



Student Entrepreneurial Interest Entrepreneurial Knowledge and Social Media Usage

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Abstract

The purpose of this study is to determine and analyze the effect of entrepreneurial knowledge and the use of social media on student entrepreneurial interest, both individually and simultaneously. This research method is quantitative, uses multiple linear regression models, and applies statistical analysis using SPSS software version 26. The research population includes STIE Galileo students in the even semester of 2022/2023, and the sampling technique was carried out using the Slovin formula, which resulted in 74 students as randomly selected samples. The results of this study indicate a significant influence between entrepreneurial knowledge and the use of social media on student entrepreneurial interest, both partially and jointly. The findings of this study can strengthen entrepreneurial knowledge and social media utilization as an effort to stimulate students' entrepreneurial interest.

Keywords: *entrepreneurship knowledge, social media usage, entrepreneurial interest*

Introduction

Students are very important human resources as a successor to the progress of a country, to support economic activities, creative ideas are needed from students to create a product or service that has selling value. This idea cannot arise by itself, therefore it requires knowledge and entrepreneurial intentions from these students, especially in the face of a digital era. In an era driven by innovation and technological development, entrepreneurial interest among students is becoming increasingly important as a foundation for economic development and social progress. Although there is an increasing awareness of entrepreneurship, especially among the younger generation, there are still challenges in understanding the factors that influence entrepreneurial interest,

especially in the college environment. In this context, this study will explore the relationship between college students' entrepreneurial knowledge and social media usage on their entrepreneurial interest.

Interest is a desire that a person has for something, including feelings and desires. Entrepreneurial interest is a tendency to be interested in creating, organizing, managing, taking risks, and developing the businesses they create (Andrie Wijaya, Neviyani, & Masari, 2022). Students' entrepreneurial interest refers to their level of interest and desire to engage in entrepreneurial activities after completing their education. Factors that influence this interest involve entrepreneurial knowledge, practical experience, social support, inspiration from successful business figures, economic conditions, and the use of social media.

Entrepreneurship education in college, support from family, lecturers, or mentors, as well as hands-on experience in business projects, can increase students' interest. External factors such as economic conditions and business opportunities in an area can also play a role in shaping students' entrepreneurial interests. As research continues to grow, understanding these factors can provide a foundation for the development of more effective education and support programs to stimulate entrepreneurial interest among students.

Encouraging entrepreneurial interest can be instilled from a young age, where the spirit to create creativity and innovation begins to develop. Formal education environments, such as Higher Education, play an important role in generating entrepreneurial interest (Putri & Sakti, 2023). Student entrepreneurial interest can refer to the tendency or desire of students to be directly involved in entrepreneurial activities. This interest is to create, manage, and develop their business ventures or projects. Students' entrepreneurial interest reflects their motivation to become entrepreneurs, developing the skills and knowledge required in the business world. This interest can encourage students to learn more about entrepreneurship and start a small business as a first step toward the entrepreneurial world. Low student entrepreneurial interest can have a significant impact on the individual level and society as a whole. It can reduce the level of innovation and creativity, limit economic growth with a lack of new job creation, and increase the risk of unemployment. In addition, a lack of interest in entrepreneurship can hinder the development of an entrepreneurial community, while potential dependence on formal employment can present challenges when economic fluctuations occur. To address these issues, coordinated efforts from various parties, including universities, government, and the business sector, are needed to build a supportive environment

for the growth of students' entrepreneurial interests through educational programs, financial support, and entrepreneurial initiatives.

Research from Vernanda & Rokhmani (2021) uses research objects in the Economics Education S1 Study Program in one batch, so this study will use the research object, namely private universities. Research by Arni, Siswandari, Akhyar, & Asrowi (2022) determinants of student entrepreneurial interest, namely the variables of achievement motivation and creativity with online social networks as mediating variables, this study will look at the determinants of student entrepreneurial interest from the variables of social media usage and entrepreneurial knowledge, both partially and simultaneously. Researching students' entrepreneurial interests is very important because it provides insight into their motivations and aspirations, and contributes to the development of independent and superior human resources. This research helps universities and educational institutions to design programs that support the development of entrepreneurial skills. In addition, understanding the factors that influence students' entrepreneurial interests can assist in the provision of more effective support and resources.

