

The Influence of Social Media Use and Entrepreneurial Motivation on Entrepreneurship Interest among Lampung University Students

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<p>Article Information:</p> <hr/> <p>Keywords: Keyword 1; Use of social media Keyword 2; entrepreneurial motivation Keyword 3; entrepreneurship interest Keyword 4; Entrepreneurship Keyword 5; Lampung University</p> <hr/> <p>Article History: Received : Mei 10, 2025 Revised : june 01, 2025 Accepted : June 17, 2025</p> <hr/> <p>Cite This Article: Ananda, K. T., Pandjaitan, D. R. H., & Husna, N. (2025). The influence of social media use and entrepreneurial motivation on entrepreneurship interest among Lampung University students. <i>Indikator: Jurnal Ilmiah Manajemen dan Bisnis</i>, 9(3), 47–55. doi:http://dx.doi.org/10.22441/indikator.v9i3.34639</p>	<p style="text-align: center;"><i>Abstract</i></p> <hr/> <p><i>Entrepreneurship is considered an important mechanism for improving the Indonesian economy through job creation, especially for young entrepreneurs, however, interest in entrepreneurship among young people, especially students, is still quite low, while in the current digital era, social media has become an important platform that influences the mindset and behavior of the younger generation, including in the context of entrepreneurship. For this reason, this research aims to analyze the influence of social media use and entrepreneurial motivation on interest in entrepreneurship among Lampung University students. The method used in this research is a quantitative approach, where data is collected through questionnaires distributed to 150 students from various departments at the University of Lampung. The data that has been collected is then analyzed using IBM SPSS version 25 software and testing the hypothesis using the t statistical test method. The results of this research support the hypothesis that has been established, namely that the use of social media has a significant positive effect on business resilience, and entrepreneurial motivation has a significant positive effect on entrepreneurship interest.</i></p>
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INTRODUCTION

Entrepreneurship is widely acknowledged as a key mechanism for fostering job creation, competitiveness, innovation, and socio-economic transformation (Song et al., 2021). In recent years, it has gained significant attention due to its potential contributions to economic growth, technological advancement, and employment generation (Xanthopoulou & Sahinidis, 2024). Entrepreneurs play a crucial role in revitalizing economies through economic, technological, and social development (Hassan et al., 2021).

In today's digital age, social media has become a strategic platform that significantly influences the mindset and behavior of young people, including in entrepreneurial contexts. According to Kaplan and Haenlein (2010), social media allows users to create and exchange content, making it a powerful marketing and networking tool. Rahayu and Laela (in Rahmawati et al., 2022) emphasize that social media supports communication, information access, and business promotion. Young entrepreneurs increasingly use platforms such as TikTok and Instagram not only for interaction but also to build brand awareness and engage with customers.

Beyond digital interaction, entrepreneurial motivation also plays an essential role. Motivation refers to internal or external drives such as achievement, financial independence, and autonomy that encourage individuals to start a business (McClelland, 1961; Barba-Sánchez

& Atienza-Sahuquillo, 2011). Without sufficient motivation, entrepreneurial actions are less likely to occur, even with high digital exposure.

According to the Theory of Planned Behavior (TPB) by Ajzen (1991), entrepreneurial intention is the best predictor of actual behavior and is shaped by three key factors: Attitude Toward Behavior (ATB), Subjective Norms (SN), and Perceived Behavioral Control (PBC). Social media use can influence attitudes and norms, while motivation can shape perceived control and behavioral intention. This theoretical framework provides a strong basis for examining how various psychological and behavioral factors drive entrepreneurship.

Despite the widespread use of social media and the relevance of motivational drivers, entrepreneurial participation among youth in Indonesia remains relatively low. A preliminary survey conducted among students at the University of Lampung revealed that 100% of respondents are active users of social media, with TikTok (72%), Instagram (71.3%), and WhatsApp (62%) being the most popular platforms. However, despite this high usage, only 23.91% of students have engaged in entrepreneurial activities. This discrepancy raises important questions about what drives or hinders students' entrepreneurial interest.

