



The Influence of Entrepreneurial Knowledge and Social Media on Entrepreneurial Interest of Management Study Program Students at Universitas Wahid Hasyim

Refina Yulia Pancawati ¹, Muhammad Ulin Nuha²

^{1, 2}. Universitas Wahid Hasyim
e-mail : m.ulinnuha@unwahas.ac.id

Abstract

This study aims to analyze the influence of entrepreneurial knowledge and social media on the entrepreneurial interest of students of the Management Study Program, Wahid Hasyim University, Semarang. The background of this research is driven by the high unemployment rate among university graduates, which demands an increase in entrepreneurial spirit as an alternative solution in creating jobs. This study uses a quantitative approach with data collection techniques through questionnaires distributed to 75 student respondents of the class of 2021. Data analysis was carried out using SPSS version 26 with validity, reliability, classical assumption test, multiple linear regression test, t test, F test, and determination test. The results showed that entrepreneurial knowledge had a positive and significant effect on entrepreneurial interest (t-count 4.772 > t-table 1.666; sig. 0.000 < 0.05), as well as social media (t-count 4.543 > t-table 1.666; sig. 0.000 < 0.05). Simultaneously, these two variables have an influence on significant to students' entrepreneurial interest (F-count 88.168; sig. 0.000). Thus, it can be concluded that entrepreneurial knowledge and the use of social media together contribute to increasing students' interest in becoming entrepreneurs. This research provides important implications for higher education institutions to further strengthen the entrepreneurship curriculum and encourage the use of digital media in supporting the entrepreneurial spirit of students.

Keywords :
*Entrepreneurial
Knowledge; Social
Media;
Entrepreneurial
Interest*

INTRODUCTION

In The current era of globalization has reached this high unemployment rate, which is a serious problem. The main cause is the gap between the number of job seekers and the number of jobs available. According to statistics compiled by the Central Statistics Agency, there were 3,453,174 million unemployed people in 2021. Among this group, the majority only graduated from elementary school, never went to school at all, or only had a junior high school education. Meanwhile, 5,648,878 million people have graduated from high school, vocational school, diploma, or university but are still unemployed. Graduates of diplomas I, II, and III and bachelor's increased by 25% from 129.4 million workers (Aisyah et al., 2023).

Entrepreneurship is the ability to use opportunities creatively to achieve certain goals. The process of building entrepreneurship is not an easy thing, but it can be an individual's choice to pursue a career as an entrepreneur. In this context, there are many internal and external variables that affect entrepreneurial enthusiasm, especially among students who want to start their own businesses. Based on their interests, students will learn the skills necessary to start their own businesses. When they adopt an entrepreneurial mindset, students are guaranteed to be creatively productive (Shanty, 2020).

Starting your own business is a great way to solve this problem. Educated people should be able to build their own businesses so that they don't have to rely on the work of others. By starting a business, they will have the ability to create well-being for themselves and others. The spirit of entrepreneurship goes hand in hand with the desire to build a business. College students won't be motivated to achieve something if they don't find it interesting.(Haryanti, 2023). Since entrepreneurial knowledge helps them understand and hone their skills, it is very important for entrepreneurs. Because such knowledge has a huge influence on the aspirations of entrepreneurs to achieve personal, collective, and national achievements, the information necessary to launch and run a company effectively is considered an essential component of entrepreneurial ventures and the formation of new companies.(Prihatiningsih & Susanti, 2023)

Entrepreneurship courses in college are a place to gain knowledge about entrepreneurship. This course offers knowledge of entrepreneurial theories that can augment students' knowledge, as well as hands-on practice in the field to offer products. With knowledge, a person is able to judge something as a benefit and experience positive or negative feelings about it. Entrepreneurial knowledge is essential to becoming a successful entrepreneur. This is due to the fact that entrepreneurial knowledge has the ability to change the way a person behaves, thinks, and behaves in relation to entrepreneurship, as well as encouraging them to take actions that can increase their interest in entrepreneurship.(Suryadi & Samuel, 2022)

Meanwhile, social media in improving business results is increasingly recognized. Manufacturers can find consumer habits through social networks to market their products (Puspitarini & Nuraeni, 2019). Social media is a network that connects people from all over the world. Social media motivates students to be entrepreneurial, which reduces the chances of failure and makes it easier to market products more widely at a lower cost. As the role of social media is increasingly recognized to improve business performance, entrepreneurs must be able to build an extensive network to better interact through the internet with others. The use of social media such as Twitter, Instagram, Facebook, WhatsUp, and Tik-Tok continues to increase every year. According to (Rahayu and Sulistyowati, 2022)

