

# Analysis of the Influence of Economic Digitalization, Entrepreneurial Knowledge and Social Media Skills on Student Entrepreneurship Interest

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## Abstract

The study aims to determine student's interest in entrepreneurship, especially FEB UB students, and the factor influencing it. This type of research is quantitative research using primary data obtained from online questionnaires via Google Form, which will be distributed to prospective respondents. This study uses multiple linear regression analysis. The population of this study was FEB UB students in the 2019-2022 class, with sample of 100 students. The result of this study indicates that economic digitalization has a positive and significant effect on student entrepreneurship interest, while entrepreneurial knowledge has a negative and insignificant impact on entrepreneurship interest, and social media skills have a positive but not significant effect on entrepreneurship interest.

**Keywords:** economic digitalization, entrepreneurial knowledge, social media, entrepreneurship interest

## INTRODUCTION

The development of the world economy has been influenced by advances in technology, especially communication and information, which are so fast and dynamic. Digitization of technology that has been applied in various fields is able to change various forms of activities in everyday life, both in the business environment, government, to the social environment in society. Advances in technology make entrepreneurs to advance their business. An entrepreneur is required to be able to take advantage of developing technology like today to innovate. Shift from offline business to online business as it is today, making business actors required to be more careful in combining the two in an effort to promote their products. Currently, many entrepreneurs in Indonesia have successfully set up digital businesses, or what is commonly known as startup or startup businesses. This business utilizes social media as the main marketing tool so that it can open wider opportunities for the development of its business.

The Global Entrepreneurship Index report (Global Entrepreneurship Index/GEI) in 2020 ranked Indonesia 74th worldwide. Even though it has increased by one point compared to 2019 in position 75, Indonesia still needs a harder effort

to increase the entrepreneurial index. The following is the number of businesses using the Internet in their business activities.

**Table 1.** Percentage of Businesses Using the Internet

Year	Percentage of Businesses Using the Internet
2018	48%
2019	92,95%
2020	95.05%
2021	87.06%

Sources: bps.go.id

Based on these data, it is clear that the use of the Internet in business development seems so significant from 2018 when 48% of entrepreneurs in Indonesia used the Internet, then experienced a very significant increase in 2019 of 92.95% of entrepreneurs using the Internet. Then, in subsequent years it tends to increase. In the latest data, namely in 2021, it is recorded that the number of businesses using the Internet in their business activities is 87.06%. This may indicate that the existence of the Internet, accompanied by the development of technology, is able to influence these entrepreneurs to utilize the Internet in their business activities.

Being an entrepreneur must have a creative and innovative nature. This tends to be attached to the soul of the younger generation, especially students, but in reality it is inversely proportional. Based on Kompas data in 2020, it is noted that undergraduate interest in their desire

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to become entrepreneurs is still low. Here is the graph :

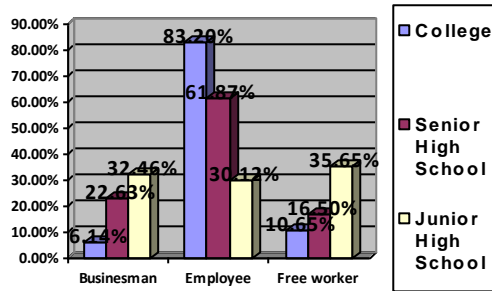


Figure 1. Graph of entrepreneurial interest based on educational level

From the graph above, it is 6.14%, which is smaller than the junior high school education level and below, which has a percentage of 32.46%. This indicates that the education that students receive during college related to entrepreneurship does not guarantee that a student is interested in becoming an entrepreneur.

Regarding the factors that cause low training interest in entrepreneurship. From this research, it was found that the causes of low student interest in entrepreneurship included prestige, lack of confidence, feeling unattractive to buyers, lack of capital, difficulty in allocating time and fear of failing to see from the experiences of others [1].

