

Entrepreneurship education and social media impact on OTKP students' entrepreneurial interest

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Abstrak

Penelitian ini bertujuan untuk (1) mengetahui pengaruh pendidikan kewirausahaan terhadap minat berwirausaha siswa jurusan OTKP di SMK Negeri 3 Surakarta, (2) mengetahui pengaruh penggunaan media sosial terhadap minat berwirausaha siswa jurusan OTKP di SMK Negeri 3 Surakarta, (3) mengetahui pengaruh pendidikan kewirausahaan terhadap penggunaan media sosial siswa jurusan OTKP di SMK Negeri 3 Surakarta. Penelitian ini merupakan penelitian kuantitatif tipe korelasional. Populasi yang ada di dalam penelitian ini terdapat 209 peserta didik Teknik pengambilan sampel dilakukan secara Proportional Stratified Random Sampling dengan sampel sebanyak 137 peserta didik. Sumber data penelitian ini terdiri dari dua jenis data yaitu data primer yang didapat dari angket penelitian dan data sekunder yang berupa data peserta didik. Pengumpulan data dilakukan secara online melalui google form. Teknik uji validitas menggunakan uji outer model dalam metode analisis Structural Equation Modeling (SEM) dengan pendekatan Partial Least Squares SEM (PLS-SEM) Analisis data menggunakan inner model dengan alat pengolah data SmartPLS. Hasil penelitian ini adalah (1) pendidikan kewirausahaan berpengaruh secara positif dan signifikan terhadap minat berwirausaha siswa jurusan OTKP di SMK Negeri 3 Surakarta, (2) penggunaan media sosial berpengaruh secara positif dan signifikan terhadap minat berwirausaha siswa jurusan OTKP di SMK Negeri 3 Surakarta, (3) pendidikan kewirausahaan berpengaruh secara positif dan signifikan terhadap penggunaan media sosial siswa jurusan OTKP di SMK Negeri 3 Surakarta

Kata kunci: media social; minat berwirausaha; pendidikan kewirausahaan

Abstract

This study aims to examine (1) the influence of entrepreneurship education on the entrepreneurial interest of Office Administration (OTKP) students at SMK Negeri 3 Surakarta, (2) the influence of social media usage on the entrepreneurial interest of OTKP students, and (3) the influence of entrepreneurship education on social media usage among OTKP students. This research is a quantitative correlational study. The population consists

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of 209 students. The sampling technique used is Proportional Stratified Random Sampling, with a sample size of 137 students. The data sources are divided into two types: primary data obtained from questionnaires and secondary data in the form of student records. Data collection was conducted online through Google Forms. The validity test used the outer model test within the Structural Equation Modeling (SEM) framework, employing the Partial Least Squares SEM (PLS-SEM) approach. Data analysis utilized the inner model with SmartPLS as the data processing tool. The results of this study are as follows: (1) entrepreneurship education has a positive and significant effect on the entrepreneurial interest of OTKP students at SMK Negeri 3 Surakarta, (2) social media use has a positive and significant effect on the entrepreneurial interest of OTKP students at SMK Negeri 3 Surakarta, and (3) entrepreneurship education has a positive and significant effect on the social media use of OTKP students at SMK Negeri 3 Surakarta.

Keywords: entrepreneurial interest; social media; entrepreneurship education

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Introduction

According to the Central Statistics Agency (BPS, 2022), vocational high school (SMK) graduates accounted for the highest percentage (9.42%) of open unemployment in Indonesia. This suggests that SMK graduates face significant challenges in securing employment after completing their education. Databoks reported that Indonesia's total labor force in 2022 comprised approximately 143.7 million people, while available job opportunities numbered only around 133.82 million. This disparity highlights the insufficient employment opportunities relative to the labor force size, making entrepreneurship a viable alternative for addressing unemployment.

Matondang (2018) defined interest as an individual's sense of acceptance toward a relationship between oneself and something external. Entrepreneurial interest, according to Pricilia et al. (2021), refers to an attitude reflecting an individual's attraction and desire to engage in entrepreneurship, accompanied by the courage to take risks in creating a business. Similarly, Kirana et al. (2018) described entrepreneurial interest as the desire, attraction, and willingness to work hard to meet one's needs without fearing the risks involved in starting a business, influenced by personality characteristics. Handayati et al. (2020) identified three key indicators for measuring entrepreneurial interest: (1) self-confidence, (2) willingness to take risks, and (3) future orientation.

