

## **Social media use and adversity quotient: predictors of entrepreneurial intention among university students**

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### **Abstrak**

*Penelitian ini bertujuan untuk mengetahui (1) pengaruh penggunaan media sosial terhadap minat berwirausaha mahasiswa Pendidikan Administrasi Perkantoran UNS, (2) pengaruh adversity quotient terhadap minat berwirausaha mahasiswa Pendidikan Administrasi Perkantoran UNS, (3) pengaruh penggunaan media sosial dan adversity quotient secara bersama-sama terhadap minat berwirausaha mahasiswa Pendidikan Administrasi Perkantoran UNS. Penelitian ini merupakan penelitian kuantitatif korelasional dengan teknik pengumpulan data menggunakan kuesioner. Populasi dalam penelitian ini yaitu mahasiswa Pendidikan Administrasi Perkantoran UNS angkatan 2021 dan 2022 yaitu sebanyak 180 mahasiswa. Teknik pengambilan sampel yaitu menggunakan Purposive Sampling dan memperoleh 110 responden yang memenuhi kriteria. Teknik analisis data dalam penelitian ini yaitu analisis regresi linear berganda. Hasil penelitian menunjukkan bahwa (1) terdapat pengaruh positif dan signifikan penggunaan media sosial terhadap minat berwirausaha mahasiswa ( $t_{hitung} 5,361 > t_{tabel} 1,984$ ), (2) terdapat pengaruh positif dan signifikan adversity quotient terhadap minat berwirausaha mahasiswa ( $t_{hitung} 4,197 > t_{tabel} 1,984$ ), (3) terdapat pengaruh positif dan signifikan penggunaan media sosial dan adversity quotient secara bersama-sama terhadap minat berwirausaha mahasiswa ( $F_{hitung} 38,693 > F_{tabel} 3,087$ ). Hasil uji koefisien determinasi diperoleh nilai R square sebesar 42% yang artinya  $X_1$  dan  $X_2$  dapat memengaruhi  $Y$  sebesar 42% dan sisanya 58% (100% - 42%) dipengaruhi oleh faktor lain yang tidak diteliti.*

*Kata kunci: kecerdasan adversitas; kewirausahaan; media digital; purposive sampling*

### **Abstract**

This study aimed to examine (1) the influence of social media use on entrepreneurial intention among Office Administration Education students at Sebelas Maret University (UNS), (2) the influence of adversity quotient on entrepreneurial intention among Office Administration Education students at UNS, and (3) the combined influence of social media use and adversity quotient on entrepreneurial intention among Office Administration Education students at UNS. This correlational

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quantitative study employed a questionnaire as the data collection instrument. The population comprised 180 students from the 2021 and 2022 cohorts of the Office Administration Education program at UNS. Purposive sampling was utilized, yielding 110 respondents who met the inclusion criteria. Multiple linear regression analysis was employed for data analysis. The findings revealed that (1) social media use exerted a positive and significant influence on students' entrepreneurial intention ( $t = 5.361, p < .001$ ), (2) adversity quotient exerted a positive and significant influence on students' entrepreneurial intention ( $t = 4.197, p < .001$ ), and (3) social media use and adversity quotient simultaneously exerted a positive and significant influence on students' entrepreneurial intention ( $F = 38.693, p < .001$ ). The coefficient of determination ( $R^2 = .42$ ) indicated that social media use and adversity quotient collectively explained 42% of the variance in entrepreneurial intention, while the remaining 58% was attributable to other factors beyond the scope of this study.

Keywords: adversity intelligence; digital media; entrepreneurship; purposive sampling

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## Introduction

In the era of globalization and increasingly competitive labor markets, securing employment in Indonesia has become a substantial challenge for many individuals. The imbalance between the number of job seekers and the limited availability of employment opportunities has resulted in numerous high school and university graduates experiencing difficulties entering the workforce. The Central Bureau of Statistics (BPS) reported that the Open Unemployment Rate (TPT) as of August 2024 reached 4.91%. Concurrently, data from the International Monetary Fund (IMF) indicated that Indonesia's unemployment rate was the highest among six Southeast Asian countries.

This situation has prompted many individuals to consider entrepreneurship as a career pathway to generate income and establish personal economic stability (Ismail & Wa'adarrrahmah, 2021). Entrepreneurship has emerged as a key factor for success in the globalization era, as higher education graduates are expected not only to seek employment but also to create job opportunities (Kusumadewi, 2020). Efforts to foster entrepreneurial intention among university students represent one indicator of higher education institutions' success in supporting government initiatives to reduce unemployment (Savitri & Wanta, 2017). According to Zunaedy and Aisyah (2021), entrepreneurial intention refers to an individual's interest in engaging in entrepreneurship, characterized by a willingness to work diligently, organize and develop their business ventures, embrace risk-taking without fear, and learn from failures.

