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The Impact of Social Media Use on Student Entrepreneurship Intention and Implementation: Evidence from Indonesia

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Abstract

In this paper, we investigate the benefits of using social media on intentions and implementation entrepreneurial. This study took place in a well-known vocational college in Bandung, Indonesia, from July 2020 to January 2021. The research method used was the explanatory survey. Research data obtained from 317 respondent. Factor analysis and multiple regression were used to analyze the data. According to this study, social media has three dimensions: ease of use, controllability, usability, and profit. Entrepreneurial intention is made up of two components: entrepreneurial motive and entrepreneurial effort. Furthermore, there are four components to entrepreneurship implementation: investment courage, technology tools, social media skills, and environmental support. Other findings of each dimension of social media proved to affect entrepreneurial intention positively. The four aspects of entrepreneurial execution were likewise positively influenced by the dimension of entrepreneurial intention. This research reveals that students make the most use of the technologies available on social media for business and interactively communicate with their customers. Therefore, social media plays a role in accelerating the growth of entrepreneurship among students. However, more research is needed to see if there is a continuous pattern in the findings of this study so that the findings can be generalized.

Keywords: Social Media, Entrepreneurial Intentions, Entrepreneurial Implementation, Consumers

JEL Classification Code: L26, L29, L86

1. Introduction

Creative freedom to apply various ideas in finding income is very much needed by entrepreneurs (Ambadar et al., 2010). Small and medium-sized businesses are more accessible for potential entrepreneurs to implement. To develop SMEs, entrepreneurs use various technologies, including social media technology.

Social media (known as socmed) is a technology that exists on mobile phones. It uses the Internet to interact between

individual users and groups with various socializing facilities, communicating without being limited by distance and time. Researchers have proven that socmed helps improve business performance (Ainin et al., 2015; Alarcón et al., 2015; Lee et al., 2015; Michaelidou et al., 2011; Nakara et al., 2012; Turan & Kara, 2018). However, only a few discuss the benefit of socmed in forming entrepreneurship among students when in fact, students, especially college students, are the generation that has the highest potential to become entrepreneurs. Therefore, it is essential for continuous research in this field, including in Indonesia. Chaniago and Sayuti (2019) found five socmed Indonesian students widely use WhatsApp, Instagram, Line, Facebook, and Twitter. From the data in 2019, there were 130 million socmed users in Indonesia (Kemenkominfo, 2019). This number is predicted to increase with the growth of Internet users. Indonesian entrepreneur's internet service association shows that 82.2 million internet users visit online shops, and 45.4 million interact with individuals (APJII, 2016). The potential for large internet users is an opportunity for entrepreneurs to introduce and market their goods directly to consumers. This interaction can use socmed as a technology tool.

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Students own many socmed applications and use them often. The observations show that the average students own and master more than one socmed. The abilities possessed by students can be used to open a business (Pinho & Soares, 2011). Asongua et al. (2018) reminded that technology on mobile phones, including socmed, could increase entrepreneurship. Nawi et al. (2017) suggested using socmed to promote and develop student entrepreneurship. Students and technology are two exciting objects to be analyzed and developed continuously in the educational world. College graduates have excellent potential to run entrepreneurship, but few still become entrepreneurs (Kolbre et al., 2005). Students quickly adapt to various information technologies, but according to Shambare (2013), relatively few become entrepreneurs, which is a global problem. University graduates need to be encouraged to become entrepreneurs in various countries. Continuous efforts are required to encourage students to develop businesses using multiple media. Furthermore, it is necessary to have a common understanding of socmed for the world of education and business (Jones, 2009).

A study by Chaniago and Sayuti (2019) on business students of a well-known vocational college in Bandung, Indonesia, found that students who are adept at Internet technology, socmed, and entrepreneurship knowledge have a significant influence on entrepreneurial intentions. Students will more easily adapt to various technologies, and it is an opportunity for them to become entrepreneurs.

Students with the knowledge gained during college will find it easier to be creative and innovative in making various products. This innovative product will not be known for its value if it has not been commercialized. The best way to encourage students to find out products value and allow them to do it (Bandera et al., 2018) is by forming a business and marketing it to the public using socmed. Piperopoulos and Dimov (2015) also proved a positive correlation in practical courses and vice versa. Encouraging students to implement entrepreneurship in business may be much better. Some researchers have warned that using entrepreneurial intention alone as an evaluative measure can be biased (Hytti et al., 2010; Oosterbeek et al., 2010). To the best of our knowledge, research that investigates and dimensionally examines socmed, entrepreneurial intentions, and implementation has never been conducted. Therefore, this study investigates social media's effect on entrepreneurial intentions and implementation. Specifically, it investigates whether the use and ownership of socmed among engineering students in the vocational field in Indonesia is beneficial to entrepreneurship. The benefits of socmed are related to the intentions and implementation of student entrepreneurship. The results show whether the dimensions of socmed play a role in encouraging student entrepreneurship intentions and applying them in life.

