



The Role of the Use of Social Media and Family Environment on Entrepreneurial Interest of Private University Students

Agus Purwanto

Aguspati Research Instituta

Corresponding Email: agozpor@gmail.com

Abstract

The purpose of this research are to analyze the correlation of the use of social media on student entrepreneurship interest and The family environment on student entrepreneurship interest. This type of research is research. The questionnaire was adapted from research that has tested its validity and reliability and several items were developed by researcher. The sampling technique used is simple random sampling, namely taking samples from members of the population that is carried out randomly because all members are considered homogeneous. Obtained 180 private university students who is taking a thesis as a respondent. Data analysis using Structural Equation Modeling (SEM) analysis with SMARTPLS software tools. Based on the results of data analysis, it is concluded that the use of social media has a significant effect on Student Entrepreneurial Interest, an increase in the variable Use of social media will have a significant effect on increasing the Student Entrepreneurial Interest variable and a decrease in the variable Use of social media will have a significant influence on the decrease in the Student Entrepreneurial Interest variable. The work environment has a significant effect on Student Entrepreneurial Interest, an increase in the work environment variable will have a significant effect on increasing the Student Entrepreneurial Interest variable.

Keywords: Social Media , Family Environment , Entrepreneurial Interest

Introduction

According to Greenhow et al. (2020) in the digital era and education 4.0, the development of the current condition of society which is able to link the world of science and information technology makes direct and indirect interactions increasingly limitless. The digital era characterized by social media is a good opportunity to increase productivity, expand markets, and competitiveness. If the orientation of the community, especially students, is entrepreneurship and creating jobs, unemployment and poverty rates can be reduced, on the contrary if students are interested in looking for work then the potential for unemployment and poverty rates in Indonesia will increase because the existing job opportunities are not sufficient. . According to Farinloye et al. (2020) The birth of social media makes a shift in behavior, culture, and norms in society. Almost all people from various backgrounds and ages have and use social media as a means of conveying and obtaining information. High online activity makes users bring their virtual world when gathering with family, at mealtimes, before dinner.

sleep, even while driving. The social media most widely used by internet users in Indonesia from the top to the We Are Social version are YouTube, WhatsApp, Facebook, Instagram, Twitter,



Line, FB Messenger According Cooper et al. (2020) students as agents of change are the group that has the most dependence on the internet compared to other segments of society.

According to Cooper et al. (2020), Dunaway et al. (2020). Social media also allows the formation of online friendships. The use of social media is also inseparable from the family environment. The family environment is the first and dominant education for a child. According to Alshuaibi et al. (2018), Berdanier et al. (2020), Cooper et al. (2020) Family environment indicators include relationships between family members, family background, family concerns, family economic conditions, parental upbringing, and home atmosphere . The family environment influences the mindset and decision making, especially for students who are ready enter the world of work. This is in line with the research conducted by Berdanier et al. (2020), Cooper et al. (2020) that there are differences in readiness careers of students who have a supportive family environment with a less supportive family environment. Where children are better prepared for enter the business world when the family is supportive. According to Farinloye et al. (2020) Interest in entrepreneurship is the desire to create business with the ability and dare to take risks. Students who use social media are often targeted for market share of local brands, or selling online friends, for those who realize this can certainly provide motivation and interest to get entrepreneurship benefits through Social media is not just a consumer. A democratic family environment, especially those in the business world will provide encouragement for their children to develop creativity and interest in entrepreneurship. Use of social media and the environment A well-established family can foster interest and creativity in entrepreneurship. The purpose of this research is to find out the influence of social media on student entrepreneurship interest ,the influence of the family environment on student entrepreneurship interest. The urgency of this research is to link various kinds of real conditions in society, namely the employment field is getting narrower but the opportunities for social media have touched almost all levels of society as well as parental support for their interests.