However, various studies have demonstrated that entrepreneurial intention among university students remains relatively low. Asima and Ambo (2023) explained that this phenomenon occurs because students tend to prioritize academic pursuits and focus on their fields of study. Simanihuruk and Simanjutak (2024) further identified several factors contributing to low entrepreneurial intention, including lack of family support, fear of attempting new ventures, risk aversion, limited creativity and innovation, fear of failure based on others' experiences, poor communication skills, inability to recognize opportunities, aversion to challenges, and insufficient business management capabilities. Low entrepreneurial intention was also observed among students in the Office Administration Education Program at UNS. Preliminary study results indicated that students preferred seeking employment over pursuing entrepreneurship.

Entrepreneurial intention can be influenced by internal factors originating from within the individual and external factors stemming from the individual's immediate environment (Pratiwi &

Wardana, 2016). According to Kamal and Thoyyibah (2020), external factors influencing entrepreneurial intention include social media and environmental conditions. Internal factors encompass personality traits, self-efficacy, adversity quotient, and entrepreneurial motivation (Sholihah et al., 2023).

The advancement of digital technology and social media has brought significant changes to various aspects of human life, including business and entrepreneurship (Sahban, 2024). Students who utilize social media to seek entrepreneurial inspiration demonstrate interest in owning businesses, developing business ideas, managing finances, and aspiring to become entrepreneurs (Indraswati et al., 2021). Research by Rizalnurdin and Dinaloni (2023) demonstrated that social media effectively influences students' entrepreneurial intention through the efficient ease of use of these platforms. However, research conducted by Aisyah et al. (2023) yielded contrasting results, indicating that social media did not influence entrepreneurial intention, as it was primarily used as a communication tool rather than a driver of entrepreneurial interest.

Beyond social media, adversity quotient is also considered capable of influencing entrepreneurial intention, as students with high adversity quotient possess the ability to overcome obstacles hindering their goal achievement. According to Astri and Latifah (2017), adversity quotient measures the extent to which students can persist in overcoming difficulties. Research by Sari et al. (2021) demonstrated that adversity quotient influences entrepreneurial intention. However, research by Soeltanong et al. (2019) yielded different findings, indicating that adversity quotient did not affect entrepreneurial intention because students were raised in affluent families where all necessities were readily available.

Based on the aforementioned background regarding low entrepreneurial intention among students, this study examined "The Influence of Social Media Use and Adversity Quotient on Entrepreneurial Intention Among Office Administration Education Students at UNS." The novelty of this research lies in combining social media use and adversity quotient variables within a single research model to measure students' entrepreneurial intention. This study is important as it provides insights into internal and external factors influencing entrepreneurial intention while serving as a reference for higher education institutions in developing digital-based entrepreneurship programs. Furthermore, this research aligns with government efforts to encourage young entrepreneurship and offers practical benefits for students to more productively utilize social media and develop resilience in facing business challenges.

According to Rahmawati et al. (2022), entrepreneurial intention is an interest that emerges within an individual to initiate and build their own business with the objective of fulfilling needs and achieving success in entrepreneurship. Ramadhan et al. (2024) identified several entrepreneurial characteristics, including achievement motivation, future orientation, high creativity, innovative behavior, work commitment, work ethic and responsibility, independence, risk-taking propensity, opportunity seeking, leadership qualities, managerial capabilities, and personal skills.

According to Kusumadewi (2020), social media constitutes a platform enabling two-way communication where messages can be conveyed and disseminated automatically without temporal or spatial limitations. Setiadi (2016) noted that various interactive activities can be conducted through social media, including information exchange, collaboration, and relationship building in the form of text, images, and video. Social media has evolved from three fundamental principles: sharing, collaborating, and connecting. Mayfield (as cited in Monica & Rosari, 2020) stated that social media possesses several characteristics, including participation, openness, conversation, community, and connectedness.

According to Stoltz (as cited in Baharun & Adhimah, 2019), adversity quotient refers to an individual's ability to understand difficulties encountered and utilize intelligence to manage challenges, transforming them into manageable opportunities. Adversity quotient manifests in three forms: (1) adversity quotient as a conceptual framework for understanding and enhancing various aspects of success; (2) adversity quotient as a measurement tool for evaluating an individual's response to challenges or difficulties; and (3) adversity quotient as a collection of science-based methods that help improve an individual's approach to facing challenges or difficulties, thereby supporting personal effectiveness.

## Research Methods

This study was conducted at the Office Administration Education Program, Faculty of Teacher Training and Education (FKIP), Sebelas Maret University. Data collection occurred from March to May 2025. This research employed a correlational quantitative approach and included three variables: two independent variables (X) and one dependent variable (Y). The independent variables were social media use ( $X_1$ ) and adversity quotient ( $X_2$ ), while the dependent variable was entrepreneurial intention (Y).

