

Social media use and self-efficacy effects on entrepreneurial interests of vocational high school students

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media sosial dan efikasi diri terhadap minat berwirausaha siswa kelas XI MPLB SMKN 1 Banyudono tahun ajaran 2024/2025, baik secara parsial maupun simultan. Penelitian ini menggunakan pendekatan kuantitatif dengan melibatkan 72 siswa melalui teknik sampling jenuh. Data dikumpulkan dengan menggunakan angket dan dianalisis dengan regresi linier berganda menggunakan IBM SPSS Statistics 22. Hasil penelitian menunjukkan: (1) terdapat pengaruh positif dan signifikan penggunaan media sosial terhadap minat berwirausaha dengan nilai $t_{hitung} > t_{tabel}$ ($4,145 > 1,995$) dan nilai signifikansi $0,00 < 0,05$; (2) terdapat pengaruh positif dan signifikan efikasi diri terhadap minat berwirausaha dengan nilai $t_{hitung} > t_{tabel}$ ($3,778 > 1,995$) dan nilai signifikansi $0,00 < 0,05$; (3) terdapat pengaruh positif dan signifikan penggunaan media sosial dan efikasi diri secara bersama-sama terhadap minat berwirausaha dengan $F_{hitung} > F_{tabel}$ ($49,274 > 3,13$) dan nilai signifikansi $0,00 < 0,05$. Persamaan regresi yang diperoleh adalah $\hat{Y} = 1,615 + 0,712X_1 + 0,557X_2 + e$ dengan nilai R^2 sebesar 0,588 yang berarti bahwa 58,8% minat berwirausaha dipengaruhi oleh kedua faktor tersebut. Sisanya dipengaruhi oleh faktor lain.

Kata kunci: komunikasi digital; kuantitatif; pola pikir bisnis; wirausahawan muda

Abstract

This research aimed to determine the influence of social media use and self-efficacy on entrepreneurial interest of Class XI MPLB students at SMKN 1 Banyudono in the 2024/2025 academic year, both partially and simultaneously. We employed a quantitative approach involving 72 students through saturated sampling technique. Data were collected using questionnaires and analyzed with multiple linear regression using IBM SPSS Statistics 22. Results showed: (1) social media use had a positive and significant influence on entrepreneurial interest ($t = 4.145$, $p < .001$); (2) self-efficacy had a positive and significant influence on entrepreneurial interest ($t = 3.778$,

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$p < .001$); (3) social media use and self-efficacy together had a significant influence on entrepreneurial interest ($F = 49.274$, $p < .001$). The regression equation obtained was $\hat{Y} = 1.615 + 0.712X_1 + 0.557X_2 + e$ with an R^2 value of 0.588, meaning that 58.8% of entrepreneurial interest was influenced by these two factors. The remainder was influenced by other factors.

Keywords: business mindset; digital communication; quantitative; youth entrepreneurship

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Introduction

Based on data from worldometers.info, a website presenting real-time world population statistics accessed in January 2025, Indonesia is recorded as the fourth most populous country in the world. Rapid population growth has triggered various problems, including high unemployment rates. This occurs because the number of available job opportunities is not proportional to the number of job seekers (Marlina et al., 2024). According to the Central Statistics Agency (BPS), the open unemployment rate in February 2024 reached 4.82%, or approximately 7.2 million people out of a total national workforce of 149.38 million. Furthermore, based on an International Monetary Fund (IMF) report, Indonesia ranks highest in unemployment rates in the Southeast Asia region. This condition indicates that unemployment remains a major challenge that must be addressed immediately.

One strategic effort to overcome unemployment is by fostering entrepreneurial spirit among younger generations. Entrepreneurship is a complex cognitive process that utilizes various resources in innovative and creative manners while facing risks to identify business opportunities (Chang et al., 2020). Sampene et al. (2024) state that entrepreneurship plays important roles in addressing unemployment by creating new jobs. Hartini et al. (2017) also emphasize that developing entrepreneurship can reduce the number of educated unemployed. Through entrepreneurship, individuals not only improve their personal welfare but also contribute to society and the nation. In line with this, educated youth should be aware of entrepreneurship importance for national progress. Taufik et al. (2018) state that the more advanced a country is, the more educated individuals realize business world importance and dare to enter it.