Afria & Suharsono (2023) see the influence on entrepreneurial interest only in social media users with young people's research subjects, so this study will add another variable, namely the entrepreneurial knowledge variable with the research subject, namely college students. DA Samoedra, Perkasa, Fathonaturrohmah, Purba, & Setiana, (2020), entrepreneurial knowledge acts as a form of effectiveness of the entrepreneurship learning process that affects entrepreneurial interest. This is because entrepreneurial knowledge provides a strong basis for understanding, encourages student interest and creativity, and provides a practical framework that can be applied in the real world. With a deep understanding, students can be better

prepared to overcome business challenges and risks, increase self-confidence, and identify business opportunities that may be missed.

Thus, entrepreneurial knowledge is theoretical information and forms a practical foundation that supports the learning process and develops students' entrepreneurial interests. Entrepreneurial knowledge can be acquired through entrepreneurship lessons, both theoretical to enhance understanding, and practical in the business field to generate creativity and innovation. Interesting entrepreneurship lessons and the knowledge gained can trigger students' interest in entrepreneurship, provide insight into opportunities, and encourage them to open businesses with creative and innovative ideas.

Andrie Wijaya et al., (2022) social media allows users to express themselves, interact, communicate, share information, and form social bonds virtually. Social media is popular because it can provide opportunities for everyone to connect in the online world, both in the form of personal and business activities (Kurniawan, 2019). The use of social media has a significant influence on entrepreneurial interest in students, as researched by Sosiady & Ermansyah (2023) by using social media properly, one can easily find interesting information about the world of entrepreneurship and see various business opportunities of interest to the community so that with this convenience, students begin to be interested in being involved in the world of entrepreneurship, as found in the results of the study that the use of social media has an impact on entrepreneurial interest. Meanwhile, Keinditia & Kustini (2022) stated that every student needs to be able to be open and communicate well on social media, because good communication helps understand each other, prevents misunderstandings, and creates comfort.

The more often you use social media, the higher your interest in entrepreneurship. The ability to communicate well, openness,

and connect will also make the interest in entrepreneurship higher. It is important to understand that entrepreneurial knowledge is not only academic but also involves a practical understanding of how to start and manage a business. Along with that, social media is increasingly becoming a dominant force in conveying information and influencing behavior. Therefore, it is important to examine how college students' use of social media can amplify or moderate the impact of entrepreneurial knowledge on their entrepreneurial interests. Through an in-depth understanding of these factors, it is hoped that this study can contribute to efforts to improve entrepreneurship education programs in higher education settings and motivate students to develop entrepreneurial interests and skills. Furthermore, the findings of this study can serve as a basis for educational institutions, the government, and the business community to design more effective strategies to support the growth of the entrepreneurial ecosystem among university students.

Research Methods

Based on the approach, this type of research is quantitative research. This study consists of one dependent variable, namely business interest, and two independent variables, namely entrepreneurial knowledge and use of social media. Indicators of entrepreneurial interest adopted from Africa & Suharsono (2023) namely Cognition, Emotion, and Conation with seven statement items. Indicators of entrepreneurial knowledge adopted from DA Samoedra et al., (2020) consist of four indicators, namely knowledge of business, knowledge of personality & self-management, knowledge of roles & responsibilities, and knowledge of business management & organization with seven statement items. For indicators of social media use adopted from Susilawaty (2022), namely means of communication, access, and utilization with six statement items.

The population in this study were active students of STIE Galileo even 2022/2023 totaling 279 students. For sampling techniques using the Slovin formula in Maulana (2021), where sampling uses a 10% level, the following Slovin formula is used:

$$= \frac{N}{1 + (Ne^2)} = \frac{279}{1 + (279 \times 0,2^2)} = 73,61$$

Based on the Slovin formula, a sample of 73.61 or rounded up to 74 students was randomly selected.

This study uses a questionnaire with a Likert scale, namely strongly agree, agree, disagree, disagree, and strongly disagree. Furthermore, data analysis is carried out starting with tabulating data, followed by classical assumption tests such as the normality test, the multicollinearity test, and the heteroscedasticity test. Furthermore, regression tests were carried out, including multiple linear regression tests, partial regression coefficient tests (t-tests), simultaneous regression coefficient tests (f tests), and determination tests.