Moreover, previous studies show inconsistent findings on the role of social media and motivation. While some researchers have found significant positive effects (Abdelfattah et al., 2022; Hariyani & Wibowo, 2020), others reported non-significant results (Destari, 2019; Rahmawati et al., 2022). These inconsistencies indicate a research gap that needs further empirical exploration. Therefore, this study aims to analyze the influence of social media use and entrepreneurial motivation on entrepreneurial interest among students at the University of Lampung, using TPB as the theoretical foundation.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Entrepreneurship Interest

Entrepreneurship interest reflects an individual's motivational drive to engage in entrepreneurial behavior. According to Ajzen (1991) in the Theory of Planned Behavior (TPB), intention is the best predictor of actual behavior, where stronger entrepreneurial intention increases the likelihood of starting a business. Hassan et al. (2021) further explain that entrepreneurial interest represents an ambition influenced by a set of motivations that lead to actual entrepreneurial actions.

Kurnianti (2015) in Saadah et al. (2021) defines entrepreneurial interest as the courage to take risks in establishing new ventures, which can be developed through proper motivation. This interest emerges from three key factors: (1) positive attitudes toward entrepreneurship, (2) supportive subjective norms, and (3) perceived behavioral control (Ajzen, 1991). The combination of these factors shapes an individual's willingness to pursue entrepreneurial opportunities.

Social Media Use

Social media has become a powerful platform for entrepreneurial activities. Kaplan and Haenlein (2010) define social media as internet-based applications that enable the creation and exchange of user-generated content. In today's digital era, platforms like TikTok, Instagram, and Facebook have transformed into essential business tools for marketing, networking, and customer engagement (Abdelfattah et al., 2022).

Social media offers unique characteristics that benefit entrepreneurs (Mayfield, 2008):

1. Participation: Encourages active user engagement
2. Openness: Provides easy access to information
3. Conversation: Enables two-way communication
4. Community: Forms business networks

5. Connectedness: Links across multiple platforms

Olanrewaju et al. (2020) emphasize that social media helps entrepreneurs overcome traditional barriers by providing low-cost marketing solutions and access to global markets. The ability to interact with potential customers and observe competitors' strategies makes social media an invaluable resource for aspiring entrepreneurs. Based on these arguments, we propose:

H1: Social media use has a positive effect on entrepreneurship interest.

Entrepreneurial Motivation

Entrepreneurial motivation refers to the internal drive that pushes individuals to establish new businesses. Baum (2007) suggests this motivation stems from the desire to recognize and exploit business opportunities. Faghih et al. (2021) add that motivated individuals actively seek new ideas and explore hidden market potentials.

Research identifies several key motivational factors (Barba-Sánchez & Atienza-Sahuquillo, 2011):

1. Need for achievement: Desire to excel (McClelland, 1961)
2. Economic needs: Financial independence
3. Autonomy: Personal freedom
4. Affiliation: Social connections
5. Competition: Challenge-seeking

These factors contribute to the formation of entrepreneurial motivation by fulfilling both psychological and practical needs of individuals. When these motivations are strong, individuals are more likely to take the initiative to start their own businesses and persevere in the face of challenges. Based on these considerations, we propose:

H2: Entrepreneurial motivation has a positive effect on entrepreneurship interest.

RESEARCH METHOD

This study employs a quantitative research design to analyze the influence of social media use and entrepreneurial motivation on entrepreneurship interest among students at the University of Lampung. A quantitative approach is selected because the data collected are numerical and analyzed statistically to test the proposed hypotheses (Sugiyono, 2013). This method is suitable for examining a specific population or sample using structured instruments and statistical analysis to determine relationships between variables.

The research examines the effect of two independent variables—social media use (X1) and entrepreneurial motivation (X2)—on the dependent variable, entrepreneurship interest (Y). To assess both individual and simultaneous effects of these variables, this study utilizes simple and multiple linear regression analyses.