Since social media allows people to connect with each other, it can be a great opportunity for entrepreneurs to explore the potential of the business in the future. All students, especially those taking entrepreneurship classes, will see social media as a great way to develop their interest in entrepreneurship. Many students have career goals after graduation, which is to apply what they have learned in the world of work. The fact that entering the world of work is not easy, even after graduating from school, makes it difficult for many students to find a job, leading to unemployment. This is expected to help students develop an entrepreneurial spirit that is able to innovate and be creative. (Giri, 2023) Developing an interest in becoming an entrepreneur is the first step to becoming an entrepreneur. The main target in fostering entrepreneurial interest in Indonesia is students.

Entrepreneurial interest involves the desire and readiness to work wholeheartedly and with strong determination. To achieve success despite being faced with risks. However, students are often afraid to start a business because they are not too interested in entrepreneurship. They are deterred by concerns such as the risk of failure, income uncertainty, business management issues, and fierce market competition. (Diksan, 2023)

In previous research, it was used as a reference in conducting research. One of the previous studies was from a study (Listiwati & Indrawati, 2020) entitled "The Influence of Entrepreneurship Learning and Social Media Utilization on Entrepreneurial Interest in FKIP UNS Students" The results of the study show that entrepreneurship learning and the use of social media have a significant influence on students' interest in entrepreneurship. In the study, students are encouraged to understand the concept of entrepreneurship and develop business ideas so that they have business provisions that can be developed after graduation. They are also expected to utilize Android smartphone-based technology to sell online. This online selling activity not only helps increase pocket money but also trains students' entrepreneurial spirit. Another study conducted by (Fransiska Puspita Widiati, 2022) with the title "The Influence of Social Media, Motivation, and Entrepreneurial Business on Student Entrepreneurial Interest" shows that social media, motivation, and entrepreneurial business have a positive and significant influence on students' interest in entrepreneurship. However, some students are still unable to motivate themselves or realize the potential and opportunities to create innovative businesses. In addition, a lack of understanding of entrepreneurial business knowledge is also a factor that affects their interests. Therefore, by considering these conditions and factors, students are expected to make it a guideline for creativity through small businesses. The use of social media as a digital tool is expected to increase their ability and courage in developing entrepreneurial interests.

The Management Study Program, Faculty of Economics and Business, Wahid Hasyim University, Semarang, has made efforts to increase entrepreneurial knowledge among students. However, there has been no in-depth study that looks at the extent to which entrepreneurial knowledge and the ability to use social media can affect students' interest in entering the business world. Therefore, this study focuses on *"the influence of entrepreneurial knowledge and social media on the entrepreneurial interest of students of the management study program of Wahid Hasyim University"*

With this research, it is hoped that it can provide a clearer picture of the factors that affect students' interest in entrepreneurship, as well as provide recommendations for educational institutions in developing more effective entrepreneurship programs.

RESEARCH METHOD

Types of Research

In this study, a quantitative approach is used. According to Sugiyono (2018), the purpose of quantitative research is to investigate a specific population or sample and is based on positivism. Quantitative data is collected using research tools and then used to test theories. This study uses numerical primary data.

Population and Research Sample

According to Sugiyono (2019), a population is a set of things or people that have certain characteristics that are used by researchers to categorize and draw conclusions. The population in this study is 2021 students majoring in management at Wahid Hasyim University. The population of this study is 285 students of the Management Study Program, Faculty of Economics and Business in 2021.

The sample of this study is students of the Management Study Program, Faculty of Economics and Business, Wahid Hasyim University, Semarang. The sampling method uses random sampling, which is the selection of samples is carried out randomly without taking into account strata in the population. This technique is used when a population is considered to have homogeneous characteristics. Based on the calculation with the Slovin formula above, the number of respondents needed is 75 people.

Data Collection Methods

The data used in this study is in the form of primary data. Primary data is data that directly provides data to data collectors (Sugiyono, 2017:187). The primary data in this study is data obtained directly from the first source, namely data obtained from the distribution of questionnaires online, namely by filling out through Google Form to respondents related to the actual situation in the field.