The digital economy is a term that describes the emergence of economic activities that occur due to the development of digital technology. In times like today, the internet network has become a container for a new activity often referred to by the web economy. The name changed from the Internet economy to the digital economy, indicating that the economic activities in cyberspace are increasingly complex. No wonder the existence of the digital economy can provide new opportunities to do better things and create innovations for the future. In entrepreneurship theory, creative destruction (the creative destruction theory of entrepreneurship) is Initiated [2]. Schumpeter, the entrepreneur, is seen as the ultimate innovator, and entrepreneurship is the primary driver of the economy, creating economic growth through storms of creative destruction. A great modern representation of Schumpeter's theory of creative destruction in entrepreneurship is the innovative startup. Based on Economic Theory, which states that opportunities cause the birth of

entrepreneurship, and it is the uncertainty of the future that can give birth to opportunities to be maximized, this is related to the courage to take opportunities, speculate, organize organizations, and give birth to various kinds of innovations.

Technological developments require increasing the digital competence of human resources in various fields. Therefore, digital competency education and training is very important. Thus, an introduction to the value of entrepreneurship must begin to be introduced and developed from elementary school to the mastery of entrepreneurial knowledge and skills obtained from universities so that college graduates also have skills and competence in entrepreneurship. One of the strategic factors in entrepreneurial activity is innovation, which is the application of new ideas in methods and organizations that will provide changes in their creation. Innovation will suppress the circular cycle of the stationary economy and create economic growth with a new equilibrium position at a higher income level.

According to [2], entrepreneurship is viewed as the ultimate innovator, and entrepreneurship is the main driver of the economy, creating economic growth through the storm of creative destruction. The creative destruction theory of entrepreneurs and innovators is the primary driver of economic growth, according to Schumpeter. Only through innovation by local business owners can a society make economic development.

Mastery of new things in digital business that is no less important is mastery of tools both in form and form gadget and computer hardware (*hardware* like a laptop, smartphone, printer, etc.) or in the form of software such as programs in computer systems or digital applications. Utilization Tools This digital will be very helpful in both terms operating *systems* and financial *accounting systems*. Therefore, human resources in all business sectors need to improve their capabilities and skills so that they can boost business productivity and efficiency with digitally capable human resources.

Entrepreneur takes the initiative by combining natural resources, capital, and labor to produce goods and services. An entrepreneur must have the ability to integrate other resources to achieve profits. He also mentioned that an entrepreneur is an innovator who tries to introduce the basics of a new product, new product techniques, and even a new form of company organization. Based on the Theory of

Entrepreneurial Behavior, an entrepreneur must have skills in organizing a business, managing finances and matters related to his business, building networks, and marketing products. So, in this case, someone who wants to do business, especially online, needs to have skills in operating social media. Almost all activities are done online in online businesses, so special mastery is needed in using social media.

Entrepreneurship includes all actions that are generally not carried out in daily business activities but a phenomenon that appears in the aspect of leadership [2]. Interest in entrepreneurship will emerge and grow because of the availability of facilities and opportunities, which are best utilized to seize opportunities [2]. The presence of technology today is an opportunity for students to cultivate an entrepreneurial spirit with the gadgets they own, which will be the most effective marketing in reaching a wider share of the consumer market [4]. Fostering an interest in entrepreneurship in a student is done by providing motivation and knowledge about the entrepreneurial experience to go directly into becoming an entrepreneur and the environment that supports it, be it the school, family, or community environment [5].

The low interest in entrepreneurship is one of the serious challenges from various parties, both the government, the world of education, the industrial world, and society. Various attempts have been made to foster an interest in entrepreneurship, especially changing the mindset of students who have only been interested as job seekers when they have completed their studies. According to [6], interest in entrepreneurship is the desire to make ends meet, promote business, or create new businesses with the strengths within oneself.