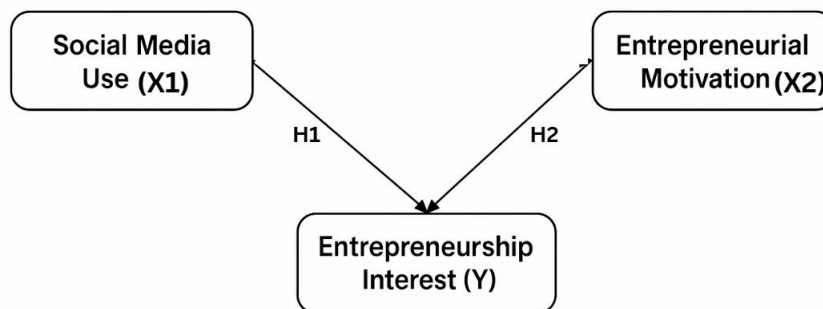
The research population comprises active students enrolled at the University of Lampung, totaling 44,025 students as of September 2024 (Source: Kupastuntas.co, 2025). The sample is determined using the formula suggested by Hair et al. (2010), which recommends that the ideal sample size ranges from 5 to 10 times the number of indicators used. In this study, there are 15 indicators, resulting in a minimum sample size of:

$$\begin{aligned}\text{Sample} &= \text{Number of Indicators} \times 5 \\ &= 15 \times 5 = 75\end{aligned}$$

Therefore, the sample size for this study ranges between 75 and 150 respondents. A non-probability sampling method with purposive sampling technique is applied. The sampling criteria include active students from the 2020 to 2024 cohorts who are currently studying at the University of Lampung. Data analysis is conducted using IBM SPSS software. The purpose of

the data analysis is to identify the strength and significance of the relationships between the studied variables, thereby validating or rejecting the research hypotheses. The following is a research framework as a conceptual model.

Figure 1. Framework



RESULTS AND DISCUSSION

Descriptive Statistical Analysis

Table 1. Descriptive Statistical Analysis of Respondents

Category	Description	Frequency	Percentage
Gender	Male	56	62.7%
	Female	94	37.3%
	Total	150	100%
Faculty Origin	Faculty of Economics and Business (FEB)	34	22.7%
	Faculty of Engineering (FT)	25	16.7%
	Faculty of Teacher Training and Education (FKIP)	21	14.0%
	Faculty of Social and Political Sciences (FISIP)	18	12.0%
	Faculty of Mathematics and Natural Sciences (FMIPA)	15	10.0%
	Faculty of Agriculture (FP)	12	8.0%
	Faculty of Law (FH)	15	10.0%
	Faculty of Medicine (FK)	10	6.7%
	Total	150	100%
Social Media User	Yes	150	100%
	No	0	0%
	Total	150	100%
Business Ownership	Already Have a Business	30	20.0%
	Not Yet	120	80.0%
	Total	150	100%
Favorite Social Media	TikTok	108	72.0%
	Instagram	107	71.3%

	WhatsApp	93	62.0%
	Facebook	11	7.3%
	Twitter	21	14.0%
	Total	150	100%
Year of Entry	2020	23	15.3%
	2021	66	44.0%
	2022	23	15.3%
	2023	19	12.7%
	2024	19	12.7%
	Total	150	100%

Source: Data Processed

Table 1 presents the descriptive statistics of the 150 respondents. Based on gender, the majority were male (62.7%), while female respondents made up 37.3%. Most participants came from the Faculty of Economics and Business (22.7%), followed by the Faculty of Engineering (16.7%). All respondents reported being active social media users (100%). However, only 20% of them already owned a business, while the majority (80%) had not yet started one.

In terms of favorite social media platforms, TikTok (72%) and Instagram (71.3%) were the most preferred, followed by WhatsApp (62%). Meanwhile, Twitter (14%) and Facebook (7.3%) had relatively low usage among students. Most students entered university in 2021 (44%).