Based on Jaya's (2020:20) opinion, one way to get people's opinions is to give them a series of written questions to fill out in a questionnaire. Each respondent was given the freedom to fill in the data as they wished without pressure from other parties, which would later be analyzed to obtain information. The distribution of the questionnaire was carried out through a google form directly to the students of the Management Study Program class of 2021 which contained statements regarding the indicators of each variable. This study uses the Likert scale to evaluate and understand how respondents perceive the responses they give.

Data Analysis Techniques

The Data Analysis techniques used in this study are as follows:

1. Validity Test

The validity test aims to assess whether a questionnaire can really be used as a legitimate measuring tool (Ghozali, 2018:51). The value of the validity coefficient indicates how good the instrument is at revealing information or data from the variables to be measured. A questionnaire is considered valid if each item of a statement or question is able to reflect and measure the variable in question. Significance testing was carried out by comparing the calculated r value to the r table, where the degree of freedom (df) is $n - 2$, with n being the number of respondents. If the value of r is calculated $> r$ table, then the statement or indicator is declared invalid.

2. Reliability Test

The reliability test was carried out to measure the internal consistency of the research instrument. A questionnaire is said to be reliable if each statement in

the questionnaire shows consistent results between items. According to Ghazali (2013), an instrument is categorized as reliable if Cronbach's Alpha value is more than 0.60. The closer the number one, the higher the level of reliability of the instrument.

3. Classic Assumption Test

The classical assumption test aims to test whether the analyzed data meets basic statistical criteria so that the regression model used produces accurate and unbiased estimates. Valid, legitimate, and normally distributed data are required for the results of the analysis to be interpreted appropriately.

a. Normality Test

The normality test was performed to assess whether the data distribution on independent and dependent variables in the regression model met the assumption of normal distribution. According to Ghazali (2018), a good regression model requires the data to have a distribution that is close to normal. One commonly used method in testing normality is the Kolmogorov-Smirnov test which can be accessed through statistical software such as SPSS. The test was performed at a significance level of 5% ($\alpha = 0.05$). The decision-making criteria are based on the significance value (p-value): if the sig. > 0.05 then the data is normally distributed, and if the sig. < value is 0.05 then the data is not normally distributed.

b. Multicollinearity Test

The multicollinearity test was performed to find out if there is a high linear relationship between independent variables in the regression model. The existence of multicollinearity can cause distortions in the interpretation of regression coefficients. Ghazali (2018) stated that multicollinearity can be detected through tolerance values **and** Variance Inflation Factor (VIF). If the tolerance value is > 0.10 and the VIF value is < 10, then the model can be said to be free of the symptoms of multicollinearity. In this study, the test was carried out with the help of SPSS to ensure that each variable is independent and does not strongly influence each other.

c. Heteroscedasticity Test

The heteroscedasticity test aims to test whether there is variance from residual in the regression model. When the residual variance is not constant, then the regression model experiences heteroscedasticity, which can impair the accuracy of the predictions. According to Ghazali (2018), this test can be done by looking at patterns on the scatterplot chart. If the dots are randomly scattered around the horizontal line without forming a specific pattern, then it can be concluded that heteroscedasticity does not occur. Conversely, if there is a clear pattern, then the model indicates heteroscedasticity.

4. Multiple Linear Regression Analysis

Multiple linear regression analysis is used to measure the influence of more than one independent variable on one dependent variable simultaneously. This method allows researchers to find out how much contribution each independent variable makes in influencing the bound variable. In the context of this study, multiple linear regression was used to analyze the influence of entrepreneurial knowledge and social media use on students' entrepreneurial interests. The regression equation model used is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Where:

Y = Entrepreneurial Interest

X_1 = Entrepreneurial Knowledge

X_2 = Social Media

α = Constant

β_1, β_2 = The regression coefficient of each independent variable

e = Error (residual)

5. Hypothesis

- a. The t-test is used to test the influence of each independent variable (X_1 and X_2) on the dependent variable (Y) individually. If the p-value of $t < 0.05$, it means that the independent variable has a significant effect if > 0.05 , it does not have a significant effect.
- b. The F-test is used to test the co-influence of independent variables on dependent variables. If the F-value is calculated $> F$ -table or p-value < 0.05 , it means that the independent variables together have a significant effect on the dependent variables; otherwise, it is insignificant.