Digitalization is a powerful technical advancement that drives business development [7]. Potentially, these technical drivers create both opportunities and threats. Therefore, the human factor and mindset changes play a key role in ensuring that digitization will not harm society but only prosperity. Nevertheless, regarding business development and the examples analyzed, it can be concluded that digitalization and digital transformation have created an excellent framework for business enterprises. Today allows businesses and institutions to develop, develop, and grow. Therefore, it is not surprising that the existence of the digital economy can provide opportunities

to do better things and create innovations for the future. Based on this statement, a hypothesis (H1) can be taken that digitalization of the economy positively affects students' interest in entrepreneurship.

According to [8], entrepreneurial knowledge positively and significantly affects students' interest in entrepreneurship. According to [9], shows the results that the entrepreneurial knowledge variable has a positive and significant effect on student interest in entrepreneurship. Thus, based on the results of this study, the hypothesis (H2) can be drawn, namely that entrepreneurial knowledge has a positive effect on student interest in entrepreneurship.

The amount of social media use has a good and significant impact on interest in entrepreneurship [5]. Social media factors favor and considerably impact students' interest in entrepreneurship. Which makes this claim. Based on the findings of this study, it is possible to form the hypothesis (H3) that social media expertise influences students' interest in entrepreneurship [3].

According to the preceding definition, this study aims to determine the impact of economic digitalization, entrepreneurial knowledge, and social media skills on student interest in entrepreneurship.

## **MATERIAL AND METHOD**

This study is quantitative in nature. Data in the form of numbers are used in quantitative research. In this study, the data used was data obtained from the results of an online questionnaire via Google Form, which will be distributed where the target is FEB UB students in the 2019-2022 class year. Independent variables are variables that are used to influence the dependent variable. This study uses independent variables, including economic digitalization (X1), entrepreneurial knowledge (X2), and social media skills (X3).

A variable that the independent variable can affect is the dependent variable. The dependent variable in this study is students' interest in entrepreneurship (Y) The sample for this study was 100 using Solvin calculation, and the population in this study consisted of current FEB UB students for the 2019-2022 academic year. This study used a probability sampling strategy, or sampling method, that gives every member of the population an equal chance to be selected as a sample. The following is the calculation of the Slovin formula:

$$n = N / (1 + Ne^{(2)})$$

N = total population

n = number of samples

e = percentage of tolerable sampling accuracy, with (e = 1% or 0.1)

for,

$$n = N / (1 + Ne^{(2)})$$

$$n = 5216 / (1 + 5216 ((0.1))^2)$$

$$n = 5216 / 53.16$$

$$n = 98.11$$

From these calculations, n = 98.11 is obtained, which will be rounded up to 100. So, the sample in this study is 100 students. The primary data source is obtained from an online questionnaire using Google Forms, which is distributed to the respondents. The online questionnaire, which will later be distributed via Google Forms, contains 5 questions for each variable, providing alternative answers. The questions used a Likert scale with responses ranging from Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS) on a scale of 1 to 4. A scale of 1-4 was used in this study to exclude ambiguous or neutral responses. A research tool used to gauge attitudes and opinions is the Likert Scale.

The questionnaire that asks respondents to rate their level of agreement with a series of questions is completed using the Likert Scale. The Likert Scale [10] is used to gauge an individual's or group's attitudes, views, and perceptions of phenomena.

Simple Random Sampling, or obtaining a sample in a method that gives each research unit or unit element of the population an equal chance to be selected as a sample, is the sampling technique employed in this study. This study used a questionnaire as its primary technique of data collection, asking respondents to complete a Google Form with a series of questions.