The results are also valuable for complementing entrepreneurship theory, especially those related to the implementation of entrepreneurship via socmed.

2. Literature Review

2.1. Social Media

User perception determines the benefits of technology, including social media (socmed). Each individual also determines the ease of use and the benefits obtained. Many theories reveal reasons someone wants to adopt (apply and utilize) technology. As socmed is part of technology, the theory used is adopted from theories about technology. Adoption theory explains why someone wants to use an object. Among these theories is an approach from Rogers (2003) with the Innovation of Diffusion Theory (IDT). He explains the use of technology for humans related to several factors, namely relative advantage, compatibility, complexity, trial, and observability. Davis (1989), in the Technology Acceptance Model (TAM) theory, stated that the use of technology consists of ease of use and usefulness. Lee et al. (2016) confirmed the adoption of socmed for companies, and the result shows that ease and usefulness determine willingness to use socmed. Research on TAM was also confirmed by Pinho and Soares (2011) with the same result. Whereas Ajzen (1991), with Theory of Planned Behavior (TPB), concluded that people use technology due to societal norms/pressures, attitudes (perception of owned resources, ability to use), and self-control in using technology. Venkatesh et al. (2003) in theory Unified Theory of Acceptance and Use of Technology (UTAUT), explained the use of technology related to performance expectancy, effort expectancy, social influence, and facilitating conditions. Thus, there are various theories about technology adoption. These theories can analyze the intention and use of socmed.

Crammond et al. (2018) and Turan and Kara (2018) stated using and utilizing socmed will be able to increase: popularity, partners, customer access, and business success. The use of socmed will empower individuals. The development of socmed technology makes it participatory between users. Some literature explains that socmed technology is an Internet-based application where fellow users can easily communicate interactively. This study uses all of these theories in investigating the relationship between socmed and entrepreneurship among Indonesian students.

Socmed is defined as an Internet-based platform for interactive communication between users, stimulating communication participation, open conversations that are not limited by distance, happening in real-time, displaying user profiles, and allowing users to distribute content (Hartati, 2017; Kaplan & Haenlein, 2010; Saravanakumar &

Lakshmi, 2012; Steenkamp & Hyde-Clarke, 2014). Socmed technology is used to transmit various social activities, marketing, promotion of merchandise, advertising, and interacting with fellow users (Fourqoniah, 2015; Hanna et al., 2011; Lee & Kwag, 2017; Roblyer et al., 2010). Mikalef et al. (2013), in their research, concluded that many entrepreneurs choose to use socmed applications as a tool to spread messages and provide services. Bryer (2011) and Shokery et al. (2016) stated socmed as an effective tool in business operations. Therefore, entrepreneurs and prospective entrepreneurs need to understand and master the use of socmed.

Several authors highlight the role of socmed adoption for marketing (Berthon et al., 2012; Maltby, 2012; Okazaki & Taylor, 2013). Socmed applications allow businesses to respond quickly to consumer demands. The ability of business people to use socmed will make it easier for them to run a business, and their business activities can be done more effectively and efficiently (McCann & Barlow, 2015; Raymond & Bergeron, 2008). Socmed can shorten transaction times and bring producers closer to consumers (Constantinides et al., 2008). The phenomenon of socmed is changing the order of business and consumers in the 21st century.

There are several factors that users prefer in using certain socmed: ease of use, relative advantage, compatibility, and complexity. Taprial and Kanwar (2012) suggested criteria that users in choosing socmed can use, such as a) accessibility, b) interactivity, c) speed, d) longevity, and e) reach. Socmed that follows user needs will increase the interaction of entrepreneurs with their consumers (Alarcón et al., 2015). Entrepreneurs will quickly build communication channels, market their products, and increase customer loyalty by using socmed.

Research by Jain et al. (2012) found that socmed can influence and change the mindset of young people. Junco, Heiberger and Loken (2010) proved that socmed helps increase co-curricular activities on campus. Socmed can be used for various communication activities, including developing students' entrepreneurial characteristics. Business people use socmed for multiple reasons. They use it to communicate and market their merchandise, such as explaining new products, managing consumer demand, determining and controlling prices, forming communities with consumers, getting closer with consumers, and silently using it as their intelligence tools. Saravanakumar and Lakshmi (2012) showed several popular socmed, including Twitter, Facebook, Youtube. Chaniago and Sayuti's (2020) research on vocational business students in Indonesia gained information about five famous socmed students' use: Whatsapp, Instagram, Line, Facebook, and Twitter. Morris and James (2017) concluded that socmed allows entrepreneurs to develop supply chains and provide assurance to consumers. Likewise, prospective

entrepreneurs can quickly realize their dreams of becoming entrepreneurs by utilizing socmed.

