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### DOES ENTREPRENEURIAL KNOWLEDGE AND THE USE OF SOCIAL MEDIA WILL AFFECT ENTREPRENEURIAL INTEREST

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**Artarina Da Samoedra, Guntur Perkasa, Ghina Fathonaturrohmah, Johan Immanuel Purba, Mochamad Agi Setiana. Does Entrepreneurial Knowledge And The Use Of Social Media Will Affect Entrepreneurial Interest-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(5), 625-634. ISSN 1567-214x**

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#### **ABSTRACT**

Student activities on entrepreneurship that aim to create independent entrepreneurs with knowledge and technology that will develop and are ready to compete. The purpose of this research was to determine the role of entrepreneurial knowledge and the use of social media affect business things such as entrepreneurial interest. The method used in this research is survey through a questionnaire as a data collection tool. Sample used is a random probability sampling of student at one of private university in Bandung city and data analysis is using path. The results of this study indicate that entrepreneurial knowledge and the use of social media simultaneously influence student entrepreneurial interest in business.

#### **INTRODUCTION**

The development of the business world or the economy in Bandung city is classified as high based on data from BPS 2008-2012, average economic growth of 8.62% and national growth of 5.8%. So that the Bandung city has an important role in the economy of West Java and its economic growth rate also reached more than 9%. One of the economic developments in the Bandung city is the creative economy. It relates to the success of the Creative Economy Festival was successfully held in Bandung in 2017. Bandung city is considered to have potential, with many communities, festivals, and facilities and infrastructure that greatly supports the development of the creative economy. So, it is clear that Bandung City is not an industrial city like other cities that

are of a corporate economy, but so the Bandung city focuses on the creative economy, services, and tourism. The Government of Bandung City and Bekraf expect increasing public awareness of the existence of an increasingly creative economic activity in the Bandung city, starting from the aspects of capital, infrastructure, and marketing.

The Bandung city is also part of a United Nations Educational, Scientific and Cultural Organization (UNESCO) Creative Cities Network, Bandung will continue to maintain economic growth in the creative sector. In fact, creativity has been the backbone of the citizens of the Bandung city for many years. On March 20, 2018 Bappelitbang and the Ministry of Home Affairs held Focus Group Discussions with various stakeholders relating to the development of creative industries. In the FGD explained that the Bandung city has 30 industrial centers and 270 superior products. Moreover, the Bandung city is also filled with creative communities, there are also many universities that are always doing creative innovation in the Bandung city. Chairman of the Bandung Creative City Forum (BCCF) Dwinita Larasati explained about the government's actions in working with communities and universities to increase the value of creative products. This is also supported by the Bandung City Government which has established a Creative Economy Committee whose task is to conduct supervision, assistance, and escort of all forms of creative activities in the Bandung city. It is said that in the Bandung city are more than 200 tertiary institutions, and there are 12 that have design majors. The city government can use this opportunity to increase the value of the creative economy.

Furthermore, with the many opportunities available, based on the above explanation, especially the role of universities in encouraging, mobilizing, and creating young entrepreneurs. As said by Dr. Ir. Bambang Supriyadi, CES., DEA as KOPERTIS Region V Coordinator, the presence of students at this time is not only required to be an academic or after graduating they look for work. But more than that, where students have to think in order to become an entrepreneur. Therefore, there needs to be support from universities to be able to create graduate students who are creative, imaginative, and dare to take calculated risks. Not only that, but we can see the opportunities that exist, especially those in each area. As known based on the 2012 Doing Business Report, if Indonesia wants to become a developed country, its young entrepreneurs must be at least 2% of the total population who can move the national economy dynamically while Indonesia only reaches 0.29 percent of the total population. In addition, the world of education also has a very important role in preparing young entrepreneurs. Higher education has a large role in providing entrepreneurship science a place of creativity and innovation in science and technology, a place of research and its results, as well as a place to prepare prospective entrepreneurs.

Based on an American study it was mentioned that entrepreneurship are made not born meaning it can be learned, and those who become entrepreneurs can come from all classes. Those who can become entrepreneurs are people who recognize their potential (traits) and learn to develop these potentials to seize

opportunities and organize their efforts in realizing their goals, they want to become my own boss. Develop human resources through education as a prospective entrepreneur ke-wirausahaan led by the university (proactively) will accelerate the realization of a formidable entrepreneur who has competitiveness in the globalization era. Today's universities, especially at one of private university in Bandung city, already have a qualified curriculum related to entrepreneurship courses. Student and lecturer, employee, and community activities, especially surrounding communities in Business Community Development, and the existence of entrepreneurial student activity units that aim to create independent entrepreneurs with knowledge and technology that will develop and are ready to compete. Students gain knowledge about entrepreneurship to their capital base on an entrepreneurial mindset. However, the existence of knowledge related to entrepreneurship knowledge that has been given in this university will affect students' entrepreneurial interest and prevent them from looking for work after graduation. Such knowledge becomes the basis or foundation, especially regarding what business will be done. The emergence of an idea that can originate from an idea of a product or the market needs.