Method

This type of research is research. Data collection is done by using a questionnaire (skalalikert) which is packaged in a google form and disseminated through WhatsApp Group. The questionnaire was adapted from research that has tested its validity and reliability and several items were developed by researcher. The sampling technique used is simple random sampling, namely taking samples from members of the population that is carried out randomly because all members are considered homogeneous. Determination of the number of samples was carried out using the Slovin formula. Obtained 180 private university students who is taking a thesis as a respondent. Data analysis using Structural Equation Modeling (SEM) analysis with SMARTPLS software tools After that, the researcher tested the hypothesis. The research framework is described in the research scheme as follows:

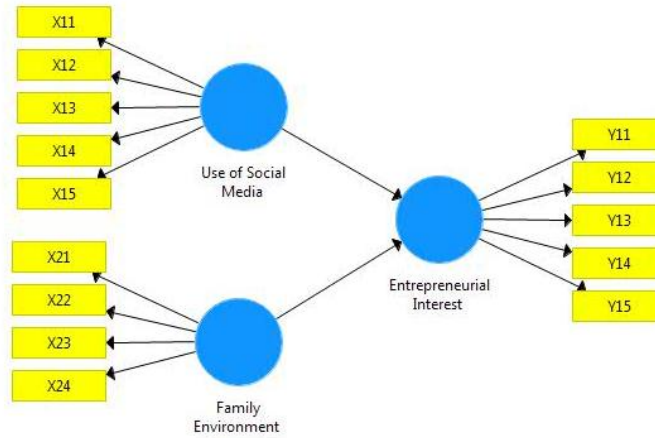


Fig 1. Research Framework

The hypotheses are formulated based on the framework of thinking, among others:

1. There is a positive and significant influence on the use of social media on student entrepreneurship interest.
2. There is a positive and significant influence of the family environment on student entrepreneurship interest

Result and Discussion

Reliability Test

According to Purwanto et al (2021) reliability is a measure of the internal consistency of indicators of a construct that shows the degree to which each indicator shows a general latent construct. According to Purwanto et al (2020) the reliability requirement is a measure of the stability and consistency of the results (data) at different times. To test the reliability of the construct in this study used the value of composite reliability. A variable is said to meet construct reliability if it has a composite reliability value > 0.7 and Cronbach's Alpha value > 0.6 has a good level of reliability for a variable (Purwanto et al, 2019). The composite reliability value of each indicator can be seen in table 1 below

Table 1. Reliability Testing

Variables	Cronbach's Alpha	Composite Reliability
the use of social media	0.779	0.824
family environment	0.995	0.996
student entrepreneurship interest	0.926	0.927

In table 1, it can be seen the results of the reliability test analysis using the SmartPLS tool which states that all composite reliability values are greater than 0.7, which means that all variables are reliable and have met the test criteria. Furthermore, the value of cronbach's omission also shows that all cronbach's 'alpha' values are more than 0.6 and this indicates the level of reliability of the variable has also met the criteria.

Validity test

According to Purwanto et al. (2020) The validity test is intended to measure the extent to which the accuracy and accuracy of a measuring instrument performs the function of its measuring instrument or provides appropriate measurement results by calculating the correlation between each statement with a total score. In this study, the measurement validity test consisted of convergent validity and discriminant validity. Convergent validity is used to measure the correlation between item scores and construct scores, the higher the correlation the better the validity of the data (Purwanto, 2019). Measurement Measurement can be categorized as having convergent validity if the loading factor value is > 0.7 (Purwanto et al, 2021). Figure 2 shows that all loading factors have a value of > 0.7 , so it can be concluded that all indicators have met the criteria for convergent validity, because indicators for all variables have not been eliminated from the model.