Entrepreneurship education represents a significant factor influencing entrepreneurial interest. It aims to foster creative thinking and enhance learners' self-confidence (Hasan et al., 2022). Research by Sukirman and Afifi (2021) demonstrated that higher levels of entrepreneurship education positively impact entrepreneurial motivation. According to Kuratko (as cited in Hasan et al., 2022), the objectives of entrepreneurship education include: (1) teaching individuals to become business owners, (2) promoting entrepreneurial traits and behaviors, and (3) educating learners to think creatively and independently. Al-Qadasi et al. (2024) developed indicators for measuring entrepreneurial interest, including: (1) behavior, (2) overt response, and (3) willingness.

Social media usage also influences students' entrepreneurial interest. Research by Gustina et al. (2022) found that entrepreneurial interest among students is significantly influenced by social media use. Liedfray et al. (2022) defined social media as online platforms that support social interaction and utilize web-based technologies, transforming communication into interactive dialogue. In educational settings, social media serves as a tool to assist in practical marketing lessons within entrepreneurship courses.

Mubarok and Firdaus (2024) outlined the benefits of social media, including: (1) building public trust and interest, (2) expanding target markets, (3) identifying opportunities, and (4) facilitating feedback for evaluation. Mallios et al. (2023) proposed three indicators for measuring social media usage: (1) usefulness, (2) ease of use, and (3) social influence/norms.

This research addresses a gap in the literature by examining the role of entrepreneurship education in shaping patterns of adaptation and social media utilization. Previous studies have predominantly focused on the impact of entrepreneurship education on entrepreneurial interest rather than its influence on social media usage.

Despite the positive impact of entrepreneurship education, interest in entrepreneurship among SMK graduates remains low. Research by Pasaribu and Wakhinuddin (2020) revealed that SMK students often lack interest in entrepreneurship after graduation due to insufficient capital, inadequate motivation, fear of taking risks, and preference for existing employment opportunities. This phenomenon is also observed among OTKP department students at SMK Negeri 3 Surakarta.

Interviews with twelve 11th and 12th-grade OTKP students at SMK Negeri 3 Surakarta revealed minimal interest in entrepreneurship post-graduation. Many students preferred continuing their education at the university level or seeking employment. They believed that working provides opportunities to develop skills directly, while higher education expands knowledge and enhances future job prospects. Students also cited concerns about acquiring sufficient capital as a deterrent to entrepreneurship.

Based on the background discussed above, this study proposes three hypotheses: (1). Entrepreneurship education positively and significantly influences entrepreneurial interest among OTKP students at SMK Negeri 3 Surakarta; (2). Social media usage positively and significantly influences entrepreneurial interest among OTKP students at SMK Negeri 3 Surakarta, and (3). Entrepreneurship education positively and significantly influences social media usage among OTKP students at SMK Negeri 3 Surakarta.

Research Method

This study employed a quantitative approach with a correlational design to examine the influence of independent variables on dependent variables. The research utilized two independent variables (entrepreneurship education and social media usage) and one dependent variable (entrepreneurial interest). All variables were measured using a Likert scale. The Entrepreneurship Education variable was measured using an instrument adapted from Al-Qadasi et al. (2024), the Social Media variable was measured using an instrument adapted from Mallios et al. (2023), and the Entrepreneurial Interest variable was measured using an instrument adapted from Handayati et al. (2020). Data were collected via online questionnaires distributed through Google Forms and WhatsApp.

The population comprised 209 students from grades XI and XII of the OTKP department at SMK Negeri 3 Surakarta. Using the Proportional Stratified Random Sampling technique with the Slovin formula, a sample of 137 students was selected. Data analysis employed Structural Equation Modeling (SEM) with a Partial Least Squares SEM (PLS-SEM) approach using SmartPLS software.

Validity testing utilized construct validity, while reliability testing employed composite reliability. The study conducted an Inner Model Evaluation to determine R-square, Adjusted R-square, and Q-square values, assessing the influence of endogenous constructs and evaluating predictive relevance. Hypothesis testing examined Original Sample values, T-statistics, and P-values to determine the magnitude and significance of influence between variables. A hypothesis was accepted and deemed significant if the T-statistic value exceeded 1.96 and the P-value was less than 0.05.