2.2. Entrepreneurial Intentions

Being an entrepreneur is not determined by age. Even young people can become entrepreneurs. Many factors allow a person to become an entrepreneur. Daryanto (2012) and Potishuk and Kratzer (2017) described entrepreneurship as the activity of individuals or groups who dare to take risks, use existing resources, and manage them efficiently to generate profits. Shane and Venkataraman (2000) defined entrepreneurship as how opportunities to create goods and services are discovered, evaluated, and exploited. Another group defines entrepreneurship as a dynamic process of creating additional wealth by individuals who take equity, time, and career risks (Hisrich et al., 2005). Ben Letaifa and Goglio-Primard (2016) reminded that entrepreneurship depends on networks, individual perspectives and is determined by one's cultural context. The opinion of these researchers implies they have many different focuses and assumptions regarding entrepreneurship so that there are differences in the entrepreneurial paradigm. Becker and Lee (2019) stated that there is no consensus on the definition of entrepreneurial intention, and various factors influence entrepreneurial intention. Some researchers see entrepreneurship from an entrepreneur perspective, financial perspective (organizational performance, management performance, profit), and a consumer perspective (Chaniago, 2021). The three perspectives assume that the business already exists, meaning that it had not seen how it was before the company occurred. Before becoming an entrepreneur, a person requires excellent intention and determination. Ideas will be implemented after sufficient preparation. The formation and enrichment of entrepreneurial intentions require a forum, and campus environment. This study analyzes what prospective entrepreneurs do before starting a business, and what they do after a business exists.

Ajzen (1991) explained that intention is how much effort is expended to display certain behaviors. Intentions are an effort to keep trying and achieve a goal. Efforts that are hard and full of sacrifice will determine goals and ambitions. Daryanto (2012) and Bui et al. (2020) explained that entrepreneurial intention is the effort and tendency of a person to set up a new business by using the resources and daring to take risks to gain profits. When associated with business, the entrepreneurial intention is the willingness and ability of individuals to create valuable business ideas, the ability to see opportunities and available resources to realize their dreams, the willingness to take risks, and the ability to minimize risk. The criteria for measuring entrepreneurial intentions refer to the research findings of Bui et al. (2020),

Daryanto (2012), Chaniago (2021), Potishuk and Kratzer (2017), and Ben Letaifa and Goglio-Primard (2016).

Entrepreneurs will take a risk if they can reduce risk and create profit. So it's not gambling. Courage and the ability to minimize risk are one unit in explaining entrepreneurship. To realize an intention, resources and managing risk are required. An example of a resource needed in a modern business is socmed. Several research results have proven socmed is beneficial for entrepreneurial activities, such as marketing, promotion, and communication (Lee et al., 2016; Piller & Walcher, 2006). Alarcón et al. (2015) concluded that the use of socmed would impact improving company performance. In education, socmed can also encourage students' interest in becoming entrepreneurs (Bandera et al., 2018; Fourqoniah, 2015; Liñán & Santos, 2017).

Everyone who owns and masters the use of social media has the opportunity to become an entrepreneur. Knowledgeable young people have an excellent opportunity to become entrepreneurs, including students. For students, the campus is a place to cultivate knowledge-based entrepreneurial intentions. However, some research results explain that only a few educated young people become entrepreneurs. One of the reasons is that the intention and willingness to make it happen is still low.

2.3. Entrepreneur Implementation

The characteristics that exist in entrepreneurs are quick to accept change, adapt, and be innovative. Another characteristic, as individuals with a set of instincts, inspirational mindsets, or unique visions, will, and abilities to conceptualize ideas and implement business plans, and see change as an opportunity to create value (Yu Cheng et al., 2009). Entrepreneurial activity is an individual or group action to innovate and create value by creating new products and markets, streamlining processes, marketing, and superior service. Entrepreneurship is not only about developing a business plan and analysis but also taking action and realizing a business.

Several research results have explained that the existence of entrepreneurship for a country will increase economic growth, play a role in economic performance, create jobs, and develop innovation (Moghavvemi et al., 2016; Urbano & Aparicio, 2016). Encouraging the growth of entrepreneurship is very necessary, especially for developing countries. However, to become an entrepreneur, intention alone is not enough. It requires other factors to make it happen, such as environment, education, family background, ability in technology, and others. Potishuk and Kratzer (2017) stated that education and school environment affect entrepreneurial attitudes and intentions. Jones (2009) reminded that socmed technology improves company performance and advances entrepreneurship education.

Socmed makes it easier to apply their intentions to actual business activities.