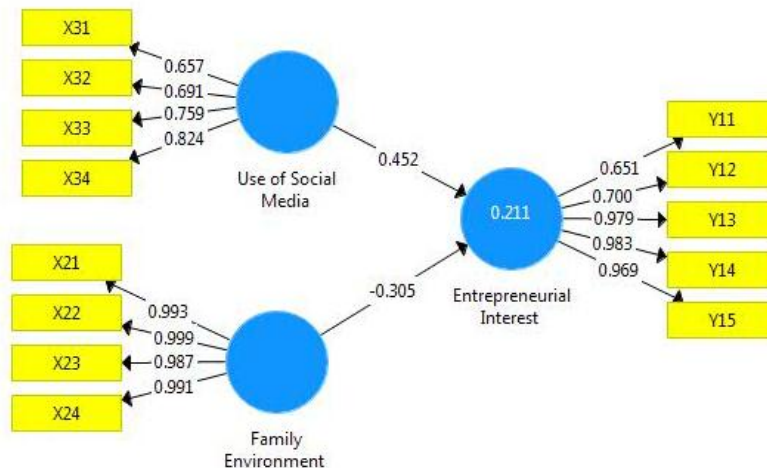


Fig 2. Convergen Validity

2. Discriminant validity

Discriminant validity is a test of construct validity by predicting the size of the indicator from each block (Purwanto et al, 2019). One of the discriminant validity can be seen by comparing the AVE value with the correlation between other constructs in the model. If the AVE root value is > 0.50 , it means that discriminant validity is reached (Purwanto et al, 2020).



Based on table 2, the AVE value for all variables is > 0.50 . So it can be said that the measurement model has been valid with discriminant validity. In addition, discriminant validity was also carried out based on the Fornell Larcker criteria measurement with the construct. If the construct correlation in each indicator is greater than the other constructs, it means that latent constructs can predict indicators better than other constructs (Purwanto et al, 2019).

Table 2 . AVE

Variables	AVE
the use of social media	0.541
family environment	0.785
student entrepreneurship interest	0.755

Structural model (inner model)

This test aims to determine how much the independent variable model is able to explain the dependent variable. The value of R square (R^2) is a measure of the proportion of the variation in the value of the affected variable which can be explained by the variable that influences it. According to Purwanto et al (2020) if in a study using more than two independent variables, then the adjusted r-square (adjusted R^2) is used. The value of r square adjusted is a value that is always smaller than r square.

Table 3 . R-square adjusted

Variables	r-square adjusted
student entrepreneurship interest	0.211

In table 3, it can be explained that the adjusted R^2 value of the independent variable use of social media, work environment on the dependent variable of entrepreneurial interest is 0.569. This value is categorized as moderate, so it can be concluded that the two independent variables have a moderate influence and level on the dependent variable. The independent variable is the use of social media, the work environment, which contributes to the dependent variable of Interest in Entrepreneurship by 56.9% while the remaining 43.1% is influenced by other variables not discussed in this study.

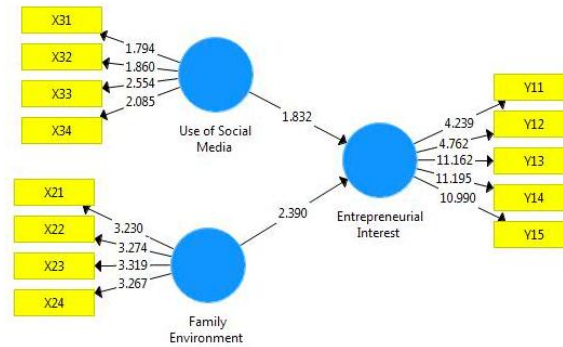


Fig 3. Hypothesis Testing

Hypothesis test

According to Purwanto et al (2021) After a research model is believed to be fit, a hypothesis test can be performed. The next step is to test the hypothesis that has been built in this study. The following are the results of the data test using bootstrapping. Hypothesis testing in this study can be known through regression weight by comparing the p-value with a significance level of 5% ($\alpha=5\%$). The hypothesis is said to be significant if it has a probability value (p-value) < 5%.