6. Coefficient of Determination

The determination coefficient (R^2) aims to measure how far the model is able to explain the variance of dependent variables (Ghozali, 2018:97). The value of the determination coefficient is zero to one. A small R^2 value means that the ability of independent variables to explain the variation of dependent variables is very limited. A value close to one means that independent variables provide almost all the information needed to predict the variation of dependent variables (Ghozali, 2018:97). The coefficient formula of determination is as follows:

$$KD = R^2 \times 100\%$$

Where:

KD : The magnitude of the coefficient of determination

r : Cohesian correlation

RESULT AND DISCUSSION

Validity Test

No.	Variabel	R hitung	R tabel	Keterangan
Pengetahuan Kewirausahaan				
1.	X1.1	0,885	0,2272	Valid
2.	X1.2	0,843	0,2272	Valid
3.	X1.3	0,893	0,2272	Valid
Sosial Media				
1.	X2.1	0,867	0,2272	Valid
2.	X2.2	0,855	0,2272	Valid
3.	X2.3	0,868	0,2272	Valid
Minat Berwirausaha				
1.	Y.1	0,871	0,2272	Valid
2.	Y.2	0,867	0,2272	Valid
3.	Y.3	0,858	0,2272	Valid

From the results of the study, it can be seen that the calculated r value for each question is higher than the table r value (0.2272). At a significance level of 5%, the calculation of the r table yields a value of 0.2272 obtained from the r table with $N = 75$. Thus, it can be said that each item in the variable has been considered valid.

Reliability Test

Variable	Cronbach Alpha Values	Cronbach Alpha	Conclusion
Kwu's Knowledge	0,848	0,6	Reliable
Social Media	0,839	0,6	Reliable
Entrepreneurial Interest	0,828	0,6	Reliable

Indicates that Cronbach's alpha value is greater than the table r's value. Thus, it can be said that every variable is trustworthy. This test is considered trustworthy if the reliability result is more than 0.6.

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		75
Normal Parameters ^{a,b}	Mean	.2475780
	Std. Deviation	1.64450605
Most Extreme Differences	Absolute	.091
	Positive	.071
	Negative	-.091
Test Statistic		.091
Asymp. Sig. (2-tailed) ^c		.199

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The value of Asymp sig. $0.199 > 0.05$. It is stated that the data in the study is normal.

Multicollinearity Test

Models		Collinearity Statistics	
		Tolerance	VIVID
1	(Constant)		
	PK	.306	3.266
	S.S.	.306	3.266
a. Dependent Variable: MB			

a. VIVID

X1: $3.266 < 10$, None

Multicollinearity X2 : $3,266 < 10$,

Multicollinearity does not occur

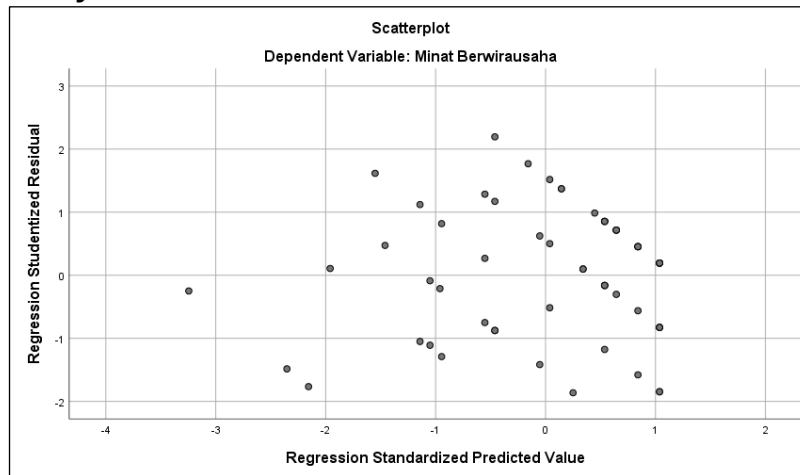
b. TOLERANCE

X1: $0.306 > 0.1$, Non-occurrence

Multicollinearity X2 : $0.306 > 0.1$,

Multicollinearity does not occur

Heterokedasticity Test



The dots on the scatterplot are evenly distributed, below and above the number 0 on the Y axis.

