we want to try and how much we plan. Behavior is then influenced by these factors. A strong decision must be made to enter the world of entrepreneurship (Darmanto, 2013).

The results showed that entrepreneurial plan orientation affects entrepreneurial intention. This means that the better the level of entrepreneurial plan orientation of students, the more

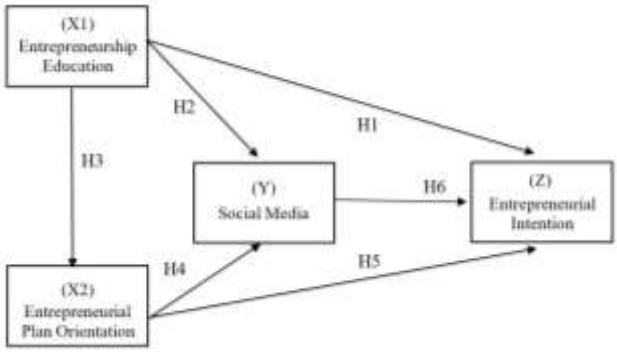
entrepreneurial intentions will increase. In line with the results of research by Isaksen (2006), and Chen (2009), found that entrepreneurial orientation has a significant positive impact on entrepreneurial intention, so that individual tends to have a higher intention to start a business. In line also with the results of research conducted by Wida Mardiah (2023), finding that entrepreneurial orientation has a positive and significant effect on entrepreneurial intention.

Developing entrepreneurship with social media

Social media can be an effective tool in fostering entrepreneurship. By utilizing social media wisely, entrepreneurs can expand market reach, build networks and partnerships, increase visibility and trust, and seek new business opportunities. Entrepreneurial intention is influenced by the use of social media (Haenlein 2010). This means that the higher the level of social media usage, the more entrepreneurial intentions will increase. With social media, entrepreneurial orientation is also something that influences the increase in entrepreneurship. This means that the better the level of entrepreneurial orientation of students, the more the use of social media among students will increase.

Tredgold (2016), says social media can be a source of information about the latest trends, market demands, or new business opportunities. By utilizing features such as groups or business communities, businesses can obtain valuable information to grow their business. Social media can also be used to find opportunities for cooperation or collaboration with other businesses.

Chen et al (2016) the role of social media which is widely used is for promotion and marketing. Social media is an effective platform for promoting and marketing products or services. In this era of digitalization, many micro and small businesses use social media to increase the visibility of their business (Hanna et al., 2011). Social media allows businesses to create interesting content, interact directly with customers, and obtain reviews or testimonials that can build consumer trust (Choudrie et al., 2017).



Source: processed by researchers, 2023

Picture 1. Conceptual Framework

Based on some literature, the authors hypothesize that entrepreneurship education has a positive effect on student entrepreneurial intention and develop a research model for the following topics:

H1: Entrepreneurship education affects the entrepreneurial intention of FE and FIS UNJ students.
H2: Entrepreneurship education affects the use of social media.
H3: Entrepreneurship education affects the entrepreneurial plan orientation of FE and FIS UNJ students.
H4: Entrepreneurial plan orientation affects the use of social media.
H5: Entrepreneurial plan orientation affects the entrepreneurial intention of FE and FIS UNJ students.
H6: The use of social media affects the entrepreneurial intention of FE and FIS UNJ students.

METHOD

The time given by the researcher lasts approximately three months starting from the granting of research permits, the month of data collection, to data processing which includes research exposure and the mentoring process takes place. The place of this research is in the student environment of the Faculty of Economics (FE) and the Faculty of Social Sciences (FIS) of the State University of Jakarta (UNJ). In this study, a quantitative approach was used by the author. According to Creswell (2010), the quantitative approach involves collecting quantitative data that can be measured and analyzed objectively using scientific methods. The data is obtained from a sample of individuals or populations who are asked to answer a series of survey questions, with the aim of determining the frequency and percentage of responses obtained (Fischler, 2012).