Multiple linear regression was the data research technique used in this investigation. The test applied in the multiple regression analysis approach is a test of the conventional assumption model. The multicollinearity test, heteroscedasticity test, autocorrelation test, and normality test are the traditional assumption models used in this study. The dependent variable's level of influence from the independent variables is explained using this analytical technique with the regression equation as follows :

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Where,

Y = student interest in entrepreneurship

X1 = digitalization economy

X2 = entrepreneurial knowledge

X3 = social media skills

e = residuals

A data validity test is a tool to assess a questionnaire's reliability or validity. If the questions on a questionnaire can be quantified by the questionnaire using bivariate correlation, the questionnaire is considered to be genuine or legitimate. State that the question items are valid if the validity of each statement is greater than 0.60 [11]. A reliability test measurement device may be depended upon or trusted. A measuring device is regarded as dependent if the same symptoms can be measured again and the findings are processed fairly consistently. This indicates a measurement tool is regularly employed to measure the same symptoms. According to [11], Cronbach's Alpha coefficient determines whether an instrument needs a Cronbach's Alpha value over 0.60.

The classical assumption test is a statistical requirement that must be carried out in research based on multiple linear regression analysis ordinary *Least Square* (OLS). While there may be multiple independent variables in OLS, there is only one dependent variable. Several well-known assumption tests, including the normality test, multicollinearity test, heteroscedasticity test, and autocorrelation test, must be performed to determine the model's accuracy.

The normality test is used to determine whether or not the independent variables and the dependent variable in a regression model are independently and regularly distributed [2]. In this study, the residual values in the regression under test were examined to determine the normality of data distribution. The value of the data distribution will cluster around a straight line if the residuals are regularly distributed.

The multicollinearity test looks to see if a free (independent) association was discovered by the regression model. Analyzing the correlation matrix of the independent variables allows one to determine whether multicollinearity is present or absent. The value of VIF (Variance Inflation Factors) can be used to detect the presence of multicollinearity. If the VIF number is greater

than 10 or if the tolerance value is less than 0.1 or greater than 0.1, multicollinearity may exist.

To determine whether there is an inequality in variance from the residuals of one observation to another in the regression model, the heteroscedasticity test was conducted. The presence of the same residual variance from one observation to the next is referred to as homoscedasticity. In contrast, this unequal pattern is shown by unequal values between one variance of the residuals.

The autocorrelation test is utilized to determine if there is a serial correlation (correlation between data in one variable). In this investigation, the Durbin Watson (DW) was employed to determine whether there is autocorrelation.

Each independent variable's impact on the dependent variable is evaluated using the t (partial) test. This study employed a partial test to examine how students' interest in entrepreneurship is influenced by the variables of economic digitalization, entrepreneurial knowledge, and social media abilities. The t-count and t-table are compared with a significance level of 5% for this test. In addition to the f test, this method is used to ascertain the simultaneous (coincidental) impact of the independent factors on the dependent variable.

This study used the coefficient of determination to determine how much the independent variable might explain the dependent variable. The coefficient of determination has a value between 0 and 1, with the rule that the closer it is to 1, the better.

**RESULT AND DISCUSSION**

A validity test is performed to determine the validity of each indicator on the questionnaire. A statement's probability value can be used to determine if it is true. The statement is considered valid if the significance value is less than 0.05. A reliability test was performed to determine the trustworthiness and dependability of the research's indications. If the indicator has a Cronbach's Alpha coefficient value above 0.60, then [11] states that the reliability test is established by examining the Cronbach's Alpha coefficient. The following formula is used to determine Cronbach's Alpha value:

$$\text{Cronbach's Alpha} = \frac{N\bar{e}}{\bar{v} + (N-1)\bar{e}}$$

The normality test, multicollinearity test, heteroscedasticity test, and autocorrelation test are all components of the traditional assumption test. One of the steps that must be taken in a multiple regression analysis study is the classical assumption test. The normality test is used to determine whether or not data or variable distribution is normally distributed. The results of the normalcy test using Eviews are listed below.

**Table 2.** Normality Test Result

Model	Probability
Economic digitalization, entrepreneurial knowledge, social media skills, and student interest in entrepreneurship	0.280

Sources: Eviews

The data is regularly distributed if the probability value is bigger than alpha0.05. Based on these findings, it can be concluded that the data are normally distributed or that the regression model is appropriate for assessing the impact of economic digitization, entrepreneurial knowledge, and social media skills on student entrepreneurship interest. The probability value, known to be 0.280 and greater than 0.05, is based on these findings. The regression model's ability to identify a correlation between the independent variables was examined using the multicollinearity test.

