Analysis Of Entrepreneurship Education And The Use Of Social Media On Interest In Entrepreneurship, Students Of The Faculty Of Economics Uki Toraja

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ARTICLE INFO	ABSTRACT
Keywords : Entrepreneurship, Education, social media, entrepreneurial interest	The purpose of this study was to find out and analyze the effect of entrepreneurship education and the use of social media on the interest in entrepreneurship of students majoring in management at the Faculty of Economics, UKI Toraja. This research is a quantitative descriptive study with a total population of 604 students. The number of samples was 241, namely students from the Faculty of Economics UKI Toraja who had programmed entrepreneurship courses. Determination of the sample using random sampling technique. To test the hypothesis used multiple linear regression. The results of the study prove that simultaneously entrepreneurship education and the use of social media have a positive and significant influence on the interest in entrepreneurship for students of the economics faculty of UKI Toraja.

1. INTRODUCTION

Increasing population growth and limited available job opportunities, resulting in high levels of unemployment. According to BPS data (BPS, 2020) the open unemployment rate (TPT) increased by 1.84 percentage points in August 2020, amounting to 7.07 percent, compared to August 2019. Recently, the number of intellectual unemployed has been increasing, university graduates are facing the problem of limited employment Opportunity. It is undeniable that the number of job opportunities offered is not proportional to the number of graduates or the supply of new workers at all levels of education, this has resulted in the challenge of finding work among college graduates getting tougher. Data from the Central Statistics Agency shows a comparison of August 2014 - August 2018,

To reduce the unemployment rate, one way that can be done is to foster student interest in entrepreneurship in tertiary institutions. Therefore, it is hoped that through entrepreneurship education students can be motivated and directed so that after graduating from college they can create jobs, where graduates are expected to become educated young entrepreneurs capable of starting their own businesses. According to Supriyono, having an interest in prospective entrepreneurs is the first step for entrepreneurship.

As young intellectuals, students who are mostly already literate in Information and Technology (IT) are expected to be able to take advantage of technological developments that present social media. Social media has changed the mindset of students for entrepreneurship. Where the use of social media can make it easier to market products more broadly without high costs. Social media has the potential to connect many people easily and for free, (Endowman et al, 2011). The role of social media is then felt to influence students' interest in entrepreneurship. This was also stated by Retno and Efendi in Prasetyo's writing who found that the influence of the use of social media and interest in entrepreneurship was positive and significant. The Department of Management, Faculty of Economics, Indonesian Christian University of Toraja, has implemented entrepreneurship education. Entrepreneurship courses are included in the curriculum which requires students of the Faculty of Economics to take entrepreneurship education where the materials and teaching materials support the development of entrepreneurship. However, the distribution of knowledge is only limited to material

and lacking in direct practice so that it does not foster student interest in entrepreneurship. The use of social media among students is also not used properly.

Yanto in Arum argues that entrepreneurial interest is the ability and strength to have the courage to advance a business or create a new business in meeting the needs of life and solving life's problems. In other words, entrepreneurial interest is someone's availability to improve the quality of life through business. The purpose of this research is to find out and test both partially and simultaneously, the effect of entrepreneurship education and the use of social media on the interest in entrepreneurship.

2. METHODS

This research is a descriptive quantitative research. The data collection technique is to give a questionnaire to the research sample that has been selected. The data analysis used in this study is as follows (1) The statistical test used is a multiple linear regression analysis technique, which is used to test the hypothesis to find out whether Entrepreneurship Education (X1) and Social Media Use (X2) have an effect on Interest in Entrepreneurship (Y), (2). Instrument test includes aspects of validity and reliability. Where a question instrument can be said to be valid if the product moment correlation coefficient value is > 0.30 (Suliyanto, 2005) and it can be said to be reliable if the Cronbach alpha value is > 0.60 (Nugroho, 2005) (3). The classic assumption test consisting of a normality test, heteroscedasticity test and multicollinearity test. (4) Hypothesis test consists of F test, T test, and Determinant Test (R2). To find out whether there is an effect of the independent variables on the dependent variable partially, the t test is used (Alghifari, 2000). Meanwhile, to find out whether there is a simultaneous effect between the independent variables on the dependent variable, the F test is used (Sugiyono, 2005). As for the coefficient of Multiple Determination (R 2) to see the magnitude of the influence of the independent variables on the dependent variable together. The population of this study were 604 students of the Management Study Program Semester VII, Faculty of Economics, UKI Toraja. The sample size was determined or guided by the formula from Taro Yamane quoted by Syamsu Alam and obtained a total sample of 241.

