

The Influence of Social Media Utilization and Social Environment on Office Administration Students' Entrepreneurial Interest

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ABSTRACT

This study aims to examine the influence of social media utilization and social environment on students' entrepreneurial interest. A quantitative approach with a correlational design was applied. Data were collected through an online questionnaire distributed to 100 active students of the Office Administration Education Study Program at Universitas Sebelas Maret from the 2021 and 2022 cohorts. The research instrument included three variables: social media utilization, social environment, and entrepreneurial interest. The results of multiple linear regression analysis showed that both social media utilization and social environment have a positive and significant influence, both partially and simultaneously, on students' entrepreneurial interest. These findings support previous theories that entrepreneurial values can be strengthened through the integration of non-formal learning resources and social support. However, this study is limited to a single study program at one university. Therefore, future research with a broader respondent scope and a mixed-method approach is recommended to enrich the understanding of factors affecting entrepreneurial interest.

Keywords : social media, social environment, entrepreneurship, entrepreneurial interest

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INTRODUCTION

Entrepreneurship plays a significant role in promoting economic growth through job creation, GDP improvement, and resource distribution (Ranjan, 2019). According to the Ministry of Cooperatives and SMEs, as of 2024, the entrepreneurial ratio in Indonesia has only reached around 3.35%, which remains low compared to neighboring countries like Singapore and Malaysia. (Arifin, 2019) revealed that increasing the number of entrepreneurs among university graduates can help reduce unemployment while creating more job opportunities. Data from Statistics Indonesia (BPS) in 2024 shows that university graduates make up about 11% of the total unemployed population. This high number of educated unemployed individuals is caused by inflation and population growth outpacing job availability (Pratama & Setyowati, 2022). Moreover, the low entrepreneurial interest among university students contributes to the number of educated unemployed (Yusmira et al., 2019). This condition presents a unique challenge in fostering entrepreneurial interest, particularly among the younger generation, such as university students.

(Widhiastuti & Dewi, 2020) define entrepreneurial interest as a naturally emerging desire within an individual to engage in entrepreneurial activities, without external coercion. (Dewi & Nawawi, 2022) state that entrepreneurial interest can be observed through a person's willingness to work hard and persistently for business progress, readiness to take risks when starting a business, and eagerness to learn from personal experiences. (Tobing et al., 2019) identify both internal factors (such as the need for income, self-esteem, and enjoyment) and external factors (such as family, community, and opportunity) as influences on entrepreneurial interest.

Social media serves as a platform for spreading entrepreneurial information, business promotion, and relationship development. According to (Wardana et al., 2022) social media provides fast and extensive access to entrepreneurial information and inspiration, and can shape one's perception and motivation to start a business. However, (Octavia, 2020) found that not all students make optimal use of social media for productive purposes, including entrepreneurship. This reveals a gap between the potential of social media and the actual practices of students in cultivating entrepreneurial interest. With the existence of social media, entrepreneurial opportunities should be more accessible, encouraging more students to become interested.

Another factor that may influence entrepreneurial interest is the social environment. Dewantara, as cited in (Pakaya & Posumah, 2021), states that family, peers, campus environment, and surrounding communities can influence one's mindset and motivation. This includes family environment, academic environment, and local community surroundings. (Destianingrum et al., 2023) note that the social environment consists of individuals, groups, natural resources, cultural resources, values and norms, conditions or situations, and social barriers. Support from entrepreneurial parents, peers involved in business, or lecturers actively mentoring entrepreneurship programs are examples of how social environments can strengthen entrepreneurial interest. However, such social support is not always evenly distributed among students, which can hinder the development of entrepreneurial interest.

Several previous studies have examined the relationship between social media and entrepreneurial interest or the influence of social environments on students' entrepreneurial development. However, very few studies have analyzed both factors simultaneously, or observed their combined influence on entrepreneurial interest particularly in the context of students enrolled in Office Administration Education

programs. This study addresses that gap while offering a contextualized approach that considers the development of digital media and the social role of the campus environment.