**Table 3.** Multicollinearity Test Result

No	Variable	Tolerance	VIF
1	Economic digitalization	0.571	1.750
2	Entrepreneurial knowledge	0.577	1.734
3	Social media skills	0.518	1.959

Sources: Eviews

If the VIF value of the independent variable is <10.00, it can be concluded that the multicollinearity test is fulfilled. Based on the results of the multicollinearity test, the VIF value for each variable was <10.00, so this indicated that there was no multicollinearity in the equations or that the multicollinearity test in this study was fulfilled.

The heteroscedasticity test is intended to find out whether the sampling is done correctly in the right population. Following are the results of the heteroscedasticity test using Eviews.

**Table 4.** Heteroscedasticity Test: Breuch-Pagan-Godfrey Result

Model	Obs*R-Squared	Prob. Chi-Square
Economic digitalization, entrepreneurial knowledge, social media skills and student interest in entrepreneurship	1.360	0.7149

Sources: Eviews

In this study, the heteroscedasticity test is satisfied if it is known that the Obs\*R-square probability value is > 0.05. It is known that the Obs\*R-square probability value is 0.7149, which is more than 0.05, based on the results that have been collected. Thus, it can be said that there is no heteroscedasticity in the regression model used in this study. To ascertain whether data from one variable are correlated, the autocorrelation test is utilized. The outcomes of the autocorrelation test conducted using Eviews are listed below.

**Table 5.** Autocorrelation Test: Breusch-Godfrey Serial Correlation LM Test

Model	Obs*R-Squared	Prob. Chi-Square(2)
Economic digitalization, entrepreneurial knowledge, social media skills and student interest in entrepreneurship	0.852	0.653

Sources: Eviews

The model is autocorrelation-free if it is known that the Obs\*R-square probability value is greater than 0.05. The autocorrelation test in this study was successful because, according to the autocorrelation test results, the Obs\*R-square value is 0.6530, which is greater than 0.05.

To ascertain how each independent variable affects the dependent variable, the T test or partial test is used. The simultaneous test, often known as the F test, is used to determine the simultaneous effects of all independent factors on the dependent variable. Following are the results of multiple linear regression using the Eviews Application.

**Table 6.** T Test Result

No	Variable	T value	T table	Sig.
1	Economic digitalization	2.438	1.985	0.017
2	Entrepreneurial knowledge	-0.223	1.985	0.824
3	Social media skills	1.497	1.985	0.138

Sources: Eviews

The independent variable has a considerable impact on the dependent variable if the probability value of the independent variable is less than 0.05, which is known. As can be seen from the t table value, the variable has a positive impact if the calculated t value is higher than the t table value. The following is the calculation to find out the t table value:  $df = n - k$  ( $n =$  respondents/amount of data,  $k =$  number of research variables)  
 $df = 100 - 4 = 96$   
 $t \text{ table} = 1.98498$

As a consequence of the findings, it is known that the variable X1 has a probability value of 0.0166, which is less than 0.05, and that the estimated T value, which is 2.437 and higher than the t table value of 1.985, indicates that this probability value. Because the probability value is greater than 0.05, the other variables have no discernible impact on the dependent variable.

The f test is almost the same way of calculating it as the t test, the difference is that in the f test, what needs to be considered is the calculated f value and f table. The research variable simultaneously influences the dependent variable positively if the estimated f value exceeds the f table. Additionally, the probability value must be taken into consideration; if it is less than 0.05, the variable has a considerable impact on the dependent variable.