Hypothesis Test

Coefficient						
Models		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.058	.891		2.311	.024
	Kwu's Knowledge	.430	.095	.461	4.772	.000
	Social Media	.428	.090	.439	4.543	.000

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	131.070	2	65.535	88.168	.000 ^b
	Residual	53.517	72	.743		
	Total	184.587	74			
a. Dependent Variable: Minat Berwirausaha						
b. Predictors: (Constant), Sosial Media, Pengetahuan kewirausahaan						

Determination Test

Model Summary ^b				
Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843a	.710	.702	.86214
a. Predictors: (Constant), Social Media, Entrepreneurial Knowledge				
b. Dependent Variable: Entrepreneurial Interest				

- Therefore, variable independent has not provided the information needed to predict dependent variables.
- The R value is 0.843. With an R Square (R^2) value of 0.710, the two variables accounted for 71% of the change in students' entrepreneurial motivation, with additional factors beyond the scope of this study model influencing the remaining 29%.

Discussion

Based on the results of the study, it is shown that entrepreneurial interest is positively influenced by entrepreneurial knowledge. This is shown by a significance level of 0.000 which is smaller than 0.05 and a t-calculated value of 4.772 which is greater than the t-table of 1.666. This shows that students of the management study program at Wahid Hasyim University have a strong correlation between entrepreneurial ambition and entrepreneurial skills. In other words, knowledge of entrepreneurship allows students to understand how to start and manage a company, detect potential dangers, and create a plan to achieve success. Students with strong expertise in this field tend to be more confident about starting a company, which encourages enthusiasm to become an entrepreneur. The results of the descriptive analysis show that the majority of students have a high level of entrepreneurial knowledge. The average respondents' answers to the indicators in this variable that are included in the high group reflect this. "I did my research first before deciding to run a business," which has an average score of 4.61, is the statement with the highest score. This shows that students understand the need to do research and planning before setting up a company. A high score on this variable indicates that students have a good understanding of entrepreneurship, which includes topics such as marketing strategy, risk management, corporate planning, and innovation. This knowledge is essential for developing a methodical attitude and improving students' readiness for the professional world. With this understanding, students are better prepared to deal with opportunities and obstacles in the business world, in addition to understanding entrepreneurship theory. As a result, one of the main elements that fosters students' interest in entrepreneurship is entrepreneurial knowledge. These findings also highlight how important entrepreneurship education is to creating a competitive and financially independent young generation. According to Vivi Oktavia et al. (2024), the findings of this study are also consistent with a number of other studies that found that students' interest in entrepreneurship is greatly influenced by their entrepreneurial skills. With this information, students can develop their creativity, originality, and risk-taking skills in doing business. In addition, entrepreneurial knowledge is also considered an important initial investment for students to start a new business and significantly improve their entrepreneurial attitude and interest.

Based on the results of research that has been conducted, social media can trigger interest in starting a business. The t-count value is 4.543, which is higher than the t-table value of 1.666, and the significance level of $0.000 < 0.5$ indicates this. According to these results, social media variables have a substantial impact on students' entrepreneurial aspirations. Simply put, students' enthusiasm in setting up a company is greatly influenced by social media. Students have easy access to a wealth of business-related knowledge through these digital channels. As a result, children can use social media as a tool to foster an entrepreneurial attitude, in addition to the entertainment value. Descriptive statistics show that most of the people who take the survey use social media for various interests and activities. As a result, the average value of social media metrics (X2) is rather high. One of the most valuable statements is "I can access social media anytime and anywhere," which has an average score of 4.65. This data shows that students have fewer restrictions on when and where they can use social media. The fact that students are able to stay connected, access information flexibly, and develop their social networks and businesses shows that social media is an integral part of their daily lives and that students are making the most of it. The results of this study are consistent with previous research (Prasetyo, 2018) which found that students' capacity to launch a company increases along with the reduction in the number of

social networks they use. This confirms what was found in previous research on management students at Wahid Hasyim University: that social media does increase students' enthusiasm to start their own businesses.