Furthermore, the current technological developments are growing rapidly, especially related to the smartphone has become something that can not be separated from public life. Where, one of the users is the young people or what we now call the millennial generation in particular, being a fairly active user surfing in cyberspace. Social media also now seems to be a second home for smartphone users. Millennials use social media as their main source of access to information, with a percentage above 70%. Going forward, Indonesia's millennial generation will now increasingly live on a digital platform, giving rise to new economic opportunities, although it cannot yet be specific to the form of these opportunities. Next, the use of social media is also increasingly diverse. Not only activities to make friends, socialize, etc., but social media in Indonesia is also used to promote certain products or in principle conduct certain businesses. Thus, business people will have the ease of doing distribution activities so that production costs will be lower. Not only for selling, social media also functions for political activities as mentioned earlier. So, social media cannot be denied is a form of convenience in the promotion of entrepreneurship. Knowledge and social media that are developing at this time, can be used as a great opportunity and can be used as capital to start a business. Next, with the above background, the purpose of this research is to obtain an explanation of entrepreneurial interest in terms of entrepreneurial knowledge and social media on students at a one of private university in the Bandung city.

## **LITERATURE REVIEW**

According to Nurbaya and Moerdiyanto (2012, p. 10). Entrepreneurial knowledge is defined as the science, art and behavior, traits, characteristics, and character of someone who embodies innovative ideas into the real world creatively. Thinking something new (creativity) and acting to do something new (innovation) in order to create added value in order to be able to compete with the aim of creating individual and community prosperity. Entrepreneurial

work is built on sustainable, institutionalized so that later it can run effectively in the hands of others. Entrepreneurial knowledge can be obtained through entrepreneurship subjects. Entrepreneurship subjects that are theoretical to increase entrepreneurial knowledge, while entrepreneurship subjects that are practical in the foray into the field of business, can generate creativity and innovation that can create new ideas or opportunities that can be exploited. Attractive entrepreneurship subjects and entrepreneurial knowledge gained can arouse students' interest in entrepreneurship and provide an overview of the opportunities that exist and can take advantage of these opportunities by opening a business with high creativity and innovation that can later be used as material for consideration by someone in creating an employment new and can reduce the number of unemployed. Entrepreneurial knowledge obtained by someone from the learning process through learning materials and other sources is expected to be able to provide an overview and knowledge about entrepreneurship that can later be used as a consideration for someone to determine the future and is expected to encourage someone to interest in entrepreneurship. Next, according to Suryana in Handayani (2016) and Yulvitriyani (2014), an entrepreneur will not be able to succeed or achieve according to his goals if he does not have knowledge, especially about entrepreneurship, ability and will. There is a will but not having the ability and knowledge will not make a person into a successful entrepreneur. Instead, have the knowledge and ability but not accompanied by a willingness will not make entrepreneurs achieve success. Where the indicators mentioned above are in the knowledge of an entrepreneur that consists of knowledge about the business to be carried out, knowledge of roles and responsibilities, knowledge of personality and self-management, as well as knowledge of management and business organizations.

Next, the understanding of social media is an online media, with its users can easily participate, share, and create content including blogs, social networks, wikis, forums and the virtual world. Andreas Kaplan and Michael Haenlein (2010) define social media as an internet-based application group that builds on the ideology and technology of the Web and which enables the creation and exchange of user-generated content. According to Shirky in Nasrullah (2017) social media and social software are tools to improve users' ability to share, cooperate with users and take collective action which are all outside the institutional and organizational framework. Social media is about being human. Ordinary people who share ideas, work together, and collaborate to create creations, think, debate, find people who can be good friends, find partners, and build a community. In essence, using social media makes us as ourselves. Where, the use of social media itself according to Mangfied in Nuryati (2014) is participation, openness, conversation, communication, interconnected, and finally the skills to use social media.