**Table 7.** F Test Result

Variable	F value	F table	Sig.
Economic digitalization, entrepreneurial knowledge, social media skills and student interest in entrepreneurship	7.146	2.464	0.000

Sources: Eviews

The value of the f table is known to be 2.46355. Therefore, it may be inferred from the regression findings that all independent variables concurrently have a significant impact on the independent variables. To determine how much the independent variables contribute to the explanation of the dependent variable, the 111111111111

Variable	R	R-Squared	Adjusted R Squared	Std. Error of the Estimate
Economic digitalization, entrepreneurial knowledge, social media skills and student interest in entrepreneurship	0.428	0.183	0.157	2.335

Sources: Eviews

The outcome of the regression that was performed shows that the value of the Adjusted R-squared is 0.157 if you make a percent, it becomes 15.7%. Thus, it may be concluded that the independent variables' combined effect on the dependent variable accounts for 15.7% of its explanation, with the remainder being influenced by other variables or external variables. There are several factors that affect student

entrepreneurship interest influenced by environmental factors and creativity and motivation. So it will be the same if a student has good knowledge of entrepreneurship and is able to take advantage of existing technology to start a business but from within he does not have the drive or motivation to start entrepreneurship.

Based on the research findings, it is known that the variable of economic digitalization positively and significantly impacts the variables of economic digitization and student interest in entrepreneurship; entrepreneurial knowledge and social media skills have a positive and significant effect on student interest in entrepreneurship. Meanwhile, the variables of entrepreneurship knowledge and social media skills partially have no significant effect on students' interest in entrepreneurship.

Based on the results of the regression analysis, the economic digitization variable (X1) has a coefficient value of 0.483, indicating a positive impact on student interest in entrepreneurship. You may also argue that as society's economy becomes more digital, students' interest in entrepreneurship will likely rise. The probability value that results from the interaction between these two factors is equal to 0.02 or less than 0.05, indicating that the economic digitization variable significantly influences students' interest in entrepreneurship. As time goes by, the existing technology will also develop. Technological developments in the economic field, one of which is starting to develop quite rapidly, are accompanied by all forms of convenience offered that can be used in everyday life. It cannot be denied that the development of a digital-based economy has made it easier for people to make transactions and so on. It is not surprising that at this time many new businesses have emerged which are promoted more through digital media, because so many people currently use everything by utilizing digital media, apart from being practical it can also be accessed by more people.

States that e-commerce has a positive influence on student entrepreneurship interest and entrepreneurial knowledge has a positive effect on student entrepreneurship interest [12] (plus previous research). In accordance with the economic theory of entrepreneurship, which reveals that an entrepreneur will increase his business if he is able to see economic opportunities in it. One of the things that will be done is to intend to take advantage of existing

opportunities by developing a business for an entrepreneur and intending to start a new business for prospective entrepreneurs, in this case, are students. Because, with someone being able to see opportunities in the future, then that person will take these opportunities as well as possible.

One of the basic indicators to assess the degree of digitalization of the economy is the Digital Economy and Society Index (DESI), which summarizes indicators of European digital performance and tracks the progress of EU countries [13]. It is recommended to carry out a correlation analysis to determine the level of economic digitization in countries that are actively implementing the Single Digital Market strategy using single market indicators. Digital - promoting e-commerce for individuals and Business Entities that have provided training to develop or enhance ICT skills personnel.

The results of this study are also in line with data released by the Central Statistics Agency (BPS) results of the 2016 Population Economic Census, which state that there was an increase in the class of business actors from beginners to micro businesses, which increased by 12%, micro-entrepreneurs to small businesses increased by 9% while from small to medium business actors it was around 1%. Some business actors in the non-agricultural sector, as many as 26.7 million people, with details of the total population whose business is not permanent as much as 18.9 million and whose business is permanent 7.8 million. With a population of 252 million in Indonesia, the BPS data shows that the ratio of Indonesian entrepreneurs reaches 3.1%.