Another factor that determines the implementation of entrepreneurship in the social environment. Family and friends significantly influence individual career choices because they are considered to support and role models (Ambad & Damita, 2016). The role of friends and models is very prominent in influencing one's decision to become an entrepreneur (Nanda & Sorensen, 2009). The study by Zapkau et al. (2015) further emphasized that the closest social environment, in this case, parents, becomes role models and positively affects entrepreneurial intentions. Based on the explanation conveyed, the implementation of entrepreneurship is defined as the courage to apply ideas, vision, a business will, and innovation that are valuable to take advantage of opportunities in actual business activity. Entrepreneurial implementation can be measured from the ability to create ideas and innovation/value creation, willingness to invest, environmental support, ability to seize opportunities, education, expertise in using certain technologies, etc. The indicators developed from results study by Yu Cheng et al. (2009), Potishuk and Kratzer (2017), Jones (2009), Ambad and Damita (2016), and Zapkau et al. (2015). The relationship between variables, conceptually described in Figure 1.

3. Research Methods and Materials

This study used an explanatory survey method. The research was held from July – September 2020, delayed by a few months because the Covid-19 pandemic was still high and continued in January 2021. The research was at a well-known Indonesian vocational college, Bandung State Polytechnic, Indonesia. Research subjects are engineering students. The criteria for research subjects are Diploma 3 and Diploma 4 students, have completed a minimum of 4 semesters of study, and have passed the entrepreneurship course. Based on these criteria, the total population of the study was 1.435. From the total population, a sample of 317 students was obtained. This sample is spread over 25 engineering study programs using quota sampling. They were collecting data through questionnaires, field observations, and interviews. The questionnaire used a Likert scale with alternative answer choices of 1 to 5. Before the questionnaire was used, a trial and validity test was carried out. The result is that all items have validity > 0.3. According to Gursida and Harmon (2017), if the validity item is above 0.3, the questionnaire item is valid and feasible to use.

Sources and research instruments were developed from the findings of previous researchers and adapted to the object of this research. Sixteen question items were used to measure socmed variables. These items refer to Ajzen (1991), Alarcón et al. (2015), Davis (1989), Hartati (2017);

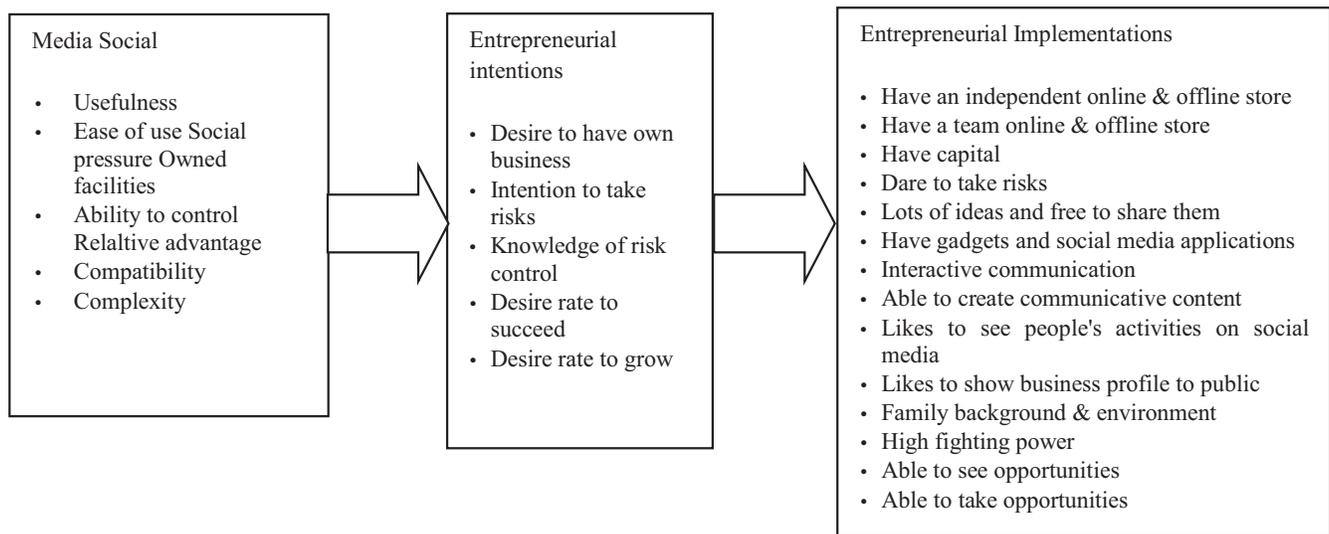


Figure 1: The Relationship of Social Media with Entrepreneurial Intentions and Implementation