Validity Test

In this study, the researcher employed factor analysis in the form of Exploratory Factor Analysis (EFA) to assess the validity level of each questionnaire variable. A questionnaire is considered valid if the KMO MSA (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) value and the anti-image values are greater than 0.05.

In this research, the results showed that the KMO and anti-image values for the variables of social media usage (X1), entrepreneurial motivation (X2), and Entrepreneurial Interest (Y) were all greater than 0.05, indicating that the instruments are valid. This means each statement item in the questionnaire is appropriately measurable and relevant, allowing the researcher to proceed to the reliability testing stage.

The validity values for all statement indicators can be seen in the table below:

Table 2. Results of Validity Test Using EFA

Variable	Item	KMO	Anti-Image	Conclusion
Social Media Usage (X1)	X1.1	0,877	0,836	Valid
	X1.2		0,843	Valid
	X1.3		0,924	Valid
	X1.4		0,89	Valid
	X1.5		0,912	Valid
Entrepreneurial Motivation (X2)	X2.1	0,858	0,852	Valid
	X2.2		0,867	Valid
	X2.3		0,875	Valid
	X2.4		0,838	Valid
	X2.5		0,866	Valid

Entrepreneurial Interest (Y)	Y.1	0,858	0,913	Valid
	Y.2		0,854	Valid
	Y.3		0,915	Valid
	Y.4		0,883	Valid
	Y.5		0,887	Valid

Source: Data Processed SPSS 22

Reliability Test

The reliability test was conducted to determine whether the questionnaire items can be used or not. According to Hair et al. (2019), a questionnaire can be considered reliable if it achieves a Cronbach's Alpha value greater than 0.60.

The results of this study show that the Cronbach's Alpha values for the variables Social Media Usage (X1), Entrepreneurial Motivation (X2), and Entrepreneurial Interest (Y) are all above 0.60, indicating that the instruments are reliable. Likewise, the values of "Cronbach's Alpha if Item Deleted" for each statement item are all above 0.60. This means that all items in the questionnaire used in this study are suitable for further analysis.

Table 3. Reliability Test Results

Variable	Item	Cronbach's Alpha	Cronbach's Alpha if Item Deleted	Conclusion
Social Media Usage (X1)	X1.1	0,927	0,902	Reliable
	X1.2		0,897	Reliable
	X1.3		0,912	Reliable
	X1.4		0,923	Reliable
	X1.5		0,914	Reliable
Entrepreneurial Motivation (X2)	X2.1	0,895	0,862	Reliable
	X2.2		0,88	Reliable
	X2.3		0,874	Reliable
	X2.3		0,862	Reliable
	X2.5		0,883	Reliable
Entrepreneurial Interest (Y)	Y.1	0,935	0,925	Reliable
	Y.2		0,906	Reliable
	Y.3		0,91	Reliable
	Y.4		0,939	Reliable
	Y.5		0,918	Reliable

Source: Data Processed SPSS 22

Multiple Linear Regression and t-Test

Table 4. Results of Multiple Linear Regression and t-Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.469	0.979		2.522	0.013
Social Media Usage (X1)	0.349	0.065	0.301	5.367	0.000
Entrepreneurial Motivation (X2)	0.752	0.065	0.649	11.559	0.000

Source: Data Processed SPSS 22

Based on the table above, the coefficient value for X1 (social media use) is 0.301, and for X2 (entrepreneurial motivation) is 0.649. Thus, the multiple linear regression equation can be written as follows:

$$Y = a + \beta_1 X_1 + \beta_2 X_2$$

By substituting the values, the resulting equation is:

$$Y = 2.469 + 0.349X_1 + 0.752X_2$$

This regression equation indicates that both the coefficients of social media use (X_1) and entrepreneurial motivation (X_2) are positive. This suggests that the more positively social media is used and the higher the level of entrepreneurial motivation, the greater the influence on students' entrepreneurial interest (Y) at the University of Lampung.