Although the use of social media and social support among students is growing, entrepreneurial interest has not significantly increased. A study by (Al Halbusi et al., 2023) revealed that social media can shape positive perceptions of entrepreneurship, but does not necessarily drive individuals to engage in entrepreneurial activities. On the other hand, support from the social environment can help foster confidence in pursuing entrepreneurship.

A preliminary study involving a number of students showed that only a small portion were genuinely interested in running a business. Most students preferred to find employment after graduation or continue to higher education. Entrepreneurship is often perceived as riskier, requiring capital, and not immediately profitable. A lack of entrepreneurial experience and limited supportive social environments were also cited as barriers to developing interest in entrepreneurship.

Based on the explanation above, this study proposes three main hypotheses: (1) Social media utilization has a positive and significant influence on the entrepreneurial interest of students in the Office Administration Education Study Program at Universitas Sebelas Maret. (2) The social environment has a positive and significant influence on students' entrepreneurial interest in the same program. (3) Social media utilization and the social environment simultaneously have a positive and significant influence on students' entrepreneurial interest.

METHODS OF RESEARCH

This research applies a quantitative approach with a correlational design to examine the influence of two independent variables, social media utilization and the social environment, on the dependent variable, namely entrepreneurial interest. All variables were measured using a Likert scale instrument. The instrument for social media utilization was developed based on the 4C model by Heuer in (Luthfi & Mubarak, 2023) and Ajzen in (Supriyadi & Putra, 2022), covering information context, attention to business-related content, feature usage, and connection/interaction. The social environment variable refers to family, peer, campus, and community settings based on Dewantara's concept cited in (Pakaya & Posumah, 2021). Entrepreneurial interest was measured using indicators such as enjoyment, interest, attention, and engagement as described by Sutanto in (Shodik, 2023). Data were collected through an online questionnaire distributed via Google Forms.

The population of this study consisted of all active students from the 2021 and 2022 cohorts of the Office Administration Education Study Program at Universitas Sebelas Maret, totaling 180 students. The sampling technique used was stratified proportionate random sampling based on year of enrollment. From the total population of 180 students, 100 respondents were selected using a proportional sampling technique. This approach ensured that the number of respondents from each cohort was determined in accordance with its proportion to the overall population, thereby guaranteeing equitable representation across cohorts and enhancing the representativeness of the research findings. Accordingly, the final sample consisted of 45 students from the 2021 cohort and 55 students from the 2022 cohort.

The data in this study were processed and analyzed using SPSS version 26. This software was employed to perform various statistical procedures required in the study. The analysis began with classical

assumption tests, including normality, multicollinearity, heteroscedasticity, and linearity tests, to ensure that the regression model met the necessary assumptions. Subsequently, multiple linear regression analysis was conducted to examine the influence of the independent variables on the dependent variable. Hypothesis testing was carried out using the t-test for partial effects and the F-test for simultaneous effects, while the coefficient of determination (R^2) was used to measure the explanatory power of the model.

Validity testing was performed using the Pearson Product Moment correlation. An item was considered valid if the calculated r-value exceeded the table r-value at a 0.05 significance level ($r_{table} = 0.197$). Reliability testing was done using Cronbach's Alpha, where a value above 0.60 indicates acceptable reliability. Only items deemed valid and reliable were used in the main data collection.

The research instrument was first tested through a pilot study (try out) involving 60 items, with 20 statements for each variable. All items were measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The pilot test was conducted to evaluate the quality of the instrument in terms of validity and reliability. The results showed that out of the 20 items for each variable, 9 items were declared valid for variable X_1 (social media utilization), 9 items were valid for variable X_2 (social environment), and 14 items were valid for variable Y (entrepreneurial interest). These findings indicate that the instrument had undergone proper validation and was feasible to be used in the main study. Before regression analysis, prerequisite tests were conducted, including the Kolmogorov–Smirnov test for normality and ANOVA for linearity. The data met the assumptions for both normality ($p = 0.050$) and linearity (X_1-Y $p = 0.209$, X_2-Y $p = 0.493$), confirming a linear relationship between the independent variables and entrepreneurial interest.