Venkatesh et al. (2003), Rogers (2003), Crammond et al. (2018), Turan and Kara (2018), Kaplan and Haenlein (2010); Lee et al. (2016); Steenkamp and Hyde-Clarke (2014), Raymond and Bergeron (2008), and Taprial and Kanwar (2012). The entrepreneurial intention variable was calculated by nine-question items developed from Bandera et al. (2018), Ben Letaifa and Goglio-Primard (2016), Bui et al. (2020), Daryanto (2012); Chaniago (2021), Hisrich et al. (2005), and Potishuk and Kratzer (2017). Whereas the implementation of entrepreneurship is measured from twenty-one question items developed from Ambad and Damita (2016), Yu Cheng et al. (2009), Potishuk and Kratzer (2017), Jones (2009), and Zapkau et al. (2015).

Data from respondents were analyzed in two stages. First, we do a factor analysis so that a new component or a new dimension is obtained and is given a new label. Furthermore, the factor analysis data was continued to be processed using multiple regression analysis with the help of AMOS 23 software. The results are several factors that make up each variable and the variables that influence and are influenced.

4. Results and Discussion

4.1. Descriptive Statistics

Respondents' demographic data were processed using descriptive statistics, shown in Table 1.

Table 1 shows that most respondents are females (68%), aged between 20 years – 21 years (59%), or students in the 6th and 7th semesters. The average income from business activities is still low, 71% of them < 50 USD per month,

12% earn 50–100 USD, and only 2% have income >200 USD per month. 92% of students use two devices to support their business activities: mobile phones and laptops. In terms of socmed applications used, almost all students use WhatsApp and combine it with other applications such as Instagram (95%), Line (95%), Facebook (70%), and Twitter (11%). Only a few respondents came from a business family background (24%), 30% grew up in a business environment, and 43% of college students said they lived in a business area.

4.2. Factor Analysis Results

We performed several times of data processing with factor analysis. Theoretically, socmed variables have several dimensions, but we found three dimensions. Several question items on socmed variables such as q3, q5, q6, q8, q16, q15 were dropped from data processing because the communality value was <0.5. The items that make up the three components/dimensions of socmed are as shown in Table 2. The entrepreneurial intention variable initially consisted of one variable; yet, after being processed by factor analysis, it was found to be two dimensions. However, the question item q23 was dropped because the communality value was <0.5. The two dimensions of entrepreneurial intention and the items that form it are presented in Table 2. For the entrepreneurship implementation variable, the exploration results found four dimensions. Some of the questionnaire items submitted were dropped because the communality value was <0.5, such as q28, q30, q33, q29, q39, q44, q46. The instrument items that make up the four dimensions for

Table 1: Characteristics of Research Sample (*N* = 327)

Descriptive	Frequency	Percent
Gender		
Male	67	32
Female	142	68
Average Age of Respondents (Years)		
18–19	43	13
20–21	192	59
≥ 22	92	28
The Average Income of Respondents (USD)/Month		
<50	232	71
>50–100	39	12
>100–150	26	8
>150–200	23	7
>200	7	2
Owned Gadgets		
Mobile phone	24	7
Mobile phone + laptop	303	93
The Most Used Social Media Apps		
WhatsApp	327	100
Instagram	312	95
Line	312	95
Facebook	229	70
Twitter	37	11
Family's Background		
Entrepreneur	80	24
Non-entrepreneur	247	76
Living environment		
Adolescence		
Business environment	100	30
Non-business environment	227	70
Student Period		
Business environment	140	43
Non-business environment	187	57

the entrepreneurship implementation variable are shown in Table 2.

Furthermore, the results of factor analysis processing were continued to be processed using multiple regression. The results are shown in Figure 2 and Table 2.

The total, partial effect of each variable and the level of significance are shown in Table 3. The partial effect of each

variable starts from 14.3% to 47.3%, with a significant level of < 0.05 .

Table 4 describes the simultaneous effect on the independent variables ranging from 14.9% to 27.2%. All are significant at 0.

4.3. Findings

From Table 2, Table 3, Table 4, and Figure 2, the findings of this study:

1. The ease of using dimension on the entrepreneur motive is 30.2%, with a significance level of 0. This dimension is only proven to influence the entrepreneurial motive positively and does not affect the entrepreneurial effort.
2. The dimension of ability to control usage is proven to influence both dimensions of entrepreneurial intention. The effect on entrepreneurial motive is 19.2% and on entrepreneurial effort is 14.3%, significant at 0.
3. Usefulness & advantage dimensions affected the entrepreneurial motive by 29.1% and the entrepreneurial effort by 35.4%. All are significant at 0.
4. The total effect of controlling usage and usefulness & advantage dimension on entrepreneurial effort is 21%, significant at 0. Two dimensions are proven to affect entrepreneurial effort simultaneously.
5. The total effect of ease of use, ability to control usage, usefulness & advantage dimension on entrepreneurial motive is 14.9% significant at 0. Three dimensions of socmed variables affect entrepreneurial motive. The majority of social dimensions have a partial and simultaneous influence on both dimensions of entrepreneurial intention.
6. The test results entrepreneurial intention (entrepreneurial motive and effort) and entrepreneurial implementation (investment courage, technology tools, socmed skills, environment support) are as presented in Figure 2. The entrepreneurial motive affects investment courage by 7.4 %, having technology tools by 47.3%, and socmed skills by 30.9%. Meanwhile, the influence of the entrepreneurial effort on investment courage is 30.7%; on socmed skills 25.8%; and environment support 28.5%. Each dimension influences with a significant level of < 0.05 . However, the entrepreneurial motive was not proven to affect environmental support, nor was the entrepreneurial effort proven to have technology tools. Although there are dimensions that do not affect the dimensions of entrepreneurial implementation, the majority of dimensions on entrepreneurial intentions affect the dimensions of entrepreneurial implementation.

Table 2: Dimension Findings from Factor Analysis Results

Variables	Component/Dimensi	Label Dimensi Baru	Code
Social Media	Dimension 1: q1, q2 (usefulness), q11, q12 (advantage), q13, q14 (compatibility)	Usefulness & advantage	UA
	Dimension 2: q9, q10 (ability to control usage)	Ability to control usage	AC
	Dimension 3: q4 (easy to use) q7 (own facilities)	Ease of using	EU
Entrepreneur intentions	Dimension 1: q21, q22 (Risk control knowledge) q24 (Desire rate is successful) q25 (Desire rate grows)	Entrepreneurial effort	EE
	Dimension 2: q17, q18 (Desire to set up a privately owned business) q19, q20 (Intention to take risks)	Entrepreneurial motive	EM
Entrepreneurial Implementations	Dimension 1: q36 (Able to use social media for business) q37 (Using social media for interactive communication) q38 (Able to create interactive communication content) q40 (Like to show business profile in public) q45 (Able to see opportunities)	Social media skills	SS
	Dimension 2: q41 (Family's background) q42, q43 (Living environment)	Environmental support	ES
	Dimension 3: q34 (having gadget) q35 (having social media application)	Have technology tools	HT
	Dimension 4: q26 (having online shop) q27 (having offline shop) q31 (Dare to take risks) q32 (Lots of business ideas)	Investment courage	IC

The dimensions of entrepreneurial intention simultaneously affect the implementation of entrepreneurship. It is proof that the real influence of the entrepreneurial motive and entrepreneurial effort on investment courage is 27.2%, the influence on having technology tools 9.4%, socmed skills 17.9%, and environmental support 8.1%. The significance level of each influence is at 0.

4.4. Discussion

This study has investigated the factors/dimensions that determine a person's use of social media, entrepreneurial intentions, and entrepreneurial implementation among

college students. The theory used refers to experts' findings of the use and utilization of information technology. This study proves that three dimensions form the basis of social media (socmed) for business usage: ease of use, ability to control usage, usefulness & advantage. The naming dimensions are based on the grouping and meaning of the indicator (see Table 2). Ease of use is defined as the ease of operating socmed technology. Usefulness & advantage is the maximum use-value of a technology. The higher the use-value of technology, the greater the benefits and advantages. The ability to control usage is defined as a person's ability to use technology for something beneficial, focus on achieving goals, and not be tempted by