The population comprised 180 students from the 2021 and 2022 cohorts of the Office Administration Education Program at FKIP UNS. Using the Slovin formula, the sample consisted of 110 students who met the inclusion criteria. Respondent criteria included: (1) Office Administration Education students from the 2021 and 2022 cohorts who owned and actively used social media, and (2) Office Administration Education students from the 2021 and 2022 cohorts who used social media to seek entrepreneurship-related information. Purposive sampling was employed as the sampling technique, involving sample selection based on specific considerations and criteria. Data were collected using a questionnaire with a 5-point Likert scale.

Research instruments were tested for validity and reliability. Validity testing was conducted with 30 respondents at a significance level of 5% ( $\alpha = .05$ ). Data were considered valid when  $r$ -calculated  $> r$ -table (.361). The Product Moment Correlation method was utilized. Validity testing yielded 11 valid items for the  $X_1$  variable, 9 valid items for the  $X_2$  variable, and 12 valid items for the Y variable. Reliability testing employed Cronbach's Alpha, with all variables demonstrating reliability (Cronbach's  $\alpha > .60$ ).

Assumption testing included normality testing using the Kolmogorov-Smirnov test, which yielded an Asymp. Sig. (2-tailed) value of  $.200 > .05$ , indicating normally distributed data. Linearity testing revealed that the Sig. Deviation from Linearity for  $X_1$  and Y was  $.102 > .05$ , indicating a linear relationship between social media use and entrepreneurial intention. The Sig. Deviation from Linearity for  $X_2$  and Y was  $.828 > .05$ , indicating a linear relationship between adversity quotient and entrepreneurial intention. Multicollinearity testing showed VIF values for  $X_1$  and  $X_2$  of  $1.197 < 10.00$ , indicating no multicollinearity among independent variables. Heteroscedasticity testing revealed significance values of  $.530 > .05$  for social media use and  $.593 > .05$  for adversity quotient, indicating the absence of heteroscedasticity. Following assumption testing, hypothesis testing was conducted, encompassing t-tests, F-tests, coefficient of determination analysis, multiple linear regression analysis, effective contribution, and relative contribution calculations.

## Results and Discussion

### Research Results

The t-test was employed to evaluate the extent to which independent variables influenced the dependent variable. The t-test results are presented in Table 1:

**Table 1**  
*t-Test Result*

	Coefficients <sup>a</sup>			
	B	Std. Error	Beta	
(Constant)	.110	5.422	.020	.984
X1	.600	.112	.432	5.361
X2	.579	.138	.338	4.197

As presented in Table 1, the significance value for social media use ( $X_1$ ) was  $p < .001$ , with  $t = 5.361$  exceeding the critical value of 1.984 ( $df = 107, \alpha = .05$ ). These results indicate a significant partial influence of social media use ( $X_1$ ) on entrepreneurial intention (Y). Similarly, adversity

quotient yielded a significance value of  $p < .001$ , with  $t = 4.197$  exceeding the critical value of 1.984, indicating a significant partial influence of adversity quotient ( $X_2$ ) on entrepreneurial intention (Y).

The F-test was employed to determine whether independent and dependent variables exhibited simultaneous influence. This study utilized a significance level of 5% ( $\alpha = .05$ ). The F-test results are presented in Table 2:

**Table 2**  
*F-Test Results*

ANOVA <sup>a</sup>					
Model	Sum of Square	df	Mean Square	F	Sig.
Regression	1727.724	2	863.862	38.693	.000 <sup>b</sup>
Residual	2388.867	107	22.326		
Total	4116.591	109			

As presented in Table 2,  $F(2, 107) = 38.693$ ,  $p < .001$ . This value exceeded the critical F-value of 3.087 ( $\alpha = .05$ ,  $df_1 = 2$ ,  $df_2 = 107$ ), indicating a significant simultaneous influence of social media use and adversity quotient on entrepreneurial intention among Office Administration Education students at UNS.

The coefficient of determination was employed to measure the percentage of independent variable influence on the dependent variable. The coefficient of determination results are presented in Table 3:

**Table 3**  
*Coefficient of Determination*

Model Summary <sup>b</sup>			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.648 <sup>a</sup>	.420	.409	4.725

As presented in Table 3,  $R^2 = .420$ , indicating that social media use ( $X_1$ ) and adversity quotient ( $X_2$ ) collectively explained 42% of the variance in entrepreneurial intention (Y). The remaining 58% was attributable to other factors beyond the scope of this study.