The research instruments were adapted from previously validated instruments and adjusted to align with the research objectives; therefore, no additional validity testing was conducted prior to questionnaire distribution.

Results and Discussion

Research Results

Data collected through Google Forms were processed using SmartPLS software, following stages of data tabulation, inner model design, outer model design, model estimation, and model evaluation. The model evaluation phase examined convergent validity, discriminant validity, and composite reliability.

Table 1
Construct Reliability

Construct	Item	Item Loadings	Cronbach's Alpha	CR	AVE
Entrepreneurial Interest (MB)	MB1	0,835	0,838	0,885	0,607
	MB2	0,793			
	MB3	0,763			
	MB4	0,710			
	MB5	0,789			
Entrepreneurship Education (PK)	PK1	0,669	0,767	0,843	0,522
	PK2	0,843			
	PK3	0,688			
	PK4	0,777			
	PK5	0,612			
Social Media (MS)	MS1	0,768	0,883	0,905	0,517
	MS2	0,758			
	MS3	0,748			
	MS4	0,770			
	MS5	0,691			
	MS6	0,654			
	MS7	0,681			
	MS8	0,735			
	MS9	0,650			

According to Fornell and Larcker (as cited in Sawiji, 2024), convergent validity can be measured using the Average Variance Extracted (AVE). As shown in Table 1, all AVE values exceeded 0.50, indicating that all construct items related to the same underlying construct met the convergent validity criteria. Additionally, Cronbach's Alpha and composite reliability values for each construct surpassed 0.70. Ghazali (2006) noted that a construct is considered reliable if its composite reliability or Cronbach's Alpha value exceeds 0.70. Therefore, each construct demonstrated good reliability.

Table 2*Discriminant Validity Using Fornell-Larcker Test*

Construct	MB	MS	PK
MB	0,779		
MS	0,425	0,719	
PK	0,552	0,464	0,722

The study employed the Fornell and Larcker test for discriminant validity, measured by the square root of the AVE value. As shown in Table 2, the square root of AVE values (diagonal elements) were greater than off-diagonal elements. This confirmed that all constructs passed the discriminant validity test.

Table 3*Heterotrait-Monotrait Ratio (HTMT) Test for Discriminant Validity*

Construct	MB	MS	PK
MB			
MS	0,468		
PK	0,669	0,558	

In addition to the Fornell-Larcker test, this study employed the Heterotrait-Monotrait Ratio (HTMT) to strengthen discriminant validity. According to Henseler et al. (as cited in Lady & Jewell, 2021), a good HTMT ratio value should be less than 0.90. As shown in Table 3, all values between constructs were below 0.90, further confirming discriminant validity.

Table 4*Model Fit*

	Saturated Model	Estimated Model
SRMR	0,100	0,100
d_ULS	1,907	1,907
d_G	0,493	0,493
Chi-Square	376,543	376,543
NFI	0,708	0,708

Model fit was assessed using the Standardized Root Mean Square Residual (SRMR) value, which represents the difference between the data correlation matrix and the estimated model correlation matrix. Yamin (2023) suggested that an SRMR value below 0.08 indicates good model fit, while values between 0.08 and 0.100 are considered acceptable. The SRMR value of 0.100 (Table 4) indicated an acceptable model fit.

Table 5*Structural Model*

Construct	R2	Adjusted R2	Q2
MB	0,341	0,331	0,190
MS	0,215	0,210	0,076

The structural model was evaluated by examining R-square values of endogenous constructs (Entrepreneurial Interest [MB] and Social Media [MS]). Chin (as cited in Yamin, 2023) classified R-square values of 0.67 as high, 0.33 as moderate, and 0.19 as weak. As shown in Table 5, the Entrepreneurship Education (PK) construct explained 34% of the variance in Entrepreneurial Interest (MB), with the remaining 66% explained by variables outside the model. Similarly, PK explained 22% of the variance in MS, with 78% explained by external variables. The Q-square values, obtained through Blindfolding, were greater than 0, indicating that the PK variable had predictive relevance for both MB and MS variables.