According to Creswell (2010), in a quantitative approach, the research will have predetermined characteristics, focusing on the analysis and interpretation of statistical data. Researchers use this quantitative approach to test theories by formulating certain hypotheses and collecting data to support or reject these hypotheses. In this study, a quantitative analysis approach based on statistical analysis was used. This research approach aims to answer research questions by making accurate measurements of the variables studied, so that generalizable conclusions can be drawn without considering factors of time, place, and condition. Instrument development is carried out by testing validation and reliability tests on data that has been collected by distributing questionnaires to respondents who meet the criteria.

In this research, the literature study method on previous research, and the survey method are used as a way to collect data, where respondents are expected to fill out a questionnaire to provide information. Yin (2018), argues that primary data, is information received directly from the source as a subject. In this case, information is collected by research. And the measurement of variables using a Likert scale, this scale as a psychometric tool, includes a set of research study hypothesis statements (Paul, 2010).

In this study, data analysis was carried out using the Partial Least Square (PLS) method. PLS is one approach in the Structural Equation Modeling (SEM) model that focuses on components or variants (Hair et al., 2017). This PLS method has a different approach from covariance-based SEM, with a greater emphasis on variance. Byrne (2016), PLS is generally used as a predictive model, while covariance-based SEM is more often used to test cause-and-effect relationships or theories.

RESULT

In this study, researchers managed to obtain 180 respondents who met the desired criteria, namely students who were enrolled at the Jakarta State University from 2018 to 2020, and had taken entrepreneurship courses. Based on Table 1, the frequency of respondents in this study is 19 people (10.6%) aged 16-20 years and 161 other people (89.4%) aged 21-24 years.

1. Characteristics of Gender Respondents

	Category	Frequency	Percentage
Gender	Female	53	29,4
	Male	127	70,6
Age	16 - 20 years old	19	10,6
	21 - 24 years old	161	89,4
Faculty	Faculty of Economic	121	67,2
	Faculty of Social Science	59	32,8
Batch of year	2018	7	3,8
	2019	134	74,4
	2020	39	21,6

Source: primary data, processed by researchers, 2023

Convergent validity of the measurement model can be from the correlation between the item or instrument score and the construct score (loading factor) with the criteria for the loading factor value of each instrument > 0.7. Based on the first data processing with the Economic Education variable (X1) there are 4 invalid instruments (<0.7), namely contained in indicators A5, A6, A7, and A8, the rest are valid with a value (>0.7). The Entrepreneurial Plan Orientation variable has 3 invalid instruments (<0.7), namely indicators B2, B6, and B7, the rest are valid (>0.7). Social Media variables are all valid (>0.7). The Entrepreneurial Intention variable has 4 invalid instruments (<0.7), namely indicators D6, D7, D8, and D9, and the rest are valid (<0.7). So the loading factor value < 0.7 must be eliminated or removed from the model. In order to meet the required convergent validity, which is higher than 0.7, the second data processing is carried out as in the table 2 below:

2. Results of Outer Model

Variable	Indicators	Loading Factor	Rule of Thumb	Results
Entrepreneurship Education	A1	0. 838	0.700	Valid
	A2	0.894	0.700	Valid
	A3	0.751	0.700	Valid
	A4	0.845	0.700	Valid
Entrepreneurial Plan Orientation	B1	0.864	0.700	Valid
	B3	0.777	0.700	Valid
	B4	0.762	0.700	Valid
	B5	0.765	0.700	Valid
Social Media	C1	0.777	0.700	Valid
	C2	0.827	0.700	Valid
	C3	0.738	0.700	Valid
	C4	0.764	0.700	Valid
	C5	0.852	0.700	Valid
	C6	0.754	0.700	Valid
Entrepreneurial Intention	D1	0.721	0.700	Valid
	D2	0.832	0.700	Valid
	D3	0.805	0.700	Valid
	D4	0.824	0.700	Valid
	D5	0.859	0.700	Valid

Source: primary data, processed by researchers, 2023

Furthermore, the discriminant validity test can be carried out through cross-loading examination, namely by comparing the correlation coefficient between indicators and their associated constructs (cross-loading) with the correlation coefficient of indicators with other constructs (cross-loading). If the correlation coefficient value between the indicator and its associated construct is > with other constructs, then the indicator is considered more suitable for explaining its associated construct than other constructs (Henseler et al., 2014).