Result And Discussion

This validity test is used to evaluate the instrument (questionnaire) that has been prepared. The aim is to assess the extent to which the questionnaire, as a measuring tool, can measure exactly the events being measured. The statements on the questionnaire items are considered valid if the value of $r_{count} > r_{table}$ and vice versa; if the value of $r_{count} < r_{table}$, then the questionnaire statement is declared invalid.

Table 1. Uji Validitas

No	Variable	Statement	rcount	rtable	Conclusion
1	Entrepreneurial Interests (Y)	EI.1	0,539	0,226	Valid
2		EI.2	0,731	0,226	Valid
3		EI.3	0,742	0,226	Valid
4		EI.4	0,650	0,226	Valid
5		EI.5	0,767	0,226	Valid
6		EI.6	0,744	0,226	Valid
7		EI.7	0,577	0,226	Valid

8	Entrepreneurship Knowledge (X1)	EK.1	0,712	0,226	Valid
9		EK.2	0,763	0,226	Valid
10		EK.3	0,605	0,226	Valid
11		EK.4	0,581	0,226	Valid
12		EK.5	0,620	0,226	Valid
13		EK.6	0,607	0,226	Valid
14		EK.7	0,701	0,226	Valid
15	Social Media Usage (X2)	SM.1	0,658	0,226	Valid
16		SM.2	0,813	0,226	Valid
17		SM.3	0,793	0,226	Valid
18		SM.4	0,824	0,226	Valid
19		SM.5	0,793	0,226	Valid
20		SM.6	0,773	0,226	Valid

Source: Data Processing by SPSS, 2023

The results of validity testing in Table 1 show that all statement items (EI1 to SM6) have a value of $r_{count} > r_{table}$ (0.226), so it can be concluded that all statements used in this study for variables of entrepreneurial interest, entrepreneurial knowledge, and use of social media are valid.

Reliability testing is carried out to determine the level of accuracy of the data collection tools used—reliability measurement using SPSS V.26 Cronbrach's Alpha statistical test.

Table 2. Uji Reliability

No	Variable	Cronbach's Alpha	limit	Conclusion
1	Entrepreneurial Interests (Y)	0,886	0,6	Reliable
2	Entrepreneurship Knowledge (X1)	0,874	0,6	Reliable
3	Social Media Usage (X2)	0,920	0,6	Reliable

Source: Data Processing by SPSS, 2023

In Table 2, Cronbach's alpha value for the variables of entrepreneurial interest, entrepreneurial knowledge, and use of social media is greater than 0.60. So it can be concluded that the data tested can be declared reliable.

Normality testing aims to determine whether the residual value under study has a normal distribution. For normality testing using the Normal Probability Plot graph, if the data spreads far from the diagonal line, the regression model does not meet the normality assumption.

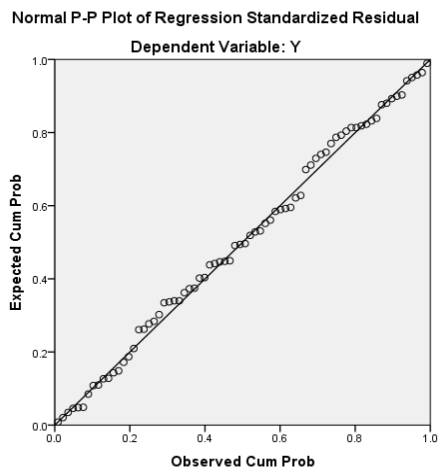


Figure 1. Plot

Source: Data Processing by SPSS, 2023

From the PPlot image, it can be seen that the graph displays data points scattered around the diagonal line and follows the line pattern. Therefore, it can be concluded that the data meets the assumption of normality. The purpose of heteroscedasticity testing is to assess whether there is non-uniformity in the variance of the residuals for each observation in the regression model. In this study, the Scatterplot was used to identify signs of heteroscedasticity