However, data from the 2023 national labor force survey by BPS show that Indonesia's highest unemployment rate is found among youth aged 15-19 years, and the majority of unemployed are Vocational High School (SMK) graduates. In fact, SMKs are designed to produce graduates who are ready to work (Prasetyani et al., 2024). In the 2018 regulation by the Ministry of Education and Culture, it is stated that one of nine competency areas for SMK graduates is entrepreneurship competency. Unfortunately, various studies such as those conducted by Fitri et al. (2024), Isma et al. (2021), and Wanto (2014) show that vocational students' interest in entrepreneurship is relatively low. This condition is also found among Grade XI students of the Office Management and Business Services (MPLB) program at SMK Negeri 1 Banyudono. Based on preliminary study conducted by researchers, out of a total of 72 Grade XI students, 10 were randomly selected to participate in an initial survey. Findings revealed that 80% of respondents had no interest in entrepreneurship and 90% preferred to become employees in formal sectors rather than starting their own businesses. Additionally, 70% of students did not feel motivated to become entrepreneurs even after seeing successful entrepreneurs on social media or in real life. In fact, all respondents (100%) stated that entrepreneurship carries many challenges and risks. These findings indicate that entrepreneurial interest among Grade XI MPLB students remains low. We selected Grade XI students as research focus because students at this level have undertaken Creative Products and Entrepreneurship (PKK)

subjects and have engaged in practical entrepreneurial activities, ranging from production to marketing. Consequently, these students are considered to have acquired fundamental knowledge and experience related to entrepreneurship.

Entrepreneurial interest should be nurtured and cultivated through various internal and external factors (Nagel & Suhartatik, 2018). Kelley's Attribution Theory (1972) states that individuals tend to explain behavior based on internal and external factors (Romadhon & Diamastuti, 2020). Internal factors such as motivation, self-efficacy, risk-taking courage, and desire to learn new things greatly influence entrepreneurial interest. On the other hand, external factors such as family support, social environment, social media, and access to entrepreneurial information also play roles. Among these various factors, social media use and self-efficacy have been proven to significantly influence increases in entrepreneurial interest, both partially and simultaneously (Wardana et al., 2020). Many novice entrepreneurs started their businesses thanks to their self-confidence and risk-taking courage, as well as their ability to utilize social media as promotional tools (Donoriyanto et al., 2023; Hastuti et al., 2020). Therefore, in this study, we focused on two independent variables: social media use and self-efficacy.

Social media is an internet-based platform that allows users to interact, share information, and build social networks without being limited by space and time (Chaniago & Sayuti, 2019). According to the APJII (2024) survey, internet users in Indonesia reached 221,563,479 people (79.5% of the population), with the teenage age group 15-19 years being the largest user group. Most of them use the internet to access social media, such as Instagram, Facebook, TikTok, and YouTube. Social media is no longer just a communication tool, but also serves as a medium for disseminating information, education, promotion, and inspiration, including in entrepreneurship fields (Amsal & Sahban, 2024). This platform has been used as an informal learning medium rich in information (Ansari & Khan, 2020). Teenagers can access educational content such as articles, videos, webinars, and other digital materials relevant to business worlds (Saptono et al., 2020).

Through observations and interactions with Grade XI MPLB students at SMK Negeri 1 Banyudono, we found that students are active social media users. Based on APJII data, the teenage age group is the largest social media user. Exposure to entrepreneurial content on social media should provide insight, inspiration, and motivation to foster entrepreneurial interest from early ages. However, social media use alone is not sufficient. Self-efficacy, or belief in one's own abilities, is another important factor. Individuals with high self-efficacy tend to take more initiative, persevere in facing challenges, and are capable of achieving goals. In entrepreneurship contexts, self-efficacy is an internal drive that influences individuals to start and run businesses (Chang et al., 2020; Lubem & Sarah, 2018; Oyugi, 2015; Shahab et al., 2019).

Thus, although social media can broaden perspectives and stimulate interest, decisions to start businesses are largely determined by students' self-efficacy levels. The combination of social media use and high self-confidence is the key to increasing entrepreneurial interest. Several previous studies such as those by Afyati and Santoso (2022), Badawi et al. (2022), and Syifana and Rochmatullah (2024) have examined similar topics. However, we found differing results regarding social media influence on entrepreneurial interest. Studies by Afyati and Santoso (2022) and Badawi et al. (2022) showed that social media use has influence on entrepreneurial interest both partially and simultaneously, while the study by Syifana and Rochmatullah (2024) concluded that social media use partially has no influence on entrepreneurial interest. This condition led us to further investigate students of Vocational High Schools, specifically Grade XI students majoring in MPLB at SMK Negeri 1 Banyudono in the 2024/2025 Academic Year.