3. RESULTS AND DISCUSSION

Research Instrument Testing

Test instrument in this study is to use the validity test and reliability test. validity test is used to measure the legitimacy or validity of a questionnaire, while reliability is an index that indicates the extent to which a measuring instrument can be trusted or relied upon. The following are the results of the instrument test in this study.

Table 1. Instrument Test Results

No	Variable	Cronbach'Alpha	Criteria
1	Entrepreneurship Education (X1)	.730	Reliable
2	Use of Social Media (X2)	.907	Reliable
3	Interest in Entrepreneurship (Y)	.787	Reliable

Based on the results of the validity test, it was found that item X2.16 showed a total item correlation value of 0.002 <0.30 (invalid) so it was excluded from the instrument. In addition, all items from the 3 variables are declared valid. Meanwhile, based on the table above, the value of Cronbach's alpha, both entrepreneurship education, use of social media and interest in entrepreneurship, shows a value of > 0.60 which indicates that all instruments are reliable so that they can be used as research instruments.

Classical Assumption Testing Results

The classic assumption test in this study consists of the normality test, heteroscedasticity test and multicollinearity test. According to Ghozali, the normality test is used to test a regression model, whether the independent variable and the dependent variable or both have a normal or abnormal distribution. statistical test results will decrease, if the variables used are not normally distributed. The heteroscedasticity test itself is used to see whether the regression model used has variance discomfort

from the residuals in one observation to another. It is said to be heteroscedasticity if different variants are found. A good research model should not have heteroscedasticity. While the multicollinearity test is used to see whether there is a correlation between the independent variables in the model used.

Table 2. Classical Assumption Test Results

No	Variable	Variable		Normality	Heteroscedasticity
		tolerance	VIF		
1	Entrepreneurship Education (X1)	0.200	0.485	0.942	1,061
2	Use of Social Media (X2)	0.063	0.538	0.942	1,061
3	Interest in Entrepreneurship (Y)				0.068

The results of the normality test show that all variables are normally distributed because the sig.> alpha value is 0.05, where the education variable is sig. $0.200 > 0.05$; social media use variable sig $0.063 > 0.05$; and variable interest in entrepreneurship sig. $0.068 > 0.05$. Based on the results of the heteroscedasticity test, it also shows that there is no heteroscedasticity problem in the regression model, which means that the independent variables have no effect on the absolute residual. This can be seen from the sig value > 0.05. Furthermore, based on the VIF and tolerance values, it can be seen that there is no multicollinearity problem in the regression model with a VIF value < 10.

Results of Multiple Linear Regression Testing and Hypothesis Testing
Multiple linear regression testing is used to test the hypothesis to find out whether Entrepreneurship Education (X1) and Social Media Use (X2) have an effect on Entrepreneurial Interest (Y). Table 3 shows the results of multiple linear regression tests.

Table 3. Results of Multiple Linear Regression Tests and Hypothesis Tests

No	Variable	Regression coefficient	F test	t test
1	Entrepreneurship Education	0.382	83,245	6,509
2	Use of Social Media	0.090		9,247

The results of the f statistical test, the results obtained are f count $83.245 >$ f table 3.04 with a significance value of $0.000 < 0.05$ which means that entrepreneurship education and the use of social media simultaneously have a significant influence on the interest in entrepreneurship for students of the economics faculty of UKI Toraja. Furthermore, the results of the t test show the results of t count $6.509 >$ t table 1.970 in entrepreneurship education with a significance value of $0.000 < 0.05$ which means that entrepreneurship education has a significant influence on interest in entrepreneurship. The use of social media has a t value of 9.247 with a significance value of $0.000 < 0.05$, which means that there is a significant influence between the use of social media on interest in entrepreneurship.

The results showed that there was a positive and significant influence between entrepreneurship education and the interest in entrepreneurship for students of the economics faculty of UKI Toraja. This supports the research from Supeni and who also found that there is a positive and significant effect of entrepreneurship education on interest in entrepreneurship. Entrepreneurship education is the most important factor in establishing and developing the desire, spirit and entrepreneurial behavior among the younger generation because education is a source of attitude and overall intention to become entrepreneurs. So if students get education about entrepreneurship, they will be more interested in becoming entrepreneurs. Therefore, students must be increasingly motivated to become entrepreneurs through entrepreneurship education,

4.   **CONCLUSION**
The results of this study indicate that there is a significant influence of the variables of entrepreneurship education and the use of social media on the interest in entrepreneurship for students of the economics faculty of UKI Toraja, both simultaneously and partially. The results of the coefficient of determination show that the effect of the dependent variable on the independent variable is 0.416 or

41.6% and the remaining 58.4% is influenced by other variables not examined in this study, for example motivation and skill variables.

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