Based on the results of the study, the F value was calculated as 88.168 with a significance of 0.000, as shown in the results of the F test, indicating that the value was significantly lower than the significance level of 0.05. This means that there is a considerable interaction between entrepreneurial passion and entrepreneurial skills and social media. Simply put, students' interest in setting up a company is positively correlated with their level of entrepreneurial knowledge and social media use. This research gives credence to the idea that management students at Wahid Hasyim University are influenced by the importance of knowledge-technology partnerships in developing entrepreneurial spirits. The two variables of this study explain 71% of the variance in entrepreneurial passion, according to the determination test (R^2), while the remaining 29% are explained by factors outside the study model. Students' interest in entrepreneurship is significantly influenced by their level of entrepreneurial expertise. Through this knowledge, students can understand business concepts and strategies more deeply, which ultimately encourages them to start a business and develop a creative and innovative mindset in order to achieve financial independence. In addition, social media also contributes to the increase in interest in entrepreneurship because it makes it easier for students to market products and build business relationships through various content related to entrepreneurship.

CONCLUSION AND SUGGESTIONS

This study aims to examine the influence of entrepreneurial knowledge and social media on the entrepreneurial interest of students of the management study program of Wahid Hasyim University Semarang. The object of this research is students of the 2021 management study program with a total of 75 respondents. From the test, it can be concluded that:

Entrepreneurial knowledge is a crucial aspect that affects students' interest in starting a business. In the context of this research, this knowledge includes the ability to face risks, identify business opportunities, and design solutions to various business challenges. Based on the theory used, entrepreneurial knowledge also shapes students' way of thinking, attitudes, and actions in responding positively to business opportunities. The results of data analysis and survey implementation showed that most of the students of the Management Study Program at Wahid Hasyim University Semarang had a good understanding of entrepreneurship. This is supported by the fact that most respondents stated that they are able to think critically when faced with challenges, take measurable risks, and make plans before starting a company. The highest point is found in the statement about the importance of doing research before starting a business, with an average score of 4.61. Based on the t-test for the entrepreneurial knowledge variable is $4.772 > t_{table} 1.666$, with a significant level of $0.000 < 0.05$, so H_1 is accepted. This shows that entrepreneurial knowledge has a positive effect on entrepreneurial interest. This finding states that the higher the level of students' understanding of entrepreneurship, the greater their tendency to pursue the business world.

Social media is one of the external factors that has a significant influence on increasing the entrepreneurial interest of students of the management study program at Wahid Hasyim University. Social media is not only a means of communication for them, but also serves as a promotional platform, business network, and a source of entrepreneurial information that is easily accessible anytime and anywhere. The results of the study show that students using social

media are positively correlated with their interest in starting a business. With its ease of use and wide reach, social media provides a great opportunity for students of the management study program at Wahid Hasyim University to develop business ideas and market products efficiently. Therefore, social media plays an important role in shaping an entrepreneurial mindset among students in today's digital era. The highest point is found in the statement about the importance of doing research before starting a business, with an average score of 4.65. The calculated t-value of $4.543 > \text{the table of } 1.666$ with a significance level of $0.000 < 0.05$ indicates that H2 is accepted based on the t-test of social media variables. This shows that the management study program at Wahid Hasyim University is greatly influenced by social media in terms of entrepreneurial interest.

The results of the F test in this study show that entrepreneurial knowledge and social media simultaneously have a significant influence on students' entrepreneurial interests. An F score of 88.168 and a significance level of 0.000 prove that these two factors synergize with each other to motivate students to start their own business.