Furthermore, according to Slameto (2013: 180) interest is a sense of preferability and a sense of interest in a thing or activity, without anyone asking. Interest is basically the acceptance of a relationship between oneself and something outside of oneself. The stronger or closer the relationship, the greater the interest. Holland (in Djaali, 2013: 122) says, interest is the

tendency of a high heart towards something. Entrepreneurship itself learns about the values, abilities, and behavior of a person in creating and innovating, therefore the object of entrepreneurial studies is the values and abilities of a person that is manifested in the form of behavior (Suryana, 2011). Automatically, creativity and innovation are essential for every entrepreneur in entrepreneurship where every process of business development from the initial stage to the stage of decline requires creative and innovative thinking about the products produced. According to Basrowi (2016: 34) interest in entrepreneurship is a change in the attitudes and views of the young generation of our nation's intellectual candidates and changes in the attitude of parents who like and allow their children to go into business. Many teenagers say that they really like business activities, because business work is promising in the future. To anticipate business work, they prepare provisions, in the form of mental and supporting skills. So it can be concluded that the interest in entrepreneurship is the desire, interest and willingness to work hard or to be strong-willed with the concentration of attention to try to meet the needs of his life without having to fear the risks to be faced, always learning from the failures experienced, and developing businesses that he created. In essence, it is related to a strong determination, the belief that there are opportunities to succeed, willing to take part in trainings, and expand social networks.

## RESEARCH METHOD

The population in this research is taken from one of private university students in Bandung city. The sampling method used by the authors based on Slovin formula is convenience sampling with the number of respondents 98. The data used in this paper are collected through questionnaire, interview, observation, and literature studies. Data analysis technique on this research is using path analysis.

## RESEARCH AND DISCUSSION

Based on descriptive result, as shown below:

Responses of respondents to the Entrepreneurial Knowledge factor are as follows:

**Table 1.** Entrepreneurial Knowledge Statements

<b>INDICATORS</b>	<b>%</b>	<b>CATEGORY</b>
Knowledge of compiling business proposals	68,29	Good
Knowledge of unyielding and tenacious attitude	69,27	Good
Knowledge of entrepreneurial attitudes and behavior	71,06	Good
Knowledge of one's own personality	72,68	Good
Knowledge of selfmanagement	74,96	Good
Knowledge analyzes aspects of business planning	71,38	Good
<b>Total Entrepreneurial Knowledge</b>	<b>71</b>	<b>Good</b>

Based on Table 1 regarding the statement of Entrepreneurial Knowledge it can be stated that knowledge about entrepreneurship among students can be said to be good. This result can be shown from the highest statement that refers to knowledge that is widely known by students who know to manage themselves if he becomes an Entrepreneur. Responses of respondents to The Use of Social Media are as follows:

**Table 2.** The Use of Social Media Statements

<b>INDICATORS</b>	<b>%</b>	<b>CATEGORY</b>
Contributions and feedback from social media	66,99	Simply Good
The desire to encourage sharing information	75,28	Good
Two-way communication	78,54	Good
Opportunities for mutual fast communication	67,64	Simply Good
Connected all links	63,90	Simply Good
Skills using social media	68,94	Good
<b>Total The Use of Social Media</b>	<b>70</b>	<b>Good</b>

Based on Table 2 regarding the statement of The Use of Social Media can be stated that the use of social media as a reference for students in entrepreneurship can be said to be good. This can be seen from the highest statement regarding two-way communication, in the sense that the response from followers makes communication effective and very helpful for students when conducting a business activity.

Responses of respondents to Entrepreneurial Interest are as follows:

**Table 3.** Entrepreneurial Interest Statement

<b>INDICATORS</b>	<b>%</b>	<b>Category</b>
Determination to become an entrepreneur	71,38	Good
Suitability for finding opportunities and information	69,92	Good
Suitability for not fearing failure	73,50	Good
The desire to participate in useful training	58,54	Simply Good
The desire to always want to get along and exchange information	75,93	Good
<b>Total Entrepreneurial Interest</b>	<b>70</b>	<b>Good</b>

Based on table 3. Regarding the statement of Entrepreneurial Interest can be stated that the existence of a strong desire in students to do entrepreneurship can be said to be good. This can be seen from the highest statement regarding the emergence of a desire from students to socialize with all parties and exchange information about business activities.

Furthermore based on the results of data processing using path analysis method as shown below:

**Tabel 4.** Structural Equations

$$\text{Interest} = 0.603 * \text{penget} + 0.203 * \text{media}, \text{Errorvar} = 0.362, R^2 = 0.638$$

Standerr	(0.175)	(0.175)	(0.0466)
Z-values	3.441	1.159	7.778

From the results of calculations using LISREL software version 8.8, hypothesis testing is done by comparing the value of tcount with t table. Criteria for determining H0 rejection if t count is greater than t table. Following are the results of partial hypoetsis testing:

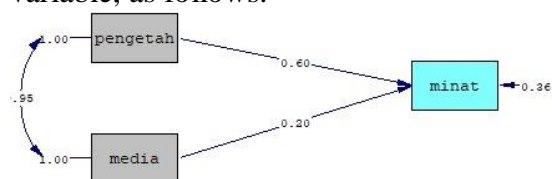
- a. t-count =  $\rho_{yx1} = 3.441$ ; t-table = 1.981; then t-count > t-table; H0 is rejected
- b. t-count =  $\rho_{yx2} = 1.159$ ; t-table = 1.981; then t-count < t-table; H0 is accepted

To find out the truth of the simultaneous hypothesis in this research, can be seen in the structural equation in table 4. From this equation, it can be seen that the path coefficients shown for each variable are like the table below:

**Tabel 5.** The Path Coefficient

Partial Influence	$\rho_{yx1} = 0,603$ $\rho_{yx2} = 0,203$
Simultaneously Influence	$R^2Y (X_1X_2) = 0,638$
Residual Coefficient Effect	$\rho_{y\varepsilon} = 0,362$

By using the equation and table of the path coefficients above, we can describe the structural model equation between the three variables. The figure below is an overview of the relationship structure and path coefficients of each variable, as follows:



**Picture.1**  
Structural Relation Between X1, X2 and Y

Corelation	Coefficient	INFLUENCE		Total
		Direct	Indirect	
Entrepreneurial Knowledge	0,60	0,60 <sup>2</sup> = 0,360 = <b>36%</b>	0,60 x 0,95 x 0,20 = 0,114= <b>11,40%</b>	<b>47,4%</b>
The Use of Social Media	0,20	0,20 <sup>2</sup> = 0,040 = <b>4%</b>	0,20 x 0,95 x 0,60 = 0,114= <b>11,40%</b>	<b>15,4%</b>

		0,04= 4%	0,60 = 0,114 = 11,40%	
<b>TOTAL</b>				<b>62,8%</b>
<b>RESIDUE</b>				<b>37,20%</b>

Based on the table and path diagram above shows that:

1. The direct effect of the Entrepreneurial Knowledge variable ( $X_1$ ) on Entrepreneurial Interest (Y) is 0.36 (squared = 0.60). This means that Entrepreneurial Knowledge affects students Entrepreneurial Interest by 47,4%. In other words, Entrepreneurial Knowledge has a strong influence on students Entrepreneurial Interest because it is on the 17% - 48% interval scale.
2. The direct effect of The Use of Social Media variables ( $X_2$ ) on students Entrepreneurial Interest (Y) is 0.04 (squared = 0.20). This means that The Use Of Social Media influences visiting interest by 15,4%. In other words, the use of Social Media has a low influence on students Entrepreneurial Interest because it is on an interval of 5% - 16%.
3. Direct influence of both variables simultaneously Entrepreneurial Knowledge ( $X_1$ ) and The Use of Social Media ( $X_2$ ) on Entrepreneurial Interest (Y) is 0.628 or 62,8%. This means that the two variables, namely Entrepreneurial Knowledge and The Use of Social Media, influence students Entrepreneurial Interest by 62,8%. In other words, Entrepreneurial Knowledge and The Use of Social Media have a strong influence on Entrepreneurial Interest because they are at intervals of 49% - 81%.
4. The influence of residual variables (e) on Entrepreneurial Interest (Y) is 0.372 or 37,2%. It is interpreted that the interest of students is also influenced by other factors such as Social Factors variables, experientials, trends of entrepreneurship or other variables.

## CONCLUSION

In general, it can be concluded that based on descriptive analysis of the variable Entrepreneurial Knowledge, The Use of Social Media and Student Entrepreneurial Interest are all in the Good category. Next, for entrepreneurial knowledge provides a significant role in increasing student interest in entrepreneurship at 47.4%. Entrepreneurial knowledge as a form of effectiveness of the entrepreneurial learning process that affects the interests of entrepreneurship. Furthermore, The Use of Social Media has an influence on Entrepreneurial Interest but not as much as Entrepreneurial Knowledge, which is only 15.4%. For simultaneous testing of both variables, entrepreneurial knowledge and the use of social media have a great influence on students' interest in entrepreneurship at 62.8% with a residual of 37.2% caused by other factors such as: social factors, experience entrepreneurship or other variables. Next, suggestion are the solution of each of the lowest statements in all variables. First, increase knowledge of making proposals by frequently reading and finding out the latest information. Second, limitations of links / networks in all business activities become one of the obstacles of students when starting a business. Students should be able to join business-related communities. Third, students should attend / get training related to the business activities that they will undergo. Last, In addition to getting



knowledge and knowledge about entrepreneurship on campus, students should also take part in an internship at one of the MSMEs. For the next researcher, it is necessary to review what factors can influence student entrepreneurial interest besides entrepreneurial knowledge and the use of social media in campus.

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