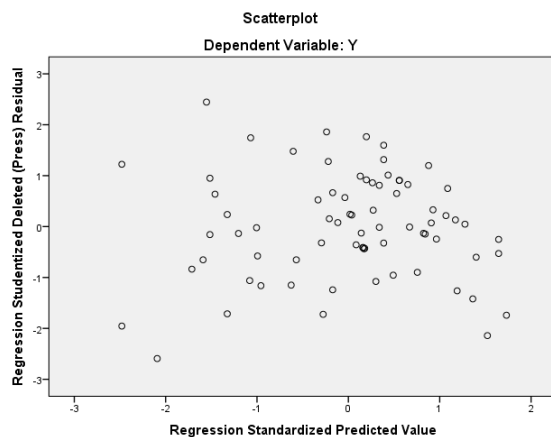


Figure 2. Scatterplot

Source: Data Processing by SPSS, 2023

In Figure 2, it can be seen that the dots are scattered randomly without forming a specific pattern that is visible, and they are distributed both above and below zero. Therefore, it can be concluded that there is no indication of heteroscedasticity in this research model.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	10.976	2.265	4.846	.000	
	X1	.363	.097	.393	3.738	.000
	X2	.308	.096	.338	3.212	.002

a. Dependent Variable: Y

Source: Data Processing by SPSS, 2023

Multiple linear regression analysis aims to see the influence between the research variables, and whether there is a positive or negative influence. Based on Table 2, a multiple linear regression model can be made, namely $Y = 10,976 + 0,363X1 + 0,308X2 + e$. The constant value is 10.976, which means that if the variable entrepreneurial knowledge and the use of social media are equal to zero, then the interest in entrepreneurship is 10.976. The coefficient of entrepreneurial knowledge is positive 0.363; this indicates that the higher the value of entrepreneurial knowledge (X1), the higher the value of student entrepreneurial interest. If the entrepreneurial knowledge variable increases by 1% or 1 point, the student entrepreneurial interest variable will increase by 0.363. The coefficient of social media use is positive (0.308); this indicates that the higher the value of the use of social media (X2), the higher the value of student entrepreneurial interest. If the variable use of social media increases by 1% or 1 point, the student entrepreneurial interest variable will increase by 0.308.

The T-test aims to determine how strong the influence of entrepreneurial knowledge variables and the use of social media individually is in explaining student entrepreneurial interest.

The Effect of Entrepreneurship Knowledge on Entrepreneurial Interest

In Table 2, it can be seen that there is a positive and significant influence between entrepreneurial knowledge (X1) and student

entrepreneurial interest (Y), which can be understood from the calculated t value of 3.738 (greater than t table 1.666) with a significant value of 0.00 (less than 0.05). This indicates that the alternative hypothesis (Ha) is accepted while the null hypothesis (Ho) is rejected. Thus, it can be concluded that there is a positive and significant relationship between entrepreneurial knowledge (X1) and student entrepreneurial interest (Y). The results of this study are in line with research conducted by DA Samoedra et al. (2020), which states that there is an effect of entrepreneurial knowledge on entrepreneurial interest. The influence of entrepreneurial knowledge on students' entrepreneurial interests includes knowledge about business, knowledge about personality and self-management, knowledge about roles and responsibilities, and knowledge about business management and organization. These influence attitudes towards risk and intrapreneurial motivation, with practical experience and environmental support from family and friends also playing an important role. Formal education in entrepreneurship through entrepreneurship courses can provide a strong knowledge base. Overall, the combination of knowledge, attitude, and practical experience creates a strong foundation to stimulate students' entrepreneurial interest, with the expectation that these factors can reinforce each other to encourage active involvement in the world of entrepreneurship. Students' entrepreneurial knowledge has a significant influence on their entrepreneurial interests. Students who have a good understanding of entrepreneurship tend to be more aware of business opportunities, have higher self-confidence, and develop the necessary entrepreneurial skills. This can be the basis for improving entrepreneurship education in higher education and providing impetus for the development of students' entrepreneurial skills.

The Effect of Social Media Use on Entrepreneurial Interest

From the information contained in Table 2, it can be seen that there is a positive and significant influence between the use of social media (X2) and student entrepreneurship interest (Y). This can be concluded from the calculated t value of 3.212 (higher than t table 1.666) and a significant value of 0.02 (less than 0.05). Therefore, the alternative hypothesis (Ha) is acceptable, while the null hypothesis (Ho) is rejected. This conclusion shows that there is a positive and significant relationship between the use of social media (X2) and student entrepreneurial interest (Y). The results of this study are in line with research conducted by Latifah, Khusaini, & Wahab (2023), Listiawati & Indrawati (2020), and Hermisya, Purwana, & Munawaroh (2022), which states that there is an effect of social media use on entrepreneurial interest. The influence of social media use on students' entrepreneurial interests creates significant dynamics in shaping their attitudes, knowledge, and motivation toward entrepreneurship. Through social media platforms, students can easily access information about business trends, business opportunities, and entrepreneurial success stories. Social media also provides a space to share experiences, ideas, and inspiration among students, building a supportive and motivating community. Educational content on entrepreneurship spread across social media can also enhance students' knowledge, while direct interaction with successful entrepreneurs through these platforms can provide a real-life picture of the challenges and successes in the business world. In addition, social media allows students to build their brands, market their ideas or products, and make business connections. Thus, the use of social media can provide a strong boost to students' entrepreneurial interest by facilitating in-depth learning, inspiration, and interaction within a virtual entrepreneurial community.