RESULT AND DISCUSSION

This research data aims to provide an overview of respondents' responses to the questionnaire distributed to 100 active students of the Office Administration Education Study Program at Universitas Sebelas Maret, from the 2021 and 2022 cohorts. The research instrument consisted of three variables: social media utilization (X_1), social environment (X_2), and entrepreneurial interest (Y), with a total of 32 statement items measured using a 5-point Likert scale. The questionnaire was distributed online via Google Forms. In general, the descriptive results indicated that most respondents gave scores in the range of "agree" to "strongly agree."

Research Result

Validity testing was conducted with 30 respondents to assess the feasibility of the instrument items. The results, analyzed using Pearson Product Moment correlation, showed that most items had an r-value greater than the critical value (0.197), thus they were declared valid. Some invalid items were removed before the main data collection. Furthermore, reliability testing using Cronbach's Alpha indicated that all three variables had alpha values above 0.60: $X_1 = 0.629$, $X_2 = 0.745$, and $Y = 0.922$. Therefore, the entire instrument was deemed reliable and suitable for research use.

Before conducting the multiple linear regression analysis, prerequisite tests were carried out, including normality and linearity tests. The Kolmogorov–Smirnov test for normality showed a significance

value of 0.050 ($p = 0.050$), which is within the acceptable threshold for normal distribution. Thus, the data in this study can be considered normally distributed.

The linearity test was conducted to examine whether a linear relationship exists between each independent variable and the dependent variable. The results showed that the significance values of the deviation from linearity were 0.209 for the relationship between X1 and Y, and 0.493 for the relationship between X2 and Y—both values exceeding 0.05. These findings indicate the presence of a linear relationship between social media utilization and social environment with students' entrepreneurial interest.

A multicollinearity test was conducted to determine whether high correlations existed between the independent variables in the regression model. The test results showed that the variables social media utilization and social environment had tolerance values of 0.879 and VIF values of 1.138. Since the tolerance values were greater than 0.1 and the VIF values were less than 10, it can be concluded that the regression model does not exhibit multicollinearity symptoms. Therefore, both independent variables can be included in the regression model without causing estimation bias due to inter-variable correlation.

The hypothesis testing in this study was performed using multiple linear regression analysis. Based on the results, it can be concluded that both independent variables have a significant influence, both simultaneously and partially, on the increase of entrepreneurial interest among students in the Office Administration Education Program.

Table 1. Results of T-Test

Variable	B	Std. Error	Beta	t	Sig.
Social Media Utilization	.614	.193	.296	3.179	.002
Social Environment	.690	.197	.326	3.501	.001

Based on Table 1, the t-test results showed that social media utilization (X1) significantly influences entrepreneurial interest ($t = 3.179$, $p = 0.002$), and so does the social environment (X2) with ($t = 3.501$, $p = 0.001$).

Table 2. Results of F test

Sum of Squares	df	Mean Square	F	Sig.
Regression	2013.979	2	1006.990	17.124
Residual	5704.061	97	58.805	
Total	7718.040	99		

Based on Table 2, the F-test produced a significance value of 0.000 ($p < 0.05$), indicating that social media utilization and social environment together have a significant influence on entrepreneurial interest.

Table 3. Results of R square

R	R Square	Adjusted R Square	Std. Error of the Estimate
.511 ^a	.261	.246	7.66843

Based on Table 3, the R square value was 0.261, meaning that social media utilization (X1) and social environment (X2) explain 26.1% of the variance in entrepreneurial interest, while the remaining 73.9% is influenced by other factors not examined in this study.

Table 4. Results of Multiple Linear Regression Analysis

Model	B	Std. Error	Beta	t	Sig.
Constant	6.921	8.057		.859	.392
Social Media Utilization	.614	.193	.296	3.179	.002
Social Environment	.690	.197	.326	3.501	.001

According to Table 4, the multiple linear regression equation is: $Y = 6.921 + 0.614X_1 + 0.690X_2$. This means that both social media utilization and social environment positively affect entrepreneurial interest. The constant of 6.921 implies that if both X_1 and X_2 are zero, the entrepreneurial interest is 6.921. An increase of one unit in X_1 and X_2 will increase Y by 0.614 and 0.690 respectively. The significance values of 0.002 and 0.001 confirm that both effects are statistically significant.