The research questions in this study were: (1) How does social media use influence students' entrepreneurial interest? (2) How does self-efficacy influence students' entrepreneurial interest? and (3) How do social media use and self-efficacy simultaneously influence students' entrepreneurial interest? Based on these research questions, we formulated the following hypotheses: (1) Social media use influences students' entrepreneurial interest; (2) Self-efficacy influences students' entrepreneurial interest; and (3) Social media use and self-efficacy simultaneously influence students' entrepreneurial interest.

Research Methods

This research was conducted at SMKN 1 Banyudono, involving eleventh-grade students of the MPLB vocational program. The research lasted for eight months, from September 2024 to April 2025. We used a quantitative approach with descriptive correlational method, as it allows for analysis of relationships between social media usage and self-efficacy on students' entrepreneurial interest, while also providing comprehensive overviews of studied population characteristics. The population consisted of eleventh-grade students of the MPLB vocational program in the 2024/2025 academic year, totaling 72 students. The sampling technique used was saturated sampling, in which the entire population was taken as the sample. The data collection instrument used was a closed questionnaire employing a Likert scale with four response alternatives: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." This design was intended to encourage respondents to take definitive stances on provided statements.

Data analysis used SPSS Statistics 22. The process began with data tabulation, entering obtained data into tables to facilitate calculation. Subsequently, prerequisite tests for analysis were conducted, including normality tests, linearity tests, and multicollinearity tests to verify and ensure that data met necessary assumptions for multiple linear regression analysis. The normality test used was the Kolmogorov-Smirnov test, with the criterion that if significance values are greater than 0.05, data are normally distributed. Linearity tests were conducted through Test of Linearity, with the criterion that if Deviation from Linearity has significance values greater than 0.05, there are linear relationships between variables. Multicollinearity tests were assessed based on Variance Inflation Factor (VIF) and Tolerance values; if VIF values are less than 10 and Tolerance values are greater than 0.1, then multicollinearity is not present. Next, hypothesis testing was carried out, including multiple linear regression analysis, t-tests, F-tests, coefficient of determination (R^2), and calculations of effective and relative contributions.

In conducting research, data play important roles in determining results or validating research hypotheses. Therefore, research instruments used must meet eligibility criteria, namely validity and reliability tests. Instruments are considered valid if significance values are less than 0.05 and $r_{calculated} > r_{table}$. They are deemed reliable if Cronbach's Alpha coefficients are greater than 0.6. In this research, validity and reliability tests of instruments were conducted through trials on 28 eleventh-grade students of the LK vocational program at SMKN 1 Banyudono. From validity tests of the three variables using SPSS, we obtained the following results: for entrepreneurial interest variable (Y), 12 statements were valid and 1 was invalid; for social media usage variable (X_1), 9 statements were valid and 4 were invalid; and for self-efficacy variable (X_2), all 9 statements were valid. Then, reliability tests were conducted on all valid statements. For each variable, we obtained the following reliability values: entrepreneurial interest variable was 0.843 (> 0.6), social media usage was 0.772 (> 0.6), and self-efficacy was 0.827 (> 0.6). Based on these results, we concluded that all statement items are valid and reliable so that they can be used as research instruments.

Results and Discussion

Research Results

Based on descriptive data analysis, the entrepreneurial interest variable had a median value of 37, a mean of 37.53, and a standard deviation of 4.690. The data had a range between maximum and minimum values of 26, with a minimum value of 22 and a maximum value of 48. The total score of entrepreneurial interest variable based on collected data was 2,702. This variable consisted of 12 statement items, measured using a modified Likert scale ranging from 1 to 4. Meanwhile, the social media usage variable had a median value of 29, a mean of 28.87, and a standard deviation of 2.882. The data had a range between maximum and minimum values of 18, with a minimum value of 18 and a maximum value of 36. The total score of social media usage variable based on collected data was 2,079, consisting of 9 statement items. Furthermore, the self-efficacy variable had a median value of 27, a mean of 27.56, and a standard deviation of 3.356. The data had a range between

maximum and minimum values of 17, with a minimum value of 19 and a maximum value of 36. The total value of self-efficacy variable based on collected data was 1,984, consisting of 9 statement items.