REFERENCES

- Aisyah, S., Rahmani, N. A. B., & Hasibuan, S. (2023). The Influence of Entrepreneurial Knowledge, Motivation, Family Environment and Social Media on Muslim Students' Entrepreneurial Interest. *Journal on Education*, 5(4), 11740–11757. <https://doi.org/10.31004/joe.v5i4.2131>
- ANANDA MUHAMAD TRI UTAMA. (2022). The Influence of Entrepreneurship Learning and Social Media on Students' Entrepreneurial Interest in Malang City. 9, 356–363.
- Damayanti, D. P. A. V., Salim, M. A., & Millaningtyas, R. (2024). The Influence of Entrepreneurial Knowledge, Creativity and the Use of Social Media on Students' Entrepreneurial Interest in Malang City. *E-JRM: Electronic Journal of Management Research*, 13(01), 1256–1262.
- Diksan, Y. B. (2023). The Influence of Entrepreneurship Education and the Use of Social Media Through Entrepreneurial Motivation on Entrepreneurial Interest. *AT-TAWASSUTH: Journal of Islamic Economics*, VIII(I), 1–19.
- Dirgantara, M. A. (2023). The Influence of E-Commerce and Social Media on Entrepreneurial Interest in Adolescents in the Yogyakarta Region. *Management Economics and Accounting*, 4(2), 14–28. <https://doi.org/10.37012/ileka.v4i2.1775>
- Giri, N. P. E. L. S. (2023). (2023). The Influence of Entrepreneurial Knowledge and Social Media on the Entrepreneurial Interest of Students of the Faculty of Economics, Ganesha Education University. הארץ, 8.5.2017, 2003–2005. <https://dataindonesia.id/sektor-riil/detail/angka-konsumsi-ikan-ri-naik-jadi-5648-kgkapita-pada-2022>
- Haryanti, T. (2023). The Influence of Entrepreneurial Knowledge on Entrepreneurial Interest in Students at Tunas Pemuda Polytechnic. *JIM: Student Scientific Journal of History Education*, 8(2), 341–345. <https://doi.org/10.24815/jimps.v8i2.24634>
- Julindrastuti, D., & Karyadi, I. (2022). The influence of motivation and family environment on students' entrepreneurial interests. *Journal of Civilization Governance*, 2(1), 7–20. <https://doi.org/10.55182/jtp.v2i1.98>
- Marlina, E., Gusteti, Y., & Putri, D. E. (2023). Analysis of the Influence of Entrepreneurial Knowledge, Self Efficacy and Entrepreneurial Character on Entrepreneurial Interest (Case Study of Dharmas University Indonesia Students). *Journal of Business, Management, and Economics*, 4(3), 296–309.

- <https://doi.org/10.47747/jbme.v4i3.1319>
- Merline, & Widjaja Oey Hannes. (2022). The Influence of Entrepreneurial Knowledge, Orientation. *Managerial and Entrepreneurship*, 04(02), 435–443.
- Moelrine, A. F., & Syarif, R. (2022). The Influence of Entrepreneurial Knowledge, Entrepreneurial Characteristics and Entrepreneurial Competence on the Success of MSMEs in Bojong Kulur Village. *Ikraith-Economics*, 6(1), 127–137. <https://doi.org/10.37817/ikraith-ekonomika.v6i1.2475>
- Prihatiningsih, B. E., & Susanti, A. (2023). THE INFLUENCE OF ENTREPRENEURIAL KNOWLEDGE AND SOCIAL MEDIA ON THE ENTREPRENEURIAL INTENTION OF STUDENTS OF THE STATE UNIVERSITY OF JAKARTA. *Journal of Accounting Economics, Management*, 2(2), 91–107.
- Putry, N. A. C., Wardani, D. K., & Jati, D. P. (2020). The Effect of Self-Efficacy on Entrepreneurial Interest through Motivation as an Intervening Variable. *Journal of Socio-Economics and Humanities*, 6(1), 14–24. <https://doi.org/10.29303/jseh.v6i1.71>
- Suryadi, E., & Samuel, S. (2022). Analysis of entrepreneurial knowledge and entrepreneurial motivation and entrepreneurial interest in management students. *Journal of Accounting and Management*, 6(1), 59. <https://122.200.2.179/index.php/JAMI/article/view/528%0Ahttps://122.200.2.179/index.php/JAMI/article/viewFile/528/298>
- Vivi Oktavia, Ganefri, Asmar Yulastri, Nizwardi Jalinus, & Jonni Mardizal. (2024). The Influence of Entrepreneurial Knowledge and Social Media on Student Entrepreneurial Motivation. *Indonesian Journal of Computer Science*, 13(3). <https://doi.org/10.33022/ijcs.v13i3.3969>
- Wiyarno, Erna Apriani, Indra Permana, & Fachrial Banyu Asmoro. (2024). Analysis of the Influence of Social Media Use, Information Technology, and Entrepreneurial Interest on Entrepreneurship. *Journal of Business Lanterns*, 13(2), 1072–1082. <https://doi.org/10.34127/jrlab.v13i2.1130>
- Yasin, A. F. (2022). The Influence of Entrepreneurial Knowledge, Entrepreneurial Motivation, E-Commerce, and Social Media Use on Entrepreneurial Interest After the Covid-19 Pandemic A Research Study on Generation Z Women in Kota Med. *Journal of Managerial and Entrepreneurial Perspectives (JPMK)*, 3(1), 1–8. <https://doi.org/10.59832/jpmk.v3i1.165>