3. Results of Discriminant Validity Test

	Entrepreneurship Education	Entrepreneurial Plan Orientation	Social Media	Entrepreneurial Intention
Entrepreneurship Education	0,834			
Entrepreneurial Plan Orientation	0,656	0,793		
Social Media	0,695	0,700	0,786	
Entrepreneurial Intention	0,721	0,747	0,677	0,810

Source: primary data, processed by researchers, 2023

Table 3 is the result of the collinearity test for all variables, where the VIF coefficient is <5.00, so collinearity does not occur. All indicators of the tested construct are valid. The complete collinearity test results can be seen in Table 4:

4. Value of Collinearity Statistics (VIF)

Variable	EE	EPO	SM	EI
EE		1.000	1.757	2.174
EPO			1.757	2.200
SM				2.425
EI				

Source: primary data, processed by researchers, 2023

After testing the construct validity, the next step is to test the construct reliability using the Composite Reliability (CR) of the indicator block that measures the construct as in Table 4 below. CR is used to assess a good level of reliability. Reliability is a measure that indicates the extent to which the measurement results using the same instrument will be consistent when used repeatedly in research (Malhotra, 2012).

5. Results of Composite Reliability Test

Variable	*Composite Reliability*	*Rule of Thumb*	Conclusion
EE	0,901	0.700	Reliable
EPO	0,871	0.700	Reliable
SM	0,907	0.700	Reliable
EI	0,905	0.700	Reliable

Source: primary data, processed by researchers, 2023

Results of Inner Model

After conducting a model evaluation and ensuring that each construct meets the criteria for convergent validity, discriminant validity, and composite reliability, the next stage is structural model evaluation. Structural model evaluation involves testing model fit, path coefficients, and R^2. Model fit testing is used to assess the extent to which the model that has been built is in accordance with existing data.

The NFI value is a measure that ranges from 0 to 1, which is obtained from the comparison between the proposed model and a certain independent model. The closer to 1, the model has a high level of fit. Based on the table above, the NFI value obtained is 0.614, which indicates that the model has a good fit. (Ghozali, 2014).

6. Results of Model Fit

	Saturated Model	Estimated Model
NFI	0.614	0.614

Source: primary data, processed by researchers, 2023

Structural model evaluation is carried out using R-square for the dependent construct. The R^2 value is used to evaluate the extent to which endogenous variables and exogenous variables have a substantive influence (Ghozali, 2014). According to Chin (1998), the R-Square value is categorized as strong if its value is more than 0.67, moderate if its value is more than 0.33 but less than 0.67, and weak if its value is more than 0.19 but less than 0.33. From the results of Table 5, the R-Square value is 0.660 and is included in the moderate category.

Table 7. Results of R-Square (R^2)

Variable	*R-Square*
EI	0.660

Source: primary data, processed by researchers, 2023

If the p-value is smaller than the pre-determined significance level (usually 0.05), then we can reject the null hypothesis and conclude that there is a significant direct effect between the

independent variable and the dependent variable. Conversely, if the p-value is greater than the significance level, then the null hypothesis cannot be rejected, and we cannot conclude that there is a significant direct effect.

8. Results of Direct Effect

Hypo-thesis	Criteria	Entrepreneurship Education		Results
1	T- statistics P-*Value*	2.714 0.007	Entrepreneurial Intention	***accepted***
2	T- statistics P-*Value*	2.245 0.025	Social Media	***accepted***
3	T- statistics P-*Value*	7.279 0.000	Entrepreneurial Plan Orientation	***accepted***
		Entrepreneurial Plan Orientation		
4	T- statistics P-*Value*	2.597 0.010	Social Media	***accepted***
5	T- statistics P-*Value*	2.972 0.003	Entrepreneurial Intention	***accepted***
		Social Media		
6	T- statistics P-*Value*	2.118 0.029	Entrepreneurial Intention	***accepted***