Prerequisite tests used in this study included normality, linearity, and multicollinearity tests. Normality test results showed an Asymp. Sig. (2-tailed) value of $0.200 > 0.05$, indicating that data in this study were normally distributed. Linearity test between social media usage (X_1) and entrepreneurial interest (Y) showed a Deviation from Linearity value of $0.112 > 0.05$, indicating that social media usage and entrepreneurial interest had a linear relationship. Likewise, linearity test between self-efficacy (X_2) and entrepreneurial interest (Y) showed a Deviation from Linearity value of $0.134 > 0.05$, indicating that self-efficacy and entrepreneurial interest also had a linear relationship. Furthermore, multicollinearity test results showed a Tolerance value for social media usage and self-efficacy variables of $0.536 > 0.10$ and a VIF value of $1.867 < 10$. Based on these results, we concluded that there was no multicollinearity between independent variables in this study's regression model.

Table 1

Multiple Linear Regression Test Results

Model	B	Std. Error	Beta
(Constant)	1,615	3,712	
Penggunaan Medsos	0,712	0,172	0,437
<i>Self Efficacy</i>	0,557	0,148	0,399

Source: Data processed by researchers (2025)

Based on Table 1, the regression equation obtained in this study was: $\hat{Y} = 1.615 + 0.712X_1 + 0.557X_2 + e$. This equation can be interpreted as follows: (1) The constant value of entrepreneurial interest (Y) of 1.615 indicates that if social media usage (X_1) and self-efficacy (X_2) variables are zero, then the value of \hat{Y} is 1.615; (2) The regression coefficient of social media usage variable (X_1) of 0.712 means that every increase of one unit in X_1 variable will increase entrepreneurial interest (Y) by 0.712 and conversely, every decrease of one unit in X_1 variable will decrease entrepreneurial interest by 0.712, assuming self-efficacy variable (X_2) remains constant; (3) The regression coefficient of self-efficacy variable (X_2) of 0.557 means that every increase of one unit in X_2 variable will increase entrepreneurial interest (Y) by 0.557 and conversely, every decrease of one unit in X_2 variable will decrease entrepreneurial interest by 0.557, assuming social media usage variable (X_1) remains constant.

Table 2

t-test Result

Model	t	Sig.
(Constant)	0,435	0,665
Penggunaan Media Sosial	4,145	0,000
<i>Self Efficacy</i>	3,778	0,000

Source: Data processed by researchers (2025)

Based on Table 2, t-tests were conducted to determine individual or partial influence of independent variables on dependent variables. Based on t-test results between social media usage (X_1) and entrepreneurial interest (Y) in the table above, social media usage variable had a t-value of $4.145 > \text{table } 1.995$ and a significance value of $0.00 < 0.05$. From the result of t-value and significance, H_0 was rejected and H_1 was accepted, meaning there was significant influence of social media usage variable (X_1) on entrepreneurial interest (Y). Furthermore, t-test results between self-efficacy variable (X_2) and entrepreneurial interest (Y) showed that self-efficacy variable had a t-value of 3.778 , a ttable value of 1.995 , and a significance value of 0.00 . From the result that t-value $> \text{table}$ and significance value < 0.05 , H_0 was rejected and H_2 was accepted, which means there was significant influence of self-efficacy variable (X_2) on entrepreneurial interest (Y).

Table 3*F-test Result*

Model	F _{hitung}	Sig.
Regression	49,274	0,000 ^b

Source: Data processed by researchers (2025)

Based on Table 3, F-tests in this study were conducted to determine simultaneous or combined influence of independent variables on dependent variables. F-test results in the table above showed a significance value of $0.00 < 0.05$ and an F-value of $49.274 > F_{table} 3.13$. Based on these results, we concluded that H_0 was rejected and H_3 was accepted, meaning there was significant simultaneous or combined influence of social media usage variable (X_1) and self-efficacy (X_2) on entrepreneurial interest (Y).

Table 4*Results of the Determination Coefficient Analysis*

R	R Square	Adjusted R Square
0,767 ^a	0,588	0,576

Source: Data processed by researchers (2025)

Table 5*Results of Calculation of Effective Contribution and Relative Contribution*

Variabel	Effective Contribution	Relative Contribution
X_1	31%	52,7%
X_2	27,8%	47,3%
Total	58,8%	100%

Source: Data processed by researchers (2025)

The analysis of determination coefficient in Table 4 aimed to determine the extent of influence between social media use and self-efficacy variables on entrepreneurial interest variable. Based on results presented in the table above, the coefficient of determination (R^2) was 0.588. This indicated that social media use and self-efficacy variables had influence on entrepreneurial interest variable of 58.8%. Furthermore, based on effective contribution calculation in Table 5, we found that social media use variable contributed effectively by 31% and self-efficacy variable by 27.8% to entrepreneurial interest variable. The remaining 41.2% ($100\% - 58.8\%$) was influenced by other factors or variables not examined in this study.