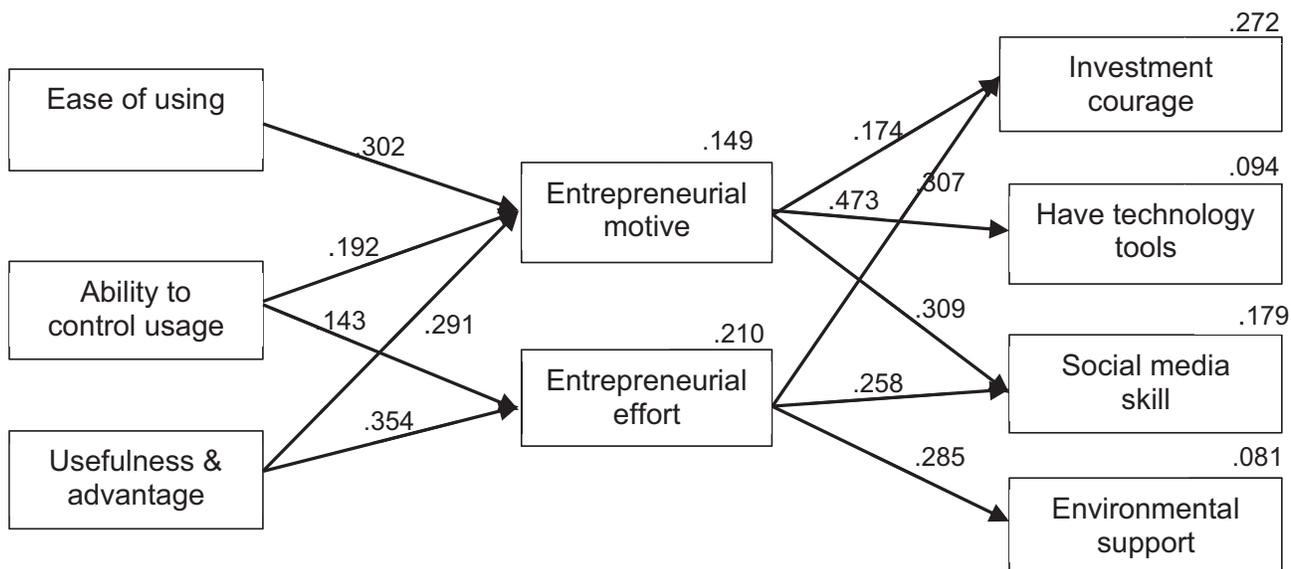


Figure 2: Influence Between Variables and Research Dimensions

Table 3: Standardized Regression Weights

Variables	Partial Effects	P
EM ← AC	0.192	***
EE ← UA	0.354	***
EM ← EU	0.302	***
EE ← AC	0.291	***
EM ← UA	0.143	0.006
ES ← EE	0.285	***
IC ← EE	0.473	***
SS ← EE	0.258	***
SS ← EM	0.309	***
HT ← EM	0.307	***
IC ← EM	0.174	***

Table 4: Squared Multiple Correlations

Variables	Total Effects Estimate
EE	0.210
EM	0.149
HT	0.094
SS	0.179
IC	0.272
ES	0.081

the adverse effects. Producing something beneficial from technology is necessary. Ease of use is similar to compatibility and complexity found by Rogers (2003), and the accessibility and speed of Taprial and Kanwar (2012). The ability to control usage is the same as the theory from Venkatesh et al. (2003), and usefulness & advantage correspond to advantage (Rogers, 2003) and usefulness (Davis, 1989). Lee and Kwag (2017) reminded that aside from being used for marketing, communicating, and providing services, socmed should also develop profitable business activities. Socmed can be used as a tool with broader benefits.

The factor analysis test also found that entrepreneurial intention consisted of two dimensions. We label these dimensions “entrepreneur motive” and “entrepreneur effort.” Entrepreneur motive is the driving force in planning a business and taking risks. It consists of two indicators: the desire to set up a privately owned business and the intention to take risks. Entrepreneur motive is similar to “self-motivation” from Hoang and Dang (2021). It is an essential factor in a person. Entrepreneur effort is a person’s efforts and sacrifices to realize a business, consisting of three indicators: risk control knowledge, level of desire to succeed, and level of desire to grow. Students who are young and born in the millennial era (early 21st century) can have a high entrepreneurial effort. Based on the finding, the variable of entrepreneurial intention must be seen from two sides: entrepreneur motive and entrepreneurial effort. Both dimensions exist in the entrepreneur or include an entrepreneur’s perspective (Chaniago, 2021).

Theoretically, entrepreneurship has only been measured by a combination of indicators made into a single variable. However, this study found that the entrepreneur implementation consists of four dimensions, namely: socmed skills, environmental support, have technology tools, and investment courage. Socmed skills are the ability to use and create socmed content to communicate interactively and deliver it to the public. Environmental support is defined as support from the family background and their environment. People who grew up in business families will be more familiar with business activities.

Moreover, people who live in business areas indirectly see daily business activities, which is valuable. Have technology tools, meaning that students have gadgets and socmed. The higher the technological facilities, the greater a person's chances to successfully achieve business goals. Data from the research shows that most students who become entrepreneurs use mobile phones and laptops. Most use WhatsApp, Instagram, Line, Facebook, and Twitter. Another dimension is investment courage. It is defined as a person's courage to take risks and realize their business ideas in certain investment forms, such as offline and online stores. Each dimension consists of several indicators, as shown in Table 3. This study proves that measuring the implementation of entrepreneurship needs to be divided into these four dimensions.