Discussion

The results of the regression analysis indicate that social media utilization (X_1) has a positive and significant influence on students' entrepreneurial interest. This finding is in line with the study by (Al Halbusi et al., 2023), which stated that social media utilization can strengthen positive attitudes toward entrepreneurship, enhance self-efficacy, and expand access to business information among the younger generation. This is further supported by (Wardana et al., 2022), who explained that social media facilitates informal learning processes related to business through educational and inspiring digital content. Students tend to follow public figures or young entrepreneurs on social media, which shapes their perception of the business world. In addition, features such as short videos and real-time interaction make entrepreneurial information more accessible and appealing to consume. On the other hand, (Octavia, 2020) found contrasting results, revealing that many students still use social media primarily for entertainment purposes. This difference may be due to the distinct populations and contexts of the studies: Octavia's research involved students from a different university, who had different characteristics, social media habits, and environmental contexts, whereas the current study focused on students of the Office Administration Education Study Program, who have taken Entrepreneurship courses and participated in programs such as Entrepreneurship Internships and Wirausaha Merdeka, making them more directed in using social media for entrepreneurial purposes.

The second hypothesis reveals that the social environment (X_2) also has a positive and significant influence on students' entrepreneurial interest. This result supports the theory proposed by Dewantara as cited in (Pakaya & Posumah, 2021), which emphasizes that the social environment—such as family, peers, and educational institutions—plays a vital role in shaping an individual's attitudes and interests toward various activities, including entrepreneurship. This finding is also consistent with the study by (Endang Saputri, 2016), which highlighted that students' involvement in communities or social groups with business-oriented goals can enhance access to information and increase confidence in starting a business. Family environments that promote economic independence, along with peer groups that actively share business opportunities, contribute significantly to fostering entrepreneurial interest. However, when compared to the findings of (Arifin, 2019), differences in context emerge. Arifin found that not all social environments are supportive; some even express pessimism toward entrepreneurship as a profession. This may stem from cultural values, parental expectations, or the socio-economic background of the family. In the context of Office Administration Education students at Sebelas Maret University (UNS), social support

tends to be more open to entrepreneurial options due to the academic environment that already provides space for developing such potential.

The simultaneous test results show that social media utilization and the social environment together have a significant influence on students' entrepreneurial interest. This suggests that the integration between digital exposure and social support plays a crucial role in shaping students' entrepreneurial orientation. These findings are supported by (Adlina et al., 2023), who emphasized that social media not only serves as a platform for gaining information and inspiration but also supports branding and engagement with potential customers. Meanwhile, support from the social environment, including family, friends, and communities, acts as moral encouragement to start a business. Furthermore, in line with (Al Halbusi et al., 2023), who employed the Theory of Planned Behavior (TPB) approach, social media and the social environment function as key mediators in shaping entrepreneurial intentions, where social media enhances perceived behavioral control and positive attitudes, while the social environment provides social norms and support that strengthen individuals' confidence. Therefore, it is essential for educational institutions to design entrepreneurship development strategies that are not only based on digital content but also strengthen social relationships and mentoring systems. The effectiveness of this combined influence may also be supported by institutional interventions, such as entrepreneurship training, easy access to business opportunity information, and active support from student organizations in organizing entrepreneurship-related activities.

CONCLUSION

Based on the results of the statistical analysis, it can be concluded that there is a positive and significant influence of social media utilization on the entrepreneurial interest of students in the Office Administration Education Study Program at Sebelas Maret University. In addition, the social environment also has a proven positive and significant effect on students' entrepreneurial interest. The combined influence of both variables is likewise significant, indicating that the integration of digital information access through social media and support from the surrounding environment contributes meaningfully to encouraging students to develop entrepreneurial intentions. These findings reinforce existing theories and prior studies suggesting that entrepreneurial values can be strengthened through the integration of non-formal learning sources and social support systems. Nonetheless, this study is limited by its sample scope, which includes only one study program at a single university, as well as its quantitative approach, which does not explore personal motivational aspects in depth. Therefore, future research is needed with a broader range of respondents and a mixed-method approach to gain a more comprehensive understanding of the factors influencing students' entrepreneurial interest.

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