Discussion

The Influence of Social Media Use on Entrepreneurial Interest of Students in Class XI MPLB SMKN 1 Banyudono 2024/2025 Academic Year

Based on partial significance test (t-test) results regarding social media use influence on entrepreneurial interest, the value of $t_{count} > t_{table}$ ($4.145 > 1.995$) and a significance value of $0.000 < 0.05$. These results indicated that social media use had positive and significant influence on entrepreneurial interest of students in Class XI MPLB SMK 1 Banyudono, so that H_0 was rejected and H_1 was accepted. Based on these results, we concluded that the higher the level of student social media usage, the higher the student entrepreneurial interest, and conversely, the lower the level of student social media usage, the lower the entrepreneurial interest in students.

These research findings can be attributed to social cognitive theory by Bandura (1986) which explains individual behavior is formed by interaction between environment and individual cognition through processes of observation, thinking, motivation, and self-action (Abdullah, 2019). Social cognitive theory also emphasizes that some knowledge a person has can be obtained by observing others through social interaction, experience, and media influence (Firmansyah & Saepuloh, 2022). In this case, social media acts as a learning environment that allows students to gain entrepreneurial

insights and learn from others' experiences through various existing platforms. The process becomes a form of learning through indirect modeling, which is when individuals learn by observing and imitating others' behavior through media (Firmansyah & Saepuloh, 2022). This modeling is a form of social cueing in Bandura's social cognitive theory that can shape ideas about how behavior is performed (Sun et al., 2024).

Social media is currently a widely used platform for obtaining information, including information about entrepreneurship worlds. There are many types of social media that have wide reach and are often utilized in entrepreneurship, including Facebook, Twitter, and Instagram. As a result, social media users tend to be more easily exposed to entrepreneurial content such as marketing strategies, entrepreneur success stories, and business ideas. These entrepreneurial contents make it easier for younger generations, especially students, to gain various insights and inspiration to develop entrepreneurial creativity and innovation. Through observation and modeling processes, students can understand steps and challenges of entrepreneurship, which in turn affects their mindset and belief in business worlds. This understanding then forms motivation that is in line with cognitive aspects of the self and encourages students to dare to start businesses. Findings in this study support research by Afiyati and Santoso (2022), Badawi et al. (2022), Kumara (2020), Sahroh (2018), and Wibowo et al. (2023) which state that social media use has positive and significant influence on entrepreneurial interest.

The Influence of Self-Efficacy on Entrepreneurial Interest of Students in Class XI MPLB SMKN 1 Banyudono 2024/2025 Academic Year

Based on partial significance test (t-test) results on self-efficacy effects on entrepreneurial interest, the tcount value was $3.778 > t_{table} 1.995$ and a significance value of $0.000 < 0.05$. These results indicated that self-efficacy had positive and significant influence on entrepreneurial interest of students in Class XI MPLB SMKN 1 Banyudono so that H_0 was rejected and H_2 was accepted. Based on obtained results, we found that the higher the level of student self-efficacy, the higher the interest in student entrepreneurship, and conversely, the lower the level of student self-efficacy, the lower the interest in entrepreneurship in students. This finding can be attributed to Bandura's (1986) social cognitive theory which explains that interaction between cognitive self and environment affects individual behavior (Sun et al., 2024). In this theory, Bandura states that self-efficacy plays important roles in cognitive aspects because self-belief directly influences individual motivation, feelings, thoughts, and behavior to dare to achieve desired goals (Abdullah, 2019; Indriyani & Subowo, 2019).

Students with high levels of self-efficacy tend to have confidence to take real steps, face challenges, and take risks when starting and managing businesses. This belief allows students to set clear business goals, design strategies, and survive in various situations. Motivation arising from self-belief will encourage students to continue learning, looking for opportunities, and developing creative ideas in entrepreneurship. These research results support research by Heriyanto (2020) which concluded that self-efficacy influence is very dominant in increasing interest in entrepreneurship. Furthermore, it also supports several previous studies conducted by Afiyati and Santoso (2022), Badawi et al. (2022), Hartini et al. (2022), Mustofa (2014), Syifana and Rochmatullah (2024), and Yanti (2019) who concluded that self-efficacy has positive and significant influence on entrepreneurial interest.