Source: primary data, processed by researchers, 2023

Table 9. Results of Descriptive Statistical Analysis

Variable	N	Min	Max	Mean	Median	Std. Dev
EE	180	1.00	5.00	3,14	3,00	1,22
EPO	180	1.00	5.00	3,13	3,14	1,12
SM	180	1.00	5.00	3,35	3,50	1,23
EI	180	1.00	5.00	3,14	3,00	1,17

Source: primary data, processed by researchers, 2023

After that, the statistical analysis used to test the hypothesis is the t-test with the calculated t value must be ≥ 1.645, with the requirement that the p-value (probability) must be less than 0.050. If the results of data processing meet these criteria, the research hypothesis that has been proposed can be accepted. The procedure for testing the research hypothesis will be discussed in stages in accordance with the proposed hypothesis. This study proposes six hypotheses which will be further described in the next section.

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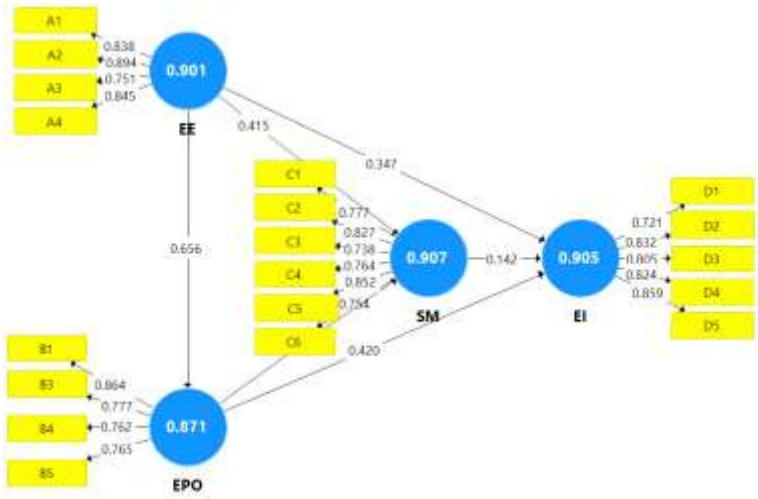
International Journal of Current Economics & Business Ventures
https://scholarsnetwork.org/journal/index.php/ijeb

If the hypothesis test results on the outer model are significant, this means that the indicator can be used as a latent variable measurement instrument. Meanwhile, if the test results on the inner model are significant, it can be interpreted that there is a meaningful influence of latent variables on other latent variables (Jaya, 2018).



Source: primary data, processed by researchers, 2023

Picture 2. Construct Path Diagram

Table 10. Testing the Hypothesis of Direct Relationship

Hypo-thesis	Relations	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics (|O/STDEV|)	P-Values
H1	E -> EI	0.340	0.324	0.117	2.914	0.004
H2	E -> SM	0.406	0.388	0.186	2.185	0.029
H3	E-> EPO	0.652	0.669	0.089	7.359	0.000
H4	PO -> SM	0.417	0.441	0.161	2.598	0.010
H5	PO -> EI	0.357	0.367	0.117	3.050	0.002
H6	M -> EI	0.241	0.250	0.116	2.074	0.039

Source: primary data, processed by researchers (2023)

Table 11. Testing the Hypothesis of Indirect Relationship

Hypo-thesis	Relations	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics (|O/STDEV|)	P-Values
H1	EE -> EI	0.396	0.425	0.097	4.095	0.000
H2	EE -> SM	0.272	0.298	0.127	2.148	0.032
H3	EE-> EPO					
H4	EPO -> SM					
H5	EPO -> EI	0.101	0.107	0.062	1.635	0.103
H6	SM -> EI		-0.000	0.000		

Source: primary data, processed by researchers, 2023

DISCUSSION

The results showed that entrepreneurship education affects entrepreneurial intention. This means that the better the achievement of learning in entrepreneurship education courses, the more entrepreneurial intentions of students will also increase. This is in line with the results of previous research, that entrepreneurship education can increase entrepreneurial intentions in students (Fayolle et.al, 2015). Research results by Kolvereid (2016), also show that entrepreneurship education has a positive influence on entrepreneurial intentions in adult individuals.