Multiple linear regression analysis was employed to measure the strength and direction of relationships between two or more variables. The multiple linear regression results are presented in Table 4:

**Table 4**  
*Multiple Linear Regression Results*

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.110	5.422		.020	.984
X1	.600	.112	.432	5.361	.000
X2	.579	.138	.338	4.197	.000

As presented in Table 4, the multiple linear regression equation was:  $Y = 0.110 + 0.600X_1 + 0.579X_2$ . This equation indicates that the constant value of 0.110 represents entrepreneurial intention when social media use and adversity quotient equal zero. The regression coefficient for social media use ( $B = 0.600$ ) indicates that each one-unit increase in social media use ( $X_1$ ) increases entrepreneurial intention (Y) by 0.600 units. The regression coefficient for adversity quotient ( $B = 0.579$ ) indicates that each one-unit increase in adversity quotient ( $X_2$ ) increases entrepreneurial intention (Y) by 0.579 units.

## Discussion

The first hypothesis test revealed that the t-value for social media use was 5.361, exceeding the critical value of 1.984, with a significance value of  $p < .001$ . These findings demonstrate that social media use ( $X_1$ ) exerted a significant partial influence on entrepreneurial intention among Office Administration Education students at UNS (Y). Consequently,  $H_1$  was supported, indicating a positive and significant influence of social media use on entrepreneurial intention. These findings align with previous research by Gustina et al. (2021), who found that social media use exerted a positive and significant partial influence on entrepreneurial intention. Sumerta et al. (2020) similarly explained that higher levels of social media use correspond to increased entrepreneurial intention among students.

The findings indicate that most students possess easy and flexible access to social media in their daily lives. This aligns with Rahmawati et al. (2022), who stated that social media functions as a communication tool and information source accessible online. This accessibility enables students to obtain more information, business opportunities, and entrepreneurial inspiration through digital devices.

The second hypothesis test revealed that the t-value for adversity quotient was 4.197, exceeding the critical value of 1.984, with a significance value of  $p < .001$ . These findings demonstrate that adversity quotient ( $X_2$ ) exerted a significant partial influence on entrepreneurial intention among Office Administration Education students at UNS (Y). Consequently,  $H_2$  was supported, indicating a positive and significant influence of adversity quotient on entrepreneurial intention. These findings align with previous research by Pratiwi et al. (2024), who demonstrated that adversity quotient exerted a positive and significant partial influence on entrepreneurial intention. Rakhmadiningrum et al. (2021) explained that students' adversity quotient, manifested through entrepreneurial attitudes, encompasses a strong determination to achieve goals and persistent effort toward improved outcomes.

The findings indicate that most students possess the ability to persevere and seek solutions when facing problems or life challenges. Stoltz (as cited in Baharun & Adhimah, 2019) stated that control represents a dimension of adversity quotient reflecting the extent to which an individual can manage difficult situations and respond to emerging pressures.

The third hypothesis test yielded  $F(2, 107) = 38.693, p < .001$ . This value exceeded the critical F-value of 3.087 ( $\alpha = .05$ ), indicating that  $H_3$  was supported. Thus, social media use and adversity quotient simultaneously exerted a positive and significant influence on entrepreneurial intention among Office Administration Education students at UNS. The coefficient of determination ( $R^2 = .420$ ) indicated that social media use ( $X_1$ ) and adversity quotient ( $X_2$ ) collectively explained 42% of the variance in entrepreneurial intention (Y), while the remaining 58% was attributable to other factors beyond the scope of this study.

This study holds practical implications suggesting that faculty members can serve as facilitators in guiding students to utilize social media for entrepreneurial purposes, while higher education institutions can provide digital-based support programs. Students are encouraged to more actively utilize social media as a medium for learning, promotion, and business idea development.

## Conclusion

Based on the multiple linear regression analysis regarding the influence of social media use and adversity quotient on entrepreneurial intention among Office Administration Education students at UNS, three primary conclusions emerge. First, social media use exerts a positive and significant influence on entrepreneurial intention among Office Administration Education students at UNS. Second, adversity quotient exerts a positive and significant influence on entrepreneurial intention among Office Administration Education students at UNS. Third, social media use and adversity quotient simultaneously exert a positive and significant influence on entrepreneurial intention among Office Administration Education students at UNS. The adjusted  $R^2$  of .42 indicates that social media use and adversity quotient collectively explain 42% of the variance in entrepreneurial intention, while the remaining 58% is attributable to other factors beyond the scope of this study.

The practical implications of this research suggest that students should utilize social media productively while simultaneously developing resilience (adversity quotient) to foster entrepreneurial intention. Theoretically, this study reinforces the conceptual foundation that external factors such as social media and internal factors such as adversity quotient influence entrepreneurial intention. This study has limitations in scope, encompassing only students from the 2021 and 2022 cohorts of the Office Administration Education Program at FKIP UNS, thus limiting generalizability. Additionally, data collection through online questionnaires encountered challenges due to low respondent participation rates. Future researchers are recommended to expand the research scope, incorporate additional relevant variables, and employ mixed methods to obtain more comprehensive and generalizable results.

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