The Influence of Social Media Use and Self-Efficacy on Entrepreneurial Interest of Students in Class XI MPLB SMKN 1 Banyudono 2024/2025 Academic Year

Simultaneous significance test (F-test) results showed that there was significant influence together between social media use and self-efficacy variables on entrepreneurial interest of Class XI MPLB students of SMKN 1 Banyudono. This conclusion was evidenced by the value of Fcount $49.274 > F_{table} 3.13$ and a significance value of $0.000 < 0.05$. These results indicated that social media use and self-efficacy together had significant influence on entrepreneurial interest of students in Class XI MPLB SMKN 1 Banyudono so that H_0 was rejected and H_3 was accepted. Furthermore, determination coefficient analysis results with an R^2 value of 0.588 meant that 58.8% of student entrepreneurial interest was influenced by social media use and self-efficacy, with each effective

contribution from social media usage variable of 31% and self-efficacy variable of 27.8%. The remaining 41.2% (100% - 58.8%) was influenced by other factors not examined in this study.

Optimal social media use and high self-efficacy can support each other in increasing students' interest in entrepreneurship. Social media provides access to information, inspiration, and business opportunities, while self-efficacy determines the extent to which students are confident to take advantage of these opportunities. Easy access to information and many business platforms on social media and with high self-efficacy, make students more motivated to take real steps in entrepreneurship. The combination of the two can form creative and innovative mindsets, increase students' courage to try new things in entrepreneurship worlds, and provide strong impetus to start utilizing social media by realizing their business ideas.

This finding is in line with Bandura's (1986) social cognitive theory which explains that individual behavior is the result of interaction between environment and individual cognition (Abdullah, 2019). In this case, social media use acts as a learning environment that can be utilized in modeling processes and self-efficacy plays important roles as individuals' cognitive aspects (Abdullah, 2019; Firmansyah & Saepuloh, 2022; Indriyani & Subowo, 2019). Furthermore, these research results can also be attributed to Kelley's attribution theory (1972) which understands how individuals explain causes of behavior by connecting to internal and external factors (Romadhon & Diamastuti, 2020). In this case, social media use as an external factor that exerts influence from outside individuals while self-efficacy as an internal factor because it comes from within individuals. Results obtained in this research are in line with research by Sari (2024) which shows that social media use and self-efficacy together affect entrepreneurial interest. This study also supports several previous studies conducted by Afiyati and Santoso (2022), Badawi et al. (2022), Bariyah (2024) which concluded that social media and self-efficacy together have significant influence on entrepreneurial interest.

Conclusion

Based on collected data and analysis results, we concluded: (1) There was positive and significant influence of social media use on entrepreneurial interest of students in Class XI MPLB SMKN 1 Banyudono. This was evidenced by t-test results which showed the value of $t_{count} > t_{table}$ ($4.145 > 1.995$) and a significance value of $0.00 < 0.05$. Thus, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted; (2) There was positive and significant influence between self-efficacy on entrepreneurial interest of students of Class XI MPLB SMKN 1 Banyudono. The t-test results showed a significance value of $0.00 < 0.05$ and a t_{count} value of $3.778 > t_{table} 1.995$. Based on these results, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_2) was accepted; (3) There was simultaneous significant influence between social media use and self-efficacy on entrepreneurial interest of students in Class XI MPLB SMKN 1 Banyudono. This was evidenced by F-test results, where the F_{count} value was $49.274 > F_{table} 3.13$, with a significance level of $0.00 < 0.05$. Thus, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_3) was accepted. The regression equation model in this study was: $\hat{Y} = 1.615 + 0.712X_1 + 0.557X_2 + e$. The coefficient of determination (R^2) was 0.588, which means that social media use (X_1) and self-efficacy (X_2) together contributed to entrepreneurial interest (Y) by 58.8%, with an effective contribution of 31% from social media usage variable and 27.8% from self-efficacy variable. While the remaining 41.2% was influenced by other factors not examined in this research.

Study limitations included narrow scope of population, as it only involved students of Class XI MPLB at SMKN 1 Banyudono, thereby restricting findings generalizability. Furthermore, this study examined only two independent variables, social media use and self-efficacy, while other potentially influential factors were not explored. Therefore, future researchers are encouraged to include broader populations and samples from various schools or vocational programs and to incorporate additional variables that may affect entrepreneurial interest, such as parental support or entrepreneurship education. Moreover, it is recommended that future researchers employ mixed method approaches to obtain more in-depth analysis.

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