The results showed that entrepreneurship education affects the use of social media. Entrepreneurship education can affect the use of social media by students, the better the learning achievement in entrepreneurship education courses, the higher the level of social media usage among students. This is in line with the results of Boyd's (2007) research, entrepreneurship education can also help individuals understand how to use social media effectively to build personal brands and expand business networks.

The results showed that entrepreneurship education affects the orientation of entrepreneurial plans. This means that the better the achievement of entrepreneurship education, the orientation of student entrepreneurial plans will increase. The research of Franke (2003), found that entrepreneurship education has a positive effect on entrepreneurial orientation in students. Research conducted by Kennedy (2003), also found a positive impact of entrepreneurship education on student entrepreneurial orientation. This study shows that entrepreneurship education programs help improve students' knowledge, skills, and entrepreneurial orientation.

The results showed that entrepreneurial plan orientation affects the use of social media. This means that the better the level of entrepreneurial plan orientation of students, the more the use of social media by students will increase. This is in line with the results of Reijonen's research (2018), showing that a strong entrepreneurial orientation can be related to the use of social media in marketing and business promotion efforts. Entrepreneurial orientation can influence the use of social media in seeking information, sharing ideas, and establishing

partnerships with other parties, as well as supporting business innovation and collaboration (Juntunen et.al, 2013).

The results showed that entrepreneurial plan orientation affects entrepreneurial intention. This means that the better the level of entrepreneurial plan orientation of students, the more entrepreneurial intention will increase. This is in line with the results of research by Isaksen (2006), and Chen (2009), who found that entrepreneurial orientation has a significant positive impact on entrepreneurial intention, so that individuals tend to have a higher intention to start a business. In line with the results of research conducted by Wida Mardiah (2023), found that entrepreneurial orientation has a positive and significant effect on entrepreneurial intention. The results of this study indicate that the higher a person's entrepreneurial orientation, the higher the entrepreneurial intention he has.

The results showed that the use of social media affects entrepreneurial intention. This means that the higher the level of use of social media, the more entrepreneurial intentions will increase. This is in line with the results of research by Gelderen (2015), which states that the use of social media has a positive influence on entrepreneurial intention. The use of social media can affect entrepreneurial intentions in students, specifically students who actively use social media in a business context tend to have higher intentions for entrepreneurship (Al-Karaghouli, 2016).

CONCLUSION

This study was conducted with the aim of evaluating the effect of Entrepreneurship Education and Entrepreneurial Plan Orientation on the Entrepreneurial Intention of UNJ students mediated by the Role of Social Media Use. The object of research is FE and FIS UNJ students from 2018 to 2020. The data obtained in this study are primary data collected and managed by researchers. The number of research subjects reached 180 students, after that, the sampling method was applied using proportionate stratified random sampling techniques and filling out questionnaires using a Likert scale. The data analysis technique in this study used SmartPLS 3.0 statistical analysis software. In accordance with the findings and analysis that have been presented previously, the researcher can conclude several important points as follows: In accordance with the findings and analysis that have been presented previously, the researcher can conclude several important points as follows: 1) Entrepreneurship education experience positively and significantly affects entrepreneurial intention. 2) Entrepreneurship education affects the use of social media. 3) Entrepreneurship education has an impact on entrepreneurial planning orientation. 4) Entrepreneurial plan orientation affects the use of social media. 5) Entrepreneurial intention is influenced by entrepreneurial planning orientation. 6) Entrepreneurial intention is influenced by the use of social media.

In the context of the Faculty of Economics, State University of Jakarta, there is a significant influence between entrepreneurship education and the entrepreneurial intention of students. The findings in this study indicate that the most dominant entrepreneurship education variable is the addition of knowledge and insights about entrepreneurship. Support for this finding also comes from students who have taken entrepreneurship courses.

Based on the research that has been done, there are several things that are limitations in this study. This study only seeks the influence of entrepreneurship education on entrepreneurial intention through entrepreneurial attitude variables only while there are many other determinants of entrepreneurial intention that have not been studied. The number of samples used is still very limited, only 120 respondents were taken from students of the Extension Program FEB Udayana University class year 2012 - 2014. There are limitations in time, cost, and energy used in this study. Therefore, it resulted in the scope of the research still being so narrow.

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