Reporting from the Media Indonesia article for 2022, it is stated that the interest of the young generation in Indonesia in entrepreneurship has a fairly high number. Of the 64% of the total young population in Indonesia, at least 73% are interested in entrepreneurship. The growth in the number of young entrepreneurs in Indonesia has further provided to an increase in the number of young entrepreneurs who become inspirations. With the development of the pioneered business, it motivates young people to be able to develop and explore their interest in doing business. In addition to interest, of course, support from the environment and education can be major factors in carrying out a business strategy.

Considering the outcome of the regression has been completed, the coefficient value of the

entrepreneurial knowledge variable (X2) is -0.039, which indicates a negative relationship between entrepreneurial knowledge and student entrepreneurial interest. Or it can be said that higher entrepreneurial knowledge will reduce students' interest in entrepreneurship. Also, the relationship between the two variables is not significantly seen according to the probability value of 0.82, greater than 0.05. Showing that entrepreneurial knowledge has a negative and insignificant effect on student interest in entrepreneurship [14].

Which states that the low interest in student entrepreneurship is determined by several factors, including prestige and lack of confidence [1]. In this case, students feel proud to be an entrepreneur because they think they already have sufficient knowledge, so they will prefer to look for a more promising job than starting from scratch with all the uncertainties that may occur in the future.

In line with this research, the author shows that most FEB UB students feel they are not creative when they become entrepreneurs. Judging from the questionnaire's mean rating obtained, which is equal to 0.722, they feel that if the student is a creative person, he will become an entrepreneur. This value is the smallest average value used to represent the student interest in entrepreneurship variable. It can be interpreted that FEB UB students feel they are not creative enough to become entrepreneurs. This could mean that students feel insecure and feel unable to attract buyers. Based on Kompas data in 2020, it was noted that undergraduate interest in their desire to become entrepreneurs is still low, which is known to be 6.14%, which is smaller than the level of junior high school education and below, which has a percentage of 32.46%. This indicates that the education students receive during college related to entrepreneurship does not guarantee that a student is interested in becoming an entrepreneurs.

Based on the outcomes of the conducted regression, the coefficient value of the social media skills variable (X3) is 0.328, indicating that this variable positively affects student interest in entrepreneurship. In other words, if the skills in operating social media are higher, student interest in entrepreneurship will rise. However, students' interest in entrepreneurship is not significantly impacted by their use of social media, as seen from the probability value generated, which is equal to 0.137 or greater

than 0.05. The effect of the social media competence variable on students' interest in entrepreneurship is both favorable and negligible.

Social media ownership has a positive effect on student entrepreneurship interest. The more social media a person has, the more skilled they are in applying it compared to people who do not have the same social media account [5]. Thus, the skills possessed by this person will be able to help that person advance his business or help make it easier to start an entrepreneur if you can make the best use of it.

Based on Kompasiana data, at this time, the millennial generation is more interested in doing a startup business due to several things including: Currently, there are 272 million internet users in Indonesia, mobile phone connection reached 338.2 million, so compared to the total population the percentage is 124%. Internet users are 175.4 million, with a penetration rate of around 64%, and active social media is 160 million or around 59%. Current transactions in e-commerce Indonesia, according to [15], reach IDR 13 trillion per month. From these two reasons, it can be concluded that the internet-based business potential is quite large in Indonesia.

## **CONCLUSION**

The analysis that has been done leads to the conclusion that the economic digitization variable significantly and favorably influences student motivation in starting their own business. Student interest in entrepreneurship is negatively and insignificantly impacted by the entrepreneurial knowledge variable. Additionally, the influence of the social media skills variable on student interest in entrepreneurship is both favorable and negligible. Or it can be said that H1 is accepted while H2 and H3 are rejected. But simultaneously the variables of economic digitization, entrepreneurial knowledge and social media skills have a significant effect on student interest in entrepreneurship. In order to apply multiple linear regression analysis methods, this research is a quantitative study that uses primary data obtained via surveys.

The suggestions given are expected for future researchers to be able to develop this research by adding or replacing variables both independent variables which are possible to have more influence on student entrepreneurship interest.



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