Table 6*Hypothesis Testing*

Hipotesis	Path	VIF	Original Sample	T Statistics	P Value
H1	PK -> MB	1,275	0,452	4,394	0,000
H2	MS -> MB	1,275	0,215	2,823	0,005
H3	PK -> MS	1,000	0,464	3,773	0,000

Multicollinearity was assessed using Variance Inflation Factor (VIF) values. According to Hair et al. (as cited in Yamin, 2023), VIF values between 3 and 5 suggest potential multicollinearity, while values below 3 are ideal. As shown in Table 6, all VIF values were less than 3, indicating no multicollinearity among constructs.

Hypothesis testing employed the bootstrapping process with 5,000 iterations. A hypothesis was accepted if the T-statistic value exceeded 1.96 and the P-value was less than 0.05. All hypotheses demonstrated T-statistic values greater than 1.96 and P-values less than 0.05, confirming significant relationships between the constructs.

Discussion**The Influence of Entrepreneurship Education on Students' Entrepreneurial Interest**

Testing of H1 revealed that entrepreneurship education positively and significantly influenced entrepreneurial interest, with a contribution of 45.2%. This suggests that the quality of entrepreneurship education at SMK Negeri 3 Surakarta enhances students' entrepreneurial interest.

Entrepreneurship education, both theoretical and practical, equips students with knowledge and skills necessary for creating independent businesses. By encouraging creative and innovative thinking, entrepreneurship education cultivates entrepreneurial interest. These findings align with research by Yanti (2021), which demonstrated that entrepreneurship education significantly influences entrepreneurial interest. Similarly, Firdaus et al. (2023) identified entrepreneurship education as a key factor influencing entrepreneurial interest.

These results suggest that enhancing entrepreneurship education can increase students' entrepreneurial interest. Educational institutions could develop more effective entrepreneurship curricula by incorporating business simulations, case studies, and mentorship programs with successful entrepreneurs. Additionally, providing initial funding and organizing entrepreneurship seminars could support students' entrepreneurial endeavors.

The Influence of Social Media Usage on Students' Entrepreneurial Interest

Testing of H2 demonstrated that social media usage positively and significantly influenced entrepreneurial interest, with a contribution of 21.5%. This indicates that students' entrepreneurial interest increases with greater engagement with entrepreneurship-related content on social media.

Social media enables students to identify various business opportunities and serves as a platform for marketing entrepreneurial products. Leveraging social media for entrepreneurship transforms it from

mere entertainment to a powerful tool supporting modern business practices. These findings corroborate research by Husain (2022), which found that social media positively and significantly influences entrepreneurial interest. Similarly, Kurniawan (2019) identified social media as a factor influencing entrepreneurial interest among management students.

Based on these findings, educational institutions could integrate social media modules into entrepreneurship education, providing motivational and educational content that encourages entrepreneurship among students.

The Influence of Entrepreneurship Education on Students' Social Media Usage

Testing of H3 revealed that entrepreneurship education positively and significantly influenced social media usage, with a contribution of 46.4%. This suggests that entrepreneurship education at SMK Negeri 3 Surakarta shapes how students use social media, particularly for entrepreneurship-related activities.

Technology-driven entrepreneurship education incorporates social media into practical marketing activities, encouraging students to use these platforms to learn about entrepreneurship. This finding aligns with research by Irfan and Astiena (2022), which emphasized that conducive and dynamic learning can be achieved by leveraging information technology in education. Similarly, Harahap et al. (2020) noted the interdependence of scientific progress and technological advancements.

This study reveals a novel finding: entrepreneurship education significantly influences students' social media usage. This demonstrates that entrepreneurship education can shape how students use social media as a business tool. Educational institutions could enhance learning by integrating social media into the entrepreneurship curriculum, teaching students to create content for branding and marketing, and analyze social media data to understand consumer behavior.

Conclusion

Based on data analysis and hypothesis testing, this study concludes that: (1) Entrepreneurship Education positively and significantly influences entrepreneurial interest among OTKP students at SMK Negeri 3 Surakarta, (2) Social Media usage positively and significantly influences entrepreneurial interest among OTKP students, and (3) Entrepreneurship Education positively and significantly influences Social Media usage among OTKP students.

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