Table 4. Hypothesis Testing

Hypotheses	P - Value	Result
the use of social media -> student entrepreneurship interest	0.000	Significant
family environment -> student entrepreneurship interest	0.000	Significant

The Relationship between Social Media Use and Student Entrepreneurial Interest

Based on the results of data analysis using SmartPLS obtained p value $0.000 < 0.050$ so it can be concluded that the use of social media has a significant effect on Student Entrepreneurial Interest, an increase in the variable Use of social media will have a significant effect on increasing the variable of Student Entrepreneurial Interest and a decrease in the variable Use of social media will have an effect significant to the decrease in the variable of Student Entrepreneurial Interest. These results are in line with research conducted by According Nurdin, A. (2020), Rasheed et al. (2020), Tarantino et al. (2013), Thomas et al. (2020), Wang et al. (2011) that the use of social media has a positive and significant effect on Student Entrepreneurial Interest. The use of social media is said to be good if students use it for useful things such as getting entrepreneurial inspiration, looking for products to resell, looking for online businesses, looking for business connections, promoting businesses. Use of social media



it is said that it is not good if respondents use social media more to comment on other people's posts, play games, chat for hours for less useful talks, increase followers for prestige, and so on. Indicators to determine the level of interest in entrepreneurship can be seen from being more interested in having their own business, not depending on others, business inspiration, managing finances, skills possessed, aspirations after graduation, and so on.

The Relationship between the Work Environment and Student Entrepreneurial Interests

Based on the results of data analysis using SmartPLS obtained p value $0.000 < 0.050$ so it is concluded that the work environment has a significant effect on Student Entrepreneurial Interest, an increase in the work environment variable will have a significant effect on increasing the Student Entrepreneurial Interest variable and a decrease in the work environment variable will have a significant influence on the decrease Student Entrepreneurial Interest variable. These results are in line with research conducted by According Kaufmann et al. (2020), Mughairi, et al. (2020) that the work environment has a positive and significant effect on Student Entrepreneurial Interest. According to Wang et al. (2011) Students who use social media to get entrepreneurial inspiration, look for products to resell, looking for connections for online business, promoting business turns out to be too have an interest in owning their own business, have a business idea, can manage finances, and have aspirations to become entrepreneurs. According to Dzogbenuku et al. (2021), Farinloye et al. (2020), Greenhow et al. (2020) Students who have a tendency to use social media for games, commenting on other people's posts, uploading photos of yourself, friendship isn't it for business priorities, it turns out that they have no interest in entrepreneurship. They prefer to be government employees or get a salary from other people. According to Thomas et al. (2020) An increase in the level of social media use will lead to increase in student interest in entrepreneurship. The role of social media can boost the online business world. The more Intense use of social media makes students not only think as consumers but also foster interest in starting a business and marketing products and services. Social media also makes it easier for everyone to connect with each other, promote goods at affordable costs so there is no need for banners, even with minimal capital and without the need to pay employees and rent a shop. According to Kaufmann et al. (2020) Social media has important indicators that include means of communication, access, and utilization. Easy communication, effectiveness and The efficiency of social media that can be accessed anywhere and anytime is an alternative for students who in fact do not have large capital to try entrepreneurship.

Conclusion

Based on the results of data analysis, it is concluded that the use of social media has a significant effect on Student Entrepreneurial Interest, an increase in the variable Use of social media will have a significant effect on increasing the Student Entrepreneurial Interest variable and a decrease in the variable Use of social media will have a significant influence on the decrease in the Student Entrepreneurial Interest variable. The work environment has a significant effect on



Student Entrepreneurial Interest, an increase in the work environment variable will have a significant effect on increasing the Student Entrepreneurial Interest variable. The results of the study indicate that there is a positive and significant effect of family environment variables on student entrepreneurship interest. That is, the better the support from the family environment, the higher the interest in entrepreneurship. Parents who are entrepreneurs in certain fields, educate their children and motivate them to work hard and be responsible will generate interest in their children to become entrepreneurs.

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