The Effect of Entrepreneurial Knowledge and Use of Social Media on Entrepreneurial Interest

The F test aims to determine the overall effect of the independent variables together on the dependent variable.

Table 3. ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	637.969	2	318.984	23.305	.000 ^b
Residual	971.815	71	13.688		
Total	1609.784	73			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Source: Data Processing by SPSS, 2023

The results of the F test show that the Fcount value is greater than the Ftable value, where the value is $23.305 > 3.970$ and a significant value of $0.000 < 0.05$, so it can be concluded that H_a is accepted and H_o is rejected. These results indicate that the variables of entrepreneurial knowledge (X1) and the use of social media (X2) together have a significant effect on entrepreneurial interest (Y). This is in line with research conducted by DA Samoedra et al. (2020), Sosiady & Ermansyah (2023), and Vernanda & Rokhmani (2021). Entrepreneurial knowledge provides a conceptual basis and understanding of key aspects of business, while the use of social media expands students' access to information, presents examples of successful entrepreneurs, and enables the exchange of ideas among the entrepreneurial community. Together, they create an environment that stimulates students' entrepreneurial interests by providing concrete knowledge and contemporary inspiration. Students can combine entrepreneurial knowledge gained through formal education with dynamic information and success stories spread through social media. Social media communities also provide opportunities for students to engage in discussions, learn from practical experiences, and build networks that can support their future entrepreneurial endeavors. Thus, the joint use of entrepreneurial knowledge and social media creates a positive synergy,

stimulating students' entrepreneurial interests through a combination of knowledge, inspiration, and community connectivity.

The coefficient of determination (R²) basically indicates the extent to which the model is able to explain variations in the dependent variable. To understand how much the contribution of entrepreneurial knowledge (X1) and the use of social media (X2) contribute to explaining variations in the dependent variable, namely student entrepreneurial interest (Y).

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.630 ^a	.396	.379	3.700	2.727

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Source: Data Processing by SPSS, 2023

From the coefficient of determination data in Table 4, it is noted that the adjusted R square value reaches 0.379, or equivalently 37.90%. This indicates that about 37.90% of the variation contained in entrepreneurial knowledge (X1) and the use of social media (X2) can explain the variation in the variable student entrepreneurial interest (Y). The remaining about 62.10% (100%–37.90%) of the variation in student entrepreneurial interest is influenced by other factors not examined in this study. The adjusted R square value in this study is low in regression analysis; this is due to a relatively small sample.

Conclusion

The conclusions of this study are: 1) there is a significant effect of entrepreneurial knowledge on student entrepreneurial interest; 2) there is a significant effect of social media use on student entrepreneurial interest; and 3) there is a positive and significant effect of entrepreneurial knowledge and social media use together on entrepreneurial interest in STIE Galileo students. In a managerial context, the findings of this study highlight

the importance of strengthening entrepreneurial knowledge and social media utilization as an effort to stimulate students' entrepreneurial interest. Therefore, the managerial suggestion is for educational institutions to consider further integration of courses that focus on developing entrepreneurial knowledge. In addition, efforts should be made to increase students' understanding of the potential of social media as an effective tool to broaden their horizons and connections in a business context. Suggestions for further research are to use a wider sample and a variety of student populations from various educational institutions. This can provide a stronger generalization regarding the effect of entrepreneurial knowledge and social media on entrepreneurial interest. In addition, the research can be expanded to consider other variables that may affect entrepreneurial interest, such as environmental and supporting factors. Furthermore, incorporating qualitative research methods can provide deeper insights into the mechanisms and motivations behind the relationships between the variables under study. Finally, future research can explore practical implementation strategies to increase students' entrepreneurial interest based on the findings of this study.

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