Table 5. Results of Hypothesis

Hypothesis	t-value	t table	Sig.	Explanation
H1: Social media use has a positive effect on entrepreneurship interest.	5.367	1.976	0.000	<i>Accepted</i>
H2: Entrepreneurial motivation has a positive effect on entrepreneurship interest.	11.559	1.976	0.000	<i>Accepted</i>

Source: Data Processed SPSS 22

The first hypothesis in this study proposes that the use of social media has a positive effect on entrepreneurial interest. This is supported by the t-test results, where the t-value of 5.367 exceeds the critical t-table value of 1.976 and the significance level is 0.000 (< 0.05), indicating that H1 is accepted. The positive regression coefficient further demonstrates that the more constructively social media is used, the higher the entrepreneurial interest among students. This reflects a unidirectional relationship between the two variables.

From the perspective of the Theory of Planned Behavior (TPB), this finding aligns with the first component attitude toward the behavior. When social media is perceived as beneficial for entrepreneurial learning, networking, or opportunity recognition, it positively shapes students' attitudes toward entrepreneurship, ultimately strengthening their entrepreneurial intention (Ajzen, 1991).

Several previous studies support this hypothesis. Abdelfattah et al. (2022) found that social media positively affects entrepreneurial interest, suggesting that it plays a role in cultivating entrepreneurial aspirations and contributing to job creation and economic development. Similarly, Mallios et al. (2023) demonstrated that specific features of social media can directly inspire entrepreneurial behavior among novice entrepreneurs. Alayis et al. (2018) also emphasized that social networking sites are powerful, low-cost tools that significantly influence entrepreneurial interest among business students. Chiara et al. (2022) further support this by highlighting the potential of social media to strengthen students' organizational and entrepreneurial involvement through digital engagement and education.

The second hypothesis states that entrepreneurial motivation significantly and positively affects entrepreneurial interest. The t-test result supports this, with a calculated t-value of 11.559 exceeding the t-table value of 1.976 and a significance value of 0.000 (< 0.05), confirming that H2 is accepted. The positive regression coefficient indicates that greater entrepreneurial motivation is associated with higher levels of entrepreneurial interest, demonstrating a direct and positive relationship between the two constructs.

According to TPB, this finding reflects the influence of subjective norms and perceived behavioral control. Motivation arises not only from individual desire but also from external encouragement and the perceived ability to succeed. These aspects enhance the belief that one is capable of initiating entrepreneurial activities, thereby strengthening intention. Previous studies also support this relationship. Aamir et al. (2021) identified a positive effect of entrepreneurial motivation on intention, highlighting the mediating role motivation plays between education and actual entrepreneurial intention. Similarly, Malebana et al. (2021) found that entrepreneurial motivation had a significant impact on entrepreneurial interest among South African rural youth, reinforcing that internal and external motivational factors are critical in fostering entrepreneurial behavior.

CONCLUSION

In conclusion, this study demonstrates that both social media use and entrepreneurial motivation have a positive and significant influence on entrepreneurial interest among students at the University of Lampung. These findings align with the Theory of Planned Behavior (Ajzen, 1991), which posits that intention is the best predictor of actual behavior and is shaped by attitude, subjective norms, and perceived behavioral control. Social media can shape positive attitudes and subjective norms by providing exposure to entrepreneurial success stories and peer support. Likewise, entrepreneurial motivation reflects internal factors that enhance perceived behavioral control, such as self-confidence and goal orientation. Thus, the more positively social media is utilized and the stronger the entrepreneurial motivation is, the greater the likelihood that students will develop a strong entrepreneurial interest—ultimately leading

to entrepreneurial actions in the future. These results support both hypotheses and suggest that strengthening positive digital engagement and motivation can be strategic in nurturing entrepreneurial behavior among university students.

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