The regression analysis results obtained information that almost all dimensions of socmed affect the dimensions of entrepreneurial intention. The reason is that data from respondents shows that, on average, students who become entrepreneurs are young (20 years - 21 years old). Young and educated people more easily adapt to the development of information technology. Those who master information technology and socmed have great opportunities to become entrepreneurs. Almost all of the dimensions of entrepreneurial intentions impact all dimensions of entrepreneurial implementation. Substantially, socmed affects entrepreneurial intentions, and entrepreneurial intentions also determine the success of entrepreneurial implementation. The research results are the same as the findings of the researchers who concluded that "socmed is very useful for entrepreneurs in carrying out activities and improving business performance" (Ainin et al., 2015; Crammond et al., 2018; Lee et al., 2016; Michaelidou et al., 2011; Nakara et al., 2012; Piller & Walcher, 2006; Sinkovics et al., 2013; Turan & Kara, 2018). The competitive entrepreneurial performance will increase economic growth. Moghavvemi et al. (2016) and Urbano and Aparicio (2016) reminded that countries need entrepreneurs to contribute to the economy, employment, and innovation. Using socmed will accelerate the achievement of company goals and state goals.

This study found the partial effect of ease of use on entrepreneurial motive. Substantial socmed technology that

is easy to operate also determines a person's spirit to become an entrepreneur. The entrepreneurs prefer to use socmed technology that is simple and easy to operate. According to Asongua et al. (2018), existing technology on mobile phones, including socmed, can increase entrepreneurship. When businesses realize the benefits of using socmed, entrepreneurs can build a community around them through socmed (Lee et al., 2016). Another partial effect found is the ability to control usage on entrepreneur motive and entrepreneur effort. It means someone who can control himself will consistently use the equipment to achieve his goals. In this case, students will consistently use socmed and are motivated to use it to develop their businesses and improve their business performance. They take advantage of the positive side of socmed and can control themselves from its adverse effects, as previous researchers have found. The results are the same as the research of previous researchers. They concluded that the ability to control the use of technology has a positive effect on interest in entrepreneurship (Chaniago & Sayuti, 2019; Potishuk & Kratzer, 2017; Yzer, 2012).

Usefulness and advantage have also been shown to affect entrepreneur motive and entrepreneur effort. Among the dimensions of socmed, usefulness and advantage are the dimensions that have the most significant influence on the dimensions of entrepreneurial intention. This data proves that the benefits and advantages of technology are the main factors to be considered by entrepreneurs using socmed. Consideration of the benefits and advantages of technology is a rational decision. This study also found that entrepreneurial motives partially influence investment courage, have technology tools, and socmed. Technology tools have the most significant influence (47.3%, see figure 2). This means that the motives and desires of each entrepreneur determine the technological equipment they have, the skills to use socmed, and the courage to invest in the business.

Partially, an entrepreneurial effort has been proven to impact investment courage, skills in using socmed, and environmental support. In essence, the entrepreneurial spirit will determine the courage to invest, the skills to use technology, and environmental support. Entrepreneurs' efforts to continuously improve their technology skills manifest a power struggle. For students who live and grow up in the millennial era, rapid adaptation to the development of information technology is needed. They need to master the most popular social technology in the community to keep the turnover going. The average income from student entrepreneurial activities is still low (50 USD to 150 USD/month). The explanation for the low income is that students have limited time. Demographic data of the respondents shows that the majority of respondents grew up in a non-business environment, and after becoming a student, 43% of them lived in a business environment. This causes each dimension to be at a low criterion (< 50%).

In conclusion, students are more familiar with entrepreneurship after college or as students. Ambad and Damita (2016), Nanda and Sorensen (2009) and Zapkau et al. (2015) reminded that environmental support (parents, family, friends, role models, and residence) determines entrepreneurship. This means that the environment has a relationship with an entrepreneur's effort. Some references prefer to say that environment influences entrepreneurs. However, this research proves otherwise. The persistence of entrepreneurs in fighting for their ideals and desires can affect the environment or change views and traditions that have been happening in society. This means that humans are influenced by the environment and can also affect the environment. Humans are part of the environment, so humans can also affect the environment.

5. Conclusion

This study found that students' background using socmed for entrepreneurship consists of three dimensions: ease of use, usefulness, and advantage, and ability to control usage. Two dimensions were found for entrepreneurial intentions, namely: entrepreneurial motive, entrepreneurial effort. Moreover, four dimensions for entrepreneurial implementation were found: investment courage, technology tools, socmed skills, and environmental support. The majority of the dimensions of socmed affect the dimensions of entrepreneurial intentions and implementation. These dimensions influence the low criteria, and the income level is still low. The reason is that students have limited time to run their businesses. However, conceptually, this research has proven that socmed can increase entrepreneurial intention and implementation among students. The study we conducted took samples among vocational students in the engineering field. In the future, this study needs to be continued with a larger sample that represents various disciplines. As colleges are the right place to produce strong entrepreneurs, they need to encourage students to create interactive socmed content and use socmed for entrepreneurship. Implementation of entrepreneurship requires more time and flexibility; therefore, a separate